



GCSE MARKING SCHEME

SUMMER 2025

HISTORY

COMPONENT 1: NON-BRITISH STUDY IN DEPTH

1H. THE USA: A NATION OF CONTRASTS, 1910–1929

C100UH0-1

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.

COMPONENT 1: NON-BRITISH STUDY IN DEPTH

1H: The USA: A Nation of Contrasts 1910-1929

SUMMER 2025 MARK SCHEME

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(b)	AO2	AO3 (a)	AO4
5	3		2	

Question: e.g. **Use Source A and your own knowledge to describe the activities of the KKK during this period..** [5]

This is the question and its mark tariff.

Band descriptors and mark allocations

In this question three fifths of the marks are awarded for understanding of the historical context. Two fifths of the marks are awarded for source analysis.

	AO1(b) 3 marks		AO3(a) 2 marks	
BAND 2	Demonstrates detailed understanding of the key feature in the question.	2-3	Accurate analysis of the source set within its historical context.	2
BAND 1	Demonstrates some understanding of the key feature in the question.	1	Source is analysed through description of its content only.	1

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.

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 source shows a Ku Klux Klan parade taking place in Binghampton, New York, during the 1920s;*
- *it shows female member of the KKK dressed in white robes, but not in hoods, demonstrating the public nature of the parade;*
- *the source depicts the America First rationale of the KKK, with their religious association made clear on the banner being carried;*
- *during this period the KKK undertook a wide range of activities; as well as parades, they carried out night-time meetings and lit burning crosses;*
- *they carried out a variety of intimidatory tactics in Americans towns and cities, targeting black people, Catholics, Jews and others who did not fit their American ideal of being White, Anglo-Saxon Protestant, or WASP;*
- *the KKK also undertook violent activities; for example, they would kidnap and sometimes lynch black people they accused of even minor incidents; beatings and mutilations would also be meted out to those they considered to be enemies; activities such as flogging, tarring and feathering were also carried out;*
- *the KKK were often left unchallenged during this period, which reflected the power, often political, that they had.*

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.

Question 1

Mark allocation:	AO1 (b)	AO2	AO3 (a)	AO4
5	3		2	

Question: **Use Source A and your own knowledge to describe the activities of the KKK during this period.** [5]

Band descriptors and mark allocations

	AO1(b) 3 marks		AO3(a) 2 marks	
BAND 2	Demonstrates detailed understanding of the key feature in the question.	2-3	Accurate analysis of the source set within its historical context.	2
BAND 1	Demonstrates some understanding of the key feature in the question.	1	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:

- *the source shows a Ku Klux Klan parade taking place in Binghampton, New York, during the 1920s;*
- *it shows female member of the KKK dressed in white robes, but not in hoods, demonstrating the public nature of the parade;*
- *the source depicts the America First rationale of the KKK, with their religious association made clear on the banner being carried;*
- *during this period the KKK undertook a wide range of activities; as well as parades, they carried out night-time meetings and lit burning crosses;*
- *they carried out a variety of intimidatory tactics in Americans towns and cities, targeting black people, Catholics, Jews and others who did not fit their American ideal of being White, Anglo-Saxon Protestant, or WASP;*
- *the KKK also undertook violent activities; for example, they would kidnap and sometimes lynch black people they accused of even minor incidents; beatings and mutilations would also be meted out to those they considered to be enemies; activities such as flogging, tarring and feathering were also carried out;*
- *the KKK were often left unchallenged during this period, which reflected the power, often political, that they had.*

Question 2

Mark allocation:	AO1 (b)	AO2	AO3 (a+b)	AO4
8	4		4	

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

Band descriptors and mark allocations

	AO1(b) 4 marks		AO3 (a+b) 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:

- *the source is a cartoon entitled 'The Cloud', that was published in The Atlanta Constitution newspaper, in January 1919;*
- *the purpose of the source is to depict the threat emanating from Europe in terms of immigrants arriving who may bring the ideas of anarchism and Bolshevism with them, undermining the fabric of American society;*
- *the purpose of the source is to show the danger posed by these immigrants; the cartoon depicts the threat as bringing murder, arson and plunder; the figure is armed with a blood-dripping dagger and an explosive; the title of the cartoon suggests the scale of the problem that the cartoonist wishes to depict as drifting to America;*
- *the cartoon was produced at a time when there was increasingly hysterical xenophobia in the USA, which was known as the 'Red Scare';*
- *the purpose of the cartoon is to play on the fears prevalent in the minds of the newspaper's audience and was typical of many attitudes towards immigration during this period;*
- *the danger posed by the figure in the cartoon is further emphasized by the fish depicted as asking for help, which despite being humorous, reinforces the point being made;*
- *the overall purpose of the source is therefore to highlight the dangers posed by immigration as part of the 'Red Scare'.*

Question 3

Mark allocation:	AO1 (b)	AO2	AO3	AO4 (a-d)
10	4			6

Question: **Do the interpretations support the view that prohibition was responsible for organized crime?** [10]

Band descriptors and mark allocations

	AO1(b) 4 marks		AO4 (a-d) 6 marks	
BAND 4	Demonstrates very detailed understanding of the key feature in the question.	4	Fully analyses and evaluates how and why the interpretations differ, demonstrating awareness of the wider historical debate. Analysis of the content, authorship and audience is undertaken to provide a well substantiated judgement about the extent of support provided for the view, set within the appropriate historical context.	5-6
BAND 3	Demonstrates detailed understanding of the key feature in the question.	3	Analyses and evaluates the differences between the interpretations showing some awareness of the wider historical debate. Analysis of the content, authorship and audience is undertaken to reach a supported judgement on the set question within the appropriate historical context.	3-4
BAND 2	Demonstrates some understanding of the key feature in the question.	2	Analyses and evaluates the different interpretations, making appropriate reference to the content and authorship of the extracts but little awareness of the wider historical debate. A judgement on the question is reached, set within the appropriate historical context.	2
BAND 1	Generalised answer displaying limited understanding of the key feature in the question.	1	Makes simple comments about the interpretations with little analysis and evaluation; little or no judgement is reached.	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:

- *Interpretation 1 does support the view that prohibition was responsible for organized crime;*
- *the extract suggests that prohibition provided small-time criminal gangs with the opportunity to make profits through providing Americans with alcohol that was no longer legally available;*
- *it asserts that organised crime therefore came to dominate the illegal alcohol trade, known as ‘bootlegging’;*
- *research would have been undertaken by the author(s), but the interpretation may have been influenced by the fact that it has been published on a website devoted to the history of organized crime;*
- *the title of the article also suggest a degree of subjectivity on the issue and the prospective audience may also have impacted upon the forming of the interpretation;*
- *Interpretation 2 does not support the view that prohibition was responsible for organized crime;*
- *the extract states that even after prohibition was repealed, organised crime’s influence persisted;*
- *the extract asserts that even though organized crime profited from prohibition, it had been prevalent prior to its introduction;*
- *the extract is from an article focused upon the issue of prohibition’s success; the fact that it appeared in a publication focused on public health and that the author was presumably a medical specialist, could suggest that the interpretation has been influenced by the predilections of the author and the prospective audience, who would presumably be viewing the issue through the prism of public health;*
- *answers should be able to reach a judgement about the degree of support for the view that prohibition was responsible for organized crime, based upon the content and authorship of the provided interpretations and an understanding of the wider historical debate over the issue.*

Question 4

Mark allocation:	AO1 (b)	AO2	AO3 (a+b)	AO4
11	3		8	

Question: **Which of the sources is more useful to an historian studying the economic boom of the 1920s?** [11]

Band descriptors and mark allocations

	AO1(b) 3 marks		AO3 (a+b) 8 marks	
			BAND 4	7-8
			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.	
BAND 3	Demonstrates detailed understanding of the key feature in the question.	3	BAND 3	5-6
			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.	
BAND 2	Demonstrates some understanding of the key feature in the question.	2	BAND 2	3-4
			Answer begins to analyse and evaluate the usefulness of the source material. Limited analysis of the content and authorship is undertaken, resulting in an unsubstantiated judgement.	
BAND 1	Demonstrates limited understanding of the key feature in the question.	1	BAND 1	1-2
			Copies or paraphrases the source material with little or no analysis and evaluation undertaken.	

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 economic boom of the 1920s;*
- *Source C is useful as it shows that compared to the rest of the world, the majority of Americans led a life that was reserved for only a few elsewhere;*
- *the source is useful as it shows how affluent America was during this period, in terms of the availability of consumer goods for the American public, such as telephones, radios and automobiles; it reflects the power of the American economy during this period;*
- *however, its usefulness may be affected by the fact that it is from an outsider's perspective; the author, a French writer, may be wishing to portray a certain image of America, as is suggested by the title of the book;*
- *Source D is useful as it shows the effects that instalment buying was having on American families; it suggests that it had created an ever more competitive environment to buy luxury goods that were unnecessary; it is useful as it asserts that this was having a detrimental effect upon American families; it portrays a moralistic view towards the expansion of buying on credit;*
- *however, its usefulness may be affected by the fact that the author, whilst being an important business and political figure, may be writing from a particular perspective; the fact that the article's focus is upon this issue and was published in a magazine whose title implies a debating stance, may also affect its usefulness;*
- *neither source is 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 economic boom of the 1920s.*

Question 5

Mark allocation:	AO1 (b)	AO2	AO3	AO4(a-d)	SPaG
19	4			12	3

Question: 'Films really blossomed in the 1920s as they were becoming bigger and more ambitious - they were the main form of entertainment in the USA.'
 To what extent do you agree with this interpretation? [16+3]

Band descriptors and mark allocations

	AO1(b) 4 marks		AO4 (a-d) 12 marks	
BAND 4	Demonstrates very detailed understanding of the key feature in the question.	4	Fully analyses and evaluates how and why interpretations of this issue differ, demonstrating awareness of the wider historical debate over the issue. A well substantiated judgement about the accuracy of the interpretation is reached, set within the context of the historical events studied. The relevance of the authorship of the interpretation is discussed.	10-12
BAND 3	Demonstrates detailed understanding of the key feature in the question.	3	Analyses and evaluates how and why interpretations of this issue differ. A clear judgement is reached, displaying understanding of how and why interpretations of the issue may differ. Appropriate reference is made to the authorship. Some understanding of the wider historical debate over the issue is displayed.	7-9
BAND 2	Demonstrates some understanding of the key feature in the question.	2	Some analysis and evaluation of the interpretation and other interpretations is displayed. A judgement is reached with superficial reference to authorship.	4-6
BAND 1	Demonstrates basic understanding of the key features in the question.	1	Makes limited comments about the interpretation with little analysis and evaluation. Little or no judgement reached.	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:

- *to a certain extent this interpretation is accurate; it can be argued that by the middle of the 1920s, films had become the most important feature of popular entertainment in America;*
- *the interpretation can be argued by reference to several factors: by the end of the First World War, film going had become a central part of American life due to several reasons, such as people having more leisure time, improved accessibility, the sense of escapism and the attraction of stars; films covered a wide range of genres and were cheap to attend; cinema facilities improved considerably and cinema attendance flourished;*
- *the interpretation can also be supported by reference to the appeal of movie stars who wielded great influence; stars such as Rudolf Valentino, Charlie Chaplain, Mary Pickford, Clara Bow and Gloria Swanson drew huge audiences to the cinema; the development of Hollywood as a major industry further popularised film as entertainment;*
- *however, whilst research would have been undertaken, the interpretation is in some ways a rather narrow one;*
- *other historians and commentators may assert that there were other equally important features of popular entertainment in America during this period'*
- *candidates may assert that films only really became the main feature later in the decade with the advent of the 'talkies'; it could be argued the changes in popular music, especially the advent of the jazz age, had an enormous impact; jazz became the great attraction of speakeasies and night clubs and had a further impact through the spread of radio which had enormous influence in terms of popular entertainment; the decade also saw developments in dance which became synonymous with the culture of the time;*
- *answers may comment upon on the fact the author, as a film historian, may be writing from a very particular perspective;*
- *this is evidenced by the specialist nature of the article and the fact that it appears on a website purely devoted to the study of films; this and the fact that it was aimed at a particular audience, would have undoubtedly influenced the forming of the interpretation;*
- *answers should be able to reach a judgement about the interpretation which could agree, disagree or be more balanced, but there should be an awareness of how and why it is possible to develop different interpretations as part of the wider historical debate about the popularity of films in America in the 1920s.*

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

In applying these performance descriptors:

- 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
<i>High</i>	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
<i>Intermediate</i>	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
<i>Threshold</i>	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