

Mark Scheme (Results)

Summer 2012

GCSE History A (5HA02/2C)

Unit 2: Modern World Depth Study

Option 2C: The USA, 1919-41

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## General Marking Guidance

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

### Placing a mark within a level mark band

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

Question Number		
<b>1 (a)</b>		What can you learn from Source A about gangsterism in USA?  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. ... .Capone bribed the authorities in Chicago, including police, judges and politicians. Capone's photograph appeared on the front cover of Time, America's leading weekly magazine.</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. ... The gangsters were considered to be celebrities.</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... The gangsters were considered to be celebrities. I know this because Al Capone's picture appeared on the cover of Time magazine</i>

Question Number		
<b>1 (b)</b>		Describe the key features of racism 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 ... Racism was seen in the USA through intolerance of immigrants and organised opposition like the Ku Klux Klan</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 ... Racism was seen in the USA through intolerance of immigrants and organised opposition like the Ku Klux Klan</i></p> <p><i>In the south, the Jim Crow laws enforced segregation and made black people into second class citizens. In many states they were not allowed to vote and they lived in different communities and attended different schools. Even in the North where there were no segregation laws, black people lived in separate neighbourhoods, often in the worst parts of town</i></p> <p><i>The KKK was strong in the South. It was a militant group which was determined to stop the blacks having equal rights. It opposed not only black people but also immigrants from non Anglo-Saxon countries, or people with left wing political beliefs. In some states, the police, the law courts and local government had KKK members in them.</i></p>

Question Number		
1 (c)		Explain the effects of advertising on the USA in the 1920s. Target: Consequence/recall of knowledge (A01/AO2)
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	<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 ... Advertising helped bring about the boom.</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>
2	3-5	<p><b>Developed statements of consequence(s).</b></p> <p>The student supports the statement with relevant contextual knowledge.</p> <p><i>e.g. ... Advertising became big business in the 1920s. Adverts appeared on billboards and in newspapers and magazines across the country. They were full of attractive pictures and suggested that buying goods would bring people a better life style. Adverts also appeared on radios, and as there were nearly 3 million of those by 1925, advertising had a big impact.</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>
3	6-8	<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. ... Advertising had an enormous effect on the USA. It was a vital part of the process of bringing about a thriving economy through consumerism. Adverts encouraged people to buy, often with a 'keeping up with the neighbours' approach. It was linked to mass production and hire purchase so that consumerism thrived. America in the 1920s became prosperous and American society become more sophisticated and had numerous consumer goods. Advertising played a large part in bringing this about.</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>

Question Number		
<b>1 (d)</b>		<p>Explain why the 1920s was a difficult time for some farmers and farm workers in the USA.</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. ... This was because demand dropped after the First World War.</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 ... During the First World War many farmers brought more land so that they could grow crops to sell to Europe. They usually took out mortgages to buy this land. When the war finished Europe began producing food again, demand for American produce declined and there was a surplus. So prices dropped and farmers lost 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 ... There were two major reasons why farmers and farm labourers did poorly.</i></p> <p><i>Firstly, the advantageous conditions of the First World War came to an end. During the First World War many farmers brought more land so that they could grow crops to sell to Europe. They usually took out mortgages to buy this land. When the war finished Europe began producing food again, demand for American produce declined and there was a surplus. So prices dropped and farmers lost money. Some farmers were in 'over their heads' and could not pay their mortgages – so they lost their farms.</i></p> <p><i>It was also true that the world was changing. In 1920 prohibition brought about a reduced demand for grapes and barley. The growth of the motor industry reduced the need for fodder for horses and the demand for cotton and wool fell as synthetic materials were used to make clothes. All of this harmed farmers and farm labourers lost jobs as a result.</i></p> <ul style="list-style-type: none"> <li>• 6-7 marks for one cause linked to outcome.</li> </ul>

		<ul style="list-style-type: none"><li>• 7-8 marks for two or more causes linked to outcome.</li><li>• Award 8 marks to any answer which prioritises causes or demonstrates how they combined to create the outcome.</li></ul>
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Question Number		
<b>2(a)</b>		<p>Explain the steps taken by Roosevelt's opponents to try to stop his New Deal measures.</p> <p>Target: change/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 statement(s) of ways.</b></p> <p><b>One mark per simple statement made</b></p> <p><i>e.g...They tried to stop him by pointing out how it all cost too much money.</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 ways.</b></p> <p>The candidate supports the statement with relevant contextual knowledge.</p> <p><i>e.g ... The New Deal was popular with the general public, but there was also quite a bit of opposition. The Republicans complained about the cost and the extra powers that the government had to use. Others complained that the government was not doing enough. These people tried to stop his New Deal measures by criticising him in public.</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 ways.</b></p> <p>An explanation of one or more way supported by selected knowledge.</p> <p><i>e.g ...Opponents of the New Deal tried a variety of ways to stop Roosevelt's New Deal measures. They tried to get the general public to oppose the New Deal by playing on their fears. So the Republicans claimed that money was being wasted, that the policy would not work and those who were working would see tax increases for a policy that wasn't working. They also appealed to the Americans' fear of communism by comparing what Roosevelt was doing with what you might see in Communist Russia. Other opponents, such as Huey Long, played on peoples' fears by saying that Roosevelt was not doing enough.</i></p> <p><i>Another way that Roosevelt's opponents tried to stop his measures was by trying to get the Supreme Court to agree that the measures were unconstitutional. So the Schechter brothers took the government to court over the NRA codes. The Supreme Court said the NRA was acting unconstitutionally. This was a</i></p>

		<p><i>very effective way of opposing the New Deal. The President could not be seen to be going against the constitution.</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>		<p>Explain the changes in the US economy from the beginning of the Second New Deal (1935) to 1941.</p> <p>Target: change/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 statement(s) of change.</b>  <b>One mark per simple statement made.</b></p> <p><i>e.g...The economy got worse for a bit, but then improved.</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 1941 the Americans entered the Second World War. However, the outbreak in 1939 had affected the USA. Roosevelt decided to supply the Allies with arms and ammunition through the lend-lease system. It was this decision which meant that new jobs were created and the Depression in the USA came to an end...</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 ... This was a time when there were a lot of changes in the US economy. The first New Deal had brought unemployment down to under 11 million and had stimulated the economy. From 1935 unemployment continued to drop until each reached under 8 million in 1937. But then the recovery which Roosevelt had brought about came to a halt. Unemployment went up to over 10 million in 1937. In 1938 industrial production declined and the government made cuts because it needed to balance the books. The economy was in trouble.</i></p> <p><i>Then in 1939 Europe went to war. When Roosevelt decided to supply the Allies with arms and ammunition through the lend-lease system, this stimulated the economy and brought unemployment back down as American industry began producing goods for the war. Although the USA did not enter the war until Dec 1941, by then unemployment was only half what it had been in 1938. The outbreak of the war brought great benefits to the American economy. So during this period things got worse for the economy, but then picked up.</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>3(a)</b>		<p>Was speculation on Wall Street the main reason why the economy of the USA collapsed in 1929? 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>• Speculation on Wall Street</li> <li>• Loss of confidence</li> <li>• Lack of credit control</li> <li>• Over-production</li> </ul> <p>Target: Analysis of causation/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 causation.</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 no development.</p> <p><i>e.g . Yes it was loss of confidence. People stopped believing in the dream.</i></p> <p>High level 1 (3-4) For unfocused description</p> <p><i>e.g... In 1929, the American economy collapsed. There had been a boom in America but for a number of reasons, the boom now came to an end and depression set in.</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> <p><b>QWC i-ii-iii</b></p>
	<b>5-8</b>	<p><b>Developed statements of causation.</b></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><i>e.g... During the 1920s the banks lent money to businesses to expand and to consumers to buy homes and consumer goods. Lack of credit control was a problem because too much money was being lent</i></p>

<p><b>QWC</b> <b>i-ii-iii</b></p>		<p>High Level 2 (7-8) Develops two or more of stimuli or other relevant information.</p> <p><i>e.g... During the 1920s the banks lent money to businesses to expand and to consumers to buy homes and consumer goods. Lack of credit control was a problem because too much money was being lent</i></p> <p><i>Lack of confidence was also a problem. Things had been great during the 1920s and for many people it was a 'Golden Decade'. So they thought the good times would continue and that share prices would keep rising. But during 1929 some people stopped believing this.</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 causation.</b></p> <p>Answers which explain only one factor should be marked at L2 8 Marks</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 no explicit judgement of relative importance</p> <p><i>e.g... During the 1920s the banks lent money to businesses to expand and to consumers to buy homes and consumer goods. Lack of credit control was a problem because too much money was being lent. There was bound to come a time when the economy at least faltered and people had to pay back their loans. Once it was shown that they couldn't, then there was going to be trouble. That is exactly what happened.</i></p> <p><i>Lack of confidence was also a problem. Things had been great during the 1920s and for many people it was a 'Golden Decade'. So they thought the good times would continue and that share prices would keep rising. Now things began to change. As some people began to doubt that the boom would continue, they started being more careful about buying goods and investing in shares.</i></p> <p>High Level 3 (11-12) Considers a variety of reasons and explains why one more important than others.</p> <p>e.g ... (as Low Level 3 , plus)</p> <p><i>Of course, it is lack of credit control which is the more important, because that is what did the damage. Lack of confidence was just a state of mind which led some people to be more careful .</i></p>

<p><b>QWC i-ii-iii</b></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>QWC i-ii-iii</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>Low level 4 (13-14) Makes judgement on relative importance of more than two reasons.</p> <p>e.g... High Level 3, plus prioritisation against another factor.</p> <p><i>...but whilst lack of credit control was more important than lack of confidence overconfidence, neither of them was as important as overproduction. Without overproduction the bubble would not have burst because...</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) To me, they all join together. We have too much credit being issued. As consumers have bought almost all they can, we have overproduction, which brings unemployment and so even more overproduction. This makes people lose confidence, which means etc...</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>

Question Number		
<b>3(b)</b>		<p>Was the Civilian Conservation Corps Roosevelt's most effective measure in the years 1933-35 in dealing with the problems of the Great Depression? 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 Civilian Conservation Corps (CCC)</li> <li>• The Agricultural Adjustment Act (AAA)</li> <li>• The Tennessee Valley Authority (TVA)</li> <li>• The Social Security Act</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 no development.</p> <p><i>e.g. They are all important and all helped make things better</i></p> <p>High level 1 (3-4) For unfocused description</p> <p><i>e.g... Roosevelt undertook a series of measures to overcome the effects of the Great Depression. Some of these were very effective but others had minimal effect.</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> <p><b>QWC i-ii-iii</b></p>
	<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 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... The Civilian Conservation Corps was a good idea. Young men, aged 17-23 went to camps in the countryside to work on replacing forests and digging ditches. The camps were run by the army and the workers earned \$30 a month.</i></p>

<p><b>QWC</b> <b>i-ii-iii</b></p>		<p>High Level 2 (7-8) Develops two or more of stimuli or other relevant information.</p> <p><i>e.g... The Civilian Conservation Corps was a good idea. Young men, aged 17-23 went to camps in the countryside to work on replacing forests and digging ditches. The camps were run by the army and the workers earned \$30 a month.</i></p> <p><i>The Agricultural Adjustment Act was introduced to help farmers. It was a good idea because it regulated the major crops, such as corn, cotton, wheat, rice peanuts, tobacco and milk. It began by buying up surplus crops. This helped the farmers.</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>Answers which explain only one effect should be marked at Level 2 8 marks.</p> <p>Developed explanation of more than one effect 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 effects but no explicit judgement of relative importance.</p> <p><i>e.g... The Civilian Conservation Corps was an effective way of dealing with the problems created by the good idea. Young men, aged 17-23 went to camps in the countryside to work on replacing forests and digging ditches. The camps were run by the army and the workers earned \$30 a month. What it did was not only get people off the streets, but also gave them some earnings which they could spend. So it solved homelessness and created work.</i></p> <p><i>The Agricultural Adjustment Act was introduced to help farmers. It was a good idea because it regulated the major crops, such as corn, cotton, wheat, rice peanuts, tobacco and milk. It began by buying up surplus crops. This helped the farmers because agriculture was in a terrible state. It was costing more to harvest some crops than could be got from selling them. So farmers had no income. This way, they got a guaranteed price and the surplus could be kept for years when there was a shortage.</i></p> <p>High Level 3 (11-12) Considers a variety of effects and explains why one more important than others.</p> <p>e.g ... (as Low Level 3), but also priorities)</p> <p><i>...Of these two, I think the AAA was more important. The CCC</i></p>

<p><b>QWC i-ii-iii</b></p>		<p><i>helped young men, but it was really only a limited number and for a short period. The AAA was dealing with a huge problem which threatened to destroy many rural communities.</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>QWC i-ii-iii</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> <p>Low level 4 (13-14) Makes judgement on relative importance of more than two effects.</p> <p>e.g... (as High Level 3) plus</p> <p><i>....but neither of these were as important as the Emergency Banking Act. The whole of the American economy revolved around having an efficient banking system that people had faith in. If they didn't have faith, then the economy could not operate properly. By closing the banks and only re-opening the sound ones, Roosevelt restored that faith.</i></p> <p>High level 4 (15-16) Illustrates that the most important effect on its own could not provide a satisfactory explanation.</p> <p>e.g....(as above, plus)</p> <p><i>I suppose, really, they were all effective and it is difficult to say which is the most effective. Certainly, the Emergency Banking Act and the AAA dealt with major problems, but if you were an unemployed 17 year you might think it was the CCC that was most effective.</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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