GCSE MARKING SCHEME

SUMMER 2024

GCSE

HISTORY
UNIT 2: STUDY IN DEPTH - HISTORY WITH A EUROPEAN / WORLD FOCUS

2B. THE USA: A NATION OF CONTRASTS, 1910–1929
3100UF0-1

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About this marking scheme

The purpose of this marking scheme is to provide teachers, learners, and other interested parties, with an understanding of the assessment criteria used to assess this specific assessment.

This marking scheme reflects the criteria by which this assessment was marked in a live series and was finalised following detailed discussion at an examiners' conference. A team of qualified examiners were trained specifically in the application of this marking scheme. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners. It may not be possible, or appropriate, to capture every variation that a candidate may present in their responses within this marking scheme. However, during the training conference, examiners were guided in using their professional judgement to credit alternative valid responses as instructed by the document, and through reviewing exemplar responses.

Without the benefit of participation in the examiners' conference, teachers, learners and other users, may have different views on certain matters of detail or interpretation. Therefore, it is strongly recommended that this marking scheme is used alongside other guidance, such as published exemplar materials or Guidance for Teaching. This marking scheme is final and will not be changed, unless in the event that a clear error is identified, as it reflects the criteria used to assess candidate responses during the live series.

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MARK SCHEME SUMMER 2024

UNIT 2: HISTORY WITH A EUROPEAN / WORLD FOCUS

2B USA: NATION OF CONTRASTS 1910–1929

Instructions for examiners of GCSE History when applying the mark scheme
Positive marking

It should be remembered that learners are writing under examination conditions and credit should be given for what the learner writes, rather than adopting the approach of penalising him/her for any omissions. It should be possible for a very good response to achieve full marks and a very poor one to achieve zero marks. Marks should not be deducted for a less than perfect answer if it satisfies the criteria of the mark scheme.

GCSE History mark schemes are presented in a common format as shown below:

This section indicates the assessment objective(s) targeted in the question

Mark allocation:	*AO1*	*AO2*	*AO3*	*AO4*
6	**4**		**2**	

Question: e.g. **Use Source A and your own knowledge to describe the lives of immigrants in the US during this period.** **[6]**

This is the question and its mark tariff.

Band descriptors and mark allocations

	AO1 4 marks		**AO3 2 marks**	
BAND 2	**Demonstrates detailed understanding of the key feature in the question.**	**3–4**	**Accurate analysis of the source set within its historical context.**	**2**
BAND 1	**Demonstrates some understanding of the key feature in the question.**	**1–2**	**Source is analysed through reference to its content only.**	**1**

Use 0 for incorrect or irrelevant answers.

This section contains the band descriptors which explain the principles that must be applied when marking each question. The examiner must apply this when applying the marking scheme to the response. The descriptor for the band provides a description of the performance level for that band. The band descriptor is aligned with the Assessment Objective(s) targeted in the question.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *Source A shows a photograph of immigrants living in poor living conditions in Massachusetts in 1912 – it shows large family living in a small, cramped place; many immigrants lived in ghettos such as China Town or Little Italy;*
- *the Open Door Policy allowed millions of immigrants to enter the USA – almost 9 million arrived between 1900-1910; many immigrants were fleeing from poverty or persecution in their own countries;*
- *many immigrants were able to find jobs in the new American factories during this period, such as Ford's factory, and many succeeded in getting a better life such as Louis Adamic;*
- *however, attitudes towards immigrants soon changed; not everyone liked the influx of East European immigrants, and the government started to restrict immigrants by a series of measures such as the Literacy Test in 1917;*
- *xenophobia was also growing during this time which led to the Red Scare; immigrants were targeted by the Palmer Raids; 6000 were arrested in 36 cities across America, with hundreds being sent back to Russia on the 'Soviet Ark'.*

This section contains indicative content (see below under banded mark schemes Stage 2). It may be that the indicative content will be amended at the examiner's conference after actual scripts have been read. The indicative content is not prescriptive and includes some of the points a candidate might include in their response.

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Banded mark schemes

Banded mark schemes are divided so that each band has a relevant descriptor. The descriptor for the band provides a description of the performance level for that band. Each band contains marks. Examiners should first read and annotate a learner's answer to pick out the evidence that is being assessed in that question. Once the annotation is complete, the mark scheme can be applied. This is done as a two stage process.

Banded mark schemes Stage 1 – Deciding on the band

When deciding on a band, the answer should be viewed holistically. Beginning at the lowest band, examiners should look at the learner's answer and check whether it matches the descriptor for that band. Examiners should look at the descriptor for that band and see if it matches the qualities shown in the learner's answer. If the descriptor at the lowest band is satisfied, examiners should move up to the next band and repeat this process for each band until the descriptor matches the answer.

If an answer covers different aspects of different bands within the mark scheme, a 'best fit' approach should be adopted to decide on the band and then the learner's response should be used to decide on the mark within the band. For instance if a response is mainly in band 2 but with a limited amount of band 3 content, the answer would be placed in band 2, but the mark awarded would be close to the top of band 2 as a result of the band 3 content. Examiners should not seek to mark learners down as a result of small omissions in minor areas of an answer.

Banded mark schemes Stage 2 – Deciding on the mark

Once the band has been decided, examiners can then assign a mark. During standardising (marking conference), detailed advice from the Principal Examiner on the qualities of each mark band will be given. Examiners will then receive examples of answers in each mark band that have been awarded a mark by the Principal Examiner. Examiners should mark the examples and compare their marks with those of the Principal Examiner.

When marking, examiners can use these examples to decide whether a learner's response is of a superior, inferior or comparable standard to the example. Examiners are reminded of the need to revisit the answer as they apply the mark scheme in order to confirm that the band and the mark allocated is appropriate to the response provided.

Indicative content is also provided for banded mark schemes. Indicative content is not exhaustive, and any other valid points must be credited. In order to reach the highest bands of the mark scheme a learner need not cover all of the points mentioned in the indicative content but must meet the requirements of the highest mark band.

Where a response is not creditworthy, that is contains nothing of any significance to the mark scheme, or where no response has been provided, no marks should be awarded.

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UNIT 2: HISTORY WITH A EUROPEAN / WORLD FOCUS

2B USA: NATION OF CONTRASTS 1910–1929

Question 1

Mark allocation:	*AO1*	*AO2*	*AO3*	*AO4*
6	**4**		**2**	

Question: **Use Source A and your own knowledge to describe the lives of immigrants in the US during this period. [6]**

AO1 4 marks			**AO3 2 marks**	
BAND 2	**Demonstrates detailed understanding of the key feature in the question.**	**3–4**	**Accurate analysis of the source set within its historical context.**	**2**
BAND 1	**Demonstrates some understanding of the key feature in the question.**	**1–2**	**Source is analysed through reference to its content only.**	**1**

Use 0 for incorrect or irrelevant answers.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *Source A shows a photograph of immigrants living in poor living conditions in Massachusetts in 1912 – it shows large family living in a small, cramped place; many immigrants lived in ghettos such as China Town or Little Italy;*
- *the Open Door Policy allowed millions of immigrants to enter the USA – almost 9 million arrived between 1900-1910; many immigrants were fleeing from poverty or persecution in their own countries;*
- *many immigrants were able to find jobs in the new American factories during this period, such as Ford's factory, and many succeeded in getting a better life such as Louis Adamic;*
- *however, attitudes towards immigrants soon changed; not everyone liked the influx of East European immigrants, and the government started to restrict immigrants by a series of measures such as the Literacy Test in 1917;*
- *xenophobia was also growing during this time which led to the Red Scare; immigrants were targeted by the Palmer Raids; 6000 were arrested in 36 cities across America, with hundreds being sent back to Russia on the 'Soviet Ark'.*

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Question 2

Mark allocation:	*AO1*	*AO2*	*AO3*	*AO4*
8	**8**			

Question: **Describe the popularity of the cinema in America between 1910 and 1929.** **[8]**

Band descriptors and mark allocations

	AO1 8 marks	
BAND 3	**Demonstrates detailed knowledge to fully describe the issue set within the appropriate historical context.**	**6–8**
BAND 2	**Demonstrates knowledge to partially describe the issue.**	**3–5**
BAND 1	**Demonstrates limited knowledge to describe the issue.**	**1–2**

Use 0 for incorrect or irrelevant answers.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *The cinema was one of the most popular forms of entertainment during this period; there were 8,000 cinemas in 1910, and this grew to 303,000 by 1930.*
- *Americans went to the silent movies first; tickets were cheap – only a few cents – and it allowed Americans to escape the humdrum of their lives into a few hours in a luxurious environment;*
- *films offered many interesting forms of escapism such as cowboy films, romances, swashbuckling adventures and comedies; Charlie Chaplin created many famous films during the period;*
- *Americans were also attracted by the sex appeal and fashions of the film stars; Rudolph Valentino attracted millions to his films, and 100,000 people lined the streets during his funeral in 1926; millions of women followed the fashions of stars such as Mary Pickford or Gloria Swanson; Clara Bow was also popular for her roles as a flapper;*
- *the talkies appeared in 1927 which made the cinema even more popular; by 1930, more than 100 million cinema tickets were being sold every week; huge companies such as Warner Brothers and MGM were advertising their films and stars to entice more and more people to continue to come to the cinema.*

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Question 3

Mark allocation:	*AO1*	*AO2*	*AO3*	*AO4*
8	**4**		**4**	

Question: **What was the purpose of Source B?** **[8]**

Band descriptors and mark allocations

	AO1 4 marks		**AO3 4 marks**	
BAND 3	**Demonstrates very detailed understanding of the historical context.**	**3–4**	**The purpose of the source is fully analysed and evaluated. A substantiated judgement regarding purpose is reached.**	**3–4**
BAND 2	**Demonstrates some understanding of the historical context.**	**2**	**The purpose of the source is partially analysed and evaluated. A judgement regarding purpose is reached.**	**2**
BAND 1	**Demonstrates only basic understanding of the historical context.**	**1**	**Answer mainly describes or paraphrases the source material with little analysis or evaluation.**	**1**

Use 0 for incorrect or irrelevant answers.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *Source B is a typical advert of electrical goods in the early 1920s – it shows that new electrical products are available to buy;*
- *its main purpose is to advertise the new electrical goods of the period and show a new way of paying for goods – hire purchase; nearly half the goods sold in the 1920s were paid for by hire purchase;*
- *it was produced in the Sears, Roebuck catalogue, designed to reach a wide audience; millions of Americans would use catalogues to purchase goods;*
- *the advert is trying to entice women in particular to buy the new goods which in turn would give them more leisure time;*
- *advertisers used sophisticated techniques with colourful adverts and the use of catchphrases; women were not only used to advertise many goods, they were also targets for the advertisers as seen in the source;*
- *companies had much to gain from advertising as the average wage rose by 8% in the early 1920s; this led to consumerism and the increased effect of advertisements;*
- *the purpose was therefore to influence its audience in to purchasing new electrical goods.*

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Question 4

Mark allocation:	*AO1*	*AO2*	*AO3*	*AO4*
12	**6**		**6**	

Question: **Which of the sources is more useful to an historian studying the lives of black Americans during the 1920s? [12]**

Band descriptors and mark allocations

	AO1 6 marks		**AO3 6 marks**	
BAND 3	**Demonstrates detailed understanding of the key feature in the question.**	**5–6**	**The relative usefulness of the source material is fully analysed and evaluated. Analysis of the content and authorship of the source material is undertaken to produce a clear and well substantiated judgement, set within the appropriate historical context.**	**5–6**
BAND 2	**Demonstrates some understanding of the key feature in the question.**	**3–4**	**The usefulness of the source material is analysed and partially evaluated. Analysis of the content and authorship is undertaken to reach a supported judgement, set within the appropriate historical context.**	**3–4**
BAND 1	**Demonstrates limited understanding of the key feature in the question.**	**1–2**	**Copies or paraphrases the source material with little or no analysis and evaluation undertaken.**	**1–2**

Use 0 for incorrect or irrelevant answers.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *Both sources are of varying usefulness to an historian studying the issue of the lives of black Americans during this period;*
- *Source C states that the Klan did not tolerate any other race in the USA; they were white supremacists; they wanted to spread this across the world;*
- *the article accurately reflects the views of some Americans, especially in the southern states; it is claimed that the KKK had 5 million members by 1925 and saw its popularity rise following the movie 'The Birth of a Nation' in 1915; this in turn saw the increase of lynchings, and mutilation of black Americans;*
- *it is a useful source to understand the racist views of the KKK, but it is from a narrow, prejudiced focus, but which represents the view of many of Americans during the period;*

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- *written in a magazine, in 1926, the purpose may have been to revive the fortunes of the Klan following the disgrace of David Stephenson in 1925;*
- *Source D is also useful, but with a different focus; it portrays black Americans as having opportunities in different parts of America;*
- *it portrays a more positive view of the lives of black Americans – they can thrive in New York city in areas such as Harlem, and be educated which would have been more difficult in the southern states; the Harlem Renaissance saw opportunities for black singers, musicians and artists, and life expectancy increased;*
- *both sources, however, are biased and reflect different attitudes;*
- *an article for an NAACP publication may have been giving a kinder portrayal as it would have been trying to highlight the benefits of moving to different parts of the USA; The Great Migration saw nearly 1 million black Americans move from the southern states between 1916-1920; however, they still lived poorer lives than those of white Americans;*
- *neither source is necessarily more useful than the other, but answers should be able to reach a judgement about the varying utility of the sources in an investigation into the issue of the lives of black Americans during this period*.

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Question 5

Mark allocation:	*AO1*	*AO2*	*AO3*	*AO4*	*SPaG*
19	**4**	**12**			**3**

Question: **To what extent was organised crime a bigger problem than government corruption in the US in the 1920s? [16+3]**

Band descriptors and mark allocations

AO1 4 marks			**AO2 12 marks**	
BAND 4	**Demonstrates very detailed knowledge and understanding of the key feature in the question.**	**4**	**Fully analyses the key issue. There will be a clear analysis of other factors and their relative impact set within the appropriate historical context.**	**10–12**
BAND 3	**Demonstrates detailed knowledge and understanding of the key feature in the question.**	**3**	**Partially analyses the key issue along with a consideration of the impact of other factors in the historical context.**	**7–9**
BAND 2	**Demonstrates some knowledge and understanding of the key feature in the question.**	**2**	**Basic analysis while considering some other factors and their impact.**	**4–6**
BAND 1	**Demonstrates basic knowledge and understanding of the key features in the question.**	**1**	**Offers a generalised response with little analysis of impact.**	**1–3**

Use 0 for incorrect or irrelevant answers.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *Answers will provide a reasoned analysis of the issue covering a range of factors to help explain crime and corruption in the USA during this period;*
- *prohibition was introduced after several years of campaigns, but it only drove drinkers underground; private bars called 'speakeasies' were opened by organised criminals and thus began the age of the gangster;*
- *there were criminal gangs before 1920, but prohibition saw a rapid growth in their power; the gangs bought hundreds of breweries and bootlegged alcohol into America from Mexico, Canada and Europe; rival gangs often carried out murders in order to protect their territories;*
- *Al Capone was one of the most famous gangsters; he was involved in several illegal rackets, and controlled the mayor of Chicago – Big Bill Thompson, and the city's police; there were no convictions for any of the 200 murders attributed to his gang in the late 1920s;*
- *the infamous St Valentine's Day Massacre saw 7 of Bugs Moran's gang killed, and showed that the police and government had no control over the gangsters;*

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- *the IRS never had more than 2,500 agents and even these were sometimes bribed by the gangsters;*
- *corruption in the government was a big problem and made Americans less trusting of their leaders; President Warren Harding promised to return to 'normalcy' following the First World War and surrounded himself in government with friends from his native Ohio – the 'Ohio Gang';*
- *however, some of Harding's friends used their position to get rich; the Head of the Veterans' Bureau Charles Forbes was jailed and accused of taking $200 million from government funds and selling hospital supplies for personal profit;*
- *Albert Fall was jailed for 1 year for his part in the Teapot Dome Scandal where he received $400,000 in cash and gifts for leasing government oil fields in Wyoming (Teapot Dome) and California (Elk Hills);*
- *candidates may conclude that as many of the public endorsed the gangsters by continuing to drink in the speakeasies, government corruption was the biggest problem facing American society; or conclude that the violence caused by the gangsters was the biggest problem, but a valid conclusion should be reached.*

After awarding a level and mark for the historical response, apply the performance descriptors for spelling, punctuation and the accurate use of grammar (SPaG) and specialist language that follow.

Having decided on a band, award a second mark (out of 3) for SPaG. In applying these indicators:

- learners may only receive SPaG marks for responses that are in the context of the demands of the question; that is, where learners have made a genuine attempt to answer the question
- the allocation of SPaG marks should take into account the level of the qualification.

Band	Marks	Performance descriptions
High	**3**	• Learners spell and punctuate with consistent accuracy • Learners use rules of grammar with effective control of meaning overall • Learners use a wide range of specialist terms as appropriate
Intermediate	**2**	• Learners spell and punctuate with considerable accuracy • Learners use rules of grammar with general control of meaning overall • Learners use a good range of specialist terms as appropriate
Threshold	**1**	• Learners spell and punctuate with reasonable accuracy • Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall • Learners use a limited range of specialist terms as appropriate
	0	• The learner writes nothing • The learner's response does not relate to the question • The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning

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