



GCSE MARKING SCHEME

SUMMER 2025

GCSE

HISTORY

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

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

About this marking scheme

The purpose of this marking scheme is to provide teachers, learners, and other interested parties, with an understanding of the assessment criteria used to assess this specific assessment.

This marking scheme reflects the criteria by which this assessment was marked in a live series and was finalised following detailed discussion at an examiners' conference. A team of qualified examiners were trained specifically in the application of this marking scheme. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners. It may not be possible, or appropriate, to capture every variation that a candidate may present in their responses within this marking scheme. However, during the training conference, examiners were guided in using their professional judgement to credit alternative valid responses as instructed by the document, and through reviewing exemplar responses.

Without the benefit of participation in the examiners' conference, teachers, learners and other users, may have different views on certain matters of detail or interpretation. Therefore, it is strongly recommended that this marking scheme is used alongside other guidance, such as published exemplar materials or Guidance for Teaching. This marking scheme is final and will not be changed, unless in the event that a clear error is identified, as it reflects the criteria used to assess candidate responses during the live series.

UNIT 2: HISTORY WITH A EUROPEAN / WORLD FOCUS

2B. The USA: A NATION OF CONTRASTS, 1910-29

SUMMER 2025 MARK SCHEME

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 problems in the USA by 1929.** [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.

- *Source A shows a farm that is up for sale next to an industrial city; the farm is clearly poor.*
- *The farmer is looking over at the money being made in the cities; this was one of the long-term problems which led to economic collapse.*
- *Improved production techniques and the end of the First World War in Europe saw 600,000 farms go bust by 1924.*
- *There were many long-term factors – over-production due to mass-production techniques and falling consumer demand led to wages falling and factories shutting down; 50% of Americans were on less than \$2000 a year which meant that not enough consumer goods were being bought.*
- *Fordney-McCumber Tariffs and protectionism made trading difficult with other countries.*
- *Property values in Florida fell pushing people into negative equity.*
- *Short-term factors included over-speculation and buying shares on the margin; there was too much faith in the stock markets; this led to the panic selling of shares on Black Thursday and Black Tuesday where millions of shares were sold.*

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.

UNIT 2: HISTORY WITH A EUROPEAN / WORLD FOCUS

2B. The USA: A NATION OF CONTRASTS, 1910-29

Question 1

Mark allocation	AO1	AO2	AO3	AO4
6	4		2	

Question: **Use Source A and your own knowledge to describe the economic problems in the USA by 1929.** **[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 farm that is up for sale next to an industrial city; the farm is clearly poor.*
- *The farmer is looking over at the money being made in the cities; this was one of the long-term problems which led to economic collapse.*
- *Improved production techniques and the end of the First World War in Europe saw 600,000 farms go bust by 1924.*
- *There were many long-term factors – over-production due to mass-production techniques and falling consumer demand led to wages falling and factories shutting down; 50% of Americans were on less than \$2000 a year which meant that not enough consumer goods were being bought.*
- *Fordney-McCumber Tariffs and protectionism made trading difficult with other countries.*
- *Property values in Florida fell pushing people into negative equity.*
- *Short-term factors included over-speculation and buying shares on the margin; there was too much faith in the stock markets; this led to the panic selling of shares on Black Thursday and Black Tuesday where millions of shares were sold.*

Question 2

<i>Mark allocation:</i>	AO1	AO2	AO3	AO4
8	8			

Question: **Describe the opposition to immigration to the USA.** [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:

- *There were several factors which led to the opposition to immigration to the USA.*
- *Many immigrants lived in ghettos such as Little Italy and China Town; they did not conform to the ideals of the WASPs or become a part of the Melting Pot quickly enough; immigrants were blamed for the rise in crime, taking jobs from Americans and for lowering moral standards.*
- *Government legislation was therefore introduced – the Literacy Test 1917, the Emergency Quota Act 1921 etc saw the government act on the desire to lower immigration to the USA.*
- *The Red Scare was another factor – new immigrants were blamed for radicalism and anarchism; there were 3600 strikes in 1919, including the police strike in Boston.*
- *There were also a series of bombings – Milwaukee church 1919 (10 dead), Mitchell Palmer's house and 36 letter bombs, Wall St 1920 (30+10 dead); this led to the Palmer Raids which saw over 6000 arrests; hundreds of Russians were sent back on the Soviet Ark.*
- *The Sacco and Vanzetti case alarmed many traditional Americans; they were accused of a 1920 murderous armed robbery; an unreliable and prejudiced court sentenced them to death in 1921, they were executed in 1927.*

Question 3

<i>Mark allocation:</i>	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 cartoon produced by the Anti-Saloon League showing a menacing hand grasping at a little girl.*
- *Its main purpose is to get people to support prohibition, highlighting that the child doesn't have a fair chance; it shows alcohol in a negative view – an evil hand grabbing at a small child.*
- *It reflects the view of the Anti-Saloon League well in their attempt to ban alcohol by showing how evil it was; it is trying to influence people into supporting this view.*
- *26 states were already 'dry' by 1919; the Anti-Saloon League campaigned against wife beating and child abuse; the Women's Christian Temperance Union fought against the Devil's drink; Patriots campaigned against the Kaiser's Brew; Industrialists such as Henry Ford were concerned that drinking reduced efficiency and output at work.*
- *This poster was aimed at getting people to support laws against alcohol – the Volstead Act was passed in 1920 banning alcohol above 0.5%*
- *It would have been seen across the country in newspapers and billboards, playing on the emotions of especially religious and traditional Americans.*
- *The purpose was therefore to change the minds of the American public and turn them against alcohol.*

Question 4

<i>Mark allocation:</i>	AO1	AO2	AO3	AO4
12	6		6	

Question: **Which of the sources is more useful to an historian studying the lifestyle of women during this period?** [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	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	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	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 lifestyle of women during this period.*
- *Source C explains that young women's behaviours and attitudes have changed from that of their mothers'; they now drive cars and are out late at night, they wear different fashions such as bright red make-up and low cut dresses.*
- *The article is written in a non-judgemental way; it is stating facts on how the lifestyle of women has changed by the mid-1920s.*
- *Written by a male journalist in a newspaper it might give a biased account; the newspaper is entitled The New Republic which may sway it to write about the changes within society; it is written to spread the idea that women can now express themselves as they see fit; the newspaper would have been read by a wide range of people, but possibly mainly in the cities and not the more traditional areas of the USA.*
- *Candidates should know that women weren't previously able to behave this way; women had traditional roles before the war; the 19th Amendment gave them the vote and more freedom to live a freer life; flappers such as Clara Bow and Joan Crawford would also have influenced women to change their behaviour.*
- *Source D is also useful; it shows that attitudes hadn't fully been accepted; women are being escorted from the beach by the police due to unacceptable swimwear.*
- *Continuing traditional values didn't allow women these freedoms; they were expected to have long, tied-up hair, and clothes that covered the shoulders and the ankles; the impact of feminism and the flapper lifestyle meant that more and more women challenged these views and were willing to be arrested to prove this.*
- *A photograph shows a particular moment in time; the photographer would have wanted to capture the moment and spread it to many Americans; many other photos and sources show that this source is reliable and not staged.*
- *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 lifestyle of women during this period.*

Question 5

<i>Mark allocation:</i>	AO1	AO2	AO3	AO4	SPaG
19	4	12			3

Question: **To what extent was mass-production responsible for creating the economic boom 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 extent of mass-production as being responsible for creating the economic boom in the USA 1910-1929.*
- *mass-production allowed the process of producing goods quickly and cheaply; pioneered by Henry Ford it was a more efficient method of producing cars and other goods; it made use of the assembly line and it standardised goods; it saw the price of a car drop from \$850 to \$295 by 1926, and the time from 3 minutes in 1913 to 10 seconds by 1920; all goods started to use this method – firearms, sewing machines, railway engines etc; and feeder industries grew – wood, oil, glass, rubber, garages etc.*
- *mass-production was certainly a major factor for the boom in the economy during the 1920s.*
- *there were many other important factors.*
- *the USA had natural resources – wood, oil, food, metal etc; it also had an abundance of cheap labour from immigration.*
- *the First World War had an effect too; the USA produced goods (food, weapons) for European countries, and invested in business which started to flourish after the war;*
- *consumerism and credit had a big impact; 50% of all goods were purchased with credit in the 1920s.*
- *electrification, modern advertising techniques and policies of the Republican Presidents all contributed to the economic boom.*
- *candidates may conclude that either mass-production was the reason for creating the economic boom in the USA 1910-1929, or that other factors were more significant, 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
<i>High</i>	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
<i>Intermediate</i>	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
<i>Threshold</i>	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