



---

# **GCSE MARKING SCHEME**

---

**SUMMER 2018**

**GCSE (NEW)  
HISTORY – UNIT 2: HISTORY WITH A EUROPEAN /  
WORLD FOCUS**

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

**3100UF0-1**

## **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

### UNIT 2: HISTORY WITH A EUROPEAN / WORLD FOCUS

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

#### Instructions for examiners of GCSE History when applying the mark scheme

##### Positive marking

It should be remembered that learners are writing under examination conditions and credit should be given for what the learner writes, rather than adopting the approach of penalising him/her for any omissions. It should be possible for a very good response to achieve full marks and a very poor one to achieve zero marks. Marks should not be deducted for a less than perfect answer if it satisfies the criteria of the mark scheme.

**GCSE History mark schemes are presented in a common format as shown below:**

<i>Mark allocation:</i>	<i>AO1</i>	<i>AO2</i>	<i>AO3</i>	<i>AO4</i>
<b>6</b>	<b>4</b>		<b>2</b>	

Question: e.g. **Use Source A and your own knowledge to describe the Red Scare.**

**[6]**

##### Band descriptors and mark allocations

	<b>AO1 4 marks</b>		<b>AO3 2 marks</b>	
<b>BAND 2</b>	<b>Demonstrates detailed understanding of the key feature in the question.</b>	<b>3-4</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>1-2</b>	<b>Source is analysed through reference to its content only.</b>	<b>1</b>

Use 0 for incorrect or irrelevant answers.

This section contains the band descriptors which explain the principles that must be applied when marking each question. The examiner must apply this when applying the marking scheme to the response. The descriptor for the band provides a description of the performance level for that band. The band descriptor is aligned with the Assessment Objective(s) targeted in the question.

### ***Indicative content***

This content is not prescriptive and candidates are not expected to refer to all the material identified below.

Some of the issues to consider are:

- *Source A shows an anarchist bomb attack in New York in September, 1920;*
- *it shows that people died and there was much damage – people would have been fearful of more attacks by anarchists; people feared that immigrants from Eastern Europe brought anarchist, radicalist and communist ideas with them;*
- *before this, in 1919 there were a series of bombings by extreme anarchist groups most notably on the homes of Attorney-General Mitchell Palmer and businessman John D Rockefeller;*
- *this growth of xenophobia led to the Red Scare;*
- *the Palmer Raids whipped up public feeling and saw between 4000 and 6000 suspected communists arrested; these raids were illegal but there were few who protested against them.*

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 SUMMER 2018**

**UNIT 2: HISTORY WITH A EUROPEAN / WORLD FOCUS**

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

**Question 1**

<i>Mark allocation:</i>	<i>AO1</i>	<i>AO2</i>	<i>AO3</i>	<i>AO4</i>
<b>6</b>	<b>4</b>		<b>2</b>	

Question: **Use Source A and your own knowledge to describe the Red Scare.** **[6]**

	<b>AO1 4 marks</b>		<b>AO3 2 marks</b>	
<b>BAND 2</b>	<b>Demonstrates detailed understanding of the key feature in the question.</b>	<b>3-4</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>1-2</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 an anarchist bomb attack in New York in September, 1920;*
- *it shows that people died and there was much damage – people would have been fearful of more attacks by anarchists; people feared that immigrants from Eastern Europe brought anarchist, radicalist and communist ideas with them;*
- *before this, in 1919 there were a series of bombings by extreme anarchist groups most notably on the homes of Attorney-General Mitchell Palmer and businessman John D Rockefeller;*
- *this growth of xenophobia led to the Red Scare;*
- *the Palmer Raids whipped up public feeling and saw between 4000 and 6000 suspected communists arrested; these raids were illegal but there were few who protested against them.*

**Question 2**

Mark allocation:	AO1	AO2	AO3	AO4
8	8			

Question: **Describe the changing lifestyles and status of women during the period 1910 - 1929.** [8]

**Band descriptors and mark allocations**

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

- *women's lifestyles and status changed greatly during the period; they were important in helping the US war effort 1917-18 – 90,000 women served in the armed forces; women also worked in jobs traditionally done by men, such as heavy industry, engineering and transport; the 19<sup>th</sup> Amendment gave women the right to vote in 1920;*
- *for some women, the 1920s was a period of great change; the consumer boom provided exciting opportunities; labour-saving devices such as vacuum cleaners and washing machines released women from time spent on domestic chores;*
- *the greatest change was experienced by the 'flappers'; generally women from middle and upper class families, these women became more independent in their social life, and took a freer approach to their behaviour and appearance;*
- *some change was prevented, especially in the rural, religious and traditional areas of America; many married women could not afford the new labour-saving devices;*
- *candidates may describe the changes in employment, marriage, politics, movie stars and the moves towards feminism.*

**Question 3**

Mark allocation:	AO1	AO2	AO3	AO4
8	4		4	

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

**Band descriptors and mark allocations**

	AO1 4 marks		AO3 4 marks	
<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 cartoon that portrays alcohol as bad/evil;*
- *its main purpose is to turn people against alcohol by saying that it made people poor, caused crime and poverty, and wasted grain;*
- *it also reflects the type of cartoon that was used at the time in newspapers and the views of the Anti-Saloon League;*
- *the cartoon is using the war as a way of influencing its audience claiming that alcohol is from the Hun Rule Association; it was associated with German beer manufacturers and was unpatriotic during the war;*
- *the cartoon spells out the evils of drink, as highlighted by the Anti-Saloon League and also the Woman's Christian Temperance Union; it robbed women and children of a safe and stable family life;*
- *industrialists and politicians had much to gain from this cartoon and the Prohibition Movement; Henry Ford was concerned that drinking reduced efficiency and output at work; President Woodrow Wilson banned beer production in September 1918; the Volstead Act in 1920 banned any drink containing more than 0.5% alcohol;*
- *the purpose was therefore to influence a vast audience into turning against alcohol.*



### Question 4

Mark allocation:	AO1	AO2	AO3	AO4
12	6		6	

Question: **Which of the sources is more useful to an historian studying the popularity of the cinema during this period?** [12]

#### Band descriptors and mark allocations

	AO1 6 marks			AO3 6 marks	
<b>BAND 3</b>	<b>Demonstrates detailed understanding of the key feature in the question.</b>	<b>5-6</b>	<b>BAND 3</b>	<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>	<b>5-6</b>
<b>BAND 2</b>	<b>Demonstrates some understanding of the key feature in the question.</b>	<b>3-4</b>	<b>BAND 2</b>	<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>	<b>3-4</b>
<b>BAND 1</b>	<b>Demonstrates limited understanding of the key feature in the question.</b>	<b>1-2</b>	<b>BAND 1</b>	<b>Copies or paraphrases the source material with little or no analysis and evaluation undertaken.</b>	<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 importance to an historian studying the issue of popular entertainment in the USA during this period;*
- *Source C confirms that not all Americans liked the popularity of the cinema; it felt that it degraded society by showing that cinema portrayed bad things in films, such as sexual relations outside of marriage and criminal action;*
- *Hays accurately reflects the view of many traditional Americans, especially from the Bible Belt who felt that movies such as the It Girl featuring Clara Bow lowered moral standards;*

- *it is a useful source to understand the negative view of the cinema of some sections of American society, but it is from a narrow and religious focus, which only represents a minority of Americans;*
- *Source D is also useful as it focuses on the first Academy Awards which celebrated the movies; it portrays the best aspect of the movies, highlighting the different genres and awards given on the night;*
- *it portrays the movies as a great success, using words such as glorious, great and wonderful; it is trying to show that the movies have been a great success for American society, pointing out that the cinema is loved by millions of Americans;*
- *both sources, however, are biased and reflect different attitudes;*
- *Fairbanks, a leading American actor, writer and director is an expert in his field, and strongly shows the attitudes of Hollywood – he is bound to say positive things about the cinema experience; he would be firmly opposed to any suggestion made in the Hays code in its attempts to restrict the cinematic experience;*
- *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 issue of the popularity of the cinema in the USA during this period.*

**Question 5**

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

Question: **Was the panic selling of shares the most significant cause of the Wall Street Crash in October 1929? [16+3]**

**Band descriptors and mark allocations**

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

- *answers will provide a reasoned analysis of the issue covering a broad range of long and short-term factors to help explain the reasons for the end to the economic prosperity;*
- *the dramatic fall in share prices and the resultant collapse in confidence on the financial system was the immediate short-term cause;*
- *during September 1929 share prices had begun to fall as big investors sold off shares;*
- *in late October there was panic selling, especially by the small and inexperienced investors; on 24 October Black Thursday 12.8 million shares were sold; there were slight rallies but the overall trend was down;*
- *the worst day was 29 October Black Tuesday when over 16 million shares sold; the market had crashed;*
- *however, other longer term factors will also be considered;*
- *there was overproduction in industry; the market was flooded with manufactured goods and firms did not cut back production; too many goods were reaching the market, but there weren't enough people who could afford to buy them due to the unequal distribution of wealth;*

- *there was overproduction in agriculture; farms were producing too much food causing prices to fall;*
- *overseas trade was declining due to increased tariffs; the USA could not sell its surplus products to other countries, especially those in Europe; foreign governments responded to the 1922 Fordney-McCumber Tariff by doing the same to American goods; European countries also found it difficult to repay the loans of the First World War;*
- *falling property prices resulted in negative equity; in 1926 property prices fell sharply in Florida;*
- *there were too many small banks who had over-stretched themselves;*
- *candidates may conclude that the panic selling of shares was significant but it was a combination of long and short-term causes that ended the prosperity of the 1920s.*

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.

<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>