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# **GCSE MARKING SCHEME**

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**SUMMER 2023**

**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 2023 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.

**COMPONENT 1: NON-BRITISH STUDY IN DEPTH**  
**1H. THE USA: A NATION OF CONTRASTS, 1910–1929**  
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**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 Wall Street Crash.** [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:

- *the source shows the effects of the Wall Street Crash in terms of apportioning blame for the event;*
- *the source states that the event occurred due to gamblers calling themselves investors; it asserts that buying on the margin was a factor in the Crash and states that all participants were equally to blame;*
- *the Wall Street Crash was the result of several factors: overproduction, underproduction in agriculture, underconsumption in consumer goods, the decline in traditional industries, and the policy of laissez-faire had all created conditions conducive to a fall in the stock market;*
- *an increase in consumer debt and speculation on the stock market were further contributory factors; by 1929 there was an increasing loss of confidence in the price of shares;*
- *on 24 October 1929, 12.8 million shares were sold on Black Thursday; after a brief rally, the market collapsed on 29 October 1929, on Black Tuesday, when 16 million shares were sold;*
- *the results were that thousands who had money tied up in shares were ruined, especially those who had bought on the margin; this led to the Great Depression that would greatly affect the United States and the world during the following years.*

## **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.

**Question 1**

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

Question: **Use Source A and your own knowledge to describe the Wall Street Crash, 1929.** [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:

- *the source shows the effects of the Wall Street Crash in terms of apportioning blame for the event;*
- *the source states that the event occurred due to gamblers calling themselves investors; it asserts that buying on the margin was a factor in the Crash and states that all participants were equally to blame;*
- *the Wall Street Crash was the result of several factors: overproduction, underproduction in agriculture, underconsumption in consumer goods, the decline in traditional industries, and the policy of laissez-faire had all created conditions conducive to a fall in the stock market;*
- *an increase in consumer debt and speculation on the stock market were further contributory factors; by 1929 there was an increasing loss of confidence in the price of shares;*
- *on 24 October 1929, 12.8 million shares were sold on Black Thursday; after a brief rally, the market collapsed on 29 October 1929, on Black Tuesday, when 16 million shares were sold;*
- *the results were that thousands who had money tied up in shares were ruined, especially those who had bought on the margin; this led to the Great Depression that would greatly affect the United States and the world during the following years.*

## 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 an advertisement printed by the Ford Motor Company in June 1924;*
- *its purpose is to advertise the Ford Touring Car and to encourage US citizens to purchase it at \$295;*
- *its purpose is also to celebrate the mass production techniques of Ford, as it states that this is the ten-millionth Ford produced during this period;*
- *the poster also represents the prosperity of the United States during this period; the advent of mass production, pioneered by Henry Ford, had greatly contributed to the growth of US prosperity;*
- *the automotive industry contributed significantly to the expansion of the American economy; the contribution of industries related to the production of motor vehicles furthered the rapid expansion of US prosperity;*
- *the poster is aimed at the general US public; in addition to being an advertisement, it can be viewed as a reflection of US prosperity 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 there was a danger of revolution in the United States after the First World War?** **[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 support the view that there was a danger of revolution in the US after the First World War;*
- *the article states that the Red Scare increased after the Bolshevik Revolution in 1917; it asserts that this fear was exacerbated by events in the post-war United States;*
- *the article asserts that factors such as the demobilization of soldiers, inflation, strikes and bombings, had created a fearful climate and as such there was a danger of revolution;*
- *the interpretation would have been partly based on the fact that there was an increase in Communist and Anarchist agitation in the US after the First World War;*
- *the author, however, is a university lecturer focusing upon the Red Scare and its impact on civil liberties; as such it may be somewhat narrow in focus and the audience would presumably be specialist in nature;*
- *Interpretation 2 does not support the view that there was a danger of revolution in the United States after the First World War;*
- *the interpretation suggests that the war had created a pent-up hatred amongst the US public that needed to be satisfied;*
- *it asserts that this turned into suspicion of foreigners and from there into a crusade against those on the Left; it suggests that the fear of revolution was an invention of the Department of Justice and was never going to happen;*
- *the extract is from a book focusing on the trial of Sacco and Vanzetti and as such may be subjective in nature; this is further reinforced by the fact that the author supported Communism;*
- *the audience would presumably be sympathetic to the predilections of the author and as such this may have influenced the forming of the interpretation;*
- *answers should be able to reach a judgement about the degree of support for the view that there was a danger of revolution in the United States after the First World War, based upon the content and authorship of the provided interpretations and an understanding of the wider historical debate over the issue.*

**Question 4**

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

Question: **Which of the sources is more useful to an historian studying prohibition during this period?** **[11]**

**Band descriptors and mark allocations**

	<b>AO1(b) 3 marks</b>		<b>AO3 (a+b) 8 marks</b>	
			<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.	<b>7-8</b>
<b>BAND 3</b>	Demonstrates detailed understanding of the key feature in the question.	<b>3</b>	<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.	<b>5-6</b>
<b>BAND 2</b>	Demonstrates some understanding of the key feature in the question.	<b>2</b>	<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.	<b>3-4</b>
<b>BAND 1</b>	Demonstrates limited understanding of the key feature in the question.	<b>1</b>	<b>BAND 1</b> Copies or paraphrases the source material with little or no analysis and evaluation undertaken.	<b>1-2</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:

- *both sources are of varying usefulness to an historian studying prohibition during this period;*
- *Source C is useful as it depicts alcohol in the form of an octopus controlling the world; it asserts that this control engenders crime, poverty, debauchery and disease and is therefore a malign influence;*
- *it reflects the view of prohibitionists at the time, that alcohol consumption was leading to a deterioration in societal standards;*
- *it is useful because it was published in a newspaper that reflected the views of the Anti-Saloon League, a group that campaigned for prohibition; as such it reflects a subjective view that would presumably have been supported by the audience;*
- *Source D is also useful to an historian studying prohibition during this period;*
- *the source is useful as it is an extract from a book published by someone who had an outsider's perspective on the effects of prohibition during this period;*
- *it is useful as it clearly asserts that prohibition had been successful in terms of removing saloons where labourers would have drunk half their wages; it asserts that as such, these people had been able to purchase their own cars;*
- *it is also useful as it asserts that a downside of prohibition had been the production of synthetic alcohol;*
- *its usefulness may be affected by the fact that the author was on a goodwill mission to the United States and may have wished to portray a certain perspective on the issue of prohibition;*
- *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 prohibition during this period.*

### Question 5

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

Question: **The KKK capitalized on fears about immigration and recruited members immediately – they were the main issue to do with religion and race 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; it can be argued that the Ku Klux Klan were the main issue to do with religion and race during this period;*
- *the interpretation can be argued by reference to several factors: during the First World War the influence of the KKK grew considerably; this was fuelled by an increase in xenophobia as well as cultural factors, such as the release of the film 'The Birth of a Nation', which portrayed the KKK's role in the Civil War in a positive light; the film reinforced the idea of white supremacy and this, combined with an increase in immigration and migration, led to an expansion of the KKK;*
- *the interpretation is supported by the fact that KKK's membership rose from 100,000 in 1920 to possibly 5 million by 1925, with many of its members in prominent political positions, which increased the influence of the KKK;*
- *it can also be supported by the fact that its members were White Anglo-Saxon Protestants (WASPs); as such its raison d'être was not just racist but anti-Catholic and anti-Jewish; this gave the KKK considerable religious influence;*
- *however, other historians and commentators may assert that the KKK were not the main issue to do with religion during this period;*
- *candidates may assert that religious fundamentalism, particularly in areas known as the Bible Belt, had a significant influence during this period; its adherents were determined to resist the changes to society that were taking place during this period; an example of this was the Monkey Trial of 1925, that demonstrated the split in America over the issue of evolution;*
- *candidates may also assert that there were other important issues to do with race during this period; the treatment of indigenous communities saw the attempted Americanization of Native Americans, a process that was only halted by the 1928 Meriam Report; there were also significant issues to do with continued racial segregation and the Jim Crow Laws; these factors led to the development of organizations such as the NAACP and UNIA, that started the process of improving the rights of Black Americans;*
- *candidates may comment upon the fact that the interpretation is from an article specifically focused on the KKK and as such may be rather narrow in focus;*
- *the fact that it appeared on a website founded to protect civil rights may suggest that the author is writing from a particular perspective; its prospective audience would presumably share the predilections of the website and be sympathetic to the interpretation;*
- *answers should be able to reach a judgement about the interpretation which could agree, disagree or be more balanced, but there should be an awareness of how and why it is possible to develop different interpretations as part of the wider historical debate about the role of the KKK 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>