



GCSE MARKING SCHEME

SUMMER 2014

**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 2014 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:

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

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
2			2

Question: **What does Source A show you about the Sacco and Vanzetti case?** [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:

There were protests.

Some people thought they were innocent.

They wanted justice.

They thought there was a miscarriage of justice.

Young and old people protested.

Question 1 (b)

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

Question: **Use the information in Source B and your own knowledge to explain why prohibition was introduced.** [4]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 **Copies or paraphrases content; weak use of content only.** [1-2]

Eg: Children were suffering; they look unhappy and under-fed; they didn't have shoes or clothes; fathers were spending all the money in the saloon.

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: Children and families were suffering as their fathers were spending all of the family's wages on alcohol in the saloon; he would spend so much money that none would be left for essentials such as food and clothes; the Anti-Saloon League campaigned against the bad effects of alcohol on families; it made them poor; the association with German brewers during WW1 was another reason for introducing prohibition; there was also an increase in crime, especially violent crime, due to alcohol consumption; industrialists such as Ford complained of the poor effect on workforce, with drunk or hung-over workers affecting production of industrial goods.

Question 1 (c)

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

Question: **How far does Source C support the view that black Americans were treated unfairly during this period?** [5]

Use 0 for incorrect or irrelevant answers.

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

Eg: Black Americans were treated unfairly in the courts; they would get a guilty verdict even though they were innocent,

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

Eg: The article shows how much control white mobs had over the black Americans; black Americans would be convicted as guilty in courts, even when there was little or no evidence against them; Mencken was a journalist and would have first-hand experience and good information of how events happened in the USA; The KKK often intimidated members of the community, forcing them to conform to white supremacy; bribery, corruption and threats of violence were often used on members of the community in order to keep the black population 'in their place'.

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 article does support the view that black Americans were treated unfairly because it shows how badly they were treated; black Americans often had no chance, even in court, as mobs such as the KKK intimidate jury members to pass guilty verdicts; as a critical journalist, Mencken may have exaggerated the events of the trial; however, journalists are often a good source as they have researched well in order to publish their work; this does therefore agree fully with the view that mobs had a negative impact on the lives of black Americans through violent activities.

Question 1 (d)

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

Question: **How useful is Source D to an historian studying organised crime during the 1920s** [6]

Use 0 for incorrect or irrelevant answers.

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

Eg: Useful to see the views of Charlie Berns; he admits to running a speakeasy and bribing policemen with money and gifts.

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: It is useful as it shows that organised crime was used to continue the sale of alcohol by bribing police officers; bribes of \$50 and cigars would be given to the police in order to keep the speakeasies open; the police would never have to worry about buying food or alcohol at speakeasies.

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

Eg: As above but notes that the source comes from an interview with a speakeasy owner, Charlie Berns.

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: The source is useful as it come from an interview with a speakeasy owner, Charlie Berns, many years after prohibition; written in 1971, Berns would not have to worry about being caught by the police for selling alcohol illegally, and would also have time to reflect on his part in the organised crimes of the 1920s; Berns may be giving a biased account of his part in organised crime to make himself look important, though the interviewer would probably have enough knowledge of Berns and organised crime; this would make the source a reliable and useful source for the historian; the magazine may, however want to exaggerate some passages in order to sell more copies; he admits to bribing the cops which gives the historian a valuable insight into the day to day workings of organised crime; it is therefore very useful.

Question 1 (e)

Target:	Recognition and explanation of different historical interpretations; deployment of knowledge;		
Mark allocation:	AO1	AO2	AO3
8	2	2	4

Question: **Why do Sources E and F have different views about the effect of immigration on the USA 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 immigrants are bad; they brought communism, crime and disease to America; Source F says that immigrants were an important part of making the USA a successful country; they were a cheap and willing work force.

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 how bad new immigrants were for America as they bring disease, law-breaking and anarchy to the USA; they are brought without any thought and take the jobs of ordinary Americans; Source F disagrees with this view; it says that immigrants were an important part of making the USA a successful country; they worked for little money and were desperate to get work of any kind; answers may make a vague reference to the attributions - a speech by a Republican politician 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 has the title 'Stop the Tide' and was part of a speech by a Republican politician produced to encourage people to change their minds about immigration; for this reason it is likely to be biased and may exaggerate the negative aspect of immigration; it says that 'new' immigrants bring problems to America such as anarchy and crime, and that they are a menace to American society; Source F, in contrast, paints a positive view of immigration; it says that the 14 million immigrants of 1900 - 1920 were following the American Dream, and brought much valued cheap labour to the American economy; Source F is written by a modern historian; he has researched well and the information would be expected to be correct for the purposes of education; it may however have been simplified for GCSE students to understand.

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: Source E was written for a specific purpose; it was part of a speech by a Republican politician who advocated more immigration controls; its aim was to persuade other politicians to 'Stop the Tide' of immigrants into America in 1921; this was the same year as the Emergency Quota Act; it therefore exaggerates the negative impact of immigration; it says that immigrants only bring problems to America such as crime from gangsters and anarchy, which had caused the Red Scare; it suggests that 'new' immigrants are worse than 'old' immigrants; this is seen in the details of the Emergency Quota Act; Source F, in contrast, focuses on the positives of so many immigrants arriving in America; it comments on all the benefits seen in America by all immigrants, old and new, who followed the American Dream; the American economy was boosted by the cheap and willing work force; the car industry in particular benefited from so many workers; Source F is taken from a GCSE History textbook for schools; written in 1996 for educational purposes the information is likely to be accurate but it does not give the full picture; Source F is not biased and could see the crucial part played by immigrants to the success of the USA; the author is looking back with hind-sight and can see the positive effect of immigration; its title focuses on a long period and therefore may be somewhat generalised; the circumstances under which both sources were written determines why they differ in their comments about the effect of immigration on America in this period.

QUESTION 2

Question 2 (a)

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

Question: **Describe the economic policies of the Republican Presidents in the 1920s** [4]

Use 0 for incorrect or irrelevant answers.

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

Eg: They let the economy run itself; companies had freedom; they let the economy grow on its own.

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

Eg: They adopted a policy of laissez-faire which limited government intervention; government regulation was reduced allowing big businesses the freedom to grow; they imposed the Fordney-McCumber Tariffs which encouraged the purchase of American goods; this was a policy of protectionism designed to promote American businesses; President Warren Harding wanted to 'Return to normalcy', and President Calvin Coolidge lowered taxes.

Question 2(b)

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

Question: **Explain why the American economy crashed in 1929.** [5]

Use 0 for incorrect or irrelevant answers.

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

Eg: Because of the Wall Street Crash; businesses were no longer making profits as there was a fall in sales; people lost all of their money.

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

Eg: There were a number of factors which contributed to the crash; overproduction in agriculture - farmers were producing too much which led to a fall in prices; overproduction in industry - the market was saturated with unsold goods; mass production had made too many goods which could no longer be sold; there was a decline in overseas trade because of tariffs; a loss of confidence in the financial sector caused the mass selling of shares as many investors started to panic.

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

Eg: Answers will provide a full explanation covering a range of long and short-term factors which contributed to the decline in the American economy in 1929. The market had become over-saturated due to mass production techniques; people who had wealth had already bought the new consumer goods; those that wanted to buy them could not afford them as 60% of Americans were poor; farmers were over-producing and food prices fell; European farmers were recovering from the First World War and no longer needed American produce; the introduction of the Fordney-McCumber Tariff hindered trade with other countries; banks were lending money recklessly and there were too many small banks and not enough controlling legislation; the property crash resulted in negative equity; the loss of confidence in the financial markets was the immediate short-term cause of the crash; during September 1929 big investors had begun to sell off shares; in late October there was panic selling; on 24 October 12.8 million shares were sold on 'Black Thursday'; the stock market had truly crashed on October 29 when 16 million shares were sold; this was known as 'Black Tuesday'.

Question 2(c)

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

Question: **Why was the car industry important in the growth of the American economy?** [6]

Use 0 for incorrect or irrelevant answers.

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

Eg: Many Americans wanted cars; they were cheap and affordable; the car industry was doing well.

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: The car industry provided jobs for many people; they were paid well; they produced cars like the Model T Ford cheaply due to the new mass production techniques; Ford dramatically cut the cost of manufacturing which saw the price of cars tumble; the assembly line meant that cars were produced quickly; there will be some judgement that the car industry provided many jobs and was good for the American economy.

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

Eg: The car industry played a crucial role to the growth of the American economy; it pioneered mass production, advertising and new technologies; workers were paid more and worked fewer hours; working on an assembly line was monotonous, but they were paid well; \$5 a day; the car industry produced cars on such a scale that it could afford to slash the price of cars from approximately \$900 to \$300 by 1925; cars were cheap enough so many Americans could buy them; other industries benefited such as steel, wood, oil/petrol, rubber, glass and leather; more roads needed to be built and also service stations and garages to maintain the cars; the financial sector benefited as Americans would purchase cars using hire-purchase; suburbs would develop allowing people to leave the crowded cities; this benefited the housing industry; the car industry therefore caused the American economy to boom in several areas.

QUESTION 3

Question 3

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

Question: **Were the changes to the lives of women the main development in American culture and society during this period?** [10+3]

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: Yes, women changed a lot during this period; they were more free; they worked and got more rights; the changes to the lives of women was an important development in American cultures 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.

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

Eg: Women became flappers and were given the vote after World War 1; they didn't have to conform to the strict rules of the past; they would wear new fashions and socialise without chaperones; however, there were other important developments such as cinema, jazz and sport; many people liked to go out and have fun following their heroes such as Clara Bow and Babe Ruth.

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: The changes to the lives of women can be considered as the foremost development; the flapper lifestyle was a major part of the roaring 20s; women had many more freedoms; they could vote, work and socialise; the cinema was also very important - people would enjoy a new form of entertainment and follow stars such as Rudolph Valentino and Gloria Swanson; Jazz music was a new type of music with new dances such as the Charleston and Black Bottom - black Americans were given some opportunities; sport was popular - hundreds and thousands travelled to baseball, American football and boxing events; Americans would follow stars such as Babe Ruth and Jack Dempsey as they were talented and successful.

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: The changes to the lives of women can be considered as the main development to some aspects of American culture and society; women were given the vote due to World War 1; this also gave them jobs and money; the cinema influenced the flapper lifestyle through stars such as Clara Bow and through Jazz dances; not all women benefited however - some were too poor, or lived in rural areas; some disagreed with new freedoms and would not consider the changes to the lives of women as the main development; sport, crazes and heroic feats were also major factors; some Americans would consider these to be the main developments; sport was considered the main development to some as hundreds of thousands would travel to see sports stars such as Babe Ruth and Red Grange play; there were also many fads and crazes such as crossword competitions, flagpole sitting and Mah-jong which many considered to be important; there were also many feats of heroism as Charles Lindbergh became the first man to fly non-stop across the Atlantic; Amelia Earhart soon followed and became the first woman to do so; the popularity of jazz music contributed to the new dance styles and the acceptance of music from black Americans; at the highest level a clear judgement will be made.

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.