

Mark Scheme (Results)

Summer 2014

Pearson Edexcel GCSE
History A (5HA02/2C)
Unit 2: Modern World Depth Study
Option 2C: The USA 1919-41

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Placing a mark within a level mark band

- The instructions below tell you how to reward responses within a level. Follow these unless there is an instruction given within a level. However, where a level has specific guidance about how to place an answer within a level, **always** follow that guidance.
- **2 mark bands**
Start with the presumption that the mark will be the higher of the two.
An answer which is poorly supported gets the lower mark.
- **3 mark bands**
Start with a presumption that the mark will be the middle of the three.
An answer which is poorly supported gets the lower mark.
An answer which is well supported gets the higher mark.
- **4 mark bands**
Start with a presumption that the mark will be the upper middle mark of the four.
An answer which is poorly supported gets a lower mark.
An answer which is well supported and shows depth or breadth of coverage gets the higher mark.

- Mark schemes will indicate within the table where, and which strands of QWC, are being assessed. The strands are as follows:

i) ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear

ii) select and use a form and style of writing appropriate to purpose and to complex subject matter

iii) organise information clearly and coherently, using specialist vocabulary when appropriate.

Spelling, Punctuation and Grammar Marking Guidance

- The spelling, punctuation and grammar assessment criteria are common to GCSE English Literature, GCSE History, GCSE Geography and GCSE Religious Studies.
- All candidates, whichever subject they are being assessed on, must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Spelling, punctuation and grammar marking criteria should be applied positively. Candidates must be rewarded for what they have demonstrated rather than penalised for errors.
- Examiners should mark according to the marking criteria. All marks on the marking criteria should be used appropriately.
- All the marks on the marking criteria are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the marking criteria.
- Examiners should be prepared to award zero marks if the candidate's response is not worthy of credit according to the marking criteria.
- When examiners are in doubt regarding the application of the marking criteria to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked unless the candidate has replaced it with an alternative response.
- Handwriting may make it difficult to see if spelling, punctuation and grammar are correct. Examiners must make every effort to assess spelling, punctuation and grammar fairly and if they genuinely cannot make an assessment, the team leader must be consulted.
- Specialist terms do not always require the use of complex terminology but the vocabulary used should be appropriate to the subject and the question.
- Work by candidates with an amanuensis, scribe or typed script should be assessed for spelling, punctuation and grammar.
- Examiners are advised to consider the marking criteria in the following way:
 - How well does the response communicate the meaning?
 - What range of specialist terms is used?
 - How accurate is the spelling, punctuation and grammar?

Unit 2: Modern World Depth Study

Option 2C: The USA, 1919-41

Question No.		
1 (a)		What can you learn from Source A about President Hoover? Target: Source comprehension, inference and inference support. (A03a)
Level	Mark	Descriptor
	0	No rewardable material
1	1	Students do no more than copy/paraphrase the source. <i>e.g. ... We can learn that Hoover's response to the Crash was to do nothing, confident that the economy would soon recover on its own.</i>
2	2-3	Makes unsupported inference(s). An inference is a judgement that can be made from studying the source, but is not directly stated by it. <i>e.g. ... I can learn that he didn't think the economic problems were that serious.</i> <ul style="list-style-type: none"> • 2 marks for one unsupported inference. • 3 marks for two unsupported inferences.
3	4	Makes supported inference(s). A supported inference is one which uses detail from the source to prove the inference. <i>e.g..... I can learn that he didn't think the economic problems were that serious. I know this because the source tells us that Hoover thought that economic prosperity was just around the corner.</i>

Question Number		
1 (b)		Describe the key features of mass production in the 1920s. Target: Key features/recall of knowledge (A01/A02)
Level	Mark	Descriptor
	0	No rewardable material.
1	1-3	<p>Simple statement(s) 1 mark per simple statement made.</p> <p><i>e.g.. One of the features of mass production was that it speeded up manufacture.</i></p> <ul style="list-style-type: none"> • 1 mark for one simple statement. • 2 marks for two simple statements. • 3 marks for three or more simple statements.
2	4-6	<p>Developed statement(s) (A developed statement is a simple statement supported by factual detail.)</p> <ul style="list-style-type: none"> • One developed statement = 4-5 marks according to the degree of support • Two or more developed statements = 5-6 marks <p><i>e.g. One of the mass production was that it completely changed how goods were made. Instead of a skilled craftsman working to complete a finished item, mass production involved having a conveyor belt which moved the item from person to person. So if you were making, for example a car, you might be the person that put the door on. You would become very skilled at putting that door on at speed. So mass production resulted in a division of labour and things being made quicker and cheaper.</i></p>

Question Number		
1 (c)		<p>Explain the effects of new forms of entertainment in the 1920s on the USA.</p> <p>Target: Consequence/recall of knowledge (A01/A02)</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1-2	<p>Simple or generalised statements of consequence(s). The student makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p><i>e.g. New forms of entertainment meant that people in the USA went out much more.</i></p> <ul style="list-style-type: none"> • 1 mark for one simple statement. • 2 marks for two or more simple statements.
2	3-5	<p>Developed statements of consequence(s). The student supports the statement with relevant contextual knowledge.</p> <p><i>e.g. As a result of the economic boom in the 1920s, new forms of entertainment appeared in the USA. Perhaps the most famous of these was the movie industry. Although it first began before the First World War, it grew rapidly in the 1920s. Audiences more than doubled in the 1920s so that 95 million people were going to the cinema. So one effect of the new forms of entertainment was to get people into the cinemas. Another new form of entertainment was the radio. Only \$2million worth of radios was sold in 1920, but this increased to \$600 million by 1929. So another effect of the new forms of entertainment was that more people had radios.</i></p> <ul style="list-style-type: none"> • 3-4 marks for one developed statement. • 4-5 marks for two or more developed statements.
3	6-8	<p>Developed explanation of consequence(s). An explanation of one or more consequence, supported by selected knowledge.</p> <p><i>e.g. ...As a result of the economic boom in the 1920s, new forms of entertainment appeared in the USA. Perhaps the most famous of these was the movie industry. Although it first began before the First World War, it grew rapidly in the 1920s. Audiences more than doubled in the 1920s so that 95 million people were going to the cinema. So one effect of the new forms of entertainment was to get people into the cinemas. This brought about a significant change in society. To get to the cinema people needed transport; whilst they were there they learned about events in other parts of America and the world – and they were also subject to advertising, so the economic boom was fuelled.</i></p> <p><i>Another new form of entertainment was the radio. Only \$2million worth of radios was sold in 1920, but this increased to \$600 million by 1929. So another effect of the new forms of entertainment was that more people had radios. Listening to</i></p>

		<p><i>these radios made Americans more aware and more knowledgeable about the world outside their own town. So, again, American society became less 'small town'.</i></p> <ul style="list-style-type: none">• 6-7 marks for one explained statement.• 7-8 marks for two or more explained statements.• 8 marks for answers which show links between factors.
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Question Number		
1 (d)		Explain why the Wall Street Crash happened in 1929. Target: Causation/recall of knowledge (A01/A02)
Level	Mark	Descriptor
	0	No rewardable material.
1	1-2	<p>Simple or generalised statements of causation.</p> <p><i>e.g The Wall St. Crash occurred because people got too confident</i></p> <ul style="list-style-type: none"> • 1 mark for one simple statement. • 2 marks for two or more simple statements.
2	3-5	<p>Developed statement(s) of causation.</p> <p>The student supports statement(s) with relevant contextual knowledge.</p> <p><i>e.g The Wall St. Crash occurred because people were reckless in buying shares. During the 1920s share prices kept rising and people saw it as an easy way to make money. This led to a practice called 'buying on the margin' where investors could make a down-payment, wait for the shares to go up in value and then sell them for a profit. The proceeds could then be used to pay the original bill. Obviously, this couldn't continue.</i></p> <p><i>Another cause of the Wall St. Crash was the drop in demand for consumer goods as America began to reach a position where everyone who wanted to buy the goods (or could afford to) had bought them. So how was the economy supposed to keep going?</i></p> <ul style="list-style-type: none"> • 3-4 marks for one developed cause. • 4-5 marks for two or more developed causes.
3	6-8	<p>Developed explanation of causation.</p> <p>The candidate explains why the cause(s) brought about the stated outcome.</p> <p><i>e.g. e.g The Wall St. Crash occurred because people were reckless in buying shares. During the 1920s share prices kept rising and people saw it as an easy way to make money. This led to a practice called 'buying on the margin' where investors could make a down-payment, wait for the shares to go up in value and then sell them for a profit. The proceeds could then be used to pay the original bill. Obviously, this couldn't continue. Buying on the margin meant that people could not afford to have share prices fall or they would be in trouble. So once there was a sign that the market was dropping, there was panic selling. This panic selling made the market drop further and led to the Crash.</i></p> <p><i>Another cause of the Wall St. Crash was the drop in demand for consumer goods as America began to reach a position where everyone who wanted to buy the goods (or could afford to) had bought them. So how was the economy supposed to keep going? Share prices are based on what people will pay for them,</i></p>

		<p><i>but they are also based on how well companies are doing. If a manufacturing company sees a drop in its sales, then investors will be less likely to want the shares and the price will drop. This is what began to happen in 1929. Wise investors got out early, but as prices began to fall, there was an attempt by many buyers to 'cut their losses' On 29th October prices shareholders lost \$10,000 million as a result of panic selling. That's what caused the Crash.</i></p> <ul style="list-style-type: none">• 6-7 marks for one cause linked to outcome.• 7-8 marks for two or more causes linked to outcome.• Award 8 marks to any answer which prioritises causes or demonstrates how they combined to produce the outcome.
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Question Number		
2(a)		<p>Explain how the USA changed as a result of the economic boom of the 1920s.</p> <p>Target: Change/recall of knowledge (A01/A02)</p> <p>Spelling, punctuation and grammar (SPaG): up to 3 additional marks will be awarded for spelling, punctuation and grammar.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1-2	<p>Simple or generalised statement(s) of change 1 mark per simple statement made.</p> <p><i>e.g... The USA changed as it became more prosperous.</i></p> <ul style="list-style-type: none"> • 1 mark for one simple statement • 2 marks for two or more simple statements
2	3-5	<p>Developed statements of change The student supports the statement with relevant contextual knowledge.</p> <p><i>e.g.. The economic boom brought great changes to the USA. For example, there were many more consumer goods than there had been previously. Because of mass production things were made more quickly and more cheaply. So more people could afford to buy them. There were only one million cars in the USA in 1915, but 28 million by 1939. The numbers of radios, vacuum cleaners and washing machines also rose.</i></p> <ul style="list-style-type: none"> • 3-4 marks for one developed statement • 4-5 marks for two or more developed statements.
3	6-8	<p>Developed explanation of change An explanation of one or more change supported by selected knowledge.</p> <p><i>e.g... The economic boom brought great changes to the USA. For example, there were many more consumer goods than there had been previously. Because of mass production things were made more quickly and more cheaply. So more people could afford to buy them. There were only one million cars in the USA in 1915, but 28 million by 1939. The numbers of radios</i> <i>But it wasn't just how many consumer goods people could own that was the major impact. Actually, the economic boom brought a change in lifestyle and thinking. People had more leisure and had the wealth to have a much more outgoing a confident approach to life. So they travelled to the cinema, attended dances and attitudes to women began to change to, as some of them rejected the traditional role of sole keeper of the house.</i></p>

		<ul style="list-style-type: none"> • 6-7 marks for one explained change • 7-8 marks for two or more explained change. • 8 marks for answers which prioritise changes or show links between them
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Marks for SPaG		
Performance	Mark	Descriptor
	0	Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question.
Threshold	1	Students 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.
Intermediate	2	Students 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.
High	3	Students 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.

Question Number		
2(b)		<p>Explain how Roosevelt's 'Hundred Days' (1933) changed the USA.</p> <p>Target Change/recall of knowledge (A01/A02)</p> <p>Spelling, punctuation and grammar (SPaG): up to 3 additional marks will be awarded for spelling, punctuation and grammar.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1-2	<p>Simple or generalised statement(s) of change 1 mark per simple statement made.</p> <p><i>e.g. They made it a country which was much more dependent upon the government for work..</i></p> <ul style="list-style-type: none"> • 1 mark for one simple statement • 2 marks for two or more simple statements
2	3-5	<p>Developed statements of change The student supports the statement with relevant contextual knowledge.</p> <p><i>e.g. Between March and June 1933 Roosevelt and Congress passed a series of measures that were designed to tackle the effects of the Great Depression. One of the measures was the Emergency Banking Act, which closed all banks until they had been investigated and found to be 'sound'. This restored people's faith in the banks. Other measures set up what were known as the 'Alphabet Agencies'. For example, the Civilian Conservation Corps gave work to young men aged 17-23, so that reduced unemployment. The Civil Works Administration reduced unemployment too by organising public works. Farmer's lives were improved by receiving subsidies in the Agricultural Amendment Act. .</i></p> <ul style="list-style-type: none"> • 3-4 marks for one developed statement • 4-5 marks for two or more developed statements.
3	6-8	<p>Developed explanation of change An explanation of one or more changes supported by selected knowledge.</p> <p><i>e.g... Between March and June 1933 Roosevelt and Congress passed a series of measures that were designed to tackle the effects of the Great Depression. One of the measures was the Emergency Banking Act, which closed all banks until they had been investigated and found to be 'sound'. This restored people's faith in the banks. Other measures set up what were known as the 'Alphabet Agencies'. For example, the Civilian Conservation Corps gave work to young men aged 17-23, so that reduced unemployment. The Civil Works Administration reduced unemployment too by organising public works. Farmer's lives were improved by receiving subsidies in the Agricultural Amendment Act.</i></p>

		<p><i>America had changed significantly. It was no longer thought that government intervention was wrong. Business could not sort out the terrible problems caused by the Depression and most Americans accepted that government intervention and deficit spending was a better way than laissez faire and balancing the budget.</i></p> <ul style="list-style-type: none"> • 6-7 marks for one explained change. • 7-8 marks for two or more explained change. • 8 marks for answers which prioritise change or show links between them
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Marks for SPaG		
Performance	Mark	Descriptor
	0	Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question.
Threshold	1	Students 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.
Intermediate	2	Students 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.
High	3	Students 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.

Question Number		
3(a)		<p>Was racism the most serious problem faced by Americans in the 1920s? Explain your answer.</p> <p>You may use the following in your answer and any other information of your own.</p> <ul style="list-style-type: none"> • Racism • Organised crime • Problems in agriculture • The Ku Klux Klan <p>Target: Analysis of significance/recall of knowledge (AO1/AO2)</p> <p>QWC Strands i-ii-iii. Assessing QWC: For the highest mark in a level all criteria for the level, including those for QWC must be met.</p> <p>Spelling, punctuation and grammar (SPaG): up to 4 additional marks will be awarded for spelling, punctuation and grammar.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1-4	<p>Simple or generalised statements of significance</p> <p>The student makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p>Low level 1 (1-2). Repetition of the provided stimulus material or agrees/disagrees with no development.</p> <p><i>e.g Yes it was the main reason. Black workers were badly treated</i></p> <p>High Level 2 (3-4) For unfocused description.</p> <p><i>e.g. In the early twentieth century, there was an economic boom in the USA. But it did not apply to everyone. Millions of immigrants had come into the USA from overseas. They came to make a better life, but they sometimes met hostility and ignorance from the people in the USA. .</i></p> <p>Writing communicates ideas using everyday language and showing some selection of material, but the response lacks clarity and organisation. The student spells, punctuates and uses the rules of grammar with limited accuracy.</p>
QWC i-ii-iii		
2	5-8	<p>Developed statements of significance.</p> <p>Developed statements which agree and/or disagree using the stimulus and/or additional material. Mostly relevant and accurate with an implicit focus on the question.</p> <p>Low level 2 (5-6). Mainly narrative or development of one factor only.</p> <p><i>e.g. The immigrants in the USA faced problems of</i></p>

<p>QWC i-ii-iii</p>		<p><i>discrimination, as shown in the Sacco and Vanzetti case. In April 1920 two men were killed in a robbery and Sacco and Vanzetti were arrested. They were carrying guns and Vanzetti had a police record of armed robbery. The police came up with 61 eye witnesses who identified Sacco and Vanzetti. They came up with 107 eye witnesses who said they had been elsewhere at the time of the robbery. Despite this, they were found guilty and executed.</i></p> <p>High level 2 (7-8). Develops two or more factors.</p> <p><i>e.g The immigrants in the USA faced problems of discrimination, as shown in the Sacco and Vanzetti case. In April 1920 two men were killed in a robbery and Sacco and Vanzetti were arrested. They were carrying guns and Vanzetti had a police record of armed robbery. The police came up with 61 eye witnesses who identified Sacco and Vanzetti. They came up with 107 eye witnesses who said they had been elsewhere at the time of the robbery. Despite this, they were found guilty and executed.</i></p> <p><i>The Ku Klux Klan was set up in 1865 and wanted to stop black Americans from having equality. It was reformed in 1915 with the aim of promoting a White, Anglo-Saxon Protestant nation. So all black people, Jews, Catholics were its target. So were all those immigrants who came from non Anglo-Saxon countries. The Klan was very powerful in the South and often police and law courts had Klan members in them.</i></p> <p>Writing communicates ideas using a limited range of historical terminology and showing some skills of selection and organisation of material, but passages lack clarity and organisation. The student spells, punctuates and uses some of the rules of grammar with general accuracy.</p>
<p>3</p>	<p>9-12</p>	<p>Developed explanation of significance of more than one factor</p> <p>If only one factor explained, mark at level 2, 8 marks.</p> <p>Low level 3 (9-10). Explains a significance of a variety of factors but no attempt at prioritisation</p> <p><i>e.g The immigrants in the USA faced problems of discrimination, as shown in the Sacco and Vanzetti case. In April 1920 two men were killed in a robbery and Sacco and Vanzetti were arrested. They were carrying guns and Vanzetti had a police record of armed robbery. The police came up with 61 eye witnesses who identified Sacco and Vanzetti. They came up with 107 eye witnesses who said they had been elsewhere at the time of the robbery. Despite this, they were found guilty and executed. The Sacco and Vanzetti case shows just why things were difficult for immigrants. Firstly, they were considered to be 'dodgy' members of American society and so if anything went wrong were likely to be blamed. Secondly, if they appeared in court they discovered that the 'Establishment' was also against</i></p>

<p>QWC i-ii-iii</p>		<p><i>them and they did not get a fair trial.</i></p> <p><i>The Ku Klux Klan was set up in 1865 and wanted to stop black Americans from having equality. It was reformed in 1915 with the aim of promoting a White, Anglo-Saxon Protestant nation. So all black people, Jews, Catholics were its target The Klan was very powerful in the South and often police and law courts had Klan members in them. Obviously, the existence of an organisation whose main purpose was to make sure you were treated in an inferior way made life hard for immigrants, especially if they were black. Many Black American in the South suffered terrible prejudice.</i></p> <p>High level 3 (11-12). Explains significance of a variety of factors and explains why one more important than one other.</p> <p>Where there is an attempt at prioritisation, but no direct comparison between two or more factors Level 3 11 marks should be awarded.</p> <p><i>e.g. ... (as Low level 3 plus)</i></p> <p><i>Of the two I think the Ku Klux Klan was the main reason why life was hard. Klan members made day-to-day life difficult for people. The sort of behaviour shown in the Sacco and Vanzetti case generally only applied to people suspected of breaking the law.</i></p> <p>Writing communicates ideas using historical terms accurately and showing some direction and control in the organising of material. The student uses some of the rules of grammar appropriately and spells and punctuates with considerable accuracy, although some spelling errors may still be found.</p>
<p>4</p> <p>QWC</p>	<p>13-16</p>	<p>A sustained argument.</p> <p>This considers the inter-relationship between a range of factors.</p> <p>Low level 4 (13-14). Makes judgement on relative importance of more than two factors.</p> <p>(As High Level 3 plus compares a third factor):</p> <p><i>e.g. ...</i></p> <p><i>Of course neither of these two factors was as important as the problems in agriculture because....</i></p> <p>High level 4 (15-16). Illustrates that one 'most important' factor on its own could not provide a satisfactory explanation.</p> <p>At this level candidates are able to explain how (rather than just assert) the factors are so inter-linked that the feed off each other</p> <p>Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information</p>

i-ii-iii		clearly and coherently. The student spells, punctuates and uses the rules of grammar with considerable accuracy, although some spelling errors may still be found.
		Marks for SPaG
Performance	Mark	Descriptor
	0	Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question.
Threshold	1	Students 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.
Intermediate	2-3	Students 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.
High	4	Students 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.

Question Number		
3(b)		<p>Was the opposition of business interests the main problem Roosevelt faced in carrying out his New Deal reforms? Explain your answer.</p> <p>You may use the following in your answer and any other information of your own.</p> <ul style="list-style-type: none"> • The opposition of business interests • The Supreme Court • The Republicans • Huey Long <p>Target: Analysis of significance/recall of knowledge (A01/A02)</p> <p>QWC Strands i-ii-iii. Assessing QWC: For the highest mark in a level all criteria for the level, including those for QWC must be met.</p> <p>Spelling, punctuation and grammar (SPaG): up to 4 additional marks will be awarded for spelling, punctuation and grammar.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1-4	<p>Simple or generalised statements of significance</p> <p>The student makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p>Low level 1 (1-2). Repetition of the provided stimulus material or agrees/disagrees with no development.</p> <p><i>e.g. No, I don't think it was the opposition of business interests. There were plenty of other people who were more of a problem.</i></p> <p>High Level 2 (3-4) For unfocused description.</p> <p><i>e.g. After the Wall St. Crash, the USA economy went into decline. Roosevelt was elected in 1932 after promising that he would introduce measures to deal with country's problems. He did this in his 'New Deal', but not everyone approved of what he was doing and there was quite a bit of opposition to his measures.</i></p> <p>Writing communicates ideas using everyday language and showing some selection of material, but the response lacks clarity and organisation. The student spells, punctuates and uses the rules of grammar with limited accuracy.</p>
QWC i-ii-iii		
2	5-8	<p>Developed statements of significance</p> <p>Developed statements which agree and/or disagree using the stimulus and/or additional material. Mostly relevant and accurate with an implicit focus on the question.</p> <p>Low level 2 (5-6). Mainly narrative or development of one factor only.</p>

<p>QWC i-ii-iii</p>		<p><i>e.g. Some of the opposition to Roosevelt's measures came from radicals who did not think he was going far enough. They wanted strong laws to control big businesses and thought that America's banks should be nationalised. One of these radicals was the Governor of Louisiana, Huey Long. He had supported Roosevelt in the 1932 election but was disappointed by Roosevelt's policies.</i></p> <p>High level 2 (7-8). Develops two or more factors</p> <p><i>e.g. . Some of the opposition to Roosevelt's measures came from radicals who did not think he was going far enough. They wanted strong laws to control big businesses and thought that America's banks should be nationalised. One of these radicals was the Governor of Louisiana, Huey Long. He had supported Roosevelt in the 1932 election but was disappointed by Roosevelt's policies.</i></p> <p><i>Roosevelt was a Democrat, so many Republicans automatically opposed him because he was from 'the other side'. A lot of Republicans, however, opposed his measures because they believed that they were wrong. American economic prosperity had been built on laissez-faire and self-reliance. What Roosevelt was suggesting looked very much like communism, in which the state controlled business and other aspects of people's lives. These opponents pointed at what Stalin was doing in Russia and were determined that it would not happen in America.</i></p> <p>Writing communicates ideas using a limited range of historical terminology and showing some skills of selection and organisation of material, but passages lack clarity and organisation. The student spells, punctuates and uses some of the rules of grammar with general accuracy.</p>
<p>3</p> <p>QWC i-ii-iii</p>	<p>9-12</p>	<p>Developed explanation of more than one factor</p> <p>If only one reason explained, mark at level 2, 8 marks.</p> <p>Low level 3 (9-10). Explains significance of a variety of factors but no attempt at prioritisation</p> <p><i>e.g. . Some of the opposition to Roosevelt's measures came from radicals who did not think he was going far enough. They wanted strong laws to control big businesses and thought that America's banks should be nationalised. One of these radicals was the Governor of Louisiana, Huey Long. He had supported Roosevelt in the 1932 election but was disappointed by Roosevelt's policies. Huey Long was a serious threat to Roosevelt's policies because he had a lot of support in his own state of Louisiana. He had been a supporter of Roosevelt and so his criticism was even more damaging.</i></p> <p><i>Roosevelt was a Democrat, so many Republicans automatically opposed him because he was from 'the other side'. A lot of Republicans, however, opposed his measures</i></p>

		<p><i>because they believed that they were wrong. American economic prosperity had been built on laissez-faire and self-reliance. What Roosevelt was suggesting looked very much like communism, in which the state controlled business and other aspects of people's lives. These opponents pointed at what Stalin was doing in Russia and were determined that it would not happen in America. Of course, the opposition of the Republicans was a real threat to Roosevelt's measures. The Republicans had enormous support in the country (and the last president had been republican), they were able to influence opinion against Roosevelt's measures on a very wide scale.</i></p> <p>High level 3 (11-12). Explains significance of a variety of factors and explains why one more important than one other.</p> <p>Where there is an attempt at prioritisation, but no direct comparison between two or more factors Level 3 11 marks should be awarded.</p> <p><i>e.g. ... (as Low level 3 plus)</i></p> <p><i>Of the two I think that the opposition of the Republicans was more damaging. Huey Long was important, but his impact was limited geographically. The Republicans were strong nationwide.</i></p> <p>Writing communicates ideas using historical terms accurately and showing some direction and control in the organising of material. The student uses some of the rules of grammar appropriately and spells and punctuates with considerable accuracy, although some spelling errors may still be found.</p>
<p>4</p> <p>QWC i-ii-iii</p>	<p>13-16</p>	<p>A sustained argument. This considers the inter-relationship between a range of factors.</p> <p>Low level 4 (13-14). Makes judgement on relative importance of more than two factors</p> <p>As High Level 3 plus compares a third factor):</p> <p><i>e.g. ...Of course neither of these two factors was as important as the opposition of business interests because....</i></p> <p>High level 4 (15-16). Illustrates that one 'most important' factor on its own could not provide a satisfactory explanation.</p> <p>At this level candidates are able to explain how (rather than just assert) that the factors are so inter-linked that the feed off each other</p> <p>Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. The student spells, punctuates and uses the rules of grammar with considerable accuracy, although some spelling errors may still be found.</p>

		Marks for SPaG
Performance	Mark	Descriptor
	0	Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question.
Threshold	1	Students 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.
Intermediate	2-3	Students 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.
High	4	Students 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.