



GCSE MARK SCHEME

SUMMER 2015

**HISTORY - STUDY IN-DEPTH
THE USA, A NATION OF CONTRASTS, 1910-1929
4271/03**

INTRODUCTION

The marking schemes which follow were those used by WJEC for the Summer 2015 examination in GCSE HISTORY. They were finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conferences were held shortly after the papers were 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 conferences was to ensure that the marking schemes were 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' conferences, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about these marking schemes.

NOTE ON THE QUALITY OF WRITTEN COMMUNICATION

Examiners are required to credit the quality of written communication for each candidate's performance on particular questions. These are question 2(c) and question 3. There are no additional marks for the Quality of Written Communication, but examiners are expected to consider the following descriptions of performance when awarding levels to the work of candidates:

Level 1	the text is generally legible; aspects of spelling, punctuation and grammar are clear; some information is presented in a suitable manner
Level 2	most of the text is legible; spelling, punctuation and grammar are used to make the meaning clear; information is presented in a suitable format
Level 3	the text is legible; spelling, punctuation and grammar are sufficiently accurate to make meaning clear; relevant information is presented in a suitable format; uses an appropriate structure and style of writing; uses some specialist vocabulary
Level 4	the text is legible; spelling, punctuation and grammar are consistently accurate to make meaning clear; information is always presented in a suitable format; uses an appropriate structure and style of writing; uses specialist vocabulary accurately

PAPER 4271/03

THE USA, A NATION OF CONTRASTS, 1910-1929

UNIT 1: STUDY IN-DEPTH

MARKING SCHEME

QUESTION 1

Question 1 (a)

Target:	Understanding of source material		
Mark allocation:	AO1	AO2	AO3
4			4

Question: **What do Sources A and B suggest about the Wall Street Crash?** [4]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer, paraphrasing or describing sources only. [1-2]

Eg: Source A shows that millions of shares were sold. Source B shows the actual figures of some of the shares.

LEVEL 2 Uses the content of both sources in their historical context. If answer is imbalanced in use of sources award 3 marks. [3-4]

Eg: both sources describe the Wall Street Crash. Source A shows that prices were too high by October 1929. Some people started to sell shares and this led to panic. Millions of shares were sold on Black Thursday, October 24, 1929, and prices fell dramatically. Source B shows the effect of the crash on some big American companies. All share prices shown fell by a large amount, some as dramatically as from 505 to 28.

Question 1 (b)

Target:	Understanding of source material; recall and deployment of own knowledge		
Mark allocation:	AO1	AO2	AO3
6	4		2

Question: **Use Source C and your own knowledge to explain why some Americans did not share in the economic success of the 1920s.** [6]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 **Generalised answer; copies or paraphrases source material; uses content of source only.** [1-2]

Eg: The source shows that black Americans did not prosper economically. They were poor and were starving.

LEVEL 2 **Understands content of the source with some background knowledge.** [3-4]

Eg: The source explains that black Americans were unable to experience the economic boom. They were poorly paid, either doing menial jobs or working as sharecroppers. They lived in very poor housing, and suffered from disease and starvation as a consequence.

LEVEL 3 **Clear use of the content of the source with accurate and detailed background knowledge used to explain the issue.** [5-6]

Eg: The source explains that not all Americans enjoyed the 'Roaring Twenties'. Black Americans in the Deep South were given poorly paid jobs, and suffered accordingly. Even in the north, black Americans were often little more than domestic servants. Other Americans suffered too. Immigrants would also be poorly paid. Farmers suffered because of the collapse of agricultural prices, and workers in the old industries such as cotton and coal would strike unsuccessfully for better pay and conditions.

Question 1 (c)

Target:	Understand, analyse and evaluate source material: recall and deployment of own knowledge		
Mark allocation:	AO1	AO2	AO3
8	2		6

Question: **How useful are Sources D and E to an historian studying the causes of American economic prosperity before 1929?** [8]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 **Comprehends content of the sources; little focus on utility.** [1-2]

Eg: Source D says that a large number of men were employed in the car industry; they had good wages; Source E shows that people could buy things from mail order catalogues.

LEVEL 2 **Considers usefulness of the sources in terms of both their content and their authorship.** [3-4]

Eg: Source D is useful because it shows that the car industry was developing; Ford was about to sell the millionth Model T. It is from an interview with Ford himself. Source E is useful because it shows how goods were advertised. People could order goods from mail order catalogues. These were advertised in magazines, newspapers and billboards.

LEVEL 3 **Evaluates both sources in context with some imbalance; reaches conclusion regarding utility for the set enquiry.** [5-6]

Eg: The sources are both useful to an historian studying the causes of American prosperity. The poster would be seen by many Americans and would appeal to them to buy more goods; buying from a catalogue is easy and can be done from your own home. The people look happy and interested in buying new goods. Source D is a contemporary interview with Henry Ford; it is bound to spell out the good points of the car industry and is therefore biased. It is useful because it highlights the success of the car industry in terms of the number of cars sold, and the benefits to American society and workers.

LEVEL 4 **Evaluates both sources regarding the specific historical context; reaches reasoned and substantiated judgement regarding their utility for the set enquiry.** [7-8]

Eg: The sources are very useful as they focus on two of the main reasons for the American economic boom – the car industry and advertising. The interview is particularly useful as it demonstrates how the car industry worked, and how it impacted on employment and wages. Ford was generous in that he paid his workers \$5 a day, which was double the average wage at the time. Source D is from an interview for a magazine and could be biased as Ford has an opportunity to say good things about his business. It is a comment in a magazine in the same week that Ford produced its millionth Model T; this would be useful to an historian studying American economic prosperity as the magazines would have researched the matter in depth in order to produce the best story on the subject. Source E is useful as it is a blatant attempt to get people to spend their money. Adverts would be seen in many places, and would encourage Americans to buy consumer goods. Source E is particularly useful as it shows a couple looking at the Sears mail order catalogue. Women were targeted more and more as they would want to buy new labour saving goods such as washing machines and vacuum cleaners.

QUESTION 2

Question 2(a)

Target:	Recall and deployment of knowledge		
Mark allocation:	AO1	AO2	AO3
4	4		

Question: **Describe the popularity of organised sport during this period.** [4]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 **Generalised answer with weak or implied points made.** [1-2]

Eg: Organised sport attracted many Americans; baseball, boxing and American football were all popular.

LEVEL 2 **A more detailed and accurate description.** [3-4]

Eg: Thousands of Americans enjoyed watching organised sports in this period. 67,000 people watched the football match between Illinois and Michigan in 1924. 120,000 saw the boxing match between Jack Dempsey and Gene Tunney in 1926. People idolised new heroes such as Babe Ruth and 'Red' Grange. Babe Ruth hit a record 60 home runs in 1928.

Question 2(b)

Target:	Understand and analyse source material; recall and deployment of knowledge		
Mark allocation:	AO1	AO2	AO3
6	2		4

Question: **Why was Source F produced in the mid 1920s?** [6]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 **Comprehends content of the source; little focus on why it was produced.** [1-2]

Eg: The source was produced to show that new dances and music were becoming popular in the 1920s; women and men played together in bands.

LEVEL 2 **Considers the source in its historical context; suggests some reasons for its production.** [3-4]

Eg: The source was produced as a front cover of a magazine; the picture shows that the music is fun and energetic, and that women's fashions had changed – they were now wearing short dresses and wore short hair. Newspapers and magazines would want to report on the latest fashions and fads of the age.

LEVEL 3 **Analyses the source in its historical context; gives detailed reasons regarding its production at the time.** [5-6]

Eg: Source F was produced in the 1920s as an appealing front cover to attract buyers; entitled Life, the front cover would comment on the latest developments in American culture and society. The magazine was aimed at wealthy young Americans living in the cities; by producing a front cover which shows that Flappers were becoming popular in the cities, the magazine would be able to promote cultural change, but also sell more copies, especially to young women; the cover also highlights the year "The Spirit of '26"; this shows that the magazine is making the most of the 'Roaring Twenties' and is trying to appear fully up to date with modern culture and society; there is no place in this magazine for traditional culture; the magazine also highlights the new jazz music which led to new dances such as the Charleston and the Black Bottom; these were very popular with many Americans. It may have been meant to encourage everyone in society to take part in the new culture as it shows a young woman playing jazz music in a band with men.

Question 2(c)

Target:	Recognition and explanation of historical interpretations; analysis of key historical features; quality of written communication		
Mark allocation:	AO1	AO2	AO3
10	2	2	6

Question: **One interpretation is that the Jazz Age was enjoyed by all Americans. How far do you agree with this interpretation? [10]**

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer; makes simple comments about the interpretation; will copy or paraphrase the given evidence. [1-2]

Eg: Many Americans liked the Jazz Age; they liked the music and fashions. Some Americans thought the changes were bad as they made women behave badly.

LEVEL 2 Identifies differences between ways in which the issue has been interpreted; will offer a basic judgement with some support from given evidence and own knowledge of the issue. [3-5]

Eg: Answers will show understanding of the named interpretation that Americans could enjoy the Jazz Age. They will also comment that not all Americans were supportive of the change to society. Expect basic contextual support to be given in terms of a judgement, such as Americans liked new music such as Jazz as it led to new fashions in terms of dancing and clothing. There may also be some general reference to the impact of the cinema, such as people wanted to go and see the 'talkies' as shown in Evidence 3. Use of the given evidence will be more apparent than use of own knowledge.

LEVEL 3 Begins to recognise and comment on how and why this issue has been interpreted in different ways; will give a judgement regarding the given interpretation. [6-8]

Eg: Answers will address the question by offering comment on different interpretations of the impact of the Jazz Age on American society. Answers will begin to demonstrate why different interpretations of this issue have been made, possibly with comments on the attitude of the authorities and the views of later historians. Answers will be supported by a greater degree of contextual knowledge regarding this issue. Answers will begin to judge the worth of different interpretations by using their own knowledge and given evidence to comment on issues such as the extent that Americans were able to enjoy the Age; the advent of cinemas meant that millions of Americans could afford to be a part of the changing culture due to cheap prices; women were particularly influenced and changed their lifestyles; however, some Americans disliked the new age on moral grounds, or could not afford to be a part of the changes to society. Evidence 1 was produced as a GCSE history textbook; this would mean that the author would have a clear overview of the period, and could see that Americans enjoyed the Jazz Age; as a school textbook, the author may have simplified the content to make it accessible to students. Evidence 2 is from a religious leader, reflecting on the Jazz Age; he clearly would disagree with Evidence 1 as some Americans believed that the cultural changes lowered moral standards, particularly in women.

LEVEL 4 **Recognises and provides substantiated comments on how and why this issue has been interpreted in different ways; will give a clear judgement considering the given interpretation in the historical context.**

[9-10]

Eg: Answers will clearly state whether they agree with the given interpretation of the Jazz Age. In order to make this judgement, answers will discuss how the given interpretation has been arrived at and recognise that there are other valid interpretations of this issue. Answers will demonstrate why it is possible to make different interpretations of this issue. There will be a considerable degree of historical support in the answer using both the given evidence and own knowledge. Answers will test the value of the chosen interpretation by commenting on issues such as the extent that the Jazz Age was enjoyed by all Americans; attitudes of young Americans, particularly young women; attitudes in the cities; the advent of cinemas, as shown in Evidence 3; the jazz clubs; new dances and crazes. The development of these factors would support the view given in Evidence 1 pointing that Americans on the whole enjoyed the Jazz Age. Answers may comment on the differences in interpretation given by the reflections of a religious leader from the period in an interview, and those writing much later with a greater degree of hindsight in a school textbook. The religious leader would have disagreed entirely with the view that all Americans enjoyed the age, and while it is clear that many Americans did support the changes to culture and society, Evidence 2 would suggest that not all Americans enjoyed the Jazz Age.

QUESTION 3

Question 3

Target:	Recall and deployment of knowledge; explanation and analysis of key concepts; quality of written communication			
Mark allocation:	AO1	AO2	AO3	SPG
15	4	8		3

Question: **Was organised crime the most important problem facing American society during this period?** [12+3]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 **Generalised answer; basic response which offers little support.** [1-3]

Eg: Answers will tend to agree that it was. Expect limited comments on the challenge of organised crime and gangsters

LEVEL 2 **Answer begins to discuss the issue set in the question.** [4-6]

To distinguish between 4 and 6 marks apply the following:

For 4 marks: A one-sided answer with some contextual support **OR** a very weak two-sided answer with little contextual support.

For 5-6 marks: A developed one-sided answer with contextual support **OR** a weak two-sided answer with some contextual support. Award the higher mark for the degree of contextual support.

Eg: organised crime was a big concern and some parts of American society were deeply affected by it; expect some details on the activities of gangsters such as Al Capone. Answers may allude to other challenges such as immigration or racial issues but will not develop them.

LEVEL 3 **Answer is mainly a reasoned analysis of the issue set in the question.** [7-9]

To distinguish between 7 and 9 marks apply the following:

For 7 marks: A very good one-sided answer with contextual support **OR** an unbalanced two-sided response with contextual support.

For 8-9 marks: A reasoned and developed analysis of the issue but lacking some detail or balance. Award the higher mark for the degree of contextual support.

Eg: Answers will begin to offer a judgement with good reasoning. On the one hand, gangsterism had a big impact on American society; they opened illegal bars, gambling houses and brothels; there were several shoot-outs with other gangs and the police. However, other challenges impacted greatly too. Racial tensions affected millions of black Americans; the government had to pass several Acts in order to restrict immigration; left-wing strikes and bombings led to the Red Scare; there was corruption in the government.

LEVEL 4 Answer is a developed, reasoned and well-substantiated analysis of the issue set in the question.

[10-12]

To distinguish between 10 and 12 marks apply the following:

For 10 marks: A developed, reasoned and well-substantiated analysis with good balance, using mostly accurate and relevant contextual support.

For 11-12 marks: A developed, reasoned and well-substantiated analysis with good balance, using fully accurate and relevant contextual support. Award the higher mark for the degree of contextual support.

Eg: Answers will clearly evaluate the issue in the question. Answers may suggest that organised crime was the most important challenge facing many Americans, especially the government as they tried, and failed to control the gangsters; gangsters were able to take control through bribery of public officials and violence against other gangs. Many candidates may argue that other factors were more challenging. Racial issues led many black and native Americans to suffer; the KKK saw a sharp increase in membership; anarchists were responsible for strikes, protests and bomb attacks which led to the Red Scare and the Palmer Raids; the early 1920s saw the growth of xenophobia, and measures were taken to restrict immigration through several Acts; there was corruption in government – the Teapot Dome Scandal led to a loss of confidence in the government.

Examiners are expected to award marks for spelling, punctuation and the accurate use of grammar in this question.

Level	Performance descriptions
0	Candidates do not reach the threshold performance outlined in the performance description below.
<i>Threshold performance</i> 1 mark	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
<i>Intermediate performance</i> 2 marks	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
<i>High performance</i> 3 marks	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.