



# **GCSE MARKING SCHEME**

**SUMMER 2012**

**HISTORY - STUDY IN DEPTH**

**THE USA, A NATION OF CONTRASTS, 1910-1929**

**4274/01**

## INTRODUCTION

The marking schemes which follow were those used by WJEC for the Summer 2012 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 the paper as a whole. 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:

<b>Level 1</b>	the text is generally legible; aspects of spelling, punctuation and grammar are clear; some information is presented in a suitable manner
<b>Level 2</b>	most of the text is legible; spelling, punctuation and grammar are used to make the meaning clear; information is presented in a suitable format.
<b>Level 3</b>	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
<b>Level 4</b>	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 4274/01 – THE USA, A NATION OF CONTRASTS 1910-1929

## MARKING SCHEME

## SECTION A

## Question 1(a)

Target:	Understanding of source material		
Mark allocation:	AO1	AO2	AO3
<b>2</b>			<b>2</b>

Question: **What does Source A tell you about the American economy during the 1920s?** [2]

Use 0 for incorrect or irrelevant answers.

**Award one mark** for one relevant selection from the source  
**Award two marks** for two relevant selections from the source

The following can be credited:

*It shows sections of the economy were booming;  
 there was a large increase in the number of consumer goods produced;  
 Car production rose from 9 million in 1920 to 26 million in 1929;  
 Radio production rose from 60 thousand in 1920 to 10 million in 1929;  
 Telephones rose from 13 million in 1920 to 20 million in 1929.*

## Question 1(b)

Target:	Understanding source material; recall and deployment of own knowledge		
Mark allocation:	AO1	AO2	AO3
<b>4</b>	<b>2</b>		<b>2</b>

Question: **Use the information in Source B and your own knowledge to explain why the American economy went into depression in late 1929.** [4]

Use 0 for incorrect or irrelevant answers.

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

*Eg: the mass produced goods could only be bought by better off Americans; by 1929 most people who could afford to buy the new consumer goods had done so; there was a fall in sales; people were no longer buying consumer goods in the numbers they did.*

**LEVEL 2 Development of the content with an attempt to provide some explanation. Needs explanation and background knowledge/context for highest mark.** [3-4]

*Eg: the market had become over-saturated; people who had wealth had bought the new household gadgets; those that still wanted them could not afford to buy them; sales had started to dip; factories were over-producing; other sectors of the economy were beginning to struggle; farmers were over-producing and food prices fell; fall in land prices; introduction of high tariffs hindered trade abroad; banks had lent money recklessly and had become over-stretched; loss of confidence in the financial sector; fall in share prices triggering the Wall Street Crash.*

**Question 1(c)**

Target:	Analysis and evaluation of source material; reaching a supported judgement		
Mark allocation:	AO1	AO2	AO3
<b>5</b>		<b>1</b>	<b>4</b>

Question: **How far does Source C support the view that advertising was important in the growth of the new customer society?** [5]

Use 0 for incorrect or irrelevant answers

**LEVEL 1** **Generalised answer; weak reference to content of source only.** [1-2]

*Eg: it supports it because it says that adverts make people want to buy things; the lady in the advert wants a new electric washing machine.*

**LEVEL 2** **Discusses content of source with an attempt at a judgement on the extent of support for the view.** [3-4]

*Eg: the advert shows the power of advertising; the lady is looking through a catalogue and is telling her husband that she wants one of the new electric washing machines she can see in the illustration; the writing says that adverts make consumers want the new goods; advertising helped generate sales and contributed to the economic boom in the sales of consumer goods; however, the advert was placed by an advertising company so it would say this.*

**LEVEL 3** **Answer uses the source and its authorship or contextual knowledge to offer a reasoned judgement on the extent of support for the view.** [5]

*Eg: the advert does support the view that advertising was important because it was made by an advertising company itself; the aim was to show the power of adverts in attracting sales in order to persuade firms to place adverts; the caption sums up the power of adverts 'it makes consumers want the new goods and causes an increase in sales'; however, you would expect an advertising company to say this and so it does not represent the most balanced of views.*

**Question 1(d)**

Target:	Critical analysis and evaluation of source material; deployment of own knowledge		
Mark allocation:	AO1	AO2	AO3
<b>6</b>	<b>2</b>	<b>1</b>	<b>3</b>

Question: **How useful is Source D to an historian studying the importance of Henry Ford to the development of the car industry in America?** [6]

Use 0 for incorrect or irrelevant answers.

**LEVEL 1** **Generalised answer; paraphrases content of source.** [1-2]

*Eg: very useful because it says Henry Ford invented mass production; he found a way of making cars faster; his cars were cheaper; many Americans owned a Ford car.*

**LEVEL 2** **Considers usefulness of the source in terms of its content only**  
**OR**  
**Deals with some aspects of content; refers to authorship.** [3]

*Eg: it is useful as it spells out the importance of Henry Ford; he pioneered new manufacturing methods; he developed mass production techniques using the assembly line; men just did one job on the line and the parts were brought to them via conveyor belts; Ford dramatically cut the cost of manufacturing; by 1925 a Model T cost less than \$300; a large percentage of Americans could now afford to buy a Model T.*

**Deals with content of source well and begins to consider origin or purpose of the source.** [4]

*Eg: as above but notes that this information comes from a school history textbook, 'Modern America', written by Joanne Pennington.*

**LEVEL 3** **Gives an evaluation with some imbalance, considering utility in terms of issues such as content, origin and purpose of source.** [5]

**Gives a reasoned and balanced evaluation, considering utility in terms of issues such as content, origin and purpose of source.** [6]

*Eg: the source is useful because it is the view of historian who would have researched her work; writing in 2005 Joanne Pennington would have had time to reflect upon the impact of Henry Ford; she was writing with the benefit of hindsight, having seen how Ford's methods of making cars revolutionised the manufacturing process; he pioneered the assembly line and its conveyor belts; he built large factories and employed thousands of workers; he produced cars on such a scale that he could afford to cut costs and pass these on to the consumer; through his new methods more Americans were able to afford cars; this is a secondary source which sings the praises of Ford; it is written for education purposes and as a school textbook it is likely to be reliable and balanced in its comments; it is therefore very useful.*

**Question 1(e)**

Target:	Recognition and explanation of different historical interpretations; deployment of knowledge; quality of written communication		
Mark allocation:	AO1	AO2	AO3
<b>8</b>	<b>2</b>	<b>2</b>	<b>4</b>

Question: **Why do Sources E and F have different views about the success of the American economy during the 1920s? [8]**

Use 0 for incorrect or irrelevant answers

**LEVEL 1 Generalised answer; paraphrases the sources; may contain irrelevancy. [1-2]**

**The Level 1 descriptor for quality of written communication may be considered here.**

*Eg: Source E says that the 1920s saw the building of homes, skyscrapers and factories; people had more money to spend; Source F says that many people did not share in the boom times; 70 million Americans were living below the poverty line.*

**LEVEL 2 Starts to explain the different views in terms of either their content or their authorship; limited development is seen. [3-4]**

**The Level 2 descriptor for quality of written communication may be considered here.**

*Eg: Source E gives examples of how successful the economy had become; many homes, skyscrapers and factories had been built between 1920-28; people had seen higher wage packets, business profits had risen and share prices had risen; the economy had done well during the 1920s; Source F disagrees with this view; it says that many Americans did not prosper during the 1920s, especially unskilled immigrants, farmers and black Americans; around 70 million lived below the poverty line; answers may make a vague reference to the attributions - Republican Party leaflet and a school textbook.*

**LEVEL 3 Explains the difference in the views with clear reference to both content and authorship. [5-6]**

**The Level 3 descriptor for quality of written communication may be considered here.**

*Eg: Source E has the title 'Vote for Hoover' and was part of a Republican Party leaflet produced to get Hoover elected president in 1928; for this reason it is likely to be biased and exaggerated the successes of the previous Republican presidents; it says that between 1920-28 the economy had done really well; business had prospered, making large profits and this had caused share prices to rise; the building of new homes and skyscrapers were signs of economic success; people had higher wage packets; Source F, in contrast, paints a negative picture of the economic situation 1920-28; it says that only a small number of Americans struggled; 70 million lived below the poverty line; Source F is written by two modern historians; it is from a GCSE history textbook which you would expect to be accurate.*

**LEVEL 4**      **Developed explanation with good support from the sources and own knowledge; detailed consideration of the authorship of each source; some routine elements still seen.** [7]

**Balanced and developed explanation with good support from the sources and own knowledge; detailed consideration of the authorship of each source; answer is sophisticated and integrated.** [8]

**The Level 4 descriptor for quality of written communication may be considered here.**

*Eg: Source E was written for a specific purpose; it formed part of an election campaign leaflet produced by the Republican Party; its aim was to persuade voters to vote for their candidate - Herbert Hoover - in the 1928 election; it therefore exaggerates the achievements of previous Republican presidents; it says that people have benefited from increased business and manufacturing; skyscrapers, the sign of economic prosperity, have been built in many cities; share prices have risen and people were earning good wages; it does not give the full picture; Source F, in contrast, concentrates upon the negatives of the 1920s economy; it just comments upon those groups that did not prosper and who struggled during the 1920s - the unskilled immigrants, hard hit farmers, black Americans at the bottom of the social ladder; it stresses that a large percentage of the American people (70 million) still lived in poverty; Source F is taken from a GCSE history textbook; written in 2005 for educational purposes by two historians - S. Waugh & J Wright - the information is likely to be accurate but it does not give the full picture; the circumstances under which both sources were written determines why they differ in their comments about the success of the American economy.*

## SECTION B

### Question 2(a)

Target:	Understanding of source material		
Mark allocation:	AO1	AO2	AO3
<b>2</b>			<b>2</b>

Question: **What does this photograph show you about the Monkey Trial?** [2]

Use 0 for incorrect or irrelevant answers

**Award one mark** for one relevant selection from the source  
**Award two marks** for two relevant selections from the source

The following can be credited:

*The photograph shows a book stand for the Anti-Evolution League;  
 They are campaigning against the theory of evolution;  
 The photograph was taken in 1925 when the Monkey Trial was being held;  
 Johnny Scope was on trial accused of teaching the theory of evolution which these people are against.*

### Question 2(b)

Target:	Recall and development of knowledge; understanding of key historical features		
Mark allocation:	AO1	AO2	AO3
<b>5</b>	<b>3</b>	<b>2</b>	

Question: **Describe the Ku Klux Klan during the 1920s.** [5]

Use 0 for incorrect or irrelevant answers

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

*Eg: its members wore white suits with hoods; they attacked black Americans; they burned crosses; they were powerful in parts of America.*

**LEVEL 2** **A more detailed description with up to two accurate points made.** [3-4]

*Eg: the KKK was a racist organisation; its members were WASPS; they disliked and attacked black people, Catholics, Jews and Mexicans; they carried out whippings, branding, tar and feathering and lynchings; its members included judges, lawyers, police officers; difficult to prosecute its members for illegal activities; very popular in the southern states; its leader was the grand dragon.*

**LEVEL 3** **A fully developed description with three or more accurate points made.** [5]

*Eg: the Klan dated from the time of the Civil War period; it was revived in 1915 by William J Simmons - Birth of the Nation film; it reached its peak membership in mid-1920s - 5 million in 1925; it was organised into regional klans; overall leader was the Imperial Wizard - Hiram Wesley Evans; the Klan became very powerful, having friends in high places; scandal in 1925 involving David Stephenson Grand Dragon of Indiana Klan led to a sharp fall in membership.*



**Question 2(c) (i)**

Target:	Recall and deployment of knowledge ; explanation of key historical features and characteristics		
Mark allocation:	AO1	AO2	AO3
<b>4</b>	<b>2</b>	<b>2</b>	

Question: **Explain why the Palmer Raids took place.** [4]

Use 0 for incorrect or irrelevant answers

**LEVEL 1 Generalised answer; only one reason given OR description only.** [1-2]

*Eg: because Mr Palmer gave the order for the raids to take place; they wanted to arrest people because of their political views.*

**LEVEL 2 More detailed and accurate explanation which discusses at least two reasons.** [3-4]

*Eg. it was part of the Red Scare; a growing fear that increased immigration was resulting in Communist ideas entering the USA; immigrants from eastern Europe were viewed as being Communist; increase in industrial unrest - strikes, protests, demonstrations, bombings - in the early 1920s linked to actions of anarchists, socialists, Communists; Mitchell Palmer was determined to arrest suspected Communists; linked to xenophobia.*

**Question 2(c) (ii)**

Target:	Recall and deployment of knowledge; explanation of key historical features and characteristics		
Mark allocation:	AO1	AO2	AO3
<b>4</b>	<b>2</b>	<b>2</b>	

Question: **Explain why gangsters were a problem during the 1920s.** [4]

Use 0 for incorrect or irrelevant answers

**LEVEL 1 Generalised answer; only one reason given OR description only.** [1-2]

*Eg: they were a problem because of the violence they caused; people were killed, gunned down; gang violence/warfare; they encouraged people to drink and break the law.*

**LEVEL 2 More detailed and accurate explanation which discusses at least two reasons.** [3-4]

*Eg: the bootlegging activities of gangsters led to a sharp increase in organised crime; gangsters were behind the growth of the speakeasy culture and the increase in illegal drinking; they bribed, intimidated or killed those in authority - policeman, police chiefs, mayors, judges, lawyers, politicians; gang violence was common - St Valentine's Day massacre; Al Capone ruled Chicago through use of fear, bribery and intimidation; disregard of law and order.*

**Question 2(d)**

Target:	Recall and deployment of knowledge; analysis of key concepts; quality of written communication		
Mark allocation:	AO1	AO2	AO3
<b>10</b>	<b>4</b>	<b>6</b>	

Question: **Was immigration the most important challenge facing American society during this period?** [10]

Use 0 for incorrect or irrelevant answers

**LEVEL 1 Generalised answer, simple response which offers little support. [1-2]**

**The Level 1 descriptor for quality of written communication may be considered here.**

*Eg: Yes, immigration was seen as an important challenge; many Americans wanted to cut immigration, they did not trust some of the people entering America from Europe.*

**LEVEL 2 To distinguish between 3 and 5 marks apply the following framework: [3-5]**

**For 3-4 marks:** A basic one-sided answer with some contextual support **OR** a very weak two-sided answer with limited contextual support

**For 5 marks:** A reasoned one-sided answer with contextual support **OR** a weak two-sided answer with some contextual support

**The Level 2 descriptor for quality of written communication may be considered here.**

*Eg: immigration was a growing concern and the US Government introduced laws to limit immigrants; immigrants from eastern Europe were thought to be Communists and this fear 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 To distinguish between 6 and 8 marks apply the following framework: [6-8]**

**For 6-7 marks:** A developed one-sided answer with good contextual support **OR** an unbalanced two-sided answer with contextual support

**For 8 marks:** A two-sided answer with good contextual support but lacking some detail or balance

**The Level 3 descriptor for quality of written communication may be considered here.**

*Eg: during the early 1920s America abandoned its Open Door policy towards immigration; the Government passed a series of laws designed to limit certain types of immigrants - Literacy Test 1917, Emergency Quota Act 1921, National Origins Act 1924; associated with this fear was the Red Scare and the Palmers Raids; however, other challenges included the growth in radical tension; increased membership of the KKK; problems associated with prohibition; growth of organised crime; the age of the gangsters.*

**LEVEL 4**      **To distinguish between 9 and 10 marks apply the following framework.**  
**[9-10]**

**For 9 marks:** A reasoned two-sided answer with balance, using mostly accurate and relevant historical support

**For 10 marks:** A reasoned and supported two-sided answer with good balance, using fully accurate and relevant historical support and with a clear judgement

**The Level 4 descriptor for quality of written communication may be considered here.**

*Eg: the early 1920s saw the growth of xenophobia; measures were taken to restrict immigration [Acts referred to above]; change from Open Door to partially Closed Door; immigrants seen to be the cause of other problems such as the growth in industrial unrest - strikes, protests, bomb attacks, activities of anarchists; these were linked to the Red Scare and the Palmer Raids; but American society also faced other serious challenges; the impact of prohibited led to the growth of organised crime, the development of speakeasy culture, the emergence of powerful gangster gangs - Al Capone; racial tension hit a high in the mid 1920s with a sharp increase in membership of the KKK; the harsh treatment of black Americans and Native Americans; at the highest level a clear judgement will be made upon the question set, evaluating concerns over immigration against other challenges.*

**Question 3(a)**

Target:	Understanding of source material		
Mark allocation:	AO1	AO2	AO3
<b>2</b>			<b>2</b>

Question: **What does this photograph show you about entertainment in the 1920s?** [2]

Use 0 for incorrect or irrelevant answers

**Award one mark** for one relevant selection from the source  
**Award two marks** for two relevant selections from the source

The following can be credited:

*people listened to the radio for entertainment;*  
*listening to the radio was a social event, friends would get together;*  
*they might dance to the music;*  
*it was a popular form of entertainment.*

**Question 3(b)**

Target:	Recall and deployment of knowledge; understanding of key historical features		
Mark allocation:	AO1	AO2	AO3
<b>5</b>	<b>3</b>	<b>2</b>	

Question: **Describe developments in sport during this period.** [5]

Use 0 for incorrect or irrelevant answers

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

*Eg: sport became very popular; many people went to watch baseball matches; sports stars became famous.*

**LEVEL 2** **A more detailed description with up to two accurate points made.** [3-4]

*Eg: organised sport became a popular pastime in the 1920s, especially baseball, boxing, tennis and golf; sporting icons emerged who attracted large crowds - Babe Ruth in baseball; growth of leisure time and affordable prices meant more people could go to watch sporting fixtures.*

**LEVEL 3** **A fully developed description with three or more accurate points made.** [5]

*Eg: organised sport grew in popularity for a number of reasons - more leisure time, higher wages, growth in car ownership, building of larger sports stadia; increase in radio ownership allowed for live matches to be broadcast; sporting icons emerged in all sports especially baseball - Babe Ruth & Oscar Charleston, boxing - Jack Dempsey & Gene Tunney, tennis - Bill Tilden; watching sporting fixtures became a popular social activity for millions of Americans.*

**Question 3(c) (i)**

Target:	Recall and deployment of knowledge; explanation of key historical features and characteristics		
Mark allocation:	AO1	AO2	AO3
<b>4</b>	<b>2</b>	<b>2</b>	

Question: **Explain why the silent cinema was popular.** [4]

Use 0 for incorrect or irrelevant answers

**LEVEL 1 Generalised answer; only one reason given OR description only.** [1-2]

*Eg: it was popular because people liked going there; they wanted to watch the new films; it was a cheap entertainment.*

**LEVEL 2 More detailed and accurate explanation which discusses at least two reasons.** [3-4]

*Eg: it was the only place to go to see a 'moving picture'; it was cheap entertainment; cinemas sprang up in every town; new films came out regularly; people wanted to see their favourite stars; attraction and popularity of particular movie stars - Valentino, Clara Bow, Chaplin; it was a popular social gathering; increased car ownership meant more people could travel to the cinema; people had more leisure time.*

**Question 3(c) (ii)**

Target:	Recall and deployment of knowledge; explanation of key historical features and characteristics		
Mark allocation:	AO1	AO2	AO3
<b>4</b>	<b>2</b>	<b>2</b>	

Question: **Explain why some Americans disliked flappers.** [4]

Use 0 for incorrect or irrelevant answers

**LEVEL 1 Generalised answer; only one reason given OR description only.** [1-2]

*Eg: because they did not like what they did and how they dressed; they thought they led bad lives; they thought they were too sexual.*

**LEVEL 2 More detailed and accurate explanation which discusses at least two reasons.** [3-4]

*Eg: some objected to them because of their religious views; fundamentalists disliked flappers; they objected to their liberal lifestyle; they thought their dresses were too revealing, their dances too sexual; their abandonment of chaperones meant that they led an immoral social life; some thought their lifestyle was too manly and too daring for women - they drank, smoked, drove motorbikes and partied.*

**Question 3(d)**

Target:	Recall and deployment of knowledge; analysis of key concepts; quality of written communication		
Mark allocation:	AO1	AO2	AO3
<b>10</b>	<b>4</b>	<b>6</b>	

**Question:** **Was the impact of Jazz the most important development in American culture and society during this period?** [10]

Use 0 for incorrect or irrelevant answers.

**LEVEL 1** **Generalised answer; response which offers little support.** [1-2]

The Level 1 descriptor for quality of written communication may be considered here.

*Eg: yes, man Americans liked the new style of Jazz music and the new dances; it was an important development in American culture and society.*

**LEVEL 2** **To distinguish between 3 and 5 marks apply the following framework.** [3-5]

**For 3-4 marks:** A basic one-sided answer with some contextual support **OR** a very weak two-sided answer with limited contextual support

**For 5 marks:** A reasoned one-sided answer with contextual support **OR** a weak two-sided answer with some contextual support

The Level 2 descriptor for quality of written communication may be considered here

*Eg: it was important because it had a big impact on American culture and society in the 1920s; it was a new style of fast beat music; it was attractive to new audiences; it led to the development of new dances; however, there were other changes which had an impact such as the cinema and sport.*

**LEVEL 3** **To distinguish between 6 and 8 marks apply the following framework.** [6-8]

**For 6-7 marks:** A developed one-sided answer with good contextual support **OR** an unbalanced two-sided answer with contextual support

**For 8 marks:** A two-sided answer with good contextual support but lacking some clear detail or balance

The Level 3 descriptor for quality of written communication may be considered here.

*Eg: Jazz had a major impact; it contributed to the development of the flapper lifestyle; it was a new type of music - the music of black Americans; it was popular in the new dance clubs; new types of dances such as the Charleston and Black Bottom; emergence of black Jazz musicians and singers - Louis Armstrong and Bessie Smith; however there were other important cultural and social changes in the 1920s - the growth in popularity of the cinema; the growth in organised sport; the impact of the radio.*

**LEVEL 4**      **To distinguish between 9 and 10 marks apply the following framework.**  
**[9-10]**

**For 9 marks:** A reasoned and supported two-sided answer with balance, using mostly accurate and relevant historical support

**For 10 marks:** A reasoned and supported two-sided answer with good balance, using fully accurate and relevant historical support and with a clear judgement

**The Level 4 descriptor for quality of written communication may be considered here.**

*Eg: Jazz played a major role in developing American culture and society, particularly through the emergence of new dance styles, new dance halls; Jazz musicians like Louis Armstrong and Duke Ellington; Jazz singers like Bessie Smith; but such developments were linked to other important changes such as the gramophone, records, increase in radio ownership, appearance of clubs and dance halls; spread of car ownership; impact and spread of the silent cinema; developments in organised sport; emergence of flapper lifestyle; at the highest level a clear judgement will be made upon the question set, evaluating the impact of Jazz against other cultural and social developments.*