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# **GCSE MARKING SCHEME**

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**SUMMER 2016**

**HISTORY - STUDY IN-DEPTH  
THE USA: A NATION OF CONTRASTS, 1910-1929  
4271/03**

## INTRODUCTION

This marking scheme was used by WJEC for the 2016 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:

<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 4271/03

## UNIT 1: STUDY IN-DEPTH

## 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
4			4

Question: **What do Sources A and B suggest about the popularity of cinema in the 1920s?** [4]

Use 0 for incorrect or irrelevant answers.

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

*Eg: Source A shows that prices were cheap at cinemas. Source B shows a new cinema with lots of seats.*

**LEVEL 2** Uses the content of both sources in their historical context. If answer is imbalanced in use of sources award 3 marks. [3-4]

*Eg: Both sources describe the new cinema experience. Source A shows that prices of cinema tickets were cheap. Americans could go and be entertained in several different film styles, from westerns to comedies. There was fun and entertainment to be had for all. Source B shows what a new cinema looked like in the 1920s. There were plenty of seats, and the building was luxurious, ornate and lavish.*

**Question 1 (b)**

Target:	Understanding of source material; recall and deployment of own knowledge		
Mark allocation:	AO1	AO2	AO3
6	4		2

Question: **Use Source C and your own knowledge to explain why organised sport grew in the 1920s.** [6]

Use 0 for incorrect or irrelevant answers.

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

*Eg: The source shows that Americans liked organised sports as working and leisure hours were changing. They could listen to sports on the radio.*

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

*Eg: The source explains that Americans fell in love with organised sports. The radio was sold in its millions during the 1920s providing the opportunity for almost all Americans to access the new sports. Modern working times allowed Americans more free time to attend sporting events. Thousands marvelled at sports stars such as Babe Ruth, Red Grange and Jack Dempsey.*

**LEVEL 3** Clear use of the content of the source with accurate and detailed background knowledge used to explain the issue. [5-6]

*Eg: The source explains that Americans enjoyed organised sports as by the end of the 1920s radios were sold - over 50 million Americans had access to a radio. This led to the increase in the popularity of organised sports. The changing world of work allowed Americans more free time. Americans were now working shorter hours for better pay, and this fuelled the demand for organised sports. Other factors include the new records that were being created by the sports stars. Babe Ruth set several records – he broke the single-season home run record 4 times between 1919-1927. His 60 home runs in 1927 was a record that stood for over 30 years. The 1926 Jack Dempsey-Gene Tunney boxing match attracted 130,000 people, showing the American thirst for sporting icons. People who couldn't afford to go to the sporting events, or who lived too far away, could listen to their heroes in the radio. The car was another factor – as more Americans could afford a car, they could now travel great distances to get to the matches. New stadia such as Yankee Stadium were being built which was attractive to the American public.*

**Question 1 (c)**

Target:	Understand, analyse and evaluate source material: recall and deployment of own knowledge		
Mark allocation:	AO1	AO2	AO3
8	2		6

Question: **How useful are Sources D and E to an historian studying the impact of Jazz music on American society? [8]**

Use 0 for incorrect or irrelevant answers.

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

*Eg: Source D says that Jazz dances were bad; they led to divorce; it makes men and women look bad. Source E shows that Jazz music was popular with young Americans.*

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

*Eg: Source D is useful because it shows that not all Americans liked the impact of Jazz music on American society. The dances degraded men and women by being godless, animalistic and damnable. It is from a sermon by a fundamentalist Methodist minister. Source E is useful because it shows that young Americans loved the changing styles of music, especially the new ideas and experimentation. This source was from a black Jazz musician in a newspaper interview.*

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

*Eg: The sources are both useful to an historian studying the impact of Jazz music on American society. The sermon would be heard by some Americans and would convince them that Jazz music was bad. The fundamentalist minister would preach to a traditional American congregation and would want to turn them against the bad aspects of Jazz music. Source D is a contemporary interview with a black Jazz musician; it is bound to spell out the good points of Jazz music and is therefore biased. It is useful because it highlights the success of Jazz music, particularly amongst young Americans. They disliked traditional dances such as the Waltz, and much preferred the livelier dances such as the Charleston and the Black Bottom.*

**LEVEL 4**      **Evaluates both sources regarding the specific historical context; reaches reasoned and substantiated judgement regarding their utility for the set enquiry.** **[7-8]**

*Eg: The sources are very useful as they focus on two different views on the impact of Jazz music on American society. The interview with a black Jazz musician is particularly useful as it demonstrates how popular Jazz music was with young people, and how it impacted on old-fashioned traditions. A black Jazz musician, however, would be biased as he is trying to portray a positive view in his newspaper interview. This could be used as advertising for his industry, and he would therefore only portray the exciting aspects of Jazz music. Source D is from a sermon by a fundamentalist Methodist minister and would certainly be biased against the impact of Jazz music. Fundamentalists were traditional and disliked the lowering of moral standards that went hand in hand with Jazz music. The dances in particular degraded American society in their view as they were more sexual in nature and promoted new fashions amongst women. Both sources would be useful to an historian studying the impact of Jazz music on American society as the historian would want a deeper understanding of both sides of the argument. Both sources are a blatant attempt to get people to see their ideas on Jazz music. Interviews in newspapers would be seen by many Americans, and would encourage young Americans to attend Jazz clubs. The sermon in Source D may have less of an impact as it would only be seen by a few Americans with traditional values already. Many Americans embraced the 'Jazz Age' meaning that Source E may be more useful to an historian studying the impact of Jazz music on American society.*

## QUESTION 2

### Question 2 (a)

Target:	Recall and deployment of knowledge		
Mark allocation:	AO1	AO2	AO3
4	4		

Question: **Describe the activities of the Ku Klux Klan.** [4]

Use 0 for incorrect or irrelevant answers.

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

*Eg: its members wore white suits with hoods; they attacked black Americans; they burned crosses.*

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

*Eg: the KKK was a racist organisation; as WASPs they disliked and attacked black people, Catholics, Jews and Mexicans; they carried out whippings, brandings, tar and featherings and lynchings; they were difficult to prosecute as its members included judges, lawyers and police officers; it was organised into regional klans; its overall leader was the Imperial Wizard – Hiram Wesley Evans; they held demonstrations – the most famous being through Washington D.C., 18 August 1925; scandal hit the klan in 1925 when David Stephenson, Grand Dragon of the KKK in Indiana was convicted of the abduction, rape and murder of Madge Oberholtzer; this led to the sharp decline of KKK membership.*

**Question 2 (b)**

Target:	Understand and analyse source material; recall and deployment of knowledge		
Mark allocation:	AO1	AO2	AO3
<b>6</b>	<b>2</b>		<b>4</b>

Question: **Why was Source F produced in 1924?** [6]

Use 0 for incorrect or irrelevant answers.

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

*Eg: The source was produced to show that Republican politicians were running away from the Tea Pot Dome Scandal; they were scared that they were going to be run over by the steamroller/juggernaut.*

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

*Eg: The source was produced to highlight corruption in government in the early 1920s; the cartoon relates to the Tea Pot Dome Scandal; it suggests that these ministers are involved in the scandal and are about to be flattened by it; it doesn't appear as if they can escape; the cartoon would want to create an impact to the public and inform them that a crime had taken place.*

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

*Eg: Source F was produced in the 1924; it was created to question the government publicly into the possible scandal at the Teapot Dome in Wyoming; entitled Juggernaut, the cartoon would comment on the scandal as something that the Republican politicians could not escape. The sign pointing towards the White House Highway may have been meant to link the scandal to the top of the government – the President; some men have already fallen to the scandal – Albert Fall, the Interior Secretary, leased oil production rights in 1922 without competitive bidding and received \$400,000 in 'gifts' from Doheny and Sinclair; news of the scandal emerged when other disgruntled oil operators complained to Senator John B. Kendrick; the cartoon, even in 1924, has seen to the heart of the matter, despite it taking years for Fall, an 'Ohio Gang' member, to be convicted; it may also be noted that Harding died in 1923, meaning the road was clear to question the new President, Calvin Coolidge, about the matter.*

**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	6

Question: **One interpretation is that immigration had a positive effect on the USA.  
How far do you agree with this interpretation? [10]**

Use 0 for incorrect or irrelevant answers.

**LEVEL 1 Generalised answer; makes simple comments about the interpretation; will copy or paraphrase the given evidence. [1-2]**

*Eg: Immigration was good for America – they were a cheap and willing work force; some thought immigration was bad – immigrants brought problems to the USA.*

**LEVEL 2 Identifies differences between ways in which the issue has been interpreted; will offer a basic judgement with some support from given evidence and/or own knowledge of the issue. [3-5]**

*Eg: Answers will show understanding of the named interpretation that immigration had a positive effect on the USA. They will also comment that not all Americans were supportive of the immigration. Expect basic contextual support to be given in terms of a judgement, such as some businessmen liked immigrants as they provided plenty of workers for the factories. There may also be some general reference to the negative impact of immigration, such as the flood of immigrants from Europe as shown in Evidence 3. Use of the given evidence will be more apparent than use of own knowledge.*

**LEVEL 3 Begins to recognise and comment on how and why this issue has been interpreted in different ways; will give a judgement regarding the given interpretation. [6-8]**

*Eg: Answers will address the question by offering comment on different interpretations of the impact of immigration on the USA. Answers will begin to demonstrate why different interpretations of this issue have been made, possibly with comments on the attitude of the authorities and the views of later 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 the effect that immigrants had on the USA; the number of Italians, Poles and Mexicans meant that businesses such as Ford could mass produce cars at cheaper prices and afford to pay every worker \$5 a day; this had a wider impact and made the USA the most successful nation on earth; however, some Americans disliked the immigrants – they brought violence to the cities, and stole jobs from Americans. Evidence 1 was produced as a GCSE history textbook; this would mean that the author would have a clear overview of the period, and could see that immigrants benefitted the USA; as a school textbook, the author may have simplified the content to make it accessible to students. Evidence 2 is from a Republican Senator, reflecting on the immigration issue; he clearly would disagree with Evidence 1 as many Americans believed that the immigration was the root of all evil at the time.*

**LEVEL 4**      **Recognises and provides substantiated comments on how and why this issue has been interpreted in different ways; will give a clear judgement considering the given interpretation in the historical context. [9-10]**

*Eg: Answers will clearly state whether they agree with the given interpretation on the issue of immigration. 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 that immigrants had a positive impact on the USA; America was a land of immigrants and openly welcomed new arrivals before the First World War; even 'new immigrants' had an important part to play. The development of these factors would support the view given in Evidence 1 pointing out that the USA benefited on the whole from immigration. Answers may comment on the differences in interpretation given by the reflections of a Republican Senator in an autobiography, and those writing much later with a greater degree of hindsight in a school textbook. The Republican Senator would have disagreed entirely with the view that immigrants had a positive impact on the USA; the Closed Door Policy was gaining momentum in 1921 as xenophobia was increasing due to rising crime rates and threats from anarchist immigrants such as Sacco and Vanzetti, and a Republican Senator even in an autobiography in 1951 would want to be seen to support this. Evidence 3 further supports the interpretation given in Evidence 2 as it is clear that in 1921, a cartoon in an American newspaper thought that there was a huge clamour for Europeans to enter the USA, and that the USA was right in passing the Emergency Quota Act of 1921; the immigration Acts of the period would hinder undesirable immigrants from entering the USA in the hope of solving some of its problems.*

### QUESTION 3

#### Question 3

Target:	Recall and deployment of knowledge; explanation and analysis of key concepts; quality of written communication			
Mark allocation:	AO1	AO2	AO3	SPG
15	4	8		3

Question: **Did all Americans benefit from the economic boom of the period?** **[12+3]**

Use 0 for incorrect or irrelevant answers.

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

*E.g. Answers will tend to agree that Americans did benefit from the economic boom. Expect limited comments on jobs and the new consumer society.*

**LEVEL 2**      **Answer begins to discuss the issue set in the question.**      **[4-6]**

**To distinguish between 4 and 6 marks apply the following:**

**For 4 marks:** A one-sided answer with some contextual support **OR** a very weak two-sided answer with little contextual support.

**For 5-6 marks:** A developed one-sided answer with contextual support **OR** a weak two-sided answer with some contextual support. Award the higher mark for the degree of contextual support.

*Eg: the economy was doing well; people had more money to spend; US factories were producing lots of goods; expect some details on the new household gadgets or mass production of goods. Answers may allude to some poor Americans who did not benefit from the economic boom, but will not develop them.*

**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.

*Eg: Answers will begin to offer a judgement with good reasoning. On the one hand, the economic boom had a big impact on Americans; there was confidence in the system and with the availability of credit, new methods of manufacturing and new marketing techniques, millions of Americans benefitted greatly from the economic boom. However, many more Americans did not experience the benefits of the boom; farmers were poor and had little money; overproduction of food stuffs caused saturation of markets and this led to a fall in price of farm products; black Americans suffered prejudice and worked mainly as labourers and sharecroppers; they lived in ghettos like Harlem in New York which was overcrowded; immigrants also struggled; they were poorly paid on the whole; there was a high unemployment rate amongst immigrants.*

**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.

*Eg: Answers will clearly evaluate the issue in the question. Answers may suggest that millions of Americans benefitted from the boom in the economy; the laissez-faire policies of the Republican Presidents allowed the economy to boom; average Americans could make huge profits by buying on the margin in the bull market; as share prices rose, \$8.5bn was loaned to investors in 1929, up from \$3.2bn in 1926; the car industry and knock-on industries employed millions. Many candidates will argue that most Americans however did not benefit. 70 million Americans still lived in poverty during the period; 30 million people depended on farming, and half the population of the USA lived in rural areas; over-production and mechanisation had a huge impact on incomes; wider problems included older industries such as coal, textiles and railroads; over 4 million workers held 3600 strikes in 1919 alone; hunger marches were seen in Washington D.C. during this period.*

**Examiners are 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.