INTRODUCTION

This marking scheme was used by WJEC for the 2017 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.

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 |
Question 1 (a)

Target: Understanding of source material

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Question: What do Sources A and B suggest about the Monkey Trial? [4]

Use 0 for incorrect or irrelevant answers.

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

*Eg: Source A shows that it was illegal to teach Darwin’s theory of evolution. Source B shows that people bought books against the theory of evolution.*

**LEVEL 2** Uses the content of both sources in their historical context. [3-4]

If answer is imbalanced in use of sources award 3 marks.

*Eg: The sources suggest that many people were opposed to the teaching of Darwin’s theory of evolution. Source A shows that Johnny Scopes deliberately taught this. This was serious enough for him to be taken to court and fined $100. Source B suggests that many people supported this and were against Johnny Scopes. They bought anti-evolution magazines and books during the Monkey trial such as ‘The Conflict’ and T.T. Martin’s ‘Hell and the High School’.*
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 prohibition was introduced. [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 there were many reasons, such as women’s groups and industrialists.

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

Eg: The source explains that the banning of the sale of alcohol was a major political topic during the period. Women’s groups complained of domestic violence and industrialists of poor efficiency. Candidates may mention some specifics such as the WCTU (Women’s Christian Temperance Union), Anti-Saloon League or Henry Ford here but not expand with enough detail for Level 3. They may also mention that alcohol was seen as the ‘Kaiser’s brew’ during the First World War, and felt that drinking was unpatriotic, or that religious leaders believed that alcohol lowered moral standards. They believed that the USA would be a safer place without alcohol.

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 prohibition was a major political topic. Candidates should attempt to expand on this. By 1914, half of the USA’s 48 states were already ‘dry’. When President Wilson banned the production of beer in September 1918 until the end of the war, there was little protest. Politicians had too much to lose to oppose prohibition. This, along with patriotic fervour during the war against the ‘Kaiser’s brew’, and the powerful pressure of women groups, religious groups and industrialists, meant that prohibition became law through the Volstead Act in 1920.
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 Sacco and Vanzetti case? [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 Vanzetti thought that he was innocent as he was on his way to his death sentence. Source E states that the trial was unfair.*

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

*Eg: Source D is useful as it shows that Vanzetti himself thought that he was innocent, and that he was only convicted because of his beliefs and because he was an Italian. Source E is useful as it agrees with Source D. The author, a lawyer from the period, knew the judge and believed that he was narrow minded and prejudiced.*

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 Sacco and Vanzetti case. Many thought that the trial against Sacco and Vanzetti was prejudiced against them. Source E states that the judge was carried away by fear of Communists, and might have sentenced them to death in order to set an example. The judge it seemed had come in for a lot of criticism. Source D agrees showing that Vanzetti himself thought that he was convicted due to his beliefs as a radical and his heritage as an Italian. As Source D is quoted from Vanzetti’s last words, these are properly recorded by the authorities, but he may be biased as he did not want to be seen as guilty. Source E would have good knowledge of the case as he was a lawyer. However, he may also be biased as he campaigned for a retrial, but was unsuccessful.*
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 to an historian studying the Sacco and Vanzetti case. The trial was held during the period of the Red Scare when the USA feared the spread of Communism. Immigrants were especially feared. When Sacco and Vanzetti were sentenced Source E may well be correct, in that Judge Thayer may have been affected by the Palmer Raids and convicted the men due to prejudice instead of sound evidence. 107 witnesses gave an alibi to both Sacco and Vanzetti and other men had confessed to the crime of murder during an armed robbery. However, despite being a lawyer who should know the facts, especially as he published a book on the case, historians should be wary of Frankfurter’s evidence as he is biased on the side of Sacco and Vanzetti. Source D should also be questioned. Vanzetti’s last words state that he believes he was innocent of any crime. There were 61 witnesses who identified him as the killer, and he was convicted of armed robbery in 1919 – not the actions of a man just committing sin. His last words could be the words of a desperate man hoping that his appeal might be heard at the last minute. An historian would find both pieces of evidence useful, but would have to question the reliability of both.
QUESTION 2

Question 2(a)

Target: Recall and deployment of knowledge

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Question: Describe the growth of the car industry in the 1920s. [4]

Use 0 for incorrect or irrelevant answers.

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

Eg: Many cars were produced; many people wanted cars to travel places.

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

Eg: By 1913 Ford had pioneered the electric conveyor belt; this production line allowed the mass production of cars; the time taken to assemble a Model T was reduced from 13 hours to just 1 hour 30 minutes; prices fell from $850 to $290 by 1925, making the car affordable to many Americans; over 15 million of these cars were sold; thousands of workers rushed to Detroit in order to earn $5, and working hours reduced to 8 hours a day; Chrysler and General Motors also boomed during the period; advertising, hire purchase, feeder industries and infra-structure all developed because of the growth of the car industry.
Question 2(b)

<p>| Target: Understand and analyse source material; recall and deployment of knowledge |
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Question: Why was Source F produced in 1920? [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 consumer goods such as vacuum cleaners were available to buy through catalogues.

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

Eg: The source was produced as an advertisement for new consumer goods such as vacuum cleaners. They were advertised in new catalogues such as the Sears, Roebuck mail order catalogue which was widely available. Adverts targeted women and used techniques such as hire-purchase to sell goods.

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

Eg: Source F was typical of an advert in the early 1920s. They advertised the new consumer goods, such as vacuum cleaners, washing machines and cars. Americans wanted more free time for leisure activities and women were targeted as shown in this advert. Hire-purchase was a way of getting goods now, with the ability to pay later or monthly. All sorts of goods were advertised in the Sears, Roebuck catalogue, designed to reach a wide audience. This advert was produced in order to influence Americans into spending money on goods which would make their lives easier and better.
Question 2(c)

<table>
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<th>Target:</th>
<th>Recognition and explanation of historical interpretations; analysis of key historical features; quality of written communication</th>
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<td>Mark allocation:</td>
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Question: One interpretation is that there were many causes of the Wall Street Crash. 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: Americans bought too many shares and wanted to double their money. They didn’t have the experience to invest safely. However, there were many causes of the Wall Street Crash, such as overproduction and lack of export markets.

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/or own knowledge of the issue. [3-5]

Eg: Answers will show understanding of the named interpretation that there were many causes of the Wall Street Crash. They will comment that Evidence 1 points out that there were several factors, such as easy credit and the overproduction of goods which made the continued growth of the economy impossible. Expect basic contextual support to be given in terms of a judgement. This may be supported by Evidence 3 which shows other causes for the crash such as the crash in house prices. Evidence 2 disagrees, and blames inexperienced investors such as shopkeepers who expected to double their money and double it again. Many Americans thought they could play the stock market and win. 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 causes of the Wall Street Crash. Answers will begin to demonstrate why different interpretations of this issue have been made, possibly with comments on the attitude of a later interpreter and the views of 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 there were many causes for the Crash, from the overproduction of goods to the over-confidence in shares of inexperienced investors. Evidence 1 was produced as a GCSE textbook; this would mean that the author would have a clear overview of the period, and could see that there were many causes of Wall Street Crash. Evidence 2 is from an author reflecting on the Crash after experiencing the rise and fall of the American economy throughout the 1920s. He clearly blames the inexperienced investors, perhaps angry that their greed was the most important reason for the Wall Street Crash. Evidence 3 supports Evidence 1 by stating other causes of the crash.
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 causes of the Wall Street Crash. 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 inter-related causes of the Wall Street Crash; long term causes included the overproduction of goods and the fall in demand of consumer goods; land prices fell and many Americans were very poor; short term causes saw Americans gamble on the stock market, and panic when shares started to fall. The development of these factors would support the view given in Evidence 1 pointing to several inter-connected causes. An historian writing in a specific GCSE textbook of American History during the period would have all the evidence and give a balanced account of the causes of the Wall Street Crash. Answers may comment on the differences in interpretation given by Cecil Roberts in Evidence 2 and those writing much later with a greater degree of hindsight. Roberts was clearly angered by the greed of the inexperienced investors. Shopkeepers are mentioned; Roberts may have witnessed these events and lacked the skill of an historian to produce a balanced view. Evidence 3 supports Evidence 1 in that many factors led to the Wall Street Crash. The historian in Evidence 1 would likely have used both pieces of evidence to reach a balanced conclusion on the causes of the Wall Street Crash.
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 the growth of the cinema the main development in American culture and 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: Yes, the cinema was the most important development in American culture and society; cinemas appeared in every town and many people went to watch films; they were very popular.

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: Answers will tend to agree that the cinema was the most important development; cinemas were opened all over America, every small town had its picture house; Americans visited the cinema several times a week; they wanted to see their favourite movie stars; they may begin to consider other changes such as the introduction of Jazz music; the popularity of sport; the changes to the lives of women.
LEVEL 3  
Answer is mainly a reasoned analysis of the issue set in the question.  

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 the growth of the cinema was important as a social institution; a popular form of entertainment; cheap prices; it was visited on a regular basis by millions of Americans; they wanted to see their favourite movie stars – Charlie Chaplin, Buster Keaton, Clara Bow; it was silent until the introduction of sound in 1927 which made it even more popular. Other factors will also be considered such as the appeal of new Jazz culture – fast-beat music, development of dancehalls, new dances, club culture; the spread and development of organised sport, especially baseball, the appeal of stars like Babe Ruth; some women’s lives changed considerably – the flapper lifestyle gave women many more freedoms.

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

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 the growth of the cinema can be considered as the main development to some aspects of American culture and society; there will be discussion of the widespread appeal of the cinema and its movie stars; its range of films offered something for everyone; the cult of movie stars – Chaplin, Keaton, Bow, Valentino; the change from silent to talking pictures; its appeal as cheap entertainment; it became an important social networking phenomena. However, there were other factors which contributed to developments in American culture and society; Jazz music and its culture made a big impact especially in the cities; development of Jazz clubs and its nightlife; the appeal of Jazz musicians like Louis Armstrong, Bessie Smith, Duke Ellington; the spread of radio ownership made Jazz more readily available; development of dance halls and speakeasy culture; new types of dances – Charleston, Black Bottom; the spread and development of organised sport; the building of new sports stadia; the appeal of sporting stars like Babe Ruth (baseball), Jack Dempsey and Gene Tunney (boxing); women were given the vote due to WW1, this gave them jobs and money; the impact of the motor car on leisure; the passion for fads and crazes – dance marathons, flagpole sitting etc.
Examiners are expected to award marks for spelling, punctuation and the accurate use of grammar in this question.

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<tr>
<th>Level</th>
<th>Performance descriptions</th>
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<td>0</td>
<td>Candidates do not reach the threshold performance outlined in the performance description below.</td>
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<tr>
<td><strong>Threshold performance</strong></td>
<td>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.</td>
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<td>1 mark</td>
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<td><strong>Intermediate performance</strong></td>
<td>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.</td>
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<td><strong>High performance</strong></td>
<td>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.</td>
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