GCSE MARKING SCHEME

AUTUMN 2020

HISTORY
COMPONENT 1: NON-BRITISH STUDY IN DEPTH
1H. The USA: A Nation of Contrasts, 1910-1929
C100UH0-1

© WJEC CBAC Ltd.

INTRODUCTION

This marking scheme was used by WJEC for the 2020 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.

© WJEC CBAC Ltd.

MARK SCHEME AUTUMN 2020
Component 1: NON-BRITISH STUDY IN DEPTH
1H. 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

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

Question: e.g. **Use Source A and your own knowledge to describe the activities of organised crime in the 1920s.** **[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

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 the headlines from the Chicago Daily News, dated February 14th 1929;*
- *the headline states that seven members of the Moran Gang had been shot after being lined up against the wall; it states the assassins were disguised as policemen who fled in a squad car;*
- *the source shows the ruthless actions undertaken by organized crime in the USA in the 1920s;*
- *it shows the results of the St Valentine's Day massacre, during which members of the Bugs Moran gang were murdered by those of Al Capone; this was the most prominent example of wars between gangs, which were a feature of organized crime activities during this period;*
- *organized crime were heavily involved in producing bootleg alcohol; gangsters controlled specific areas of the major cities; corruption was rife with officials being bribed by gangsters;*
- *organized crime were also responsible for the proliferation of speakeasies during period; these were illegal drinking bars; for example, by 1925 there were over 10,000 of these in New York alone.*

© WJEC CBAC Ltd.

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.

© WJEC CBAC Ltd.

MARK SCHEME

Component 1: NON-BRITISH STUDY IN DEPTH

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

Question 1

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

Question: **Use Source A and your own knowledge to describe the activities of organised crime in the 1920s. [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:

- *Source A shows the headlines from the Chicago Daily News, dated February 14th 1929;*
- *the headline states that seven members of the Moran Gang had been shot after being lined up against the wall; it states the assassins were disguised as policemen who fled in a squad car;*
- *the source shows the ruthless actions undertaken by organized crime in the USA in the 1920s;*
- *it shows the results of the St Valentine's Day massacre, during which members of the Bugs Moran gang were murdered by those of Al Capone; this was the most prominent example of wars between gangs, which were a feature of organized crime activities during this period;*
- *organized crime were heavily involved in producing bootleg alcohol; gangsters controlled specific areas of the major cities; corruption was rife with officials being bribed by gangsters;*
- *organized crime were also responsible for the proliferation of speakeasies during the period; these were illegal drinking bars; for example, by 1925 there were over 10,000 of these in New York alone.*

© WJEC CBAC Ltd.

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:

- *Source B is a poster produced by the Industrial Workers of the World organization in 1921; being an anti-racist organisation it is clearly coming from a particular perspective;*
- *its main purpose is to encourage American workers to resist the Ku Klux Klan;*
- *the poster depicts the Ku Klux Klan as being a dangerous menace that is not just against Jews, Blacks, Catholics and foreigners, but against the working class as well;*
- *the poster is primarily aimed at American workers during a period of considerable racial tension and intolerance in the USA;*
- *the poster is an example of opposition to the Ku Klux Klan, which had seen its popularity increase during and after the First World War, as hostility towards foreigners increased and racial intolerance continued.*

© WJEC CBAC Ltd.

Question 3

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

Question: **Do the interpretations support the view that jazz was the most significant development in popular entertainment during this period? [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.

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 clearly supports the view that jazz was the most significant development in popular entertainment during this period;*
- *the article asserts that jazz had spread throughout the USA by the late teens and the 1920s provided opportunities for its influence to spread further;*

© WJEC CBAC Ltd.

- *the interpretation would have been partly based on the fact that jazz music flourished in the speakeasies and cabaret culture of the period; artists such as Bix Beiderbecke and Louis Armstrong became significant figures in jazz circles;*
- *the article however, is focused on jazz in the 1920s and is clearly aimed at a particular audience;*
- *research would have been undertaken, but the predilections of the author and the focus of the website in general, would certainly have influenced the interpretation;*
- *Interpretation 2 does not support the view that jazz was the most significant development in popular entertainment during this period;*
- *the interpretation suggests that films developed into the main form of entertainment during this period;*
- *it states that by the end of the decade the twenty Hollywood studios were producing films on a grand, costly scale that was necessary to satisfy the demand for films;*
- *the interpretation would have been partly based on the popularity of films during the period, influenced by the rise of prominent movie stars such as Rudolph Valentino, Clara Bow and Charlie Chaplin, amongst others;*
- *the article is focused on film in the 1920s and as such may well be subjective in tone;*
- *the audience would presumably be supportive of the subject matter, as would the predilections of the author;*
- *answers should be able to reach a judgement about the degree of support for the view that jazz was the most significant development in popular entertainment during this period, based on the content and authorship of the provided interpretations and an understanding of the wider historical debate.*

© WJEC CBAC Ltd.

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 flapper lifestyle? [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.

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 flapper lifestyle during this period;*
- *Source C is useful as it highlights the independence that women were now achieving as part of the flapper lifestyle;*
- *it shows how women were becoming more independent and assertive in areas such as employment choices and fashion; it shows how flappers resolved to be treated equally as men, not playing a helpless role that they had previously been forced to;*
- *the source is useful because it was written by a man who was an editor of a magazine;*
- *its usefulness may be affected by his predilections as a supporter of progressive causes, which suggests it comes from a certain perspective;*

© WJEC CBAC Ltd.

- *Source D is also useful to an historian as it portrays a different view of the flapper lifestyle;*
- *the source asserts that older feminists had little in common with flappers who behaved in a promiscuous fashion;*
- *it is useful as it reflects a more conservative view towards the flapper lifestyle, but from the view of an older feminist;*
- *its usefulness would be affected by the fact that the author would have campaigned for many years; it may be a reaction against the more assertive lifestyle of the flappers that challenged traditional norms and forms of protest;*
- *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 flapper lifestyle during this period.*

© WJEC CBAC Ltd.

Question 5

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

Question: 'The expansion of the automobile industry was the main reason why the USA experienced an economic boom in the 1920s'.

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.

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 expansion of the automobile industry was the main reason why the USA experienced an economic boom in the 1920s;*
- *the interpretation can be argued by reference to several factors: the post-war years witnessed a rapid growth in American industry; the introduction of an assembly line had an*

© WJEC CBAC Ltd.

enormous impact on the time taken to produce cars such as the Ford Model T; by the mid-1920s 7,500 cars were being produced daily; by 1929 Americans owned 23 million cars;

- *the interpretation is also supported by the effects the growth of the motor industry had; the rapid increase in car ownership changed peoples' lives, leading to the construction of new roads and suburbs which in turn further stimulated the economy;*
- *the growth of the motor industry accounted for a rapid expansion in industries in its supply chain, such as rubber and glass, as well as in leisure industries such as hotels and restaurants;*
- *however, whilst appropriate research would have been undertaken, the interpretation in some ways may be a rather narrow, simplistic one which fails to take account of the other factors that led to the economic boom;*
- *other historians and commentators may assert that a wide range of factors caused the economic boom; these interpretations can be argued by reference to several factors such as: the natural resources of the USA and the rapid electrification of the country during this period; the development of hire purchase and credit that acted as a stimulus to the economy;*
- *the policies of the Republican Presidents of the 1920s also contributed to the boom; the protectionist policies of the era encouraged Americans to buy American goods only; the belief in laissez-faire further stimulated business and as a result the economy expanded;*
- *answers may comment on the fact that the author, although a professor of history, is writing from a particular perspective given the focus of the article;*
- *he is also presumably writing for a particular audience given the focus of the website; these factors may further influence 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 awareness of how and why it is possible to develop different interpretations as part of the wider historical debate about the reasons for the USA's economic boom of the 1920s.*

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.

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

© WJEC CBAC Ltd.