

## Edexcel GCSE History A and B

### Controlled Assessment

# CA3: USA 1919–1941

## What are the changes to content from 2013?

The content is now structured into the following three bullet points. The green text indicates content that has been clarified, expanded or moved.

- The US economy 1919–41: **the reasons for Boom and Bust**; the USA in the Depression.
- **Changes and divisions in US society 1919–41: the changing role of women in the 1920s; prohibition and gangsterism to 1933; racism and intolerance; differing opportunities for white and black Americans in the USA 1919–41.**
- A New Deal: **how effective was Roosevelt in dealing with the Depression 1933–41?**

This option must not be combined with:

- History A specification Unit 2C USA 1919–41

## Has the representation focus changed from 2013?

Previously the representation focus for this option was: How did the USA deal with its economic problems in the 1930s? The third bullet point above now forms the representation focus.

## Suggested resources to support teachers and candidates

The following is a provisional list of resources, which may be useful for this topic.

There are no published resources written specifically for this Edexcel GCSE controlled assessment topic. However, teachers can use any GCSE Modern World student book on this period to teach the enquiry section – for example:

*GCSE Modern World History Unit 2C The USA 1919–41 Student Book*, by Jane Shuter (Pearson)

*GCSE Modern World History for Edexcel: The USA 1919–41*, by Waugh and Wright (Hodder).

There are many other published resources on this period available from major publishers for both GCSE and A level which teachers can use to help plan their teaching and students may find a good source of additional reading.

Edexcel have produced a detailed scheme of work for the Modern World Unit 2C examined topic on The USA 1919–41, which contains links to useful websites and references to other useful resources. It can be found on the link below under Editable Schemes of Work:

[www.edexcel.com/quals/gcse/gcse09/history/a/Pages/default.aspx](http://www.edexcel.com/quals/gcse/gcse09/history/a/Pages/default.aspx)

Useful websites include:

- [www.johndclare.net/America1.htm](http://www.johndclare.net/America1.htm)
- [www.historylearningsite.co.uk/america\\_intro\\_1918.htm](http://www.historylearningsite.co.uk/america_intro_1918.htm)
- [www.bbc.co.uk/schools/gcsebitesize/history/mwh/usa/](http://www.bbc.co.uk/schools/gcsebitesize/history/mwh/usa/)
- [www.bbc.co.uk/schools/gcsebitesize/history/mwh/usa/](http://www.bbc.co.uk/schools/gcsebitesize/history/mwh/usa/)

## Topic timeline

We have provided the timeline below as an additional resource for students.

- 1919 Woodrow Wilson (President) (had been since 1913).
- 1919 Prohibition introduced.
- 1919 The Sacco and Vanzetti Case.
- 1921 Warren G Harding (President).
- 1922 Fordney-McCumber tariff.
- 1923 Calvin Coolidge (President).
- 1924 KKK had about 5 million members.
- 1927 Sacco and Vanzetti executed.
- 1929 Herbert C Hoover (President).
- 1929 Wall Street Crash.
- 1933 F D Roosevelt (President).
- 1933 F D Roosevelt started his 'fireside chats'.
- 1933 Fewer than 15,000 banks (had been over 25,000 in 1929).
- 1933 Unemployment about 14,000,000 people.
- 1933 'New Deal' introduced.
- 1933 Civil Conservation Act.
- 1933 Tennessee Valley Authority.
- 1933 Farmers' Relief Act.
- 1933 National Industrial Recovery Act.
- 1934 Huey Long began his attack on the New Deal.
- 1934 Securities Exchange Commission.
- 1935 The Works Progress Administration.
- 1935 The Social Security Act.
- 1935 The Wagner Act.
- 1935 The Supreme Court opposed some aspects of the New Deal.
- 1935 The worst year for 'dust storms'.
- 1936 F D Roosevelt elected for second term as President.
- 1936 Second 'New Deal' introduced.
- 1938 New Deal appeared to ending.
- 1941 USA attacked by Japan.

## Exemplar scheme of work

The following scheme of work provides a suggested approach and is not intended to be prescriptive.

Generic scheme of work	Subject content	15-week programme
<p><b>Context, concepts and application</b></p> <p>The historical context for Part A.</p> <p>The key features of the period or issue.</p> <p>Reasons for change and developments.</p> <p>Practise analysing causation, change, consequence.</p> <p>Practise writing extended responses with a focus on causation, change, etc.</p> <p>The historical context of the enquiry/ies identified in Part B.</p>	<p><b>Overview Parts A and B</b></p> <ul style="list-style-type: none"> <li>• The US economy 1919-41: the reasons for Boom and Bust; the US in the Depression.</li> <li>• Change and divisions in US society 1919-41: the changing role of women in the 1920s; prohibition and gangsterism to 1933; racism and intolerance; differing opportunities for white and black Americans in the USA 1919-41.</li> </ul> <p>Practice Part A Explanation</p> <ul style="list-style-type: none"> <li>• Part A will require analysis with a focus on explanation of change, causation or consequence.</li> <li>• Typical question stems are: Explain why; Explain the impact; Explain the ways in which XX changed; Explain the role of XX; Explain how.</li> </ul> <p>Practice Part B Enquiry</p> <ul style="list-style-type: none"> <li>• Part B will always require some sort of judgement.</li> <li>• Typical question stems are: How significant; How much impact; How successful; How far; How much change; How different.</li> </ul>	<p>Weeks 1–8 including write-up of Part A, 30 mins.</p> <p>Centres may complete tasks in any order but they must teach the whole of the relevant specification bullet point before completing Part A or Part B and they must teach the whole unit before students write up Part C.</p> <p>If the Part A task is set on the first bullet point, centres may decide to write up this task before teaching the second bullet point. If the Part A task is set on the second bullet point, they may wish to teach both bullet points before completing the Part A and B tasks.</p>

<p><b>Part B Enquiry</b></p> <p>Developing enquiry skills:</p> <ul style="list-style-type: none"> <li>• how to find, select and use sources of information</li> <li>• supporting candidates in the process of their research</li> <li>• includes write-up.</li> </ul>	<p><b>Generic</b></p> <p>Practise identifying and recording relevant information:</p> <ul style="list-style-type: none"> <li>• Students to highlight key points of information or identify key views using a source that is not related to the enquiry.</li> <li>• Students could compare the information on different websites and discuss ways of deciding whether a website would be a good source of information to use.</li> <li>• Students to compare different ways of recording it, for example, bullet points, charts, diagrams.</li> </ul> <p>Practise write-up skills by preparing notes and sources for a Part B-style paragraph.</p>	<p>Weeks 9-10, including write-up of Part B, 1 hour.</p> <p>Centres may wish to set aside class time for students to complete research or may set research as homework while teaching the content for this bullet point or the bullet point for Part C.</p>
<p><b>Part C Context</b></p> <p>The historical context of the representations issue.</p> <p>Coverage of key features of period or issue sufficient to enable candidates to evaluate the accuracy and comprehensiveness of the representations.</p>	<p>A New Deal: how effective was F. D. Roosevelt in dealing with the Depression 1933-41?</p>	<p>Weeks 11–12</p>

<p><b>Part C Skills and concepts</b></p> <p>Understanding and analysing representations.</p> <p>Practise comparing and evaluating representations of the selected issue.</p>	<p><b>Generic</b></p> <p>Introduction to the idea of representation through discussion of social media, selection of items for the front page of newspapers etc.</p> <p>Practise evaluation of portrayal using examples such as school prospectus, social media, news reports.</p> <p>Practise evaluation of a representation using a representation from a previous task or the Representations Bank (one that will not be used as the third representation in the task).</p> <p>Students should understand the criteria being used and the necessity to support the evaluation using additional contextual knowledge.</p>	<p>Weeks 13–15, including write-up of Part C, 1 hour.</p>
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