



Pearson

## **Mark Scheme**

Summer 2017

5HA02/2C

Pearson Edexcel GCSE  
in History A (5HA02)

Paper 02

Unit 2: Modern World Depth Study:  
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, ie 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.

### Quality of Written Communication (QWC)

- Mark schemes will indicate within the table where, and which, strands of QWC are being assessed. The strands are as follows:
  - ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear*
  - select and use a form and style of writing appropriate to purpose and to complex subject matter*
  - organise information clearly and coherently, using specialist vocabulary when appropriate.*

## **Spelling, Punctuation and Grammar (SPaG) 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, ie 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.
- 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?

Question Number		
<b>1 (a)</b>		<p>What can you learn from Source A about the USA in the 1920s?</p> <p><b>Target:</b> source comprehension, inference and inference support (AO3).</p>
Level	Mark	Descriptor
	<b>0</b>	No rewardable material.
<b>1</b>	<b>1</b>	<p><b>Candidates do no more than copy/paraphrase the source.</b></p> <p><i>e.g. We can learn that their immigrant background and political beliefs meant public opinion was against them.</i></p>
<b>2</b>	<b>2–3</b>	<p><b>Unsupported inference(s).</b></p> <p>An inference is a judgement that can be made from studying the source, but is not directly stated by it.</p> <p><i>e.g. We can learn that the USA at this time had people who were opposed to immigration...</i></p> <ul style="list-style-type: none"> <li>• 2 marks for one unsupported inference.</li> <li>• 3 marks for two unsupported inferences.</li> </ul>
<b>3</b>	<b>4</b>	<p><b>Supported inference(s).</b></p> <p>A supported inference is one that uses detail from the source to prove the inference.</p> <p><i>e.g. We can learn that the USA at this time had people who were opposed to immigration. I know this because the source says public opinion was against them because of their immigrant background...</i></p>

Question Number		
<b>1 (b)</b>		Describe the key features of the 'Monkey Trial' in 1925.  <b>Target:</b> knowledge recall and selection, key features and characteristics of the periods studied (AO1/AO2).
Level	Mark	Descriptor
	<b>0</b>	No rewardable material.
<b>1</b>	<b>1–3</b>	<p><b>Simple statement(s).</b></p> <p><i>e.g. In 1925 John Scopes was found guilty of teaching evolution.</i></p> <ul style="list-style-type: none"> <li>• 1 mark for one simple statement.</li> <li>• 2 marks for two simple statements.</li> <li>• 3 marks for three or more simple statements.</li> </ul>
<b>2</b>	<b>4–6</b>	<p><b>Developed statement(s).</b></p> <p>A developed statement is a simple statement supported by factual detail.</p> <p><i>e.g. One of the features of the Monkey Trial was that it was very controversial. John Scopes was a biology teacher in Tennessee who believed in evolution. He wanted to be able to teach it and believed that he had a right to do so according to the Constitution. So he taught it, knowing he would be prosecuted and his trial would turn into a test case. The case was so controversial that when the trial was held, the courtroom was packed and the trial was broadcast live on the radio in Chicago so more people could hear it.</i></p> <p><i>Another key feature was...</i></p> <ul style="list-style-type: none"> <li>• 4–5 marks for one developed statement, according to the degree of support.</li> <li>• 5–6 marks for two or more developed statements.</li> </ul>

Question Number		
<b>1 (c)</b>		<p>Explain the effects of the Schechter Poultry ('sick chicken') case in 1935.</p> <p><b>Target:</b> knowledge recall and selection, consequence within a historical context (AO1/AO2).</p>
Level	Mark	Descriptor
	<b>0</b>	No rewardable material.
<b>1</b>	<b>1–2</b>	<p><b>Simple or generalised statement(s) of consequences.</b> The candidate makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p><i>e.g. In the sick chicken case Roosevelt was made to look like he was trying to gain too much power.</i></p> <ul style="list-style-type: none"> <li>• 1 mark for one simple or generalised statement.</li> <li>• 2 marks for two or more simple or generalised statements.</li> </ul>
<b>2</b>	<b>3–5</b>	<p><b>Developed statement(s) of consequences.</b> The candidate supports the statement with relevant contextual knowledge.</p> <p><i>e.g. The Schechter Poultry Company was accused of selling diseased chickens and charging prices much lower than other companies to steal their business. These were practices that were banned by the NRA. The company was found guilty but appealed against the decision and won...</i></p> <ul style="list-style-type: none"> <li>• 3–4 marks for one developed statement.</li> <li>• 4–5 marks for two or more developed statements.</li> </ul>
<b>3</b>	<b>6–8</b>	<p><b>Developed explanation of consequences.</b> An explanation of one or more consequences, supported by selected knowledge.</p> <p><i>e.g. The Schechter Poultry Company was accused of selling diseased chickens and charging prices much lower than other companies to steal their business. These were practices that were banned by the NRA. There were two very serious effects of this case. Firstly, the company won its appeal because the appeal court said that the NRA was not enforceable across the USA as the Schechters sold chickens in only one state. Using this ruling, the Supreme Court then declared many other New Deal measures 'unconstitutional.' So this threatened the effectiveness of the New Deal. Secondly, Roosevelt threatened to create new judges to the Supreme Court who supported the New Deal. This made him look like a dictator and worried many Americans...</i></p> <ul style="list-style-type: none"> <li>• 6 marks for one explained statement.</li> <li>• 7–8 marks for two or more explained statements.</li> <li>• 8 marks for answers which show links between factors.</li> </ul>

Question Number		
<b>1 (d)</b>		<p>Explain why the economic boom in the USA came to an end in 1929.</p> <p><b>Target:</b> knowledge recall and selection, causation within a historical context (AO1/AO2).</p>
Level	Mark	Descriptor
	<b>0</b>	No rewardable material.
<b>1</b>	<b>1–2</b>	<p><b>Simple or generalised statement(s) of causation.</b></p> <p><i>e.g. By 1929 many Americans had begun to think that the economic boom could not last.</i></p> <ul style="list-style-type: none"> <li>• 1 mark for one simple or generalised statement.</li> <li>• 2 marks for two or more simple or generalised statements.</li> </ul>
<b>2</b>	<b>3–5</b>	<p><b>Developed statement(s) of causation.</b></p> <p>The candidate supports statement(s) with relevant contextual knowledge.</p> <p><i>e.g. The economic boom in the USA came to an end because of the Wall St. Crash. In September 1929 some investors, who were worried that the boom could not continue, sold their shares on Wall St. Share prices dropped. Soon, others followed their example and on 24 October, 13 million shares were sold. As prices tumbled, so panicking investors continued to sell. The boom had ended...</i></p> <ul style="list-style-type: none"> <li>• 3–4 marks for one developed cause.</li> <li>• 4–5 marks for two or more developed causes.</li> </ul>
<b>3</b>	<b>6–8</b>	<p><b>Developed explanation of causation.</b></p> <p>The candidate explains why the cause(s) brought about the stated outcome.</p> <p><i>e.g. The economic boom came to an end in 1929 because it was just not sustainable. As mass production and hire purchase encouraged people to buy, there came a point where there was not enough demand to buy all the goods being produced. Goods could not be sold abroad because other countries put tariffs on American goods to protect their own industries. Industries had borrowed heavily to expand during the boom and were now finding it difficult to repay their loans. This slowing down caused investors to begin to lose confidence and share selling led to the Wall St. Crash, which ruined many private investors and banks...</i></p> <ul style="list-style-type: none"> <li>• 6 marks for one cause linked to outcome.</li> <li>• 7–8 marks for two or more causes linked to outcome.</li> <li>• 8 marks for answers which prioritise causes or demonstrate how they combined to produce the outcome.</li> </ul>

Question Number		
<b>2 (a)</b>		<p>Explain how Prohibition changed the USA in the years 1919-32.</p> <p><b>Target:</b> knowledge recall and selection, change within a historical context (AO1/AO2).</p>
Level	Mark	Descriptor
	<b>0</b>	No rewardable material.
<b>1</b>	<b>1–2</b>	<p><b>Simple or generalised statement(s) of change.</b></p> <p><i>e.g. Prohibition upset people because they could not get a drink.</i></p> <ul style="list-style-type: none"> <li>• 1 mark for one simple statement.</li> <li>• 2 marks for two or more simple statements.</li> </ul>
<b>2</b>	<b>3–5</b>	<p><b>Developed statement(s) of change.</b></p> <p>The candidate supports the statement with relevant contextual knowledge.</p> <p><i>e.g. In 1920 the 18<sup>th</sup> Amendment was introduced. People could not get a drink. Because there was a demand for alcohol, it was provided illegally in speakeasies. These were run by gangsters and violence increased as the gangs fought to control the drink industry. Another thing that happened was that farmers suffered because there was less demand for grain...</i></p> <ul style="list-style-type: none"> <li>• 3–4 marks for one developed statement.</li> <li>• 4–5 marks for two or more developed statements.</li> </ul>
<b>3</b>	<b>6–8</b>	<p><b>Developed explanation of change.</b></p> <p>An explanation of one or more changes, supported by selected knowledge.</p> <p><i>e.g. Prohibition was supposed to stop the problems created by of over-drinking, such as poverty and mistreatment of families. But it is probably true that prohibition actually made the USA a worse place to live. Because there was a demand for alcohol, it was provided illegally in speakeasies. These were run by gangsters and violence increased as the gangs fought to control the drink industry. So prohibition was actually undermining law and order - especially when it was discovered that some police, judges and politicians were being bribed by the gangsters. That was a very negative impact on the USA. The US economy suffered as well, as farmers and alcohol manufacturers could not make sales and jobs were lost. So violence and unemployment both increased because of prohibition...</i></p> <ul style="list-style-type: none"> <li>• 6–7 marks for one explained change.</li> <li>• 7–8 marks for two or more explained changes.</li> <li>• 8 marks for answers which prioritise changes or show links between them.</li> </ul>

Question Number		
<b>2 (b)</b>		<p>Explain how President Hoover's approach to dealing with the Depression changed during the years 1929-32.</p> <p><b>Target:</b> knowledge recall and selection, change within a historical context (AO1/AO2).</p>
Level	Mark	Descriptor
	<b>0</b>	No rewardable material.
<b>1</b>	<b>1–2</b>	<p><b>Simple or generalised statement(s) of change.</b></p> <p><i>Eg Hoover didn't do very much.</i></p> <ul style="list-style-type: none"> <li>• 1 mark for one simple statement.</li> <li>• 2 marks for two or more simple statements.</li> </ul>
<b>2</b>	<b>3–5</b>	<p><b>Developed statement(s) of change.</b></p> <p>The candidate supports the statement with relevant contextual knowledge.</p> <p><i>e.g. Hoover had promised 'a chicken in every pot' in his election campaign and was not expecting to be president of a country in economic crisis. He cut taxes in 1930 to try to stimulate the economy. He also put more money into government building projects. But he didn't want to use money to create organisations to support private business, as Roosevelt was to do in the New Deal. He did, however, set up organisations such as the National Credit Organisation and the Reconstruction Finance Corporation to lend money to ailing industry...</i></p> <ul style="list-style-type: none"> <li>• 3–4 marks for one developed statement.</li> <li>• 4–5 marks for two or more developed statements.</li> </ul>
<b>3</b>	<b>6–8</b>	<p><b>Developed explanation of change.</b></p> <p>An explanation of one or more changes, supported by selected knowledge.</p> <p><i>e.g. There was a significant change in the way Hoover dealt with the Depression. He was a Republican who believed in balancing the books and in as little government intervention as possible. So when the Crash came in 1929 he introduced measures that might stimulate the economy with committing to significant spending, like tax cuts and government building projects. But as the Depression bit deeper, he accepted that there had to be more direct government intervention. So he introduced tariffs in 1930, and organisations to lend money to farmers and industry in 1931/32. Finally, in 1932 he tried to increase support for those in need with the Emergency Relief and Construction Act and the Federal Home Loan Act. So Hoover intervened more, but it was, in reality, only a small change in policy...</i></p> <ul style="list-style-type: none"> <li>• 6–7 marks for one explained change.</li> <li>• 7–8 marks for two or more explained changes.</li> <li>• 8 marks for answers which prioritise changes or show links between them.</li> </ul>

Question Number		
<b>3 (a)</b>		<p>Was advertising the main reason why there was an economic boom in the USA in the 1920s?</p> <p>Explain your answer.</p> <p>You may use the following in your answer.</p> <ul style="list-style-type: none"> <li>• Advertising</li> <li>• The Ford motor company</li> </ul> <p>You <b>must</b> also include information of your own.</p> <p><b>Target:</b> knowledge recall and selection, analysis of causation within a historical context (AO1/AO2).  <b>Assessing QWC i-ii-iii:</b> for the highest mark in a level <b>all</b> criteria for the level, including those for QWC, must be met.  <b>Spelling, punctuation and grammar (SPaG):</b> up to 4 additional marks will be awarded for SPaG.</p>
Level	Mark	Descriptor
	<b>0</b>	No rewardable material.
<b>1</b>	<b>1–3</b>	<p><b>Simple or generalised statements of causation.</b>  The candidate makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p>At this level candidates will</p> <ul style="list-style-type: none"> <li>• agree or disagree without development</li> <li>• write on the stimulus points or other causes without specific detail.</li> </ul> <p><i>e.g. Yes, advertising was very important. How else would people know what was available?</i></p> <p>Writing communicates ideas using everyday language and showing some selection of material, but the response lacks clarity and organisation. The candidate spells, punctuates and uses the rules of grammar with limited accuracy.</p>
<b>QWC i-ii-iii</b>		
<b>2</b>	<b>4–7</b>	<p><b>Developed statements of causation.</b>  Developed statements which agree and/or disagree with the question. These answers provide detail, but do not explain the causes.</p> <ul style="list-style-type: none"> <li>• 4–5 marks for developing one cause.</li> <li>• 5–6 marks for developing two causes.</li> <li>• 6–7 marks for developing three causes.</li> </ul> <p><i>e.g. In the 1920s advertising became big business. Adverts appeared on billboards, newspapers and magazines. As radios became more common, they were used as a medium for advertising. By 1925 almost 3 million people had radios and so the adverts were heard widely...</i></p> <p><i>Henry Ford's company used mass production in its factories.</i></p>

<p><b>QWC i-ii-iii</b></p>		<p><i>Cars were made very quickly and Ford said you can have any colour you like as long as it is black. Ford's plant in Detroit was the largest factory in the world. By 1929 there were more than 26 million cars in the USA and most of them had been made by Ford.</i></p> <p><b>Maximum 6 marks for answers that do not detail a cause in addition to those prompted by the stimulus material, for example laissez-faire.</b></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 candidate spells, punctuates and uses some of the rules of grammar with general accuracy.</p>
<p><b>3</b></p> <p><b>QWC i-ii-iii</b></p>	<p><b>8–12</b></p>	<p><b>Developed explanation of causation.</b> Developed explanation of causation, agreeing and/or disagreeing with the question.</p> <ul style="list-style-type: none"> <li>• 8–9 marks for one cause explained.</li> <li>• 9–10 marks for two causes explained.</li> <li>• 11–12 marks for three or more causes explained.</li> </ul> <p><i>e.g. In the 1920s advertising became big business. Adverts appeared on billboards, newspapers and magazines. As radios became more common they were used as a medium for advertising. By 1925 almost 3 million people had radios and so the adverts were heard widely. Advertising was a really important reason for the economic boom. Not only did it let people know what was available to purchase, but it also helped stimulate demand by creating a 'keeping up with the Jones's' atmosphere, where people wanted to buy things to look better than their neighbours...</i></p> <p><i>Henry Ford's company used mass production in its factories. Cars were made very quickly and Ford said you can have any colour you like as long as it is black. Ford's plant in Detroit was the largest factory in the world. By 1929 there were more than 26 million cars in the USA and most of them had been made by Ford. This had a really important impact on the economy because it led to the growth of other industries, such as steel, rubber, glass and roadbuilding. It has been estimated that more than \$1 billion dollars was spent on creating new roads in the 1920s. The workers involved in these industries had wages to spend, which further increased the boom...</i></p> <p><i>In the 1920s the American government believed in laissez-faire. This meant that the governments did not believe in 'interfering' in business matters, but instead allowed businesses to run themselves in response to what 'the market' wanted. There were regulations about working conditions, but otherwise employers could make their own decisions. This helped stimulate the economy because...</i></p> <p><b>Maximum 10 marks for answers that do not explain a cause beyond those prompted by the stimulus material, for</b></p>

		<p><b>example laissez-faire.</b></p> <p>Writing communicates ideas using historical terms accurately and showing some direction and control in the organising of material. The candidate 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><b>4</b></p> <p><b>QWC</b> i-ii-iii</p>	<p><b>13–16</b></p>	<p><b>Prioritises causes or sees link between them.</b> This considers the relationship between a range of causes. (This level can be achieved only if the response has explained at least three causes and has made explicit comparisons of the relative importance of two of them in coming to a judgement.)</p> <p><i>e.g. As Level 3 plus... Laissez-faire was important in encouraging investment, but advertising was much more important because it allowed the investors to make money by creating a desire to buy products.</i></p> <ul style="list-style-type: none"> <li>• 15–16 marks for judgement of the relative importance of more than two causes or for an answer which shows the interrelationship between three causes in coming to a judgement.</li> </ul> <p><i>e.g. As Level 3 plus...but neither of these would have been important if it wasn't for mass production as practised in Ford's factories, which allowed goods to be produced quickly and at a price people could afford. Without that there would have been no point in advertising or investing.</i></p> <p><b>NB: No access to Level 4 for answers that do not explore a factor beyond those prompted by the stimulus material, for example laissez faire.</b></p> <p>Writing communicates ideas effectively, using a range of precisely-selected historical terms and organising information clearly and coherently. The candidate spells, punctuates and uses the rules of grammar with considerable accuracy, although some spelling errors may still be found.</p>
		<b>Marks for SPaG</b>
Performance	Mark	Descriptor
	<b>0</b>	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	<b>1</b>	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.
Intermediate	<b>2–3</b>	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.
High	<b>4</b>	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.

Question Number		
<b>3 (b)</b>		<p>Was reducing unemployment the greatest success of President Roosevelt?</p> <p>Explain your answer.</p> <p>You may use the following in your answer.</p> <ul style="list-style-type: none"> <li>• Reducing unemployment</li> <li>• The banking system</li> </ul> <p>You <b>must</b> also include information of your own.</p> <p><b>Target:</b> knowledge recall and selection, analysis of consequence within a historical context (AO1/AO2).  <b>Assessing QWC i-ii-iii:</b> for the highest mark in a level <b>all</b> criteria for the level, including those for QWC, must be met.  <b>Spelling, punctuation and grammar (SPaG):</b> up to 4 additional marks will be awarded for SPaG.</p>
Level	Mark	Descriptor
	<b>0</b>	No rewardable material.
<b>1</b>	<b>1–3</b>	<p><b>Simple or generalised statements of consequence.</b>  The candidate makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p>At this level candidates will</p> <ul style="list-style-type: none"> <li>• agree or disagree without development</li> <li>• write on the stimulus points or other consequences without specific detail.</li> </ul> <p><i>e.g. Unemployment was a real problem during Roosevelt's presidency. He did a lot to reduce it...</i></p> <p>Writing communicates ideas using everyday language and showing some selection of material, but the response lacks clarity and organisation. The candidate spells, punctuates and uses the rules of grammar with limited accuracy.</p>
<b>QWC i-ii-iii</b>		
<b>2</b>	<b>4–7</b>	<p><b>Developed statements of consequence.</b>  Developed statements which agree and/or disagree with the question. These answers provide detail, but do not explain the consequences.</p> <ul style="list-style-type: none"> <li>• 4–5 marks for developing one consequence.</li> <li>• 5–6 marks for developing two consequences.</li> <li>• 6–7 marks for developing three consequences.</li> </ul> <p><i>e.g. Roosevelt took a lot of important measures to deal with unemployment. For example, in his 'Hundred Days' he introduced laws to help farmers (the Agricultural Adjustment Act) and to create large building projects (the Tennessee Valley Authority Act and the Civil Works Administration) both of which were important in getting unemployed people back to work...</i></p>

<p><b>QWC</b> <b>i-ii-iii</b></p>	<p><i>He also did a lot to help the banks. The Emergency Banking Act was passed in 1933. All banks were shut and were inspected by government officials and only allowed to reopen if they were 'financially sound'. 5000 banks reopened in March. Roosevelt also introduced measures to insure people's savings in government approved banks...</i></p> <p><b>Maximum 6 marks for answers that do not detail a consequence in addition to those prompted by the stimulus material, for example introducing social security.</b></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 candidate spells, punctuates and uses some of the rules of grammar with general accuracy.</p>
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<p style="text-align: center;"><b>3</b></p> <p style="text-align: center;"><b>QWC</b> <b>i-ii-iii</b></p>	<p style="text-align: center;"><b>8–12</b></p>	<p><b>Developed explanation of consequence.</b> Developed explanation of consequences, agreeing and/or disagreeing with the question.</p> <ul style="list-style-type: none"> <li>• 8–9 marks for one consequence explained.</li> <li>• 9–10 marks for two consequences explained.</li> <li>• 11–12 marks for three or more consequences explained.</li> </ul> <p><i>e.g. 'Roosevelt took a lot of important measures to deal with unemployment. For example, in his 'Hundred Days' he introduced laws to help farmers (the Agricultural Adjustment Act) and to create large building projects (the Tennessee Valley Authority Act and the Civil Works Administration, both of which were important in getting unemployed people back to work. These measures had a significant effect. Unemployed people were put to work and able to earn a wage. This gave them their self-respect and perhaps more importantly, stopped them becoming discontented and turning against the government...</i></p> <p><i>He also did a lot to help the banks. This was really important because the banks had lost money in the Crash and people's confidence was gone. There was a real fear that there might be a 'run' on the banks and the economy would collapse. The Emergency Banking Act was passed in 1933. All banks were shut and were inspected by government officials and only allowed to reopen if they were 'financially sound'. 5000 banks reopened in March. Roosevelt also introduced measures to insure people's savings in government approved banks. By doing this, Roosevelt restored people's faith in the banking system...</i></p> <p><i>Introducing social security was also important because...</i></p> <p><b>Maximum 10 marks for answers that do not explain a consequence beyond those prompted by the stimulus material, for example introducing social security.</b></p>
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		Writing communicates ideas using historical terms accurately and showing some direction and control in the organising of material. The candidate uses some of the rules of grammar appropriately and spells and punctuates with considerable accuracy, although some spelling errors may still be found.
4	13–16	<p><b>Prioritises consequences or sees link between them.</b> This considers the relationship between a range of consequences. (This level can be achieved only if the response has explained at least three consequences and has made explicit comparisons of the relative importance of two of them in coming to a judgement.)</p> <p><i>e.g.</i> As Level 3 plus</p> <p><i>It was important to reduce unemployment to give people more to spend and maintain their self-respect, but the reforms to banks were even more important, because the whole economy depended on banks working efficiently.</i></p> <ul style="list-style-type: none"> <li>15–16 marks for judgement of the relative importance of more than two consequences or for an answer which shows the interrelationship between three consequences in coming to a judgement.</li> </ul> <p><i>e..g</i> As Level 3 plus.</p> <p><i>... but neither reducing employment nor addressing social concerns was as important as restoring financial stability since without the confidence to lend and borrow from banks economic activity would almost cease'.</i></p> <p><b>NB: No access to Level 4 for answers that do not explore a factor beyond those prompted by the stimulus material, for example, introducing social security.</b></p> <p>Writing communicates ideas effectively, using a range of precisely-selected historical terms and organising information clearly and coherently. The candidate 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
	<b>0</b>	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	<b>1</b>	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.

**QWC  
i-ii-iii**

Intermediate	<b>2–3</b>	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.
High	<b>4</b>	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.

