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# **GCSE MARKING SCHEME**

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**SUMMER 2018**

**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 2018 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 2018

### 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:**

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

Question: e.g. **Use Source A and your own knowledge to describe the flapper lifestyle.** **[5]**

##### Band descriptors and mark allocations

**In this question three fifths of the marks are awarded for understanding of the historical context. Two fifths of the marks are awarded for source analysis.**

	<b>AO1(b) 3 marks</b>		<b>AO3(a) 2 marks</b>	
<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>

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 aspects of the flapper lifestyle; it shows that they were independent and self-sufficient, owning items such as their own car;*
- *the source shows that flappers had assertive lifestyles, smoking and drinking and so on, in public; such things would have been viewed as socially unacceptable by many at the time;*
- *the flapper lifestyle became synonymous with the 1920s; their behaviour was considered irreverent as it ignored accepted social norms; disdain for conventions, authority and prohibition characterised the lifestyle;*
- *the lifestyle was also characterised by a distinctive appearance; flapper style was young and boyish, with short hair; dresses were straight and loose; jewellery was usually art deco pieces; the appearance was designed to be healthy, fit and sporty;*
- *their lifestyle was depicted in magazines such as 'The Flapper', although many people, including women, did not approve of their behaviour.*

## **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 SUMMER 2018

### 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 flapper lifestyle.** **[5]**

#### 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 reference to its content only.</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 A shows aspects of the flapper lifestyle; it shows that they were independent and self-sufficient, owning items such as their own car;*
- *the source shows that flappers had assertive lifestyles, smoking and drinking and so on, in public; such things would have been viewed as socially unacceptable by many at the time;*
- *the flapper lifestyle became synonymous with the 1920s; their behaviour was considered irreverent as it ignored accepted social norms; disdain for conventions, authority and prohibition characterised the lifestyle;*
- *the lifestyle was also characterised by a distinctive appearance; flapper style was young and boyish, with short hair; dresses were straight and loose; jewellery was usually art deco pieces; the appearance was designed to be healthy, fit and sporty;*
- *their lifestyle was depicted in magazines such as 'The Flapper', although many people, including women, did not approve of their behaviour.*

**Question 2**

Mark allocation:	AO1 (b)	AO2	AO3 (a+b)	AO4
8	4		4	

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

**Band descriptors and mark allocations**

	AO1(b) 4 marks		AO3 (a+b) 4 marks	
<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 poster produced during the First World War and as such can be viewed as propaganda;*
- *the purpose of the source is to encourage people to support the vote for prohibition;*
- *the poster was produced by the Ohio Dry Federation and is clearly designed to use images of war to persuade people to vote yes;*
- *the poster implies that the choice is between supporting soldiers fighting and risking their lives at the front by voting yes, or to betray them by voting no; in this respect alcohol is portrayed as an evil that could lead to ruin;*
- *the depiction is clearly propagandist in nature; the soldier has USA on his equipment and he is in the trenches; the appeal is directly to the audience who would see the poster; this audience may have been relatively limited though, if the poster was only used in the State of Ohio;*
- *the source shows the type of campaigning that was undertaken to try to ensure prohibition legislation was passed.*

**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 immigration was important in increasing the popularity of the Ku Klux Klan?** [10]

**Band descriptors and mark allocations**

	<b>AO1(b) 4 marks</b>		<b>AO4 (a–d) 6 marks</b>	
<b>BAND 4</b>	<b>Demonstrates very detailed understanding of the key feature in the question.</b>	<b>4</b>	<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>	<b>5-6</b>
<b>BAND 3</b>	<b>Demonstrates detailed understanding of the key feature in the question.</b>	<b>3</b>	<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>	<b>3-4</b>
<b>BAND 2</b>	<b>Demonstrates some understanding of the key feature in the question.</b>	<b>2</b>	<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>	<b>2</b>
<b>BAND 1</b>	<b>Generalised answer displaying limited understanding of the key feature in the question.</b>	<b>1</b>	<b>Makes simple comments about the interpretations with little analysis and evaluation; little or no judgement is reached.</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:

- *Interpretation 1 does not support the view that immigration was important in increasing the popularity of the Ku Klux Klan;*
- *it states that the organisation was practically defunct, but was given a huge popularity boost by the success of the film 'The Birth of a Nation'; the film's success helped the Ku Klux Klan greatly expand its organisation;*
- *the interpretation is from the culture section on a modern website and is focused on the perceived racism in the film; as such the interpretation may be rather narrow in focus, linking the Ku Klux Klan to the film, which is the object of its article;*
- *Interpretation 2 does support the view presented; it states that fear of immigration created an atmosphere in which the message of the Ku Klux Klan, that of being against alien enemies for example, could thrive; it shows how the air of respectability portrayed by the Ku Klux Klan drew in many members;*
- *the interpretation therefore implies that immigration contributed to the increasing popularity of the Ku Klux Klan;*
- *the interpretation is from a website that is devoted to protecting civil rights and may therefore be from a particular perspective; it is presumably aimed at a particular audience and this may well have influenced the interpretation;*
- *answers should be able to reach a judgement about the degree of support for the view, 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
11	3		8	

Question: **Which of the sources is more useful to an historian studying the Palmer Raids?** [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 Palmer Raids;
- Source C reflects Palmer's view that those he pursued had stirred discontent, caused strikes and lowered the moral tone of America; he also states that such people could be removed and that the threat from Communism could therefore be dealt with;

- *the source is useful as it clearly shows the justification for the Palmer Raids that took place in late 1919, early 1920; the title of the article is also clearly directed to providing support for the action;*
- *the source also clearly reflects the view of some in the US authorities who viewed Communism and the 'Red Scare' as a threat to the American way of life; it is however, clearly biased in this respect;*
- *Source D is useful as it shows a response to the Palmer Raids by some in the US judiciary who were opposed to the actions;*
- *it is useful as it states that due process of law had not been observed; the appropriate warrants had not been issued and that the property of the accused had been seized or destroyed; the actions were essentially a violation of people's rights;*
- *the source clearly reflects a response to the Palmer Raids that is aimed at discrediting them; the title of the report clearly shows the intended audience and the report itself may have greater validity due to its authorship;*
- *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 Palmer Raids.*

### Question 5

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

Question: **‘The radio was the most important feature of 1920s American culture, bringing news, entertainment and advertisements to more than 10 million households by 1929.’**

**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 most important feature of 1920s American culture was the radio;*
- *the forming of this interpretation can be supported by reference to the figure provided, that by 1929 over 10 million households were in possession of a radio that brought culture, news, entertainment and advertisements into the home;*
- *the impact the radio had was considerable; advertising grew which further expanded consumerism; there was an increase in political and social awareness and it was no longer necessary to read about the news; the playing of music, especially jazz, had an impact upon its influence as the defining music of the period; as a result the sales of gramophones increased; people could listen to sporting events which in turn increased their popularity;*
- *answers may refer to the article being on a modern website and as such the interpretation has been formed through research and the benefit of hindsight;*
- *however, the interpretation is somewhat narrow in focus and fails to take account of a wider range of factors that strongly influenced American culture in the 1920s;*
- *it is possible to form a different interpretation through looking at the influence of other mediums: cinema was viewed as a very exciting development and had a great influence on people's behaviour and fashion; the influence of movie stars was considerable and when 'talkies' were developed the popularity of cinema further increased as did its influence;*
- *other features of American culture also had great prominence; popular music developed and the impact of jazz was widespread; dancing and the speakeasy culture also defined the period; the interpretation is therefore somewhat limited in scope; answers may refer to the article being published on a website that is devoted to digital history; this may have influenced the forming of this particular interpretation; it is designed to be educational but may be 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 the wider historical debate and how and why it is possible to develop different interpretations of American culture and entertainment in the 1920s.*

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>