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# **GCSE MARKING SCHEME**

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**SUMMER 2022**

**HISTORY**

**COMPONENT 1: NON-BRITISH STUDY IN DEPTH**

**1H. The USA: A Nation of Contrasts, 1910-1929**

**C100UH0-1**

## **INTRODUCTION**

This marking scheme was used by WJEC for the 2022 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.

## COMPONENT 1: NON-BRITISH STUDY IN DEPTH

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

#### SUMMER 2022 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:**

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

Question: e.g. **Use Source A and your own knowledge to describe the treatment of Native Americans during this period.** [5]

##### Band descriptors and mark allocations

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

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

##### 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 an advertisement printed by the American government in 1911, showing Indian land for sale;
- the advertisement shows how one could get possession of Indian land within thirty days;
- it shows how agricultural land in the West was available for easy payments and encourages people to purchase in order to get a house of their own;
- by the start of the twentieth century, Native Americans had been put into reservations which often had poor quality land; however, they did not receive full American citizenship until 1924;
- some states saw Native Americans as 'undesirables' and sought to control them through education and reproductive control;
- it was believed in some quarters that Native Americans needed to relinquish their own culture in order to be fully Americanised; therefore in some states boarding schools were established and Native American children were taken from their families and given a Christian education;
- however, by 1928 it had been realised that these boarding schools had failed in their attempts to assimilate Native American children;
- overall, Native Americans were treated as second class citizens during this period.

## **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.

**Question 1**

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

Question: **Use Source A and your own knowledge to describe the treatment of Native Americans during this period. [5]**

**Band descriptors and mark allocations**

	AO1 (b) 3 marks		AO3 (a) 2 marks	
<b>BAND 2</b>	<b>Demonstrates detailed understanding of the key feature in the question.</b>	<b>2-3</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</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:

- *the source shows an advertisement printed by the American government in 1911, showing Indian land for sale;*
- *the advertisement shows how one could get possession of Indian land within thirty days;*
- *it shows how agricultural land in the West was available for easy payments and encourages people to purchase in order to get a house of their own;*
- *by the start of the twentieth century, Native Americans had been put into reservations which often had poor quality land; however, they did not receive full American citizenship until 1924;*
- *some states saw Native Americans as 'undesirables' and sought to control them through education and reproductive control;*
- *it was believed in some quarters that Native Americans needed to relinquish their own culture in order to be fully Americanised; therefore in some states boarding schools were established and Native American children were taken from their families and given a Christian education;*
- *however, by 1928 it had been realised that these boarding schools had failed in their attempts to assimilate Native American children;*
- *overall, Native Americans were treated as second class citizens during this period.*

**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	
<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 printed in the *Chicago Daily Tribune* newspaper in 1922;
- its purpose is to show readers of the newspaper the continued advancements that women were making in America during this period;
- the cartoon shows that in the political field, women were slowly advancing towards the US Senate, surpassing lower stages of political administration, such as mayor; women had been given the right to vote in 1920, which was obviously an important step in involving women in American politics;
- its purpose is also to reflect attitudes at the time; for example, the figure climbing the steps is told she will never make it by a man, but is being actively encouraged by female figures;
- in many ways the cartoon represents the changing attitudes towards women during this period, exemplified to an extent by the flapper lifestyle; the title of the cartoon encourages readers to think about the next steps that might be achieved;
- the cartoon is therefore aimed at a general audience and represents the progress that was slowly being made during this period.

**Question 3**

<i>Mark allocation:</i>	<i>AO1 (b)</i>	<i>AO2</i>	<i>AO3</i>	<i>AO4 (a-d)</i>
<b>10</b>	<b>4</b>			<b>6</b>

Question: **Do the interpretations support the view that the impact of the First World War was the main reason for the economic boom of the 1920s?** **[10]**

**Band descriptors and mark allocations**

	<b>AO1 (b) 4 marks</b>		<b>AO4 (a–d) 6 marks</b>	
<b>BAND 4</b>	Demonstrates very detailed understanding of the key feature in the question.	<b>4</b>	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.	<b>5-6</b>
<b>BAND 3</b>	Demonstrates detailed understanding of the key feature in the question.	<b>3</b>	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.	<b>3-4</b>
<b>BAND 2</b>	Demonstrates some understanding of the key feature in the question.	<b>2</b>	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.	<b>2</b>
<b>BAND 1</b>	Generalised answer displaying limited understanding of the key feature in the question.	<b>1</b>	Makes simple comments about the interpretations with little analysis and evaluation; little or no judgement is reached.	<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:

- *Interpretation 1 does not support the view that the impact of the First World War was the main reason for the economic boom of the 1920s;*
- *the article asserts that the development of the automobile industry led to the building of many new roads;*
- *the article also asserts that the expansion of building and construction that occurred during this period were the main factors that caused the economic boom;*
- *the interpretation would have partly been based upon the fact that mass production techniques developed rapidly during this period; aided by the process of electrification, these helped to drive the boom;*
- *the author is an economist and diplomat, writing in an article in 1958; research would have been undertaken, but the predilections of the author and the focus of the article in general, would have influenced the interpretation, which was published in a general history magazine;*
- *Interpretation 2 does support the view that the impact of the First World War was the main reason for the economic boom;*
- *the interpretation suggests that during the 1920s the American economy boomed because much of Europe's had been destroyed by war;*
- *it suggests that this, allied to the fact the economy was transformed into a laissez-faire model, drove the economic boom it experienced in the 1920s;*
- *the article appeared on a financial advice website which suggests that it may be rather generalised;*
- *the audience would presumably be the general public as opposed to a specialist one; this may have influenced the forming of the interpretation;*
- *answers should be able to reach a judgement about the degree of support for the view that the impact of the First World War was the main reason for the economic boom of the 1920s, based upon the content and authorship of the provided interpretations and an understanding of the wider historical debate over the issue.*



**Question 4**

<i>Mark allocation:</i>	<i>AO1 (b)</i>	<i>AO2</i>	<i>AO3 (a+b)</i>	<i>AO4</i>
<b>11</b>	<b>3</b>		<b>8</b>	

Question: **Which of the sources is more useful to an historian studying popular entertainment during this period? [11]**

**Band descriptors and mark allocations**

	<b>AO1 (b) 3 marks</b>			<b>AO3 (a+b) 8 marks</b>	
			<b>BAND 4</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>7-8</b>
<b>BAND 3</b>	Demonstrates detailed understanding of the key feature in the question.	<b>3</b>	<b>BAND 3</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>5-6</b>
<b>BAND 2</b>	Demonstrates some understanding of the key feature in the question.	<b>2</b>	<b>BAND 2</b>	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.	<b>3-4</b>
<b>BAND 1</b>	Demonstrates limited understanding of the key feature in the question.	<b>1</b>	<b>BAND 1</b>	Copies or paraphrases the source material with little or no analysis and evaluation undertaken.	<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 popular entertainment during this period;*
- *Source C is useful because it shows the view that silent action was still the foundation of screen entertainment, despite the recent advances in sound;*
- *it reflects the view that sound effects were merely that, whilst the silent action remained the predominant feature of films;*
- *the source is useful because it was written in an article by an actor and film director, who clearly has first-hand experience of the changes;*
- *it is useful as it appeared in an article focused on the topic, published in a literary magazine; its usefulness may be affected though by the fact that he may be trying to preserve the old way of movie making in a changing age;*
- *Source D is also useful to an historian as it is an advertisement for a film that is clearly reliant on sound in terms of talking and singing;*
- *it is useful as it shows that even only a few months after the publication of Source C, films with sound were becoming increasingly popular;*
- *it is useful as it clearly shows the transition to 'talkies', with its reference to the new era in screen entertainment*
- *its usefulness may be affected however, by the fact that it is an advertisement and is therefore obviously designed to portray the film in a positive light;*
- *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 popular entertainment in this period.*

**Question 5**

<i>Mark allocation:</i>	<i>AO1 (b)</i>	<i>AO2</i>	<i>AO3</i>	<i>AO4(a-d)</i>	<i>SPaG</i>
<b>21</b>	<b>4</b>			<b>12</b>	<b>5</b>

Question: **‘The threat to American society from immigration, Communists and Anarchists, was greatly exaggerated in the post-war years.’**  
**To what extent do you agree with this interpretation?**  
**[16+5]**

**Band descriptors and mark allocations**

	<b>AO1 (b) 4 marks</b>		<b>AO4 (a-d) 12 marks</b>	
<b>BAND 4</b>	Demonstrates very detailed understanding of the key feature in the question.	<b>4</b>	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.	<b>10-12</b>
<b>BAND 3</b>	Demonstrates detailed understanding of the key feature in the question.	<b>3</b>	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.	<b>7-9</b>
<b>BAND 2</b>	Demonstrates some understanding of the key feature in the question.	<b>2</b>	Some analysis and evaluation of the interpretation and other interpretations is displayed. A judgement is reached with superficial reference to authorship.	<b>4-6</b>
<b>BAND 1</b>	Demonstrates basic understanding of the key features in the question.	<b>1</b>	Makes limited comments about the interpretation with little analysis and evaluation. Little or no judgement reached.	<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:

- *to a certain extent this interpretation is accurate; it can be argued that the threat to American society from immigration, Communists and Anarchists, was greatly exaggerated in the post-war years;*
- *the interpretation can be argued by reference to the 'Red Scare', which was a reaction to the development and spread of Communism in Europe; the 'Red Scare' was allied to an increase in xenophobia as immigrants from Eastern Europe had arrived in greater numbers in recent years;*
- *the interpretation is supported by the fact that much of the 'Red Scare' was an exaggerated reaction to a perceived threat; any new political ideas, such as anarchism was linked Communism and created a paranoid atmosphere that exaggerated the threat;*
- *it can also be argued that even though there was an increase in industrial strikes after the war, they were essentially against poor pay and working conditions, rather than an attempt at revolution;*
- *however, whilst appropriate research would have been undertaken, the interpretation is in some ways a rather narrow one;*
- *other historians and commentators may assert that there was a threat to American society from immigration, Communists and anarchists in the post-war years;*
- *candidates may assert that there are examples where there were threats to American society; the Industrial Workers of the World (IWW) organised a general strike in Seattle for example; 1919 saw a series of bombings by anarchist groups;*
- *these bombings received much publicity, for example the attack on Mitchell Palmer's home, the Church bombing in Milwaukee and the sending of letter bombs; a series of serious industrial strikes in 1919 can also be referenced by candidates;*
- *answers may comment on the fact that the author, a writer on poverty and politics, may be writing from a particular perspective;*
- *this is evidenced by the title of the book, which suggests he supports the left-wing cause; the interpretation may also have been influenced by the target audience, who would 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 perceived threat to American society in the post-war years.*

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.

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.

<b>Band</b>	<b>Marks</b>	<b>Performance descriptions</b>
<i>High</i>	4-5	<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>	2-3	<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>