

MARK SCHEME
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

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

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

[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.

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; credit references to other developments in popular entertainment that were also taking place such as silent movies that increased the popularity of movie stars, the talkies and the growth of organised sport

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**

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

Question: **Use Source A and your own knowledge to describe popular entertainment in the 1920s.** [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 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; credit references to other developments in popular entertainment that were also taking place such as silent movies that increased the popularity of movie stars, the talkies and the growth of organised sport.

Question 2

Mark allocation:	AO1	AO2	AO3	AO4
8	8			

Question: **Describe how Prohibition affected the lives of people in America in the 1920s. [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:

Despite being brought in with good intentions, Prohibition drove alcohol drinkers and drinking underground; huge numbers of people were prepared to break the law not only to produce alcohol but to go to private bars and speakeasies to consume it; to satisfy the demand, organised crime grew to produce, smuggle and provide alcohol; corruption of officials became an issue; there were mixed consequences for the health of people – deaths from alcoholism dropped but more died from drinking contaminated alcohol.

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	
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 basic purpose of the poster is to publicise the film and increase audience numbers for the film; it reflects the type of new 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 may have been to reveal the deep racial issues of the time, with it being based upon a story of The Clansmen, depicting the Ku Klux Klan in its poster; this was a time of great racial tension and fear of black people among much of the white population and the purpose of the film may have been to reinforce racial stereotypes; 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 4

Mark allocation:	AO1	AO2	AO3	AO4
12	6		6	

Question: **Which of the sources is more useful to an historian studying the issue of immigration to the USA 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	BAND 3	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	BAND 2	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	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 usefulness 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; 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

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

Question: **Was over-speculation in shares the main cause of the Wall Street Crash?** **[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 broad range of factors; to an extent the Wall Street Crash was caused by a period of over-speculation in shares; the accuracy of this argument can be supported by reference to many factors: the over-speculation in shares during the 1920s played a major role in fuelling the boom; there had, however, been too much speculation on the stock market; there was a belief that share prices would continue and this stimulated further speculation; the collapse in the value of shares in October 1929 was the direct cause of the Wall Street Crash; however, this explanation fails to take account of a wider range of long and short-term factors that contributed to the Crash of 1929; it is probably better to explain 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, however, there had been signs the economy was overheating; land prices in Florida had collapsed; the consumer market was saturated and industry had overproduced; 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 partly as a result of the protectionist policies of the US government; the argument that over-speculation in shares was the cause of the Wall Street Crash is therefore limited in scope; there were wider and longer term causes as well; candidates may conclude that there were multiple causes of the Wall Street Crash.

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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	<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