GCSE MARKING SCHEME

SUMMER 2018

GCSE (LEGACY)
HISTORY UNIT 1 - STUDY IN-DEPTH
THE USA: A NATION OF CONTRASTS, 1910-1929

4271/03
INTRODUCTION

This marking scheme was used by WJEC for the 2018 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:

<table>
<thead>
<tr>
<th>Level 1</th>
<th>the text is generally legible; aspects of spelling, punctuation and grammar are clear; some information is presented in a suitable manner</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 2</td>
<td>most of the text is legible; spelling, punctuation and grammar are used to make the meaning clear; information is presented in a suitable format</td>
</tr>
<tr>
<td>Level 3</td>
<td>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</td>
</tr>
<tr>
<td>Level 4</td>
<td>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</td>
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</tbody>
</table>
SUMMER 2018 GCSE
HISTORY UNIT 1: STUDY IN-DEPTH

THE USA: A NATION OF CONTRASTS, 1910-1929
4271/03
MARKING SCHEME

Question 1 (a)

<table>
<thead>
<tr>
<th>Target:</th>
<th>Understanding of source material</th>
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</thead>
<tbody>
<tr>
<td>Mark allocation:</td>
<td>AO1</td>
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<td>4</td>
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</table>

Question: What do Sources A and B suggest about the economic prosperity of Americans in the 1920s? [4]

Use 0 for incorrect or irrelevant answers.

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

*E.g.:* Source A shows that Americans were the richest people in the world, and millions have cars. Source B shows that sharecroppers were poor.

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.

*E.g.:* The sources suggest that some Americans prospered in the 1920s, but not all. Source A shows that on the whole the American standard of living was rising. Americans were also the richest people in the world, and car ownership increased greatly. Source B suggests that not all Americans prospered. Sharecroppers lived and worked on the land, and were clearly poor as shown in their clothes and housing.
Question 1 (b)

<table>
<thead>
<tr>
<th>Target:</th>
<th>Understanding of source material; recall and deployment of own knowledge</th>
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<tbody>
<tr>
<td>Mark allocation:</td>
<td>AO1</td>
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<td>6</td>
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</table>

**Question:**

Use Source C and your own knowledge to explain why the American economy boomed during this period.  

Use 0 for incorrect or irrelevant answers.

**LEVEL 1**

Generalised answer; copies or paraphrases source material; uses content of source only.  

_E.g._: The source shows that the American economy boomed because of technological changes such as electricity that allowed businesses such as the car industry to grow.

**LEVEL 2**

Understands content of the source with some background knowledge.  

_E.g._: The source explains that technological changes led to the American economic boom. Electricity not only allowed businesses such as the car industry to thrive, but also allowed consumer goods such as vacuum cleaners and refrigerators to be produced and sold. The American economy also grew because of the car industry. New techniques pioneered by Henry Ford led to mass-production which led to cheaper goods, quicker transport and benefited many other industries such as glass, rubber and petroleum.

**LEVEL 3**

Clear use of the content of the source with accurate and detailed background knowledge used to explain the issue.

_E.g._: The source explains that the American economy prospered due to technological developments. Other factors could also explain the reasons for the American economic boom: resources, impact of the First World War; mass-marketing; credit; the policies of the Republican Presidents. Candidates will be awarded Level 3 with accurate and detailed development of any of these, or other valid factors, along with the development of the source.
Question 1 (c)

Target: Understand, analyse and evaluate source material: recall and deployment of own knowledge

<table>
<thead>
<tr>
<th>Mark allocation:</th>
<th>AO1</th>
<th>AO2</th>
<th>AO3</th>
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<tbody>
<tr>
<td>8</td>
<td>2</td>
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<td>6</td>
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</table>

Question: How useful are Sources D and E to an historian studying the causes of the Wall Street Crash? [8]

Use 0 for incorrect or irrelevant answers.

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

E.g.: Source D says that Frances Perkins thought that too many people were buying shares, trying to get huge profits. Source E states that President Hoover thought that the government should not interfere with the economy.

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

E.g.: Source D is useful as it shows that Perkins thought that the inexperienced investors would cause a crash in the stock market. As a Democratic politician writing in a newspaper article an historian would find the information useful, but possibly biased. Source E is useful to an historian despite disagreeing with Source D. The author, the Republican President Herbert Hoover is making a speech and should have good information to hand.

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

E.g.: The sources are both useful to an historian studying the causes of the Wall Street Crash. Source D shows that some people expected a crash to happen sooner or later. As she is writing in a newspaper she is trying to highlight this, and may be exaggerating the problem. Democrats would also want to highlight the flaws of the Republicans, and the source may be biased against the Republican Party. Source E states that the President believes that the government should not interfere in the economy as it has proven to be successful throughout the 1920s. He is speaking in a speech to a group of business leaders; the speech may therefore be biased as he is trying to win over the business leaders to his point of view.
LEVEL 4 Evaluates both sources regarding the specific historical context; reaches reasoned and substantiated judgement regarding their utility for the set enquiry. [7-8]

E.g.: The sources are very useful to an historian studying the causes of the Wall Street Crash. There was much speculation before the crash that too many inexperienced investors would lead to panic on the stock market sooner or later. Source D would prove to be an accurate statement. As a Democrat, Perkins is in favour of more governmental action in order to aid the smooth running of the economy. This source is therefore useful to an historian studying the Democratic viewpoint in the lead up to the Wall Street Crash. Source E is also useful to see the Republicans views before the Crash. Hoover was an advocate of ‘Rugged Individualism’ and ‘Laissez-faire’ which meant low taxes and few regulations. This allowed businessmen to chase profits without interference. Unfortunately this meant that the government did not help the economy when needed. Both sources are useful therefore in understanding the viewpoints of both major parties in the lead up to the Wall Street Crash.
Question 2(a)

<table>
<thead>
<tr>
<th>Target: Recall and deployment of knowledge</th>
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<tbody>
<tr>
<td>Mark allocation:</td>
<td>AO1</td>
<td>AO2</td>
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<tr>
<td>4</td>
<td>4</td>
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Question: Describe the fads and crazes of the 1920s. [4]

Use 0 for incorrect or irrelevant answers.

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

E.g.: There were many fads and crazes in this period. People attended dance marathons, and goldfish eating competitions.

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

E.g.: Dance marathons swept the country with the advent of the new jazz dances. They were contests of self-endurance and human record-setting with dancers continuing non-stop until only one couple remained. There were prizes for the winners, who could also become famous. Some candidates may name Alma Cummings who danced non-stop for 27 hours. Other fads included games such as Mah Jong or crossword puzzles, and other feats of endurance such as flagpole sitting. Alvin ‘Shipwreck’ Kelly held the record of 49 days and 1 hour. Other fads may be included if valid e.g. barnstorming, or other feats of endurance.
Question 2(b)

<table>
<thead>
<tr>
<th>Target:</th>
<th>Understand and analyse source material; recall and deployment of knowledge</th>
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</thead>
<tbody>
<tr>
<td>Mark allocation:</td>
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<td>6</td>
<td>2</td>
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</table>

**Question:** Why was Source F produced in 1929? [6]

Use 0 for incorrect or irrelevant answers.

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

*E.g.*: The source was produced to advertise a movie, featuring Gloria Swanson.

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

*E.g.*: The source was produced as an advertisement for Gloria Swanson’s first ‘talkie’ movie. Advertisements were designed to attract people to pay money to go and watch the movie. Movies were silent until 1927. This advert is trying to attract customers to a new cinematic experience. Some candidates may develop contextual ideas on the role of women in the cinema instead of the talkies.

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

*E.g.*: Source F was typical of an advert in the 1920s. They advertised experiences such as going to the cinema. Americans were attracted by movie stars such as Gloria Swanson. Adverts such as Source F were produced not only to advertise the movie star, but also that this was her first talkie, which were available from 1927 onwards. This was also a developing time for women. The advert is playing on the new flapper style and fashion for women during the period – short hair, make-up and revealing clothes – in order to attract even more people to the cinema.
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               |

Question: One interpretation is that the lives of most women did not change greatly during this period. 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]

E.g.: Some women became flappers, especially in the cities, but lower class women and immigrants kept to traditional values.

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]

E.g.: Answers will show understanding of the named interpretation that the period was not a period of great change for most women. They will comment that Evidence 1 points out that most lower and middle class women remained as housewives. Expect basic contextual support to be given in terms of a judgement. Evidence 2 disagrees, and describes the period as a time of great change – women could now vote and do the same work as men. This may be supported by Evidence 3 which shows an example of the new freedom for women, such as wearing make-up and dressing fashionably. 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]

E.g.: Answers will address the question by offering comment on different interpretations of the changing lives of women. 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 women who did not benefit from the changing attitudes towards them in the period. 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 even though some women became flappers, most did not. Evidence 2 is from an author reflecting on the period. As a feminist writing in a magazine for men, she may be trying to promote the role of women. Evidence 3 supports evidence 2 by stating that women did indeed gain the same freedom as men.
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]

E.g.: Answers will clearly state whether they agree with the given interpretation of changes to the lives of women. 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 of the changes to the lives of women; flappers were upper-class city dwelling women, while poorer women kept to traditional values on the whole. The development of these factors would support the view given in Evidence 1 pointing out that not all women had changed their lives. 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 changes to the lives of women. Answers may comment on the differences in interpretation given by Gloria Steinem in Evidence 2 and those writing much later with a greater degree of hindsight. Steinem clearly gives a positive view of the changes to the lives of women. Her information is correct, but does not mention that women were still paid less than men during the period. Steinem is writing in a magazine for men in the 1960s and is trying to portray the period in a positive light in order for the men of the 1960s to continue to support the changes to the lives of women. Evidence 3 supports Evidence 2 in that women’s lifestyles changed in many ways during the period. The historian in Evidence 1 would likely have used both pieces of evidence to reach a balanced conclusion on the changing lives of women.
**Question 3**

<table>
<thead>
<tr>
<th>Target: Recall and deployment of knowledge; explanation and analysis of key concepts; quality of written communication</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mark allocation:</strong></td>
</tr>
<tr>
<td>AO1</td>
</tr>
<tr>
<td>15</td>
</tr>
</tbody>
</table>

**Question:** Was immigration the greatest problem facing America during this period? [12+3]

Use 0 for incorrect or irrelevant answers.

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

*E.g.: Yes, immigration was seen as a great problem facing America; many Americans wanted to cut immigration; they did not trust some of the people entering America from Europe and the Far East.*

**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.

*E.g.: Immigration was a growing concern and the US Government introduced laws to limit immigration; immigrants from Eastern Europe were thought to be Communists and this led to the Red Scare; some Communists were arrested following raids. However, there were other challenges such as the activities of the KKK; racial issues; organised crime and gangsters; some or all of these issues might be referred to but not dealt with in any depth.*

**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.

*E.g.: Answers will begin to offer a judgement with good reasoning. During the period America abandoned its Open Door Policy towards immigration; the Government passed a series of laws designed to limit certain types of immigrants – Literary Test 1917, Emergency Quota Act 1921, National Origins Act 1924; associated with this fear was the Red Scare and the Palmer Raids. However, other challenges included the growth of radical tension – increased membership of the KKK; associated problems with prohibition; growth of organised crime.*
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.

E.g.: Answers will clearly evaluate the issue in the question. Answers will point out that the period saw the growth of xenophobia and the change from an Open Door to a partially Closed Door Policy; immigrants were seen to be the cause of other problems such as the growth of industrial unrest – strikes, protests, bomb attacks, and anarchist activities; these were linked to the Red Scare and the Palmer Raids. Immigration was certainly the greatest challenge faced by some politicians and old immigrants. American society also faced other serious challenges, which would have been a greater problem to other Americans. Law enforcers would have faced great challenges from gangsters and organised crime during prohibition. Black Americans and other minorities faced racial tension. The government faced scandals, and fundamentalists were confronted with new ideas which threatened their way of life. At the highest level a clear judgement will be made upon the question set, evaluating concerns over immigration against other challenges.

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

<table>
<thead>
<tr>
<th>Level</th>
<th>Performance descriptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Candidates do not reach the threshold performance outlined in the performance description below.</td>
</tr>
<tr>
<td>Threshold performance</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>
</tr>
<tr>
<td>1 mark</td>
<td></td>
</tr>
<tr>
<td>Intermediate performance</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>
</tr>
<tr>
<td>2 marks</td>
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</tr>
<tr>
<td>High performance</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>
</tr>
<tr>
<td>3 marks</td>
<td></td>
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