GCSE MARKING SCHEME

SUMMER 2023

GCSE

HISTORY
UNIT 2: STUDY IN DEPTH - HISTORY WITH A EUROPEAN / WORLD FOCUS

2B. THE USA: A NATION OF CONTRASTS, 1910–1929
3100UF0-1

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INTRODUCTION

This marking scheme was used by WJEC for the 2023 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.

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UNIT 2: HISTORY WITH A EUROPEAN / WORLD FOCUS

2B. THE USA: A NATION OF CONTRASTS, 1910–1929

SUMMER 2023 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*	*AO2*	*AO3*	*AO4*
6	**4**		**2**	

Question: e.g. **Use Source A and your own knowledge to describe the treatment of black Americans during this period.** **[6]**

This is the question and its mark tariff.

Band descriptors and mark allocations

	AO1 4 marks		**AO3 2 marks**	
BAND 2	**Demonstrates detailed understanding of the key feature in the question.**	**3-4**	**Accurate analysis of the source set within its historical context.**	**2**
BAND 1	**Demonstrates some understanding of the key feature in the question.**	**1-2**	**Source is analysed through reference to its content only.**	**1**

Use 0 for incorrect or irrelevant answers.

This section contains the band descriptors which explain the principles that must be applied when marking each question. The examiner must apply this when applying the marking scheme to the response. The descriptor for the band provides a description of the performance level for that band. The band descriptor is aligned with the Assessment Objective(s) targeted in the question.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *Source A shows a photograph of two people drinking at separate water fountains – it shows that black and white people were forced to use different public amenities;*
- *this was due to the Jim Crow Laws which segregated black people in schools, parks, hospitals, swimming pools, libraries and other public places;*
- *black Americans found it hard to get fair treatment; they could not vote and were denied access to good jobs and education;*
- *black Americans were also terrorised by the KKK which was revived after the release of the film 'The Birth of a Nation' which depicted black people in a negative way; the KKK lynched and mutilated black people particularly in the southern states;*
- *some candidates may refer to the reaction of some black Americans; 1 million left the south in the 'Great Migration' looking for jobs; the NAACP and UNIA fought to improve the lives of black Americans.*

This section contains indicative content (see below under banded mark schemes Stage 2). It may be that the indicative content will be amended at the examiner's conference after actual scripts have been read. The indicative content is not prescriptive and includes some of the points a candidate might include in their response.

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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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MARK SCHEME

UNIT 2: HISTORY WITH A EUROPEAN / WORLD FOCUS

2B. THE USA: A NATION OF CONTRASTS, 1910–1929

Question 1

Mark allocation:	*AO1*	*AO2*	*AO3*	*AO4*
6	**4**		**2**	

Question: **Use Source A and your own knowledge to describe the treatment of black Americans during this period. [6]**

Band descriptors and mark allocations

	AO1 4 marks		**AO3 2 marks**	
BAND 2	**Demonstrates detailed understanding of the key feature in the question.**	**3-4**	**Accurate analysis of the source set within its historical context.**	**2**
BAND 1	**Demonstrates some understanding of the key feature in the question.**	**1-2**	**Source is analysed through reference to its content only.**	**1**

Use 0 for incorrect or irrelevant answers.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *Source A shows a photograph of two people drinking at separate water fountains – it shows that black and white people were forced to use different public amenities;*
- *this was due to the Jim Crow Laws which segregated black people in schools, parks, hospitals, swimming pools, libraries and other public places;*
- *black Americans found it hard to get fair treatment; they could not vote and were denied access to good jobs and education;*
- *black Americans were also terrorised by the KKK which was revived after the release of the film 'The Birth of a Nation' which depicted black people in a negative way; the KKK lynched and mutilated black people particularly in the southern states;*
- *some candidates may refer to the reaction of some black Americans; 1 million left the south in the 'Great Migration' looking for jobs in the north; the NAACP and UNIA fought to improve the lives of black Americans.*

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Question 2

Mark allocation:	*AO1*	*AO2*	*AO3*	*AO4*
8	**8**			

Question: **Describe the economic problems which led to the Wall Street Crash in October 1929. [8]**

Band descriptors and mark allocations

	AO1 8 marks	
BAND 3	**Demonstrates detailed knowledge to fully describe the issue set within the appropriate historical context.**	**6-8**
BAND 2	**Demonstrates knowledge to partially describe the issue.**	**3-5**
BAND 1	**Demonstrates limited knowledge to describe the issue.**	**1-2**

Use 0 for incorrect or irrelevant answers.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *there were long- and short-term reasons for the Wall Street Crash in 1929;*
- *the long-term factors included the over-production of goods during the 1920s; this was caused by factories producing more goods than Americans could buy – sales fell and bosses cut wages. However, when the reduction of wages failed to have the desired effect, workers were sacked, only exacerbating the problem of too few people having the means to buy goods;*
- *the unequal distribution of wealth in the US meant that 50% of US families had less than $2,000 a year; this was less than the minimum needed to survive;*
- *the US government had put high tariffs on foreign goods (such as the Fordney–McCumber Tariff of 1922); foreign governments responded with their own tariffs which meant that America could not sell its goods abroad;*
- *the increased wealth of the 1920s saw a boom in land and property values; in 1926, property values began to fall sharply in Florida leaving homeowners in debt as their land was worth substantially less than what they had originally paid for it;*
- *the stock market saw over-speculation due to the availability of easy credit; greedy and inexperienced investors bought shares on the margin looking to capitalise on the rapid growth of the stock market in the 1920s;*
- *the immediate short-term factor was the panic selling of shares in the autumn of 1929; the climax was October 24 and 29, 1929 where 13 million and 16.5 million shares were sold on 'Black Thursday' and 'Black Tuesday' respectively as investors sold their shares in order to get out of the stock market.*

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Question 3

Mark allocation:	*AO1*	*AO2*	*AO3*	*AO4*
8	**4**		**4**	

Question: **What was the purpose of Source B?** **[8]**

Band descriptors and mark allocations

	AO1 4 marks		**AO3 4 marks**	
BAND 3	**Demonstrates very detailed understanding of the historical context.**	**3-4**	**The purpose of the source is fully analysed and evaluated. A substantiated judgement regarding purpose is reached.**	**3-4**
BAND 2	**Demonstrates some understanding of the historical context.**	**2**	**The purpose of the source is partially analysed and evaluated. A judgement regarding purpose is reached.**	**2**
BAND 1	**Demonstrates only basic understanding of the historical context.**	**1**	**Answer mainly describes or paraphrases the source material with little analysis or evaluation.**	**1**

Use 0 for incorrect or irrelevant answers.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *Source B is an advertisement from a Hollywood film company that portrays the new technology available at cinemas in the late 1920s;*
- *its main purpose is to advertise the key change in the cinema which was the development of sound in films – it clearly shows that this film is an 'All Talking' picture;*
- *it also reflects the type of advertisements that were used, brightly coloured and eye-catching, to attract more audiences to cinemas;*
- *the advertisement is possibly trying to influence younger Americans to take note as it shows a woman with short hair and the title of 'Lights of New York' might perhaps attract younger, less traditional US citizens;*
- *published in 1928, this was a year after the first talkie 'The Jazz Singer' featuring Al Jolson, which also used the Vitaphone technology; up to this point all films had been silent ones; advertising played a huge part in promoting the films produced by Warner Bros.; film companies also used stars such as Rudolph Valentino and Gloria Swanson to attract people to the cinema;*
- *the purpose was therefore to influence its audience into buying cinema tickets and enjoy a new experience at the movies.*

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Question 4

Mark allocation:	*AO1*	*AO2*	*AO3*	*AO4*
12	**6**		**6**	

Question: **Which of the sources is more useful to an historian studying prohibition?** **[12]**

Band descriptors and mark allocations

	AO1 6 marks		**AO3 6 marks**	
BAND 3	**Demonstrates detailed understanding of the key feature in the question.**	**5-6**	**The relative usefulness of the source material is fully analysed and evaluated. Analysis of the content and authorship of the source material is undertaken to produce a clear and well substantiated judgement, set within the appropriate historical context.**	**5-6**
BAND 2	**Demonstrates some understanding of the key feature in the question.**	**3-4**	**The usefulness of the source material is analysed and partially evaluated. Analysis of the content and authorship is undertaken to reach a supported judgement, set within the appropriate historical context.**	**3-4**
BAND 1	**Demonstrates limited understanding of the key feature in the question.**	**1-2**	**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 reasons for the era of prohibition;*
- *Source C states that Americans should support the abolishment of the alcohol business as it is un-American, it wastes food and destroys family life;*
- *many US citizens would heed notices such as this and would put pressure on politicians to end the alcohol business, especially as the pamphlet was circulated in Washington DC;*
- *the source accurately reflects the views of many people in the US during the period – not only of women's groups such as the Anti-Saloon League, but also of Christian groups such as the WCTU, business leaders such as Ford, and nationalistic US citizens during the First World War;*
- *an historian would find the pamphlet useful in order to understand how and why some people in the US wanted to bring an end to the business of alcohol; this gives a good overview of the reasons why prohibition was introduced which resulted in the Volstead Act in 1919;*

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- *the source is, however, biased; the Anti-Saloon League only looked at the short-term negative impact of alcohol, and would not have foreseen the problems associated with prohibition during the 1920s;*
- *Source D is also useful, but focuses on the problems associated with prohibition; it says that alcohol was smuggled by women and that police officers did not search women due to the law; the author states that she made a lot of money from smuggling and that there were plenty more opportunities to come;*
- *gangsters immediately took advantage of the 18th Amendment to the Constitution by smuggling alcohol into the US from Canada, Mexico, the Caribbean and from Europe; the US public's thirst for alcohol was quenched in speakeasies run by gangsters; the authorities, such as the Chicago Mayor 'Big Bill' Thompson, were bribed to turn a blind eye to the rum running business;*
- *the source is of great use to an historian; written by a female smuggler in a US newspaper in the middle of the era of prohibition, it gives the historian an excellent understanding of the problems associated with prohibition; the source is emotive and reflects the mood in the country that there was money to be made from prohibition;*
- *the source, however, is from a secret interview and does not give the author's full name; an historian would need to verify these details, but there are several other sources available to make this reliable to use;*
- *neither source is necessarily 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 era of prohibition.*

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Question 5

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

Question: **How significant was the First World War to changing the lives of women between 1914 and 1929? [16+3]**

Band descriptors and mark allocations

	AO1 4 marks		**AO2 12 marks**	
BAND 4	**Demonstrates very detailed knowledge and understanding of the key feature in the question.**	**4**	**Fully analyses the key issue. There will be a clear analysis of other factors and their relative impact set within the appropriate historical context.**	**10-12**
BAND 3	**Demonstrates detailed knowledge and understanding of the key feature in the question.**	**3**	**Partially analyses the key issue along with a consideration of the impact of other factors in the historical context.**	**7-9**
BAND 2	**Demonstrates some knowledge and understanding of the key feature in the question.**	**2**	**Basic analysis while considering some other factors and their impact.**	**4-6**
BAND 1	**Demonstrates basic knowledge and understanding of the key features in the question.**	**1**	**Offers a generalised response with little analysis of impact.**	**1-3**

Use 0 for incorrect or irrelevant answers.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *answers will provide a reasoned analysis of the issue covering a range of factors to help explain significance of the First World War in changing the lives of women in the US during this period;*
- *attitudes towards women underwent a substantial change between 1910 and 1929; before the First World War their lifestyle was restricted by social convention – women largely led secluded lives;*
- *the First World War gave women the opportunity to enter the workplace, playing an important role in helping the US war effort; 90,000 women served in the US armed forces in Europe, and thousands more worked in heavy industry, engineering and transport;*
- *women's participation in the war made a powerful argument for women to be given the right to vote; as a result of the 19th Amendment women were given the right to vote in 1920 which gave them political power and scope for further change; in 1924 Nellie Tayloe Ross became the first female governor of a state; in 1926 Bertha Knight Landes became the first female mayor of an American city, Seattle;*

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- *in considering these factors, it could be argued that the First World War was indeed the most significant factor in changing the lives of women in the US during this period;*
- *however, these were the exceptions and women made little progress on the whole in politics especially in passing the Equal Rights Amendment Act which would give them equality in the law with men;*
- *for some women, the 1920s was a period of great change and other factors were important in changing the lives of women; young, affluent, city-dwelling women embraced the new fashions and adopted the more independent lifestyle of the flapper;*
- *these women were influenced by new fashions as seen in the cinema, in magazines – all driven on by the new Jazz culture;*
- *however, not all women in the US were able to live this kind of life; some rejected the lifestyle because of their religious or social beliefs, condemning such women for being too immoral or sexual; others were forced to continue with their traditional role of being a housewife or mother, or lacked the economic means to afford the new clothes, fashions and nightlife culture;*
- *whilst for some women the First World War and the new Jazz culture led to great changes to their lives, most women in the US concentrated on making ends meet;*
- *candidates may conclude that either the First World War, or other factors was the most significant factor in changing the lives of women in the US during this period, but a valid conclusion as to the significance of the First World War should be reached.*

After awarding a level and mark for the historical response, apply the performance descriptors for spelling, punctuation and the accurate use of grammar (SPaG) and specialist language that follow.

Having decided on a band, award a second mark (out of 3) for SPaG. In applying these indicators:

- learners may only receive SPaG marks for responses that are in the context of the demands of the question; that is, where learners have made a genuine attempt to answer the question
- the allocation of SPaG marks should take into account the level of the qualification.

Band	Marks	Performance descriptions
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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