GCSE MARKING SCHEME

SUMMER 2022

GCSE

HISTORY
UNIT 2: STUDY IN DEPTH - HISTORY WITH A EUROPEAN / WORLD FOCUS

2B. THE USA: A NATION OF CONTRASTS, 1910-1929
3100UF0-1

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INTRODUCTION

This marking scheme was used by WJEC for the 2022 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.

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MARK SCHEME SUMMER 2022
UNIT 2: STUDY IN DEPTH - HISTORY WITH A EUROPEAN / WORLD FOCUS

2B. 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

Mark allocation:	*AO1*	*AO2*	*AO3*	*AO4*
6	**4**		**2**	

Question: e.g. **Use Source A and your own knowledge to describe the economic boom in America during this period.** **[6]**

This is the question and its mark tariff.

Band descriptors and mark allocations

	AO1 4 marks		AO3 2 marks	
BAND 2	**Demonstrates detailed understanding of the key feature in the question.**	**3-4**	**Accurate analysis of the source set within its historical context.**	**2**
BAND 1	**Demonstrates some understanding of the key feature in the question.**	**1-2**	**Source is analysed through reference to its content only.**	**1**

Use 0 for incorrect or irrelevant answers.

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.

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 a photograph of cars being built in a Detroit factory in 1913 – it shows that workers are building the cars on a production line;*
- *this was due to the pioneering mass production techniques of Henry Ford's motor company which sped up the production of cars to one every 10 seconds by 1920;*
- *mass production benefited many feeder industries too such as glass, leather, petrol, rubber and metal;*
- *other companies copied this technique which led to a boom in other technologies such as vacuum cleaners, washing machines and radios;*
- *this led to consumerism – advertising and hire-purchase had a big impact;*
- *some candidates may refer to the policies of the Republican presidents – their policy of laissez-faire meant that governments kept out of the day-to-day running of the economy.*

This section contains indicative content (see below under banded mark schemes Stage 2). It may be that the indicative content will be amended at the examiner's conference after actual scripts have been read. The indicative content is not prescriptive and includes some of the points a candidate might include in their response.

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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.

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MARK SCHEME

UNIT 2: STUDY IN DEPTH - HISTORY WITH A EUROPEAN / WORLD FOCUS

2B. THE USA: A NATION OF CONTRASTS, 1910-1929

Question 1

Mark allocation:	*AO1*	*AO2*	*AO3*	*AO4*
6	**4**		**2**	

Question: **Use Source A and your own knowledge to describe the economic boom in America during this period. [6]**

Band descriptors and mark allocations

	AO1 4 marks		**AO3 2 marks**	
BAND 2	**Demonstrates detailed understanding of the key feature in the question.**	**3-4**	**Accurate analysis of the source set within its historical context.**	**2**
BAND 1	**Demonstrates some understanding of the key feature in the question.**	**1-2**	**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 a photograph of cars being built in a Detroit factory in 1913 – it shows that workers are building the cars on a production line;*
- *this was due to the pioneering mass production techniques of Henry Ford's motor company which sped up the production of cars to one every 10 seconds by 1920;*
- *mass production benefited many feeder industries too such as glass, leather, petrol, rubber and metal;*
- *other companies copied this technique which led to a boom in other technologies such as vacuum cleaners, washing machines and radios;*
- *this led to consumerism – advertising and hire-purchase had a big impact;*
- *some candidates may refer to the policies of the Republican presidents – their policy of laissez-faire meant that governments kept out of the day-to-day running of the economy.*

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Question 2

Mark allocation:	*AO1*	*AO2*	*AO3*	*AO4*
8	**8**			

Question: **Describe how prohibition affected life in America during the 1920s. [8]**

Band descriptors and mark allocations

	AO1 8 marks	
BAND 3	**Demonstrates detailed knowledge to fully describe the issue set within the appropriate historical context.**	**6-8**
BAND 2	**Demonstrates knowledge to partially describe the issue.**	**3-5**
BAND 1	**Demonstrates limited knowledge to describe the issue.**	**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:

- *Prohibition was introduced in 1920 due to the protests of many groups – it was meant to reduce the problems caused by alcohol;*
- *Prohibition however led to the smuggling of alcohol from other parts of the world – namely Canada, Mexico and Europe – the smugglers were called bootleggers;*
- *Speakeasies were illegal and underground bars – there were 30,000 in New York alone by 1930 – this proves that prohibition was difficult to enforce and not supported by many Americans;*
- *these were run by the gangsters who fought with each other for this lucrative business. The most infamous incident was the St. Valentine's Day Massacre which saw the death of 7 of Bugs Moran's gang. Gangsters also ran gambling rackets and brothels with their money;*
- *Prohibition had mixed results for the health of the nation – deaths from alcohol had fallen by 80% by 1921, but still 50,000 died from poisoned alcohol by 1926. Liver diseases fell from 30 per 100,000 in 1911 to 10.7 per 100,000 in 1929, but there were more cases of blindness and paralysis due to the consumption of moonshine.*

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Question 3

Mark allocation:	*AO1*	*AO2*	*AO3*	*AO4*
8	**4**		**4**	

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

Band descriptors and mark allocations

	AO1 4 marks		**AO3 4 marks**	
BAND 3	**Demonstrates very detailed understanding of the historical context.**	**3-4**	**The purpose of the source is fully analysed and evaluated. A substantiated judgement regarding purpose is reached.**	**3-4**
BAND 2	**Demonstrates some understanding of the historical context.**	**2**	**The purpose of the source is partially analysed and evaluated. A judgement regarding purpose is reached.**	**2**
BAND 1	**Demonstrates only basic understanding of the historical context.**	**1**	**Answer mainly describes or paraphrases the source material with little analysis or evaluation.**	**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 B is a fashion page for a popular American magazine that portrays the new fashions available to some American women;*
- *its main purpose is to advertise the latest fashions available to women – it clearly shows that they now have short hair, and wear shorter skirts than before;*
- *it also reflects the type of fashion pages that were used at the time and the views of many Americans who lived in the cities;*
- *the picture is trying to influence women in America's biggest cities to take note, and follow the new fashions;*
- *published in 1927 this would have been at the height of the Roaring Twenties where flappers were prevalent in America's biggest cities; they would rebel against traditional values; consumerism also drove women to spend their money on the latest fashions;*
- *the fashion page is from a magazine called Women's Journal – this would target younger women to change their habits and fashions;*
- *magazines would have much to gain from these fashion pages as they would attract women to buy the magazine;*
- *the purpose was therefore to influence its audience into buying magazines and changing their fashions.*

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Question 4

Mark allocation:	*AO1*	*AO2*	*AO3*	*AO4*
12	**6**		**6**	

Question: **Which of the sources is more useful to an historian studying the reasons for the end of the economic boom in 1929? [12]**

Band descriptors and mark allocations

	AO1 6 marks			**AO3 6 marks**	
BAND 3	**Demonstrates detailed understanding of the key feature in the question.**	**5-6**	**BAND 3**	**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.**	**5-6**
BAND 2	**Demonstrates some understanding of the key feature in the question.**	**3-4**	**BAND 2**	**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.**	**3-4**
BAND 1	**Demonstrates limited understanding of the key feature in the question.**	**1-2**	**BAND 1**	**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 reasons for the end of prosperity during this period;*
- *Source C states that workers should invest some of their income on the stock market and believes that huge profits could be made;*
- *many Americans followed advice such as this and would buy shares 'on the margin'; this caused an end to prosperity as too many inexperienced investors did just this and panicked when the Wall St Crash happened;*
- *the source accurately reflects the views of many Americans during the period; as the head of a major motor company, Raskob would have had detailed knowledge of the economy;*

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- *an historian would find his speech to an audience of his workers useful in order to understand how and why some Americans decided to speculate on the market without any experience; this gives a long-term cause for the end of the economic boom;*
- *Source D is also useful, but focuses on the short-term reason for the end of prosperity; it says that the collapse of the stock market in October 1929 crippled the fortunes of thousands of investors;*
- *the Wall St Crash was a major factor in the end of prosperity; 16.5 million shares were sold on Black Tuesday, 29 October and despite the efforts of some bankers in the days after Black Thursday, 24 October, the Crash couldn't be prevented;*
- *the source is of great use to an historian; written by a financial journalist writing in a major American newspaper the day after Black Tuesday, it gives the historian an excellent understanding of the mood at the time which would have been read by many thousands of Americans; the source is emotive and reflects the panic that many felt at the time which led some investors to commit suicide;*
- *neither source is necessarily 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 reasons for the end of prosperity during this period.*

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Question 5

Mark allocation:	*AO1*	*AO2*	*AO3*	*AO4*	*SPaG*
19	**4**	**12**			**3**

Question: **Was the treatment of black Americans the worst form of religious and racial intolerance in the USA between 1910 and 1929? [16+3]**

Band descriptors and mark allocations

	AO1 4 marks		**AO2 12 marks**	
BAND 4	**Demonstrates very detailed knowledge and understanding of the key feature in the question.**	**4**	**Fully analyses the key issue. There will be a clear analysis of other factors and their relative impact set within the appropriate historical context.**	**10-12**
BAND 3	**Demonstrates detailed knowledge and understanding of the key feature in the question.**	**3**	**Partially analyses the key issue along with a consideration of the impact of other factors in the historical context.**	**7-9**
BAND 2	**Demonstrates some knowledge and understanding of the key feature in the question.**	**2**	**Basic analysis while considering some other factors and their impact.**	**4-6**
BAND 1	**Demonstrates basic knowledge and understanding of the key features in the question.**	**1**	**Offers a generalised response with little analysis of impact.**	**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:

- *answers will provide a reasoned analysis of the issue covering a range of factors to help explain the main forms of religious and racial intolerance in the USA during this period;*
- *the treatment of black Americans could certainly be regarded as the worst example of intolerance in the USA between 1920-1929; black Americans, especially in the southern states suffered racial discrimination at the hands of white Americans; the Jim Crow Laws segregated black Americans in public places; they could not vote or get good jobs; and despite 360,000 black Americans serving during the First World War they still suffered at the hands of the KKK who lynched more than 430 people between 1915 and 1922;*
- *other sections of society also suffered during this period; in the Bible Belt laws were created which banned Charles Darwin's Theory of Evolution; this led to the Monkey Trial after Johnny Scopes deliberately taught this instead of the Bible's teachings;*
- *this intolerance was severe but was mainly seen in the 6 southern states of the Bible Belt;*
- *the treatment of Native Americans can also be seen as intolerance during this period; due to Eugenics Projects in Vermont and New Hampshire Native Americans were forced to reject their own culture and adopt the American culture; they were forced to cut their long hair, wear American clothes and children were sent to boarding schools in an attempt to Americanise the Native Americans;*

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- *this again was an example of intolerance in the USA but it could be argued that this treatment was less severe than that experienced by black Americans;*
- *candidates may conclude that any of the above factors could be considered examples of intolerance in the USA during the period, but a valid conclusion should be reached.*

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

Having decided on a band, award a second mark (out of 3) for SPaG. In applying these indicators:

- 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.

Band	Marks	Performance descriptions
High	3	• Learners spell and punctuate with consistent accuracy • Learners use rules of grammar with effective control of meaning overall • Learners use a wide range of specialist terms as appropriate
Intermediate	2	• Learners spell and punctuate with considerable accuracy • Learners use rules of grammar with general control of meaning overall • Learners use a good range of specialist terms as appropriate
Threshold	1	• Learners spell and punctuate with reasonable accuracy • Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall • Learners use a limited range of specialist terms as appropriate
	0	• The learner writes nothing • The learner's response does not relate to the question • The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning

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