

# Mark Scheme (Results) Summer 2011

GCSE History A (5HA02/2C)

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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		
<b>1 (a)</b>		What can you learn from Source A about the USA in the 1920s?  Target: Source comprehension, inference and inference support. (A03)
Level	Mark	Descriptor
	<b>0</b>	No rewardable material
<b>1</b>	<b>1</b>	<b>Students do no more than copy/paraphrase the source.</b>  <i>e.g. ... We can learn that during the 1920s, nearly every town in the USA had its own cinema. By 1929, over 110 million Americans were going to the cinema each week.</i>
<b>2</b>	<b>2-3</b>	<b>Makes unsupported inference(s).</b> An inference is a judgement that can be made from studying the source, but is not directly stated by it.  <i>e.g. ... We can learn that America was a place where going to the cinema became almost an obsession.</i>  <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>	<b>Makes supported inference(s).</b> A supported inference is one which uses detail from the source to prove the inference.  <i>e.g... We can learn that America was a place where going to the cinema became almost an obsession. We know this because the source tells us that 'by 1929 over 110 million Americans were going to the cinema each week.' That is a huge number of people.</i>

Question Number		
<b>1 (b)</b>		Describe the key features of Prohibition in the USA in the 1920s.  Target: Key features/recall of knowledge (AO1/A02)
Level	Mark	Descriptor
	<b>0</b>	No rewardable material
<b>1</b>	<b>1-3</b>	<p><b>Simple statement(s).</b> One mark per simple statement made.</p> <ul style="list-style-type: none"> <li>• One simple statement = 1 mark</li> <li>• Two simple statements = 2 marks</li> <li>• Three simple statements = 3 marks</li> </ul> <p><i>e.g ... Prohibition was the banning of the manufacture and sale of alcohol.</i></p>
<b>2</b>	<b>4-6</b>	<p><b>Developed statement(s).</b> (a developed statement is a simple statement supported by factual detail.)</p> <ul style="list-style-type: none"> <li>• One developed statement = 4-5 marks according to degree of support.</li> <li>• Two developed statements = 5-6 marks</li> </ul> <p><i>e.g. ... Prohibition was a policy brought in by the government to ban alcohol. As a result of pressure from groups such as the Anti-Saloon League, some states had introduced prohibition. From December 1920 that ban became nationwide.</i></p> <p><i>As a result some clever ways were found to get round the ban. Some people produced home-made alcohol (moonshine). Millions of people went to illegal bars (speakeasies) to get a drink.</i></p>

Question Number		
<b>1 (c)</b>		Explain the effects of mass production in America in the 1920s.  Target: Consequence/recall of knowledge (A01/AO2)
Level	Mark	Descriptor
	<b>0</b>	No rewardable material
<b>1</b>	<b>1-2</b>	<p><b>Simple or generalised statements of consequence(s).</b></p> <p>The student makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p><i>e.g ... Mass production had a huge effect in the USA. It was one of the reasons why the economy grew.</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 statements of consequence(s).</b></p> <p>The student supports the statement with relevant contextual knowledge.</p> <p><i>e.g. ... Mass production had a huge effect in the USA. It was one of the reasons why the economy grew. Mass production was pioneered by Henry Ford who used it in his car factories. It involved standardisation (making just one kind of car), division of labour (splitting up the jobs) and using an assembly line to make the jobs come to the worker. By this method, the time it took to make a car dropped from 12 hours to just 1.5 hours.</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 consequence(s).</b></p> <p>The candidate explains one or more consequence(s) supported by selected knowledge.</p> <p><i>e.g. ... Mass production had a huge effect in the USA. It was one of the reasons why the economy grew. Mass production was pioneered by Henry Ford who used it in his car factories. It involved standardisation (making just one kind of car), division of labour (splitting up the jobs) and using an assembly line to make the jobs come to the worker. By this method, the time it took to make a car</i></p>

*dropped from 12 hours to just 1.5 hours.*

*As a result of mass production, goods could be made much more cheaply and sold much more cheaply. So the demand for them grew. More workers were needed and more salaries paid. So demand continued to grow. America went into a boom.*

- 6-7 marks for one or more explained statement
- 8 marks for answers which show links between factors.

Question Number		
<b>1 (d)</b>		<p>Explain why so many Americans were able to buy shares on the Wall Street stock exchange in the 1920s.</p> <p>Target: Causation/Recall of knowledge (A01/A02)</p>
Level	Mark	Descriptor
	<b>0</b>	No rewardable material
<b>1</b>	<b>1-2</b>	<p><b>Simple or generalised statements of causation.</b></p> <p><i>e.g. ...Many Americans were able to buy shares because it was easy to do.</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 causation.</b></p> <p>The candidate supports statement(s) with relevant contextual knowledge</p> <p><i>e.g ... Many Americans were able to buy shares because America was booming and they knew they would get their money back, and more. In the 1920s, because many American companies were profitable, there shares went up and so people could buy shares and sell them at a profit. Because people wanted to buy shares, the prices went up. It seemed an easy way to make money.</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 ... Many Americans were able to buy shares because America was booming and share-buying spread. it was part of the American way of life and they hoped to make money. In the 1920s, because many American companies were profitable, there shares went up and so people could buy shares and sell them at a profit. Because people wanted to buy shares, the prices went up. It seemed an easy way to make money.</i></p> <p><i>What really kept share buying going was that it had become so easy. Before the 1920s only wealthy people bought shares. From 1927, however, it seemed that</i></p>

	<p><i>everyone was buying shares. This was possible because many people were buying on the margin. They would borrow money to buy shares and then sell the shares at a profit and repay their debts. So the boom in America had led to a position where share-buying was easy to do – and something people saw as a great way to make money.</i></p>
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- 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 create the outcome.

Question Number		
<b>2(a)</b>		Explain the effects of intolerant attitudes towards immigrants in the USA in the 1920s.  Target: effect/recall of knowledge (A01/A02)
Level	Mark	Descriptor
	<b>0</b>	No rewardable material
<b>1</b>	<b>1-2</b>	<p><b>Simple or generalised statement(s) of effect.</b></p> <p><b>One mark per simple statement made</b></p> <p><i>e.g... intolerant attitudes led to mistreatment of immigrants and racial minorities.</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 effect.</b></p> <p>The candidate supports the statement with relevant contextual knowledge.</p> <p><i>e.g ... intolerant attitudes led to mistreatment of immigrants and racial minorities. A lot of people were intolerant of immigrants because they were often poor and unskilled, spoke a different language and were connected to radical groups like the communists and the Mafia. You could see this mistreatment in things like the Sacco Vanzetti case.</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 effect.</b></p> <p>An explanation of one or more way supported by selected knowledge.</p> <p><i>e.g ... The major effect of intolerant attitudes in the US was that it turned the country into a divided one. It also produced resentment towards those that were in some way different. So Black Americans suffered from racist violence and attacks from organisations such as the Ku Klux Klan and immigrants found themselves discriminated against. Sacco and Vanzetti were tried and executed on very flimsy evidence. This trial showed that because the USA had become a society where there was intolerance, then you could get unfair treatment of people from minority groups.</i></p>

		<ul style="list-style-type: none"><li>• 6-7 marks for one or more explained statements.</li><li>• 8 marks for answers which show links between factors.</li></ul>
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Question Number		
<b>2(b)</b>		Explain how the lives of many women in the USA changed in the 1920s.  Target: change/recall of knowledge (A01/A02)
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><b>One mark per simple statement made</b></p> <p><i>e.g... The lives of many women changed as they started to have more fun.</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 ... The lives of many women changed as they started to have more fun. Flappers wore silk stockings and short dresses made from modern fabrics. They wore make up and many of them smoked and drank. Most of them worked and had money to spend on entertainment.</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 way supported by selected knowledge.</p> <p><i>e.g ... The lives of many women changed a lot in the 1920s. In 1920 they were given the vote and women had a lot more independence. For example flappers wore silk stockings and short dresses made from modern fabrics. They wore make up and many of them smoked and drank. Most of them worked and had money to spend on entertainment.</i></p> <p><i>Obviously most women were not flappers, but their example showed how the position of women in general was beginning to change. Women were now less likely to be regarded as inferior or second class citizens. Job opportunities were beginning to open up. There was a long way to go, but women were moving nearer equality in the</i></p>

		<p><i>1920s. They were certainly much nearer it than they had been before World War One.</i></p>
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- 6-7 marks for one or more explained statement.
- 8 marks for answers which show links between factors.

Question Number		
<b>3(a)</b>		<p>Was loss of confidence in the government the most serious effect of the Wall Street Crash in the years 1929–33? 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"> <li>• Loss of confidence in the government</li> <li>• Loss of confidence in banks</li> <li>• Hoovervilles</li> <li>• Unemployment</li> </ul> <p>Target: Analysis of change/recall of knowledge (AO1/A02)</p> <p><b>QWC Strands i ii iii</b> Assessing QWC:</p> <ul style="list-style-type: none"> <li>• For the highest mark in a level <b>all</b> criteria for the level, including those for QWC must be met.</li> </ul>
Level	Mark	Descriptor
	<b>0</b>	No rewardable material
<b>1</b>	<b>1-4</b>	<p><b>Simple or generalised statements of change.</b></p> <p>The candidate 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 little development.</p> <p><i>e.g I think loss of confidence in the government was the most important. You need that if the country is going to run properly.</i></p> <p>High level 1 (3-4) For unfocused description</p> <p><i>e.g... Homeless people who had gone to the cities looking for work began to build temporary houses on the edges of towns. These became known as Hoovervilles after the President, who didn't seem to be helping them.</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>
<b>QWC i-ii-iii</b>		
<b>2</b>	<b>5-8</b>	<p><b>Developed statements of change.</b></p> <p>Developed statements which agree and/or disagree using the stimulus and/or additional material. Mostly relevant</p>

<p><b>QWC</b> <b>i-ii-iii</b></p>		<p>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><i>e.g... Losing confidence in the banks was a problem. A lot of people were worried that the money they had in the banks would be lost because banks had lost money in the Wall St. Crash. So they began queuing to get their money out. Of course, banks don't keep all the money. They lend it out. So people couldn't get their money.</i></p> <p>High Level 2 (7-8) Develops two or more of stimuli or other relevant information.</p> <p><i>e.g... Losing confidence in the banks was a problem. A lot of people were worried that the money they had in the banks would be lost because banks had lost money in the Wall St. Crash. So they began queuing to get their money out. Of course, banks don't keep all the money. They lend it out. So people couldn't get their money.</i></p> <p><i>Unemployment was another serious problem. The spiral which had taken brought America prosperity went into reverse. There was now less demand, so less needed making and fewer workers were needed. As they lost their jobs, demand dropped even more.</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><b>3</b></p>	<p><b>9-12</b></p>	<p><b>Developed explanation of change.</b></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><i>e.g... Losing confidence in the banks was a problem. A lot of people were worried that the money they had in the banks would be lost because banks had lost money in the Wall St. Crash. So they began queuing to get their money out. Of course, banks don't keep all the money. They lend it out. So people couldn't get their money. This was a serious blow to the economy and the American way of life. Banks were at the centre of the American economy and</i></p>

<p><b>QWC i-ii-iii</b></p>		<p><i>considered 'safe'. If people lost faith in them, the economy would not be able to operate.</i></p> <p><i>Unemployment was another serious problem. The spiral which had take brought America prosperity went into reverse. There was now less demand, so less needed making and fewer workers were needed. As they lost their jobs, demand dropped even more. One of the major jobs of all governments is to keep people in work. If governments can't do this, often trouble occurs.</i></p> <p>High Level 3 (11-12) Considers a variety of reasons and explains why one more important than others.</p> <p><i>e.g... Losing confidence in the banks was a problem. A lot of people were worried that the money they had in the banks would be lost because banks had lost money in the Wall St. Crash. So they began queuing to get their money out. Of course, banks don't keep all the money. They lend it out. So people couldn't get their money. This was a serious blow to the economy and the American way of life. Banks were at the centre of the American economy and considered 'safe'. If people lost faith in them, the economy would not be able to operate.</i></p> <p><i>Unemployment was another serious problem. The spiral which had take brought America prosperity went into reverse. There was now less demand, so less needed making and fewer workers were needed. As they lost their jobs, demand dropped even more. One of the major jobs of all governments is to keep people in work. If governments can't do this, often trouble occurs.</i></p> <p><i>I think both of these factors are very serious, but the loss of confidence in banks is more serious. Jobs can be created, but confidence in the banks is central to the American way of life and business cannot operate without it.</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><b>4</b></p>	<p><b>13-16</b></p>	<p><b>A sustained argument.</b></p> <p>This considers the inter-relationship between a range of reasons from the stimulus and/or additional material.</p>

<p><b>QWC</b> <b>i-ii-iii</b></p>	<p>Low level 4 (13-14) Makes judgement on relative importance of more than two reasons.</p> <p><i>e.g... Losing confidence in the banks was a problem. A lot of people were worried that the money they had in the banks would be lost because banks had lost money in the Wall St. Crash. So they began queuing to get their money out. Of course, banks don't keep all the money. They lend it out. So people couldn't get their money. This was a serious blow to the economy and the American way of life. Banks were at the centre of the American economy and considered 'safe'. If people lost faith in them, the economy would not be able to operate.</i></p> <p><i>Unemployment was another serious problem. The spiral which had taken brought America prosperity went into reverse. There was now less demand, so less needed making and fewer workers were needed. As they lost their jobs, demand dropped even more. One of the major jobs of all governments is to keep people in work. If governments can't do this, often trouble occurs.</i></p> <p><i>When people lost their jobs, many of them began moving to the cities looking for work. As they had no jobs they could not afford accommodation so they began to build temporary houses on the edges of towns. These became known as Hoovervilles after the President, who didn't seem to be helping them. In many ways this a problem. It wasn't just that people had no homes, it was that they seemed to have no confidence in the government and were prepared to insult the President.</i></p> <p><i>But the Hoovervilles were a product of unemployment and can't have been as important as the unemployment itself. So I think that unemployment is the most important factor.</i></p> <p>High level 4 (15-16) Illustrates that one 'most important reason on its own could not provide a satisfactory explanation.</p> <p><i>e.g.... (as above, plus)</i></p> <p><i>The reasons are all tied together really. The collapse in the economy led to unemployment; the unemployment meant people lost their faith in the system and runs on banks started. The lack of work made people move to cities looking for jobs. When they couldn't find it, they lost confidence in the government and some ended up living in Hoovervilles.</i></p>
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		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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Question Number		
<b>3(b)</b>		<p>Was the cost of the New Deal the main reason why some people in America opposed Roosevelt? 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"> <li>• The cost of the New Deal</li> <li>• Government interference in business</li> <li>• Criticism from radicals such as Huey Long</li> <li>• The attitude of the Supreme Court</li> </ul> <p>Target: Analysis of effect/recall of knowledge (AO1/A02)</p> <p><b>QWC Strands i ii iii</b> Assessing QWC:</p> <ul style="list-style-type: none"> <li>• For the highest mark in a level <b>all</b> criteria for the level, including those for QWC must be met.</li> </ul>
Level	Mark	Descriptor
	<b>0</b>	No rewardable material
<b>1</b>	<b>1-4</b>	<p><b>Simple or generalised statements of effect.</b></p> <p>The candidate 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 little development.</p> <p><i>e.g People opposed Roosevelt because they thought he was wasting money.</i></p> <p>High level 1 (3-4) For unfocused description</p> <p><i>e.g... In 1932 stood as a candidate for the Presidency. He promised people that he would introduce a New Deal . When he was elected he said 'We have nothing to fear, but fear itself' and introduced measures to get people working and restore faith in the economic system</i></p> <p><b>QWC i-ii-iii</b> 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>
<b>2</b>	<b>5-8</b>	<p><b>Developed statements of effect.</b></p> <p>Developed statements which agree and/or disagree using the stimulus and/or additional material. Mostly relevant</p>

<p><b>QWC i-ii-iii</b></p>		<p>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><i>e.g... Many Republicans opposed what Roosevelt was doing. They still believed that laissez-faire was the best policy for putting the economy right. That policy had helped America become rich and it would help it recover. They didn't want to see a lot of government interference.</i></p> <p>High Level 2 (7-8) Develops two or more of stimuli or other relevant information.</p> <p><i>e.g... Many Republicans opposed what Roosevelt was doing. They still believed that laissez-faire was the best policy for putting the economy right. That policy had helped America become rich and it would help it recover. They didn't want to see a lot of government interference. Other Americans complained about the cost. Many politicians thought that the way Roosevelt was spending money was wasteful. He was trying to prime the pump, but there was a worry about the huge amounts being spent.</i></p> <p><i>Huey Long had supported Roosevelt in the 1932 election, but now he was calling for things like a maximum on the wealth people could have. He said this should be \$50,000,000</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><b>3</b></p>	<p><b>9-12</b></p>	<p><b>Developed explanation of effect.</b></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><i>e.g... Many Republicans opposed what Roosevelt was doing. They still believed that laissez-faire was the best policy for putting the economy right. That policy had helped America become rich and it would help it recover. They didn't want to see a lot of government interference. This caused opposition to Roosevelt because he appeared to be acting in a 'non-American' way. The sort of</i></p>

<p><b>QWC i-ii-iii</b></p>		<p><i>measures he was introducing seemed like the sort of central control that happened in communist countries.</i></p> <p><i>Other Americans complained about the cost. Many politicians thought that the way Roosevelt was spending money was wasteful. He was trying to prime the pump, but there was a worry about the huge amounts being spent. The idea of deficit spending by the government was completely new and people didn't understand it. So they worried that future problems were being stored up.</i></p> <p>High Level 3 (11-12) Considers a variety of reasons and explains why one more important than others.</p> <p><i>e.g... Many Republicans opposed what Roosevelt was doing. They still believed that laissez-faire was the best policy for putting the economy right. That policy had helped America become rich and it would help it recover. They didn't want to see a lot of government interference. This caused opposition to Roosevelt because he appeared to be acting in a 'non-American' way. The sort of measures he was introducing seemed like the sort of central control that happened in communist countries.</i></p> <p><i>Other Americans complained about the cost. Many politicians thought that the way Roosevelt was spending money was wasteful. He was trying to prime the pump, but there was a worry about the huge amounts being spent. The idea of deficit spending by the government was completely new and people didn't understand it. So they worried that future problems were being stored up.</i></p> <p><i>It is difficult to say which of these reasons is more important because they both were based on fear of something different from what normally happened. But I suppose it was probably fear of too much government interference. That was not 'the American way'.</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><b>4</b></p>	<p><b>13-16</b></p>	<p><b>A sustained argument.</b></p> <p>This considers the inter-relationship between a range of effects from the stimulus and/or additional material.</p>

Low level 4 (13-14) Makes judgement on relative importance of more than two reasons.

*e.g....Many Republicans opposed what Roosevelt was doing. They still believed that laissez-faire was the best policy for putting the economy right. That policy had helped America become rich and it would help it recover. They didn't want to see a lot of government interference. This caused opposition to Roosevelt because he appeared to be acting in a 'non-American' way. The sort of measures he was introducing seemed like the sort of central control that happened in communist countries.*

*Other Americans complained about the cost. Many politicians thought that the way Roosevelt was spending money was wasteful. He was trying to prime the pump, but there was a worry about the huge amounts being spent. The idea of deficit spending by the government was completely new and people didn't understand it. So they worried that future problems were being stored up.*

*There were also serious worries that what the Supreme Court thought about what Roosevelt was doing and whether it was against the American constitution. The American constitution gave the individual states certain rights against the Federal government. What Roosevelt was doing was increasing the power of the Federal government. The Supreme Court ruled that some of Roosevelt's Alphabet Agencies were against the American constitution. So Roosevelt had to introduce new measures. In 1937 Roosevelt decided to get supporters of his program on the list of judges in Supreme Court. Some people thought this was a very dangerous thing to do and went against the idea of checks and balances.*

*This attempt to pack the Supreme Court was much more important in creating opposition to the New Deal as it appeared to be showing a President 'bending the rules'. Taking on power and spending money was one thing, but trying to 'cheat' was not acceptable.*

High level 4 (15-16) Illustrates that the most important effect on its own could not provide a satisfactory explanation.

*e.g....(as above plus)*

*In the end, it depends how you look at it. Some people objected to greater spending, but most didn't because they didn't have any money. Some were opposed to government interference, but others just wanted jobs; Huey long wanted something more radical, but others*

<b>QWC i-ii-iii</b>	<p><i>were just grateful. Perhaps everyone was concerned about going against the constitution, but then again, did it really matter if it solved the problems?</i></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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