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# **GCSE MARKING SCHEME**

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**SUMMER 2019**

**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 2019 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 2019

### 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:

This section indicates the assessment objective(s) targeted in the question	AO1	AO2	AO3	AO4
<b>Mark allocation:</b>	<b>4</b>		<b>2</b>	
<b>6</b>				

Question: e.g. **Use Source A and your knowledge to describe how some Americans were treated due to their race.** [6]

This is the question and its mark tariff.

##### Band descriptors and mark allocations

	AO1 4 marks		AO3 2 marks	
<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 photographs of Native Americans in the 1920s – it shows that they have changed from traditional clothes and hair to American styles at the American boarding school;*
- *this was due to the ‘Americanisation’ of Native Americans – states such as Vermont and New Hampshire thought their traditional values were undesirable;*
- *many children were sent to boarding schools where it was hoped they would reject their own culture and merge fully into white society;*
- *the 1928 Meriam Report stated that the boarding schools should be shut down as they were run too harshly;*
- *black Americans were also treated harshly; the Jim Crow Laws segregated white and black Americans;*
- *the KKK carried out lynchings of black people and they beat up and mutilated anyone they considered to be their enemy – Catholics, Jews, Mexicans etc. – in the name of white supremacy.*

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

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

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

#### Question 1

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

Question: **Use Source A and your knowledge to describe how some Americans were treated due to their race.** [6]

	AO1 4 marks		AO3 2 marks	
<b>BAND 2</b>	Demonstrates detailed understanding of the key feature in the question.	3-4	Accurate analysis of the source set within its historical context.	2
<b>BAND 1</b>	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 photographs of Native Americans in the 1920s – it shows that they have changed from traditional clothes and hair to American styles at the American boarding school;*
- *this was due to the ‘Americanisation’ of Native Americans – states such as Vermont and New Hampshire thought their traditional values were undesirable;*
- *many children were sent to boarding schools where it was hoped they would reject their own culture and merge fully into white society;*
- *the 1928 Meriam Report stated that the boarding schools should be shut down as they were run too harshly;*
- *black Americans were also treated harshly; the Jim Crow Laws segregated white and black Americans;*
- *the KKK carried out lynchings of black people and they beat up and mutilated anyone they considered to be their enemy – Catholics, Jews, Mexicans etc. – in the name of white supremacy.*

**Question 2**

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

Question: **Describe the economic boom of the 1920s.** **[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:

- *the American economic boom of the 1920s was born partly out of the First World War; the USA provided much needed supplies such as food, raw materials and weapons – this led to the growth of US industry and agriculture;*
- *the boom was also due to the availability of natural resources and a cheap labour force; the USA had a plentiful supply of oil, coal, wood and iron; the continuous immigration before the First World War provided cheap, unskilled labour from across the world;*
- *during the 1920s the advanced mass-production manufacturing techniques of the car industry were copied in other industries; this led to the rapid growth of newer industries such as telephones, refrigerators and vacuum cleaners;*
- *electrification and easy credit through hire-purchase resulted in the dramatic rise in the values of stocks and shares;*
- *the economy was also encouraged by the laissez-faire policies of the Republican presidents which held the belief that governments should not be involved in the day-to-day running of the economy.*

## 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>	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
<b>BAND 2</b>	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
<b>BAND 1</b>	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 that portrays the attempts to limit immigration into the USA;
- its main purpose is to highlight the issue by showing that too many Europeans are trying to enter the USA;
- it also reflects the type of cartoon that was used at the time and the views of the old Americans who thought that fewer people should be allowed to enter the country;
- the cartoon is trying to influence a vast audience in showing great numbers of Europeans clambering to enter the USA; this reflects badly on the would be immigrants;
- the caption "The only way to handle it" frames the new law limiting immigration as the only logical solution to the problem of overpopulation by Europeans;
- it also comments on the 1921 Emergency Quota Act – which limited the number of immigrants to 3% of the number of people who had been living in the USA from the same nationality in 1910; this reduced greatly the number of Eastern Europeans;
- newspapers would have much to gain from this cartoon as many Americans thought that the new immigrants tended to live in ghettos and were responsible for increases in crime and anarchist/communist ideas;
- the purpose was therefore to influence its audience into turning against immigrants.

### Question 4

Mark allocation:	AO1	AO2	AO3	AO4
12	6		6	

Question: **Which of the sources is more useful to an historian studying the lives of women 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 usefulness to an historian studying the issue of the lives of women during this period;*
- *Source C states that women had to keep to traditional rules whilst attending college; no immoral behaviour would be tolerated, and women should be chaperoned;*
- *the magazine accurately reflects the views of many traditional Americans, especially from the Bible Belt who felt that women's lifestyles should be restricted by social convention;*
- *it is a useful source to understand the traditional view of women of some sections of American society, but it is from a narrow, pre-war focus, which only represents a minority of Americans during the whole period;*
- *Source D is also useful, but with a different focus; it portrays women as a pivotal and crucial part of society who can offer benefits to society since winning the vote;*



- *it portrays the traditional view as out-dated, and blames the older generation for this narrow view; it is clearly showing that the younger generation are welcoming of a change in the 1920s as this followed the role played by women in the war effort;*
- *both sources, however, are biased and reflect different attitudes;*
- *despite being one-sided, Source C is still useful to gain an understanding of the limited lives of women before the war;*
- *Carter, a young journalist for an American magazine is writing an article about 'Wild Young People' and is firmly opposed to the pre-war views of Wellesley College in its attempts to restrict the lives of women; this is particularly useful as a young male journalist can see the benefits of the changes to the lives of women;*
- *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 lives of women during this period.*

## Question 5

Mark allocation:	AO1	AO2	AO3	AO4	SPaG
19	4	12			3

Question: **Was the growth of jazz music the main development in American culture and society during this period? [16+3]**

## Band descriptors and mark allocations

	AO1 4 marks		AO2 12 marks	
<b>BAND 4</b>	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
<b>BAND 3</b>	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
<b>BAND 2</b>	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
<b>BAND 1</b>	Demonstrates basic knowledge and understanding of the key feature 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 main developments in American culture and society during this period;*
- *jazz music and its culture made a big impact especially in the cities; despite its African American origins, jazz became popular with young middle-class white Americans, especially the flappers; this led to the development of Jazz clubs its nightlife and the appeal of famous Jazz musicians like Louis Armstrong, Bessie Smith, and Duke Ellington;*
- *jazz also had an impact on dancing; before the First World War dances were slow and formal; dances such as the Charleston and the black bottom were more energetic and appealed to young Americans whilst shocking the older generation;*
- *jazz certainly had a major impact on American culture and society during this period;*
- *however, jazz was not the only cultural and social development to affect America during this period;*
- *the growth of the cinema played a significant part in the development of popular entertainment; silent cinema was very popular and provided escape from ordinary life; prices were cheap and most Americans were able to visit regularly;*

- *film companies like Warner Brothers and Paramount started to grow, as did the attraction of film stars such as Charlie Chaplin, Mary Pickford and Rudolph Valentino;*
- *advances in technology helped to increase audience figures especially after the talkies were introduced in 1927;*
- *radio was another form of popular entertainment; people were now connected and shared experiences of music, sporting fixtures or messages from the president; isolated communities may not have had a cinema, but most had radios;*
- *the speakeasy culture was to be found in most towns; people visited to buy illegal alcohol and to socialise; clubs provided opportunities for dancing and drinking; this in turn led to new crazes such as dance marathons;*
- *candidates may conclude that any of the above factors could be considered the main development to culture and society during the period, 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.

<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>