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# **GCSE MARKING SCHEME**

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**SUMMER 2019**

**HISTORY  
COMPONENT 1: NON-BRITISH STUDY IN DEPTH  
1H. The USA: A Nation of Contrasts, 1910-1929  
C100UH0-1**

## **INTRODUCTION**

This marking scheme was used by WJEC for the 2019 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

## MARK SCHEME SUMMER 2019

### Component 1: NON-BRITISH STUDY IN DEPTH

#### 1H.The USA: A Nation of Contrasts, 1910-1929

#### Instructions for examiners of GCSE History when applying the mark scheme

##### Positive marking

It should be remembered that learners are writing under examination conditions and credit should be given for what the learner writes, rather than adopting the approach of penalising him/her for any omissions. It should be possible for a very good response to achieve full marks and a very poor one to achieve zero marks. Marks should not be deducted for a less than perfect answer if it satisfies the criteria of the mark scheme.

**GCSE History mark schemes are presented in a common format as shown below:**

This section indicates the assessment objective(s) targeted in the question

<i>Mark allocation:</i>	AO1(b)	AO2	AO3 (a)	AO4
<b>5</b>	<b>3</b>		<b>2</b>	

Question: e.g. **Use Source A and your own knowledge to describe the economic boom of the 1920s. [5]**

This is the question and its mark tariff.

##### Band descriptors and mark allocations

	AO1(b) 3 marks		AO3(a) 2 marks	
<b>BAND 2</b>	<b>Demonstrates detailed understanding of the key feature in the question.</b>	<b>2-3</b>	<b>Accurate analysis of the source set within its historical context.</b>	<b>2</b>
<b>BAND 1</b>	<b>Demonstrates some understanding of the key feature in the question.</b>	<b>1</b>	<b>Source is analysed through description of its content only.</b>	<b>1</b>

This section contains the band descriptors which explain the principles that must be applied when marking each question. The examiner must apply this when applying the marking scheme to the response. The descriptor for the band provides a description of the performance level for that band. The band descriptor is aligned with the Assessment Objective(s) targeted in the question.

Use 0 for incorrect or irrelevant answers

##### **Indicative content**

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *source A shows an assembly line on which Ford cars are being produced;*
- *it reflects the economic boom of the 1920s as it shows how cars were mass produced for an expanding consumer market; this market was driven by the availability of credit;*
- *the expansion of the car industry fuelled demand in related industries; by 1929 more than 26 million cars were registered in the USA;*
- *the availability of hire purchase allowed people to buy domestic appliances such as washing machines and refrigerators; the increase in the amount of money available further stimulated the demand for goods;*
- *the output of American industry doubled in 1920s; the expansion of electrification further drove the boom.*

## **Banded mark schemes**

Banded mark schemes are divided so that each band has a relevant descriptor. The descriptor for the band provides a description of the performance level for that band. Each band contains marks. Examiners should first read and annotate a learner's answer to pick out the evidence that is being assessed in that question. Once the annotation is complete, the mark scheme can be applied. This is done as a two stage process.

### **Banded mark schemes Stage 1 – Deciding on the band**

When deciding on a band, the answer should be viewed holistically. Beginning at the lowest band, examiners should look at the learner's answer and check whether it matches the descriptor for that band. Examiners should look at the descriptor for that band and see if it matches the qualities shown in the learner's answer. If the descriptor at the lowest band is satisfied, examiners should move up to the next band and repeat this process for each band until the descriptor matches the answer.

If an answer covers different aspects of different bands within the mark scheme, a 'best fit' approach should be adopted to decide on the band and then the learner's response should be used to decide on the mark within the band. For instance if a response is mainly in band 2 but with a limited amount of band 3 content, the answer would be placed in band 2, but the mark awarded would be close to the top of band 2 as a result of the band 3 content. Examiners should not seek to mark learners down as a result of small omissions in minor areas of an answer.

### **Banded mark schemes Stage 2 – Deciding on the mark**

Once the band has been decided, examiners can then assign a mark. During standardising (marking conference), detailed advice from the Principal Examiner on the qualities of each mark band will be given. Examiners will then receive examples of answers in each mark band that have been awarded a mark by the Principal Examiner. Examiners should mark the examples and compare their marks with those of the Principal Examiner.

When marking, examiners can use these examples to decide whether a learner's response is of a superior, inferior or comparable standard to the example. Examiners are reminded of the need to revisit the answer as they apply the mark scheme in order to confirm that the band and the mark allocated is appropriate to the response provided.

Indicative content is also provided for banded mark schemes. Indicative content is not exhaustive, and any other valid points must be credited. In order to reach the highest bands of the mark scheme a learner need not cover all of the points mentioned in the indicative content but must meet the requirements of the highest mark band.

Where a response is not creditworthy, that is contains nothing of any significance to the mark scheme, or where no response has been provided, no marks should be awarded.

## MARK SCHEME

### Component 1: NON-BRITISH STUDY IN DEPTH

#### 1H.The USA: A Nation of Contrasts, 1910-1929

##### Question 1

Mark allocation:	AO1 (b)	AO2	AO3 (a)	AO4
5	3		2	

Question: **Use Source A and your own knowledge to describe the economic boom of the 1920s.** [5]

##### Band descriptors and mark allocations

	AO1(b) 3 marks		AO3(a) 2 marks	
<b>BAND 2</b>	Demonstrates detailed understanding of the key feature in the question.	2-3	Accurate analysis of the source set within its historical context.	2
<b>BAND 1</b>	Demonstrates some understanding of the key feature in the question.	1	Source is analysed through reference to its content only.	1

Use 0 for incorrect or irrelevant answers.

##### **Indicative content**

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *source A shows an assembly line on which Ford cars are being produced;*
- *it reflects the economic boom of the 1920s as it shows how cars were mass produced for an expanding consumer market; this market was driven by the availability of credit;*
- *the expansion of the car industry fuelled demand in related industries; by 1929 more than 26 million cars were registered in the USA;*
- *the availability of hire purchase allowed people to buy domestic appliances such as washing machines and refrigerators; the increase in the amount of money available further stimulated the demand for goods;*
- *the output of American industry doubled in 1920s; the expansion of electrification further drove the boom.*

**Question 2**

<i>Mark allocation:</i>	<i>AO1 (b)</i>	<i>AO2</i>	<i>AO3 (a+b)</i>	<i>AO4</i>
<b>8</b>	<b>4</b>		<b>4</b>	

Question: **What was the purpose of Source B?** **[8]**

**Band descriptors and mark allocations**

	<b>AO1(b) 4 marks</b>		<b>AO3 (a+b) 4 marks</b>	
<b>BAND 3</b>	<b>Demonstrates very detailed understanding of the historical context.</b>	<b>3-4</b>	<b>The purpose of the source is fully analysed and evaluated. A substantiated judgement regarding purpose is reached.</b>	<b>3-4</b>
<b>BAND 2</b>	<b>Demonstrates some understanding of the historical context.</b>	<b>2</b>	<b>The purpose of the source is partially analysed and evaluated. A judgement regarding purpose is reached.</b>	<b>2</b>
<b>BAND 1</b>	<b>Demonstrates only basic understanding of the historical context.</b>	<b>1</b>	<b>Answer mainly describes or paraphrases the source material with little analysis or evaluation.</b>	<b>1</b>

Use 0 for incorrect or irrelevant answers.

**Indicative content**

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *source B is a cartoon published in the Chicago Tribune in July 1919; the purpose of the source is to clearly depict the increased threat from what it labels ‘undesirable’ immigration, permitted by lax immigration controls;*
- *its purpose is to depict immigration as dangerous, shown by the bomb and fuse; the title of the cartoon is significant as it clearly shows the predilections of the cartoonist and presumably the newspaper, with the title ‘Close the Gate’;*
- *it is meant to create fear in the minds of the readers, but may also reinforce their views on immigration;*
- *this is suggested by the pro-American motto of the paper which suggests it was against immigrants it viewed as un-American;*
- *the purpose of the source should be viewed in its historical context; this was the time of the ‘Red Scare’ and the cartoon clearly reinforces many of the attitudes prevalent at the time;*
- *the readership in Chicago would have been aware of this, given the amount of immigrants that settled in the city during this period.*

**Question 3**

<i>Mark allocation:</i>	<i>AO1 (b)</i>	<i>AO2</i>	<i>AO3</i>	<i>AO4 (a-d)</i>
<b>10</b>	<b>4</b>			<b>6</b>

Question: **Do the interpretations support the view that overproduction caused the Wall Street Crash?** **[10]**

**Band descriptors and mark allocations**

	AO1(b) 4 marks		AO4 (a–d) 6 marks	
<b>BAND 4</b>	Demonstrates very detailed understanding of the key feature in the question.	<b>4</b>	Fully analyses and evaluates how and why the interpretations differ, demonstrating awareness of the wider historical debate. Analysis of the content, authorship and audience is undertaken to provide a well substantiated judgement about the extent of support provided for the view, set within the appropriate historical context.	<b>5-6</b>
<b>BAND 3</b>	Demonstrates detailed understanding of the key feature in the question.	<b>3</b>	Analyses and evaluates the differences between the interpretations showing some awareness of the wider historical debate. Analysis of the content, authorship and audience is undertaken to reach a supported judgement on the set question within the appropriate historical context.	<b>3-4</b>
<b>BAND 2</b>	Demonstrates some understanding of the key feature in the question.	<b>2</b>	Analyses and evaluates the different interpretations, making appropriate reference to the content and authorship of the extracts but little awareness of the wider historical debate. A judgement on the question is reached, set within the appropriate historical context.	<b>2</b>
<b>BAND 1</b>	Generalised answer displaying limited understanding of the key feature in the question.	<b>1</b>	Makes simple comments about the interpretations with little analysis and evaluation; little or no judgement is reached.	<b>1</b>

Use 0 for incorrect or irrelevant answers.

**Indicative content**

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *Interpretation 1 does not support the view that overproduction caused the Wall St Crash;*
- *it states that the crash was due to an unsustainable boom in share prices, caused by false expectations and over-confidence in the belief that the economic boom was permanent;*

- *the author of the interpretation is an economist writing on a modern, specialist website; the title of the article suggests it was purely focused on the causes of the Wall St Crash and the audience would presumably be those interested in economic affairs;*
- *Interpretation 2 does support the view that overproduction caused the Wall St Crash;*
- *it states that the Wall St Crash occurred due to continued production that was undertaken purely for the purpose of profit; it states that consumer demand could not keep up and this caused the crash;*
- *the interpretation was published on an anti-business website and is clearly written from a very particular perspective; it is presumably aimed at an audience that would support its views and general purpose;*
- *both extracts show the differences in interpretation and focus, set within the wider historical debate;*
- *answers should be able to reach a judgement about the degree of support for the view that overproduction caused the Wall St Crash based on the content and authorship of the provided interpretations and an understanding of the wider historical debate over the issue.*



**Question 4**

Mark allocation:	AO1 (b)	AO2	AO3 (a+b)	AO4
<b>11</b>	<b>3</b>		<b>8</b>	

Question: **Which of the sources is more useful to an historian studying the Monkey Trial?** **[11]**

**Band descriptors and mark allocations**

AO1(b) 3 marks		AO3 (a+b) 8 marks			
			<b>BAND 4</b>	The relative usefulness of the source material is fully analysed and evaluated. Analysis of the content and authorship of the source material is undertaken to produce a clear and well substantiated judgement, set within the appropriate historical context.	7-8
<b>BAND 3</b>	Demonstrates detailed understanding of the key feature in the question.	3	<b>BAND 3</b>	The usefulness of the source material is analysed and partially evaluated. Analysis of the content and authorship is undertaken to reach a supported judgement, set within the appropriate historical context.	5-6
<b>BAND 2</b>	Demonstrates some understanding of the key feature in the question.	2	<b>BAND 2</b>	Answer begins to analyse and evaluate the usefulness of the source material. Limited analysis of the content and authorship is undertaken, resulting in an unsubstantiated judgement.	3-4
<b>BAND 1</b>	Demonstrates limited understanding of the key feature in the question.	1	<b>BAND 1</b>	Copies or paraphrases the source material with little or no analysis and evaluation undertaken.	1-2

Use 0 for incorrect or irrelevant answers.

**Indicative content**

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- both sources are of varying usefulness to an historian studying the Monkey Trial;
- source C is useful because it states how teachers had been undermining religion by teaching Darwinism; it is a rallying call for Christians to challenge these views;
- it is useful because it is written by Bryan, who would later be prosecutor at the Monkey Trial; it clearly reveals and reflects the views of many at the time who viewed evolution as a threat to Biblical teaching;
- the title of the book further reflects this and partly accounts for his later participation in the Monkey Trial;
- source D is also useful as it is an extract from the trial; it is part of the defence case presented by Malone who was a lawyer defending Scopes;

- *it is useful as it encapsulates the defence case; it calls for openness of thought and the distinction between religion and science;*
- *it also reflects the view of many that the issue was one of scientific progress and freedom of thought;*
- *both sources reflect different attitudes and are useful as they help to explain the controversy caused by the Monkey Trial;*
- *neither source is more useful than the other, but answers should be able to reach a judgement about the varying utility of the sources in an investigation into the Monkey Trial, 1925.*

### Question 5

Mark allocation:	AO1 (b)	AO2	AO3	AO4(a-d)	SPaG
19	4			12	3

Question: **‘The development of the flapper lifestyle was the most important factor in changing the lives of women during this period.’**

**To what extent do you agree with this interpretation?**

**[16+3]**

#### Band descriptors and mark allocations

	AO1(b) 4 marks		AO4 (a-d) 12 marks	
<b>BAND 4</b>	Demonstrates very detailed understanding of the key feature in the question.	4	Fully analyses and evaluates how and why interpretations of this issue differ, demonstrating awareness of the wider historical debate over the issue. A well substantiated judgement about the accuracy of the interpretation is reached, set within the context of the historical events studied. The relevance of the authorship of the interpretation is discussed.	10-12
<b>BAND 3</b>	Demonstrates detailed understanding of the key feature in the question.	3	Analyses and evaluates how and why interpretations of this issue differ. A clear judgement is reached, displaying understanding of how and why interpretations of the issue may differ. Appropriate reference is made to the authorship. Some understanding of the wider historical debate over the issue is displayed.	7-9
<b>BAND 2</b>	Demonstrates some understanding of the key feature in the question.	2	Some analysis and evaluation of the interpretation and other interpretations is displayed. A judgement is reached with superficial reference to authorship.	4-6
<b>BAND 1</b>	Demonstrates basic understanding of the key features in the question.	1	Makes limited comments about the interpretation with little analysis and evaluation. Little or no judgement reached.	1-3

Use 0 for incorrect or irrelevant answers.

#### **Indicative content**

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *to a certain extent this interpretation is accurate, the development of the flapper lifestyle was the most important factor in changing the lives of women during this period;*
- *this interpretation can be supported by reference to several factors: flappers represented a new liberation for women inasmuch as their dress and behaviour challenged long established social norms;*
- *the flapper lifestyle was important in changing the lives of women as it gave them greater independence and redefined their role in society; the freedom to dance, drink, smoke, drive, dress as they desired and generally represent a new form of feminism were very significant developments;*

- *the flapper lifestyle defied convention and challenged older ideas about the role of women; they became the symbol of a wider change in society;*
- *answers may refer to the interpretation appearing on a modern website and as such it has been formed with the benefit of hindsight;*
- *however, the interpretation can be challenged; it fails to take into account the negative aspects of the flapper lifestyle as well as other factors that changed the lives of women and is therefore relatively narrow in focus;*
- *many older women who had fought for women's rights, including the vote, viewed flappers as selfish and superficial; some even considered them not worthy of the vote, the gaining of which had been an important change in the lives of women;*
- *some considered that what the flappers were 'achieving' was the result of natural developments and not a product of their own achievement;*
- *despite the popularity of the flapper lifestyle, it was not available to all; it was regionalised, class based and for the majority of women little change took place; the economic crisis and realities of the late 1920s swiftly ended the excesses of the flappers and in this respect it was not the most important factor in changing the lives of women during this period;*
- *as well as gaining the vote, other important factors in changing the lives of women were increased employment and educational opportunities;*
- *the interpretation is therefore rather narrow in focus; answers may refer to the article being related to feminism and being a student's personal opinion published in a blog; the fact that it appeared on a university website may have a bearing on the predilections of the author and its intended audience; this might suggest the interpretation is subjective;*
- *answers should be able to reach a judgement about the interpretation which could agree, disagree or be more balanced, but there should be awareness of how and why it is possible to develop different interpretations of the importance of the flapper lifestyle during this period.*

After awarding a band and a mark for the response, apply the performance descriptors for spelling, punctuation and the accurate use of grammar (SPaG) and specialist terms that follow.

In applying these performance descriptors:

- learners may only receive SPaG marks for responses that are in the context of the demands of the question; that is, where learners have made a genuine attempt to answer the question
- the allocation of SPaG marks should take into account the level of the qualification.

<b>Band</b>	<b>Marks</b>	<b>Performance descriptions</b>
<i>High</i>	3	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with consistent accuracy</li> <li>• Learners use rules of grammar with effective control of meaning overall</li> <li>• Learners use a wide range of specialist terms as appropriate</li> </ul>
<i>Intermediate</i>	2	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with considerable accuracy</li> <li>• Learners use rules of grammar with general control of meaning overall</li> <li>• Learners use a good range of specialist terms as appropriate</li> </ul>
<i>Threshold</i>	1	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with reasonable accuracy</li> <li>• Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall</li> <li>• Learners use a limited range of specialist terms as appropriate</li> </ul>
	0	<ul style="list-style-type: none"> <li>• The learner writes nothing</li> <li>• The learner's response does not relate to the question</li> <li>• The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning</li> </ul>