

MARK SCHEME
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

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

Question: e.g. **Use Source A and your own knowledge to describe popular entertainment in the 1920s. [5]**

Band descriptors and mark allocations

This is the question and its mark tariff.

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

- *Source A shows a popular form of entertainment of the period;*
- *it shows jazz music which became very popular greatly helped by the development of radio and the gramophone;*
- *the source shows an organized floor show, supported by a large band and dancers, made up of white and black people;*
- *this demonstrates the cross culture appeal of this form of entertainment; dancing and the speakeasy culture were part of the historical context reflected in the source;*
- *other developments in popular entertainment were also taking place such as silent movies that increased the popularity of movie stars, the growth of organised sport such as Baseball and American Football, radio and crazes such as flagpole sitting.*

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.

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**

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

Question: **Use Source A and your own knowledge to describe popular entertainment in the 1920s.** [5]

Band descriptors and mark allocations

| | AO1(b) 3 marks | | AO3(a) 2 marks | |
|---------------|--|------------|---|----------|
| BAND 2 | Demonstrates detailed understanding of the key feature in the question. | 2-3 | Accurate analysis of the source set within its historical context. | 2 |
| BAND 1 | 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 a popular form of entertainment of the period;*
- *it shows jazz music which became very popular greatly helped by the development of radio and the gramophone;*
- *the source shows an organized floor show, supported by a large band and dancers, made up of white and black people;*
- *this demonstrates the cross culture appeal of this form of entertainment; dancing and the speakeasy culture were part of the historical context reflected in the source;*
- *other developments in popular entertainment were also taking place such as silent movies that increased the popularity of movie stars, the growth of organised sport such as Baseball and American Football, radio and crazes such as flagpole sitting.*

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 | |
|---------------|---|-----|--|-----|
| 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 an advertising poster for the film The Birth of a Nation;*
- *the purpose of the poster is in part to increase audience numbers for the film;*
- *it also reflects the type of advertising that was used to promote movies at the time;*
- *the advertisement uses the scale of the film to attract audiences;*
- *the language used is designed to portray the grand scale of the 'stupendous motion picture', a form of entertainment that was becoming increasingly popular during this period;*
- *an additional, possibly hidden, purpose of the source is that it also reveals the racial issues of the time, with it being based upon a story of The Clansmen, depicting the Ku Klux Klan in its poster;*
- *the film caused controversy due to its portrayal of black men, but was a great commercial success;*
- *both purposes of the source reveal the increasingly expensive and dramatic scale of motion pictures but also the racial problems that prevailed during the period.*

Question 3

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

Question: **Do the interpretations support the view that prohibition was unpopular because of the increase in organised crime?** **[10]**

Band descriptors and mark allocations

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

- *Interpretation 1 clearly supports the view that prohibition was unpopular because of the increase in organized crime;*
- *it clearly states that prohibition led to gangsterism and an increase in criminality; the difficulty in enforcing prohibition had resulted in illegal alcohol distillation; the increase in crime turned public opinion against prohibition;*

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- *the author of the interpretation is an historian writing specifically for his academic website aimed at educational purposes; the article is presumably part of a wider study into the period for which he would have undertaken research;*
- *Interpretation 2 backs up the view in the question and also supports Interpretation 1 in so much as it states the USA had become lawless; this implies that prohibition was unpopular;*
- *however, it is more focused upon the economic arguments against prohibition; jobs would be created, tax revenue would increase and resources would be freed up;*
- *the historian is writing for a general school textbook and the extract is less specialised than Interpretation 1;*
- *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 prohibition was unpopular because of the increase in organized crime, based on the content and authorship of the provided interpretations and an understanding of the wider historical debate over the issue such as the interpretation that prohibition infringed peoples' freedoms.*

Question 4

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

Question: **Which of the sources is more useful to an historian studying the issue of immigration to the USA during the period 1910-1929?** [11]

Band descriptors and mark allocations

| | AO1(b) 3 marks | | | AO3 (a+b) 8 marks | |
|---------------|---|---|---------------|---|-----|
| | | | BAND 4 | 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 |
| BAND 3 | Demonstrates detailed understanding of the key feature in the question. | 3 | BAND 3 | 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 |
| BAND 2 | Demonstrates some understanding of the key feature in the question. | 2 | BAND 2 | 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 |
| BAND 1 | Demonstrates limited understanding of the key feature in the question. | 1 | 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 importance to an historian studying the issue of immigration to the USA during this period;*
- *Source C clearly reveals the degree of xenophobia prevalent among many at the time; it links immigration with Bolshevism and anarchy, challenging the basis of the American constitution; it accuses immigrants of taking the jobs of Americans and states they are a danger to the country;*
- *Heflin accurately reflects the view of many Republicans who used their influence to pass government legislation;*

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- *the usefulness of the source can be evaluated in context as the attitude shown is very much of the period, demonstrated in issues such as the Red Scare, the Palmer Raids and the Sacco and Vanzetti case;*
- *Source D is also useful as it focuses upon the notorious example of the Sacco and Vanzetti case;*
- *it accuses the authorities of creating a panic, a 'Red hysteria'; it shows how the process of law had been perverted by the prevailing climate;*
- *both sources however, are biased and reflect different attitudes;*
- *Source D, although written by an expert in law, is also from a particular perspective; Frankfurter supported civil liberties and was strongly critical of the attitudes of people such as Heflin; he is writing an article to show the perceived injustice of the Sacco and Vanzetti case;*
- *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 issue of immigration to the USA 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> |
| 19 | 4 | | | 12 | 3 |

Question: **‘The Wall Street Crash was caused by a period of boom and speculation that produced huge fortunes for a few’
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 | |
|---------------|--|---|--|-------|
| BAND 4 | 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 |
| BAND 3 | 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 |
| BAND 2 | 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 |
| BAND 1 | 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 an extent this interpretation is accurate; the Wall Street Crash was caused by a period of boom and speculation;*
- *the forming of this interpretation can be supported by reference to many factors: the overproduction of the decade played a major role in fuelling the boom; there had been too much speculation on the stock market; there was a belief that the boom would continue and this stimulated further speculation;*

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- answers may refer to the article clearly being on a modern website and as such the interpretation has been formed with the benefit of hindsight; memories of the Great Depression continue to shape interpretations of the event and its causes;
- however, the interpretation fails to take account of a wider range of long and short-term factors; it is probably better to reach an interpretation that the Crash was the combination of a range of factors; the optimism of investors had been shaken in the preceding months and the markets were unstable; 'Black Thursday' commenced a sequence of events that would continue into the following week; despite a brief recovery the newspaper coverage over the weekend increased panic; on 'Black Tuesday' panic selling reached its height and sixteen million shares were traded, with some having no buyers; the event clearly precipitated the Wall Street Crash; even in 1926 there had been signs the economy was overheating; land prices in Florida had collapsed; the consumer market was saturated; farmers had overproduced food and prices fell; consumer debt was high, fuelled by easy credit; there were too many small banks with insufficient reserves; overseas trade was declining during the period;
- the interpretation is therefore limited in scope; answers may refer to the article clearly being focused upon the working class and as such the interpretation has been formed from a particular perspective; the website has a particular audience and a left wing socialist bias; 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 whether the period of boom and speculation caused the Wall Street Crash.

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.

| Band | Marks | Performance descriptions |
|---------------------|--------------|---|
| <i>High</i> | 3 | <ul style="list-style-type: none"> • 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 |
| <i>Intermediate</i> | 2 | <ul style="list-style-type: none"> • 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 |
| <i>Threshold</i> | 1 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 |

ASSESSMENT GRID FOR COMPONENT 1 British Studies in Depth

Candidates answer all questions.

British Study in Depth

| Question | AO1 | AO2 | AO3 | AO4 | SPaG |
|--------------|-----------------|-----------------|-----------------|-----------------|----------|
| 1 | - | - | AO3a 4 marks | - | |
| 2 | AO1b 2 marks | | AO3a+b 6 marks | - | |
| 3 | AO1a+b 4 marks | AO2 8 marks | - | | |
| 4 | AO1a+b 2 marks | AO2 8 marks | - | | |
| 5 | AO1b 4 marks | - | | AO4a-d 12 marks | 3 |
| Total | 12 marks | 16 marks | 10 marks | 12 marks | 3 |

Non-British Study in Depth

| Question | AO1 | AO2 | AO3 | AO4 | SPaG |
|--------------|-----------------|-----|-----------------|-----------------|----------|
| 1 | AO1b 3 marks | - | AO3a 2 marks | - | |
| 2 | AO1b 4 marks | - | AO3a+b 4 marks | - | |
| 3 | AO1b 4 marks | - | | AO4a-d 6 marks | |
| 4 | AO1b 3 marks | - | AO3a+b 8 marks | | |
| 5 | AO1b 4 marks | | - | AO4a-d 12 marks | 3 |
| Total | 18 marks | | 14 marks | 18 marks | 3 |

