



# **GCSE MARKING SCHEME**

**SUMMER 2013**

**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 2013 examination in GCSE HISTORY. They were finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conferences were held shortly after the papers were taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conferences was to ensure that the marking schemes were interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conferences, teachers may have different views on certain matters of detail or interpretation.

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

## NOTE ON THE QUALITY OF WRITTEN COMMUNICATION

Examiners are required to credit the quality of written communication for each candidate's performance on particular questions. These are question 1(e) and either 2(d) or 3(d). 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

## QUESTION 1

## Question 1 (a)

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

Question: **What does Source A show you about the crazes of 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 that crazes were very daring and adventurous*

*There were stunt flyers*

*They were playing tennis on top of an aeroplane*

*many crazes involved doing stupid things*

## Question 1 (b)

Target:	Understanding of 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 knowledge to explain why jazz music appealed to many young Americans.** [4]

Use 0 for incorrect or irrelevant answers.

**LEVEL 1 Paraphrases content; weak use of content only.** [1-2]

*Eg: the source shows that young Americans could dance to jazz music; they played clarinets and trombones; women were dancing to the music; men and women mixed and wore new fashions such as shorter dresses.*

**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 source hints that the music was lively and new dances such as the Charleston or Blackbottom appealed to the young as it was more exciting than the music liked by older generations; jazz music became popular as it was played on the radio, making it more accessible to the young; the Harlem Renaissance was important in making jazz music popular as it created a new black identity and also made jazz music more available to white audiences.*

**Question 1 (c)**

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

Question: **How far does Source C support the view that the cinema was not popular with many Americans? [5]**

Use 0 for incorrect or irrelevant answers.

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

*Eg: Source C supports the view because it says that cinema portrayed bad things in films, such as sexual relations outside of marriage and criminal action.*

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

*Eg: the source supports the view; it says that the Hays Code tried to control what people could see and hear in films. Many people thought that sexual relations outside of marriage, and criminal actions were bad and should not gain sympathy from the cinema audience. Such Americans would have hated films such as the Jazz Singer, and the It Girl with Clara Bow.*

**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. [4-5]**

*Eg: The source doesn't really support the view that the cinema was not popular with many Americans. Hays, and the people who drew up the code, was very religious and held a negative view of the cinema. These people only represented a minority of Americans, although they were very powerful and influential. Evidence suggests that the cinema was a very popular pastime in America, and that the majority of Americans enjoyed regular visits to see films.*

**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 organised sports in the 1920s?** [6]

Use 0 for incorrect or irrelevant answers.

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

*Eg: Source D is useful as it shows that Babe Ruth was popular and successful during this period; he scored home runs and broke records.*

**LEVEL 2** **Considers usefulness of the source in terms of its content only.**  
**OR**  
**Deals with some aspects of content; copies/paraphrases attribution.** [3]

*Eg: Source D is useful as it highlights the excitement of organised sports in the 1920s; Babe Ruth was the best player of the age, and baseball attracted huge crowds, who would celebrate wildly when the Babe scored home runs and broke records; answers may name the author here but with little development*

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

*Eg: as above, but with some development of the author as a radio commentator who would be able to give a first-hand account of the popularity of organised sports during the era*

**LEVEL 3:** **Gives an imbalanced evaluation, considering usefulness in terms of content, origin and purpose of source.** [5]

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

*Eg: Source D is useful because as a popular sports announcer at the time, McNamee would have been witness to the development of organised sports, but would also have been an expert in the sport to have commentated for a world series game; he would therefore have been employed due to his great skill at commentating. He is however commentating on a game on the radio, and he will try and make the game sound exciting, maybe even more exciting than it is; this is highlighted by words such as 'Oh boy!' 'Wow!' As an announcer therefore his views may be influenced to portray organised sports in a good light, and so the historian needs other sources to ensure a full picture of organised sports in the 1920s.*

**Question 1 (e)**

Target:	Recognition and explanation of different historical interpretations; deployment of knowledge;		
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 changing lives of women in this period? [8]**

Use 0 for incorrect or irrelevant answers.

**LEVEL 1 Generalised answer; paraphrases the sources rambles off the point. [1-2]**

*Eg: Source E says that women were independent and do things such as driving a car; they also do public things like smoking, drinking and kissing. Source F says that most women did not enjoy themselves, had low-paying jobs or were housewives.*

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

*Eg: Source E gives examples of how some women's lives changed during the period; some enjoyed different lifestyles by being able to drive a car, go dancing without a chaperone, and kiss, smoke, swear and drink in public. Source F disagrees with this view; it says that most women had low-paying jobs, and numbers in important jobs like doctors decreased; women did more traditional jobs such as teaching or nursing; even the vote did not have much impact, and men continued to earn the money, while women looked after the home. There may be vague references to the attributions - a flapper newspaper article and a school textbook.*

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

*Eg: Source E is written by a female journalist who is a supporter of the flapper movement, and was written to highlight the changes in the lifestyle of women; for this reason the source may be exaggerated, or only focussed on the positive changes to women in the period. It is true that some women were able to drive cars, and dance with men, but this may have been biased towards women, and the changes to their lives. Source F, in contrast, paints a more negative picture of the changing lives of women, saying that most women did not have their lives changed for the better. It is from a GCSE textbook which would have been well researched and accurate and used for the purposes of education.*

**Question 1 (e) (Continued)**

**LEVEL 4**      **Developed explanation with good support from the sources and own knowledge; detailed consideration of the attributions 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 attributions of each source; answer is sophisticated and integrated.** [8]

*Eg: The two sources give sharply contrasting views about the changing lives of American women. Source E is written from a specific purpose which is to highlight the changes to the lives of women in a newspaper article; as it is written in the New York Times, the author may have exaggerated the changes in order to sell more copies and make money for the newspaper. However, her description is probably accurate for the area as the flappers mostly thrived and flourished in the big cities such as New York. It does not however give the full picture. Source F, in contrast, concentrates on the negative aspect to the changes on American women; it comments that most women did not thrive due to men taking the most important jobs, even after getting the vote. Source F is taken from a GCSE history textbook; written in 1995, by historians, the information is likely to be accurate as they have a full picture of the period and have an overview of the lives of women, unlike Source E which concentrates solely on New York. The historians would certainly have known of the flappers, but were concentrating on the lives of most women during the period. The circumstances under which both interpretations were written, determines why they differ in their comments about the changing lives of women in this period.*

## QUESTION 2

### Question 2 (a)

Target:	Recall and selection of knowledge; understanding of key historical features		
Mark allocation:	AO1	AO2	AO3
<b>4</b>	<b>4</b>		

Question: **Describe the activities of gangsters in this period.** [4]

Use 0 for incorrect or irrelevant answers.

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

*Eg: Gangsters were violent and broke the law; they shot people.*

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

*Eg: Gangsters like John Torrio, Dion O'Bannion and Al Capone controlled empires of organised crime; they were involved in vice, gambling, brothels and speakeasies; gangsters supplied illegal alcohol and bullied and bribed law officers, judges and mayors, such as Big Bill Thompson; gangsters were the cause of increased violence, such as the St. Valentine's Day Massacre.*

### Question 2(b)

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

Question: **Explain why it was harder for immigrants to enter the USA after 1917.** [5]

Use 0 for incorrect or irrelevant answers.

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

*Eg: Americans did not want any more immigrants to come into the country; they did not trust the immigrants.*

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

*Eg: There was a change in attitude within the USA following the experiences of WWI; there was a move from the Open Door Policy to the Closed Door Policy; there was a fear of communists and anarchists entering the country; new immigrants were often illiterate, would not speak the language, and would keep apart from other Americans in areas such as China Town and Little Italy; a series of laws were passed which restricted immigrants from eastern and southern Europe, and the Far East.*

**LEVEL 3** **Full explanation: focussed and explaining a range of factors.** [5]

*Eg: There was a growth in xenophobia after WWI; Americans distrusted immigrants especially after a period of strikes and industrial unrest; immigrants were blamed for the strike by policy in Boston (1919); the Red Scare and Palmer Raids targeted immigrants after letter bombs and the Wall Street bomb which killed 38 people; Americans reacted by passing laws which restricted immigrants such as \*(Literacy Test (1917), Emergency Quota Act (1921), National Origins Act (1924).*



**Question 2(c)**

Target:	Selection of knowledge; analysis of key concepts		
Mark allocation:	AO1	AO2	AO3
<b>6</b>	<b>2</b>	<b>4</b>	

Question: **How important was racial intolerance in affecting the lives of some Americans in the 1920s?** [6]

Use 0 for incorrect or irrelevant answers.

**LEVEL 1** **Generalised reference to the key concept of historical context; weak or implied knowledge shown.** [1-2]

*Eg: Black Americans were treated poorly; they were abused and killed and didn't have many opportunities.*

**LEVEL 2** **Some analysis of the key concept within the historical context with some detail and accuracy; attempts an evaluation, not fully sustained.** [3-4]

*Eg: Racial intolerance was important because black Americans suffered from the Jim Crow Laws which prohibited the mixing of black and white Americans; the standard of schools, hospitals, cinemas etc. was much poorer than those of white Americans; black Americans also suffered at the hands of the KKK; they were threatened and bullied; some were tarred and feathered, whilst many were lynched; there will be understanding that racial intolerance meant that black Americans suffered in the 1920s.*

**LEVEL 3** **Detailed and accurate analysis of the key concept within the historical context; provides a reasoned evaluation.** [5-6]

*Eg: Racial intolerance was really important in affecting the lives of some Americans; black Americans were treated so poorly by the KKK, and local authorities, that many started to fight back; the NAACP was established to challenge the supremacy of the white man; black Americans migrated to the cities of the north and west in their thousands searching for better rights and work opportunities; the Harlem Renaissance gave cultural and social developments to black Americans. Immigrants, such as Sacco and Vanzetti, were executed by electric chair due to the intolerance of radical ideas; native Americans were sent to reservations, and children were sent away to school and encouraged not to speak their native language, and to turn to Christianity; despite this, native Americans were made citizens in 1924, but some states such as Vermont and New Hampshire still treated them badly; therefore radical intolerance had a major impact on the lives of some Americans.*

### QUESTION 3

#### Question 3

Target:	Recall and deployment selection of knowledge; analysis of key concepts; quality of written communication		
Mark allocation:	AO1	AO2	SPaG
<b>13</b>	<b>4</b>	<b>6</b>	<b>3</b>

Question: **Was mass production the main cause of the economic boom of the 1920s?** **[13]**

Use 0 for incorrect or irrelevant answers.

**LEVEL 1**      **Generalised answer; simple explanation which offers little support; poor quality of written communication.** **[1-2]**

*Eg: mass production was very important; it made more things; it made them quicker; cars were made with mass production.*

**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.

**At Level 2, quality of written communication will be sound, with some faults.**

*Eg: Answers will agree that mass production was the process of speeding up production; used famously in the car industry, the production line meant that a conveyor belt was used instead of making cars one at a time; this allowed more cars to be made quicker, which meant more profits and better wages for the workers. There were other factors to the boom: advertising allowed more Americans to be encouraged to buy more products; credit made the purchase of expensive items easier.*

**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.

**At Level 3, quality of written communication will be good, with few faults.**

*Eg: Answers will demonstrate that mass production spread quickly to other industries; armaments, electrical goods, typewriters, sewing machines and clocks were types of goods made by mass production; the mass production of cars benefited other industries, such as metals, glass, roads and service stations; mass production also meant that goods were now standardised. There were many other factors which contributed to the economic boom: the USA was rich in natural resources, such as oil, coal, wood and iron; immigrants made for many cheap workers; the development of electricity allowed factories to be built and electrical goods to be used across America.*

**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 detail.

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

**At Level 4, quality of written communication will be very good, with very few faults.**

*Eg: Answers will clearly evaluate the issue on the question that mass production was fundamental to the development of the American economy; it allowed products to be made quickly, cheaply, and to a high standard; mass production allowed many goods to be produced in this way from cars to washing machines; mass production needed workers, and as the USA was a large country with many immigrants, it was never short of cheap workers who could be paid up to \$5 a day at Ford; mass production also had an impact on many other industries such as oil and roads for transport, and electricity. It could be argued that mass production was the main cause, but it also relied on other important factors: advertising and credit made it easier for Americans to buy the newly mass produced goods; America was rich in natural resources; the First World War was good for the American economy as Europe demanded resources, food and weapons, all of which America could produce in abundance; the American stock market was also booming, and many Americans became rich buying and selling shares on the stock exchange. At the highest level a clear judgement will be made to the question set, evaluating the different factors which caused the economic boom in America.*

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

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