

Mark Scheme (Results) January 2010

GCSE

GCSE History (5HA02/2C)

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January 2010

Publications Code UG022904

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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.
- 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.*

Unit 2: Modern World Depth Study

Option 2C: The USA, 1919-41

NB. The examples given are an indication of a level of thinking a candidate might display and should not be seen as a complete or required answer.

Question Number		
1 (a)		What can you learn from Source A from the impact of immigration on the USA? Target: Source comprehension, inference, inference support
Level	Mark	Descriptor
	0	No rewardable material
1	1	Students do no more than copy/paraphrase the source. e.g. Some Americans were glad to have the immigrants at first.
2	2-3	Makes unsupported inferences. An inference is a judgement that can be made from studying the source, but is not directly stated by it. e.g. ... I think it tells us that immigration was a controversial thing and could have a negative impact. <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. e.g. ...I think it tells us that immigration was a controversial thing and could have a negative impact because it says Klan members felt threatened by anyone with a different language, colour or religion, which they considered 'un-American'. It led to them setting up organisations like the Ku Klux Klan to oppose immigration.

Question Number		
1 (b)		Describe the problems faced by farmers in the USA in the 1920s. Target: Key features/recall of knowledge (AO1/A02)
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	<p>Simple statement(s). One mark per simple statement made.</p> <ul style="list-style-type: none"> • One simple statement = 1 mark • Two simple statements = 2 marks • Three simple statements = 3 marks <p>e.g. They faced the problem of falling prices.</p>
2	4-6	<p>Developed statement(s). (a developed statement is a simple statement which is supported by factual detail.)</p> <ul style="list-style-type: none"> • One developed statement = 4-5 marks • Two or more developed statements = 5-6 marks <p>e.g. ... They faced the problem of falling prices. Farmers had increased production during the war to cope with shortages in Europe. After the war, agriculture in Europe picked up and there was less demand for American products. So prices dropped.</p>

Question Number		
1 (c)		Explain the effects of Prohibition in the USA in the 1920s. Target: Consequence/recall of knowledge (A01/A02)
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	<p>Simple or generalised statements of consequence(s).</p> <p>The student makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p>e.g. Prohibition made a big difference to some people's lives. They became law-breakers.</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).</p> <p>The student supports the statement with relevant contextual knowledge.</p> <p>e.g. ... One effect was that that many Americans attended 'speakeasies' . These illegal bars opened in their thousands and were very popular with the people.</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).</p> <p>An explanation of more than one consequence supported by selected knowledge.</p> <p>e.g. ... One effect was that that many Americans became involved in the fringes of organised crime. They attended 'speakeasies' where they drank in secret. They knew the speakeasies were illegal, but still attended. Another effect was the growth of gangsterism. As the liquor trade became more profitable, many gangs were formed who fought each other control of the trade. So prohibition brought more crime to the streets of the USA's cities.</p> <ul style="list-style-type: none"> • 6-7 marks for two or more explained statements. • 8 marks for answers which show links between factors.

Question Number		
1 (d)		Explain why there was opposition to Roosevelt's New Deal. 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>e.g. There was a lot of opposition to the New Deal from various opponents who did not like what Roosevelt was doing.</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>Explains causes.</p> <p>The student supports statement(s) with relevant contextual knowledge</p> <p>e.g. ... This was because there were many new laws to deal with working conditions, job creation, etc. People like businessman saw this as government interference.</p> <ul style="list-style-type: none"> • 3-4 marks for one explained cause. • 4-5 marks for two or more explained causes.
3	6-8	<p>Explains why the causes brought about the stated outcome.</p> <p>e.g. ... This was because there were many new laws to deal with working conditions, job creation, etc. Some people didn't like that. They thought that the great American dream was based on the government allowing businesses and individuals freedom to act as they liked. All these new laws sounded like communism and they did not want that. So they opposed the New Deal to stop this.</p> <ul style="list-style-type: none"> • 6-7 marks for one cause linked to outcome. • 7-8 marks for two causes linked to outcome. • Award 8 marks to any answer which prioritises causes or demonstrates how they combined to create the outcome.

Question Number		
2(a)		<p>Explain how new consumer goods changed life for many families in the USA in the 1920s.</p> <p>Target: Change/Recall of knowledge (A01/A02)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	<p>Simple or generalised statement(s) of change.</p> <p>One mark per simple statement made.</p> <p>e.g. Life improved for people as they became richer.</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 change.</p> <p>The student supports the statement with relevant contextual knowledge.</p> <p>e.g.... One change was in the way that people travelled. People had previously been dependent on horse-drawn wagons or the railway. By 1929 over 4 million cars were being sold each year.</p> <ul style="list-style-type: none"> • 3 marks for one developed statement. • 4-5 marks for two or more developed statements.
3	6-8	<p>Developed explanation of change.</p> <p>An explanation of one or more change supported by selected knowledge</p> <p>e.g. ... One change was in the way that people travelled. People had previously dependent on horse-drawn wagons or the railway. By 1929 over 4 million cars were being sold each year. So they became more mobile. They also became more knowledgeable because this was a time the number of radios increased dramatically. At the start of the 1920s few people had a radio, by 1929 \$600 million was being spent on them.</p> <ul style="list-style-type: none"> • 6-7 marks for two or more explained statements. • 8-9 marks for two or more explained statements.

Question Number		
2(b)		Explain why the American economy crashed after 1929. Target: Key feature/recall of knowledge (A01/A02)
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	<p>Simple or generalised statement(s) of ways.</p> <p>One mark per simple statement made Or narrative causes of Wall St crash e.g. The American economy crashed because people lost confidence</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 ways.</p> <p>The student supports the statement with relevant contextual knowledge.</p> <p>e.g ... America went bust after the Wall St. Crash. On Thursday 24 October 1929 investors began selling their shares and prices dropped dramatically, causing difficulties for business</p> <ul style="list-style-type: none"> • 3 or 4 marks for one developed statement. • 4-5 marks for two or more developed statements.
3	6-8	<p>Developed explanation of ways.</p> <p>An explanation of one or more way supported by selected knowledge.</p> <p>e.g. ... America went bust after the Wall St. Crash. On Thursday 24 October 1929 investors began selling their shares and prices dropped dramatically. Confidence in investing in American industries dropped and so did buying consumer goods. So the economy declined. It also declined because there was overproduction. There was only so many cars that people could buy. When the market became saturation people stopped buying and profits fell. So industry started to lay workers off.</p> <ul style="list-style-type: none"> • 6-7 marks for one or more explained reason. • 8 marks for answers which show links between reasons.

Question Number		
3(a)		<p>Was the introduction of mass production the most important reason for the economic boom in the USA in the 1920s? Explain your answer.</p> <p>Target: Analysis of causation/recall of knowledge (AO1/A02) QWC Strands i ii iii Assessing QWC:</p> <ul style="list-style-type: none"> For the highest mark in a level all criteria for the level, including those for QWC must be met.
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	<p>Simple or generalised statements of causation.</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>e.g. I agree because mass production was very important.</p> <p>High level 1 (3-4) For unfocused description</p> <p>e.g. During the period of mass production there were major changes in the way American industry was run.</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> <p>QWC i-ii-iii</p>
2	5-8	<p>Developed statements of causation.</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 focus on one of stimuli only.</p> <p>e.g. ... Hire purchase was very important in the 1920s. What people did was decide to buy something and pay for it in stages. That meant shops could sell things they would not have been able to otherwise.</p> <p>High Level 2 (7-8) Develops two or more of stimuli or other relevant information.</p> <p>e.g. ... Hire purchase was very important in the 1920s. What people did was decide to buy something and pay for it in stages. That meant shops could sell things they would not have been able</p>

<p>QWC i-ii-iii</p>		<p>to otherwise. Advertising was also very important. There were goods available but people needed to be made aware of them and also made to want them. I suppose it is natural to want the latest radio, but it is even more natural if someone is telling you it is 'cool' to have it.</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 causation.</p> <p>Developed explanation of more than one reason agreeing and/or disagreeing from stimulus and/or additional material. The answer mainly focuses on the question.</p> <p>Low Level 3 (9-10) Considers a variety of reasons but judgement implicit</p> <p>e.g. ... Two very important reasons were advertising and hire purchase. There were goods available but people needed to be made aware of them and also made to want them. I suppose it is natural to want the latest radio, but it is even more natural if someone is telling you it is 'cool' to have it.</p> <p>But hire purchase was probably more important What people did was decide to buy something and pay for it in stages. That meant shops could sell things they would not have done otherwise.</p> <p>High Level 3 (11-12) Considers a variety of reasons and explains why one more important than others.</p> <p>e.g. ... Two very important reasons were advertising and hire purchase. Hire purchase was Important What people did was decide to buy something and pay for it in stages. That meant shops could sell things they would not have done otherwise.</p> <p>Advertising was more important because there were goods available but people needed to be made aware of them and also made to want them. I suppose it is natural to want the latest radio, but it is even more natural if someone is telling you it is 'cool' to have it. You can make all the things you like but they won't sell unless people know about them.</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>

4	13-16	<p>A sustained argument.</p> <p>This considers the inter-relationship between a range of reasons from the stimulus and/or additional material.</p> <p>Low level 4 (13-14) Makes judgement on relative importance of more than two reasons.</p> <p>e.g. ... Advertising was important because there were goods available but people needed to be made aware of them and also made to want them. I suppose it is natural to want the latest radio, but it is even more natural if someone is telling you it is 'cool' to have it. You can make all the things you like but they won't sell unless people know about them.</p> <p>Hire purchase was important What people did was decide to buy something and pay for it in stages. That meant shops could sell things they would not have done otherwise. People heard about the goods and hire purchase meant they could buy them.</p> <p>But the most important was mass production. America's resources provided the labour and hire purchase provided the opportunity to buy. But the most important was mass production because it took the labour and used it to make goods which then could be bought by hire purchase. So without mass production there would not have been the goods to buy.</p> <p>High level 4 (15-16) Illustrates that one 'most important reason on its own could not provide a satisfactory explanation.</p> <p>e.g. ... Advertising was important because there were goods available but people needed to be made aware of them and also made to want them. I suppose it is natural to want the latest radio, but it is even more natural if someone is telling you it is 'cool' to have it. You can make all the things you like but they won't sell unless people know about them.</p> <p>Hire purchase was important What people did was decide to buy something and pay for it in stages. That meant shops could sell things they would not have done otherwise. People heard about the goods and hire purchase meant they could buy them.</p> <p>But the most important was mass production. America's resources provided the labour and hire purchase provided the opportunity to buy. But the most important was mass production because it took the labour and used it to make goods which then could be bought by hire purchase. So without mass production there would not have been America's resources and hire purchase were important, but the most important was mass production.</p> <p>Of course, you wouldn't have had mass production without the demand and the demand was created both by advertising (which made people want to buy things) and by hire purchase (which made people able to buy things). So in many ways they are inter-</p>
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<p>QWC i-ii-iii</p>		<p>linked.</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>
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Question Number		
3(b)		<p>Was the setting up of Alphabet Agencies the most successful way President Roosevelt dealt with the Depression? Explain your answer.</p> <p>Target: Analysis of causation/recall of knowledge (AO1/A02) QWC Strands i ii iii Assessing QWC: <ul style="list-style-type: none"> For the highest mark in a level all criteria for the level, including those for QWC must be met. </p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	<p>Simple or generalised statements of causation.</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>e.g. I agree because the Fireside Chats were very important.</p> <p>High level 1 (3-4) For unfocused description</p> <p>e.g. Part of the New Deal involved taking steps to make sure the banks were solvent.</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> <p>QWC i-ii-iii</p>
2	5-8	<p>Developed statements of causation.</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 one of stimuli only.</p> <p>e.g. ... Responding to the war in Europe was very important. It provided work for people in places like munitions factories which were making goods to sell to the European nations at war.</p> <p>High Level 2 (7-8) Develops two or more of stimuli or other relevant information.</p> <p>e.g ... Responding to the war in Europe was very important. It provided work for people in places like munitions factories which were making goods to sell to the European nations at war.</p> <p>The Alphabet Agencies were important because they involved</p>

QWC i-ii-iii		<p>measures to help people in need. Take the Civilian Conservation Corps. It provided work for young unemployed people doing things like planting trees and building libraries.</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>
3	9-12	<p>Developed explanation of causation.</p> <p>Developed explanation of more than one reason agreeing and/or disagreeing from stimulus and/or additional material. The answer mainly focuses on the question.</p> <p>Low Level 3 (9-10) Considers a variety of reasons but judgement implicit</p> <p>e.g. ... Two very important reasons were the Fireside Chats and responding to the war in Europe. The Fireside Chats were an important part of the New Deal, because the New Deal was really all about taking the fear away from people and give them confidence. That is exactly what Roosevelt did in his series of speeches. He gave hope to people.</p> <p>However, the outbreak of the Second World War was also important because by 1939 the American economy was still not thriving, despite all of Roosevelt's efforts. So the need for goods, particularly, war goods, in Europe helped 'prime the pump' even more. So I think that makes it the most important.</p> <p>High Level 3 (11-12) Considers a variety of reasons and explains why one more important than others.</p> <p>e.g. ... Two very important reasons were the Fireside Chats and responding to the war in Europe. The Fireside Chats were an important part of the New Deal, because the New Deal was really all about taking the fear away from people and giving them confidence. That is exactly what Roosevelt did in his series of speeches. He gave hope to people.</p> <p>However, the outbreak of the Second World War was also important because by 1939 the American economy was still not thriving, despite all of Roosevelt's efforts. So the need for goods, particularly, war goods, in Europe helped 'prime the pump' even more. I suspect that it might all have ground to a halt if the war hadn't come along. So that makes the war the most important.</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>
QWC i-ii-iii		

4	13-16	<p>A sustained argument.</p> <p>This considers the inter-relationship between a range of reasons from the stimulus and/or additional material.</p> <p>Low level 4 (13-14) Makes judgement on relative importance of more than two reasons.</p> <p>e.g. ... Alphabet Agencies, the Fireside Chats and the outbreak of the Second World War were all important reasons. The Alphabet Agencies were important because they involved measures to help people in need. Take the Civilian Conservation Corps. It provided work for young unemployed people doing things like planting trees and building libraries. It gave them work and it gave them their pride back. The Fireside Chats were an important part of the New Deal, because the New Deal was really all about taking the fear away from people and give them confidence. That is exactly what Roosevelt did in his series of speeches. He gave hope to people. However, responding to the war in Europe was also important because by 1939 the American economy was still not thriving, despite all of Roosevelt's efforts. So the need for goods, particularly, war goods, in Europe helped 'prime the pump' even more. I suspect that it might all have ground to a halt if the war hadn't come along. So that makes the war the most important.</p> <p>High level 4 (15-16) Illustrates that one 'most important' reason on its own could not provide a satisfactory explanation.</p> <p>e.g. ... Alphabet Agencies, the Fireside Chats and the outbreak of the Second World War were all important reasons. The Alphabet Agencies were important because they involved measures to help people in need. Take the Civilian Conservation Corps. It provided work for young unemployed people doing things like planting trees and building libraries. It gave them work and it gave them their pride back. The Fireside Chats were an important part of the New Deal, because the New Deal was really all about taking the fear away from people and giving them confidence. That is exactly what Roosevelt did in his series of speeches. He gave hope to people. However, responding to the war in Europe was also important because by 1939 the American economy was still not thriving, despite all of Roosevelt's efforts. So the need for goods, particularly, war goods, in Europe helped 'prime the pump' even more. I suspect that it might all have ground to a halt if the war hadn't come along. So that makes the war the most important. Of course, without the other measures, the USA would not have been in a position to respond to the demands of the war. Without encouragement from the Fireside Chats and work through the Alphabet Agencies, the American people would have been in a terrible state. So that makes them all important.</p>
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QWC i-ii-iii		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.
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