GCSE MARKING SCHEME

SUMMER 2024

HISTORY
COMPONENT 1: NON-BRITISH STUDY IN DEPTH
1H. THE USA: A NATION OF CONTRASTS, 1910–1929
C100UH0-1

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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.

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COMPONENT 1: NON-BRITISH STUDY IN DEPTH

1H. THE USA: A NATION OF CONTRASTS, 1910–1929

SUMMER 2024 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(b)*	*AO2*	*AO3 (a)*	*AO4*
5	**3**		**2**	

Question: e.g. **Use Source A and your own knowledge to describe popular entertainment during this period.** **[5]**

This is the question and its mark tariff.

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 description of its content only.**	**1**

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.

Use 0 for incorrect or irrelevant answers

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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 source shows a large crowd standing outside Warners' Theatre, New York, in 1927;*
- *it shows that the crowd were there for the premiere of the film The Jazz Singer; it clearly shows that this was a popular, important event;*
- *the source therefore suggests that cinema going was a key feature of popular entertainment during this period;*
- *up to this period, silent films had greatly increased the popularity of movie stars such as Rudolph Valentino, Charlie Chaplin, Clara Bow and Harold Lloyd; by 1929, over 100 million people a week were attending the cinema, which offered cheap, accessible entertainment; the advent of the 'talkies' of which The Jazz Singer was the first, greatly stimulated further cinema going;*
- *during this period, jazz music also became a very popular feature of popular entertainment, greatly helped by the development of radio and the gramophone; dancing and the speakeasy culture were important parts of the entertainment scene;*
- *other developments were also taking place such as the growth of organised sport such as baseball and American Football; these became an integral part of American culture entertainment during this period; sporting stars became national heroes and were lauded similar to movie stars;*
- *overall, popular entertainment developed greatly during this period and was a key feature of American society.*

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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.

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Question 1

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

Question: **Use Source A and your own knowledge to describe popular entertainment during this period.** **[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:

- *the source shows a large crowd standing outside Warners' Theatre, New York, in 1927;*
- *it shows that the crowd were there for the premiere of the film The Jazz Singer; it clearly shows that this was a popular, important event;*
- *the source therefore suggests that cinema going was a key feature of popular entertainment during this period;*
- *up to this period, silent films had greatly increased the popularity of movie stars such as Rudolph Valentino, Charlie Chaplin, Clara Bow and Harold Lloyd; by 1929, over 100 million people a week were attending the cinema, which offered cheap, accessible entertainment; the advent of the 'talkies' of which The Jazz Singer was the first, greatly stimulated further cinema going;*
- *during this period, jazz music also became a very popular feature of popular entertainment, greatly helped by the development of radio and the gramophone; dancing and the speakeasy culture were important parts of the entertainment scene;*
- *other developments were also taking place such as the growth of organised sport such as baseball and American Football; these became an integral part of American culture entertainment during this period; sporting stars became national heroes and were lauded similar to movie stars;*
- *overall, popular entertainment developed greatly during this period and was a key feature of American society.*

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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:

- *the source is a cartoon entitled Bullet Proof, that was published in the Chicago Daily Tribune newspaper in 1926;*
- *the purpose of the source is to show the difficulty law enforcers were having in dealing with the organised crime gangs who were breaking prohibition laws by bootlegging;*
- *the source depicts this in a variety of ways: the law officer shooting at the organised crime figure, is having no impact on the figure who is protected by a suit of armour in the form of money; the wealth of organised crime is used to bribe various groups; the threat of violence is shown by the bloodied axe depicting gang rule;*
- *the cartoon is clearly meant to portray the fight against organised crime and corruption as a one-sided, losing battle;*
- *during this period, organised crime groups flourished; the era of prohibition led to illegal alcohol being produced on a large scale; trials for breaking prohibition laws brought relatively few convictions, showing the corruption that was prevalent;*
- *the organised crime gangs were run by leaders such Bugs Moran and Al Capone, who used ruthless methods such as murder and extortion to maintain their power, as is reflected in the cartoon;*
- *the purpose of the source is therefore multi-layered; it informs the reading audience of the difficult fight against organised crime, of the money and corruption involved and of the violence employed.*

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Question 3

Mark allocation:	*AO1 (b)*	*AO2*	*AO3*	*AO4 (a-d)*
10	**4**			**6**

Question: **Do the interpretations support the view that the Monkey Trial was an attack on Christianity? [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.

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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 does support the view that the Monkey Trial was an attack on Christianity;*
- *the extract states that there were mixed motives; local businessmen were eager for publicity and revenue; the prosecution was focused on majority rule and democracy; the defence, however, were determined to make the trial about creation and evolution and viewed it as a chance to attack Christianity;*
- *it therefore asserts that amongst the plethora of motives, this motivation was pre-eminent;*
- *research would have been undertaken by the author, but the fact that the interpretation appears on a pro-religion website suggests that it may be subjective in nature;*
- *similarly, the title of the article and its prospective audience suggests its predilections are focused on the religious aspects of the trial;*
- *Interpretation 2 does not support the view that the Monkey Trial was an attack on Christianity;*
- *the extract states that the Monkey Trial increased awareness of the teaching of religion and science in schools; the interpretation states that the trial was not an attack Christianity;*
- *it asserts that the verdict was not the main issue and that the trial served to highlight divisions in American society and as such stimulated debate;*
- *the extract is from an article on the trial published on a pro-science website; as such it may be influenced by the predilections of the author and the prospective audience, who would presumably be focused on the scientific aspect of the case;*
- *answers should be able to reach a judgement about the degree of support for the view that the Monkey Trial was an attack on Christianity, based upon the content and authorship of the provided interpretations and an understanding of the wider historical debate over the issue.*

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Question 4

Mark allocation:	*AO1 (b)*	*AO2*	*AO3 (a+b)*	*AO4*
11	**3**		**8**	

Question: **Which of the sources is more useful to an historian studying the Red Scare? [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.

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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 Red Scare;*
- *Source C is useful as it is a cartoon depicting the Statue of Liberty about to be destroyed by a bomb;*
- *it is useful as it shows the source of the attack as being a European anarchist, who is also armed with a knife, creeping up behind in order to attack;*
- *the title of the cartoon is useful as it shows how the cartoonist believed the welcoming stance of the USA towards oppressed people was being threatened, which was a key feature of the Red Scare; it clearly reflects a subjective view and would presumably be supported by the audience;*
- *Source D is also useful to an historian studying the Red Scare;*
- *the source is useful as it is an extract from a speech by the former US Ambassador to Germany, thus representing a more official view;*
- *the source is useful as it asserts that American values have not been undermined; the principles of the constitution were being adhered to and as such the country was far from danger of revolution;*
- *however, the usefulness may be affected by the fact that the speech was part of a campaign to secure the presidential nomination and as such it may be deliberately downplaying the threat to get across a particular political perspective to the listening audience;*
- *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 Red Scare during this period.*

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Question 5

Mark allocation:	*AO1 (b)*	*AO2*	*AO3*	*AO4(a-d)*	*SPaG*
19	**4**			**12**	**3**

Question: **'The Wall St Crash was the inevitable result of 'production for production's sake' – it was caused by over-production.'**
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.

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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 a certain extent this interpretation is accurate; it can be argued that the Wall St Crash was caused by over-production;*
- *the interpretation can be argued by reference to several factors: the 1920s witnessed an economic boom in the United States; during this period there was a huge increase in the production of consumer goods, partly driven by the availability of credit through hire-purchase; however, by the late 1920s, supply was far outstripping demand and this created a substantial amount of surplus stock;*
- *the interpretation is also supported by the fact that there was also over-production in agriculture; as demand from Europe decreased and farming techniques improved, too much food was produced which created a slump in agricultural prices;*
- *however, other historians and commentators may assert that the Wall St Crash was caused by other factors;*
- *candidates may assert that European countries had imposed retaliatory taxes on American goods in response to the Fordney-McCumber Tariff; they may also assert that due to laissez-faire policies and a lack of regulation, there were too many small banks that created financial instability;*
- *candidates may comment on the fact that during the 1920s share prices had become over-inflated; this was partly due to over-speculation, with people buying on the margin, which created an enormous amount of debt; the loss of confidence in the market created the conditions for the Wall St Crash;*
- *candidates may comment upon the fact that the interpretation is from an article published on an anti-business website and as such may be narrow in focus;*
- *the fact the article is in their website would suggest the interpretation has been influenced by the predilections of the author, as well as the prospective audience, who presumably be sympathetic to the interpretation;*
- *answers should be able to reach a judgement about the interpretation which could agree, disagree or be more balanced, but there should be an awareness of how and why it is possible to develop different interpretations as part of the wider historical debate about the causes of the Wall St 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.

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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
High	**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
Intermediate	**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
Threshold	**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

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