

Mark Scheme (Results)

January 2013

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.

- 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.

Spelling, Punctuation and Grammar Marking Guidance

- The spelling, punctuation and grammar assessment criteria are common to GCSE English Literature, GCSE History, GCSE Geography and GCSE Religious Studies.
- All candidates, whichever subject they are being assessed on, must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Spelling, punctuation and grammar marking criteria should be applied positively. Candidates must be rewarded for what they have demonstrated rather than penalised for errors.
- Examiners should mark according to the marking criteria. All marks on the marking criteria should be used appropriately.
- All the marks on the marking criteria are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the marking criteria.
- Examiners should be prepared to award zero marks if the candidate's response is not worthy of credit according to the marking criteria.
- When examiners are in doubt regarding the application of the marking criteria to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked unless the candidate has replaced it with an alternative response.
- Handwriting may make it difficult to see if spelling, punctuation and grammar are correct. Examiners must make every effort to assess spelling, punctuation and grammar fairly and if they genuinely cannot make an assessment, the team leader must be consulted.
- Specialist terms do not always require the use of complex terminology but the vocabulary used should be appropriate to the subject and the question.
- Work by candidates with an amanuensis, scribe or typed script should be assessed for spelling, punctuation and grammar.
- Examiners are advised to consider the marking criteria in the following way:
 - How well does the response communicate the meaning?
 - What range of specialist terms is used?
 - How accurate is the spelling, punctuation and grammar?

Unit 2: Modern World Depth Study

Option 2C: 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 about the New Deal in the USA? Target: Source comprehension, inference and inference support. (A03)
Level	Mark	Descriptor
	0	No rewardable material.
1	1	Students do no more than copy/paraphrase the source. <i>e.g. ...We can learn that by 1936 almost all the great achievements of the New Deal were in place.</i>
2	2-3	Makes unsupported inference(s). 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 it was very popular.</i> <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. <i>e.g. ...We can learn that it was very popular as the source tells us that Roosevelt had overwhelming support for carrying on the New Deal.</i>

Question Number		
1 (b)		Describe the key features of opposition to Roosevelt's first New Deal (1933-35). 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><i>e.g. ...People didn't like it because it was a waste of money. Others thought it didn't do enough to help people in need.</i></p>
2	4-6	<p>Developed statement(s). (A developed statement is a simple statement supported by factual detail.)</p> <ul style="list-style-type: none"> • One developed statement = 4-5 marks according to degree of support. • Two developed statements = 5-6 marks according to degree of support. <p><i>e.g... One feature of the opposition to the New Deal was that some people thought it was a waste of money. No federal government had ever spent as much as Roosevelt was spending and not everyone agreed with his philosophy of priming the pump. There were many who could not see the value in spending money to get people to plant trees or paint murals.</i></p> <p><i>Another feature of the criticism was the belief amongst some people that the New Deal did not go far enough. Critics such as Father Coughlin and Huey Long wanted more radical measures, such as nationalising the banks and introducing pensions and unemployment benefit.</i></p>

Question Number		
1 (c)		Explain the effects of gangsterism in the 1920s on the USA. Target: Consequence/recall of knowledge (A01/AO2)
Level	Mark	Descriptor
	0	No rewardable material.
1	1-2	<p>Simple or generalised statements of consequence(s). The student makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p><i>e.g. ...They made the USA a violent place.</i></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 effect(s). The student supports the statement with relevant contextual knowledge, but does not concentrate on effects.</p> <p><i>e.g. ...Prohibition provided the ideal conditions for gangs to prosper. As the sale of alcohol was banned, so gangsters became involved in supplying bootleg alcohol – and they made huge sums of money out of it. One effect of this was that there was more violence as gangs fought for control of the trade. There were also bribes paid to police and local officials.</i></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 effect(s). The candidate explains one or more effect supported by selected knowledge.</p> <p><i>e.g. ...A major effect of gangsterism in the USA was to make society more violent. As the sale of alcohol was banned, so gangsters became involved in supplying bootleg alcohol – and they made huge sums of money out of it. One effect of this was that there was more violence as gangs fought for control of the trade. There were many killings as a result. For example, on 14 Feb 1929 Al Capone's gang killed seven members of the Bugs Moran gang.</i></p> <p><i>Another effect was that it made the USA more corrupt. There was so much money involved in the alcohol trade (Al Capone is supposed to have made \$60 million dollars just in 1927) that gangs were happy to hand out large bribes to police, prohibition agents, judges, juries and local officials. So gangsterism brought more corruption.</i></p> <ul style="list-style-type: none"> • 6-7 marks for one or more explained statement. • 8 marks for answers which show links between factors.

Question Number		
1 (d)		<p>Explain why the economic boom in the USA came to an end in 1929.</p> <p>Target: Causation/Recall of knowledge (A01/A02)</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1-2	<p>Simple or generalised statements of causation.</p> <p><i>e.g. ...The boom came to an end because of overproduction.</i></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 causation.</p> <p>The candidate supports statement(s) with relevant contextual knowledge but does not link causes to the outcome.</p> <p><i>e.g ...During 1929 there were signs that the US economy was in trouble. Unemployment was rising and wages were beginning to fall. The consumer boom was slowing, but companies were continuing to manufacture goods at the same rate. As people began to buy less, the companies' warehouses began to fill with stock which could only be moved by cutting prices. That led to lower profits.</i></p> <ul style="list-style-type: none"> • 3-4 marks for one developed cause. • 4-5 marks for two or more developed causes.
3	6-8	<p>Developed explanation of causation.</p> <p>The candidate explains why the cause(s) brought about the stated outcome. This may involve seeing links or prioritising to produce an 'overview'.</p> <p><i>e.g ... The economic boom came to an end in 1929 because it was based on confidence and when that confidence began to decline, so the boom came to an end. High employment rates and good wages, combined with hire purchase and mass production had brought the boom. But in 1929 there were signs that the US economy was in trouble. Unemployment was rising and wages were beginning to fall. The consumer boom was slowing, but companies were continuing to manufacture goods at the same rate. As people began to buy less, the companies' warehouses began to fill with stock which could only be moved by cutting prices. That led to lower profits.</i></p> <p><i>This decline in profits affected share prices and soon there was panic selling on Wall St. People who had invested their life savings, or had borrowed to buy shares lost most of their money. Many banks also crashed because of the decline in share prices. So the boom ended because confidence went and panic set in.</i></p> <ul style="list-style-type: none"> • 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		
2(a)		<p>Explain how entertainment changed in the USA in the 1920s.</p> <p>Target: change/recall of knowledge (A01/A02)</p> <p>Spelling, punctuation and grammar (SPaG): up to 3 additional marks will be awarded for spelling, punctuation and grammar.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1-2	<p>Simple or generalised statement(s) of change. One mark per simple statement made.</p> <p><i>e.g... Entertainment changed because people went out more.</i></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 candidate supports the statement with relevant contextual knowledge, but does not focus on change.</p> <p><i>e.g ...During the 1920s many new forms of entertainment became popular. Jazz music swept from the South to the North as black people moved from cities in the South to northern cities. The movies also became increasingly popular with Hollywood becoming the centre of the film industry. Talkies also started.</i></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 change.</p> <p>An explanation of one or more ways supported by selected knowledge. Candidates will explain how the changes brought a situation different from what went before.</p> <p><i>e.g Entertainment changed in the 1920s as it reflected America's new found wealth and the greater mobility of the people. So instead of relying on providing their own entertainment, people could now listen to the radios they were able to purchase cheaply through mass production. Greater wealth and mobility meant people went out more to films, to theatres, to clubs, and to sports events. The mass production methods meant that they had more time for leisure and high employment meant that had more wealth to spend. Women, in particular, benefited from more liberal attitudes and many of them visited clubs and dance halls to hear the new kinds of music, like jazz.</i></p> <ul style="list-style-type: none"> • 6-7 marks for one or more explained statements. • 8 marks for answers which show links between factors.

Marks for SPaG		
Performance	Mark	Descriptor
	0	Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question.
Threshold	1	Students spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
Intermediate	2	Students spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
High	3	Students spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

Question Number		
2(b)		<p>Explain how the old industries declined in the USA in the 1920s.</p> <p>Target: change/recall of knowledge (A01/A02)</p> <p>Spelling, punctuation and grammar (SPaG): up to 3 additional marks will be awarded for spelling, punctuation and grammar.</p>
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.</p> <p><i>e.g. ... Some older industries, such as shipbuilding suffered after the war.</i></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 candidate supports the statement with relevant contextual knowledge, but does not focus on change.</p> <p><i>e.g. ... During the war some industries, such as coalmining and shipbuilding were at full production. When the war ended these industries no longer needed to produce as much and so demand dropped. Consequently people lost their jobs as these older industries declined.</i></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 ways.</p> <p>An explanation of one or more ways supported by selected knowledge. Candidates will explain how the differences produced a situation different from what went before.</p> <p><i>e.g. ...The older industries in the United States was victims of the modernisation of the country. During the war some industries, such as coalmining and shipbuilding were at full production. When the war ended these industries no longer needed to produce as much and so demand dropped. Consequently people lost their jobs as these older industries declined. But there was more to it than that. It wasn't just that the war had ended. As people began to switch to electricity for their heat and cooking, so the demand for coal decreased. America's roads were also improving, so a lot of freight went by truck overland. That meant that another old industry, the railways, also declined.</i></p> <ul style="list-style-type: none"> • 6-7 marks for one or more explained statements. • 8 marks for answers which show links between factors.

Marks for SPaG		
Performance	Mark	Descriptor
	0	Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question.
Threshold	1	Students spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
Intermediate	2	Students spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
High	3	Students spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

Question Number		
*3(a)		<p>Was advertising the main reason why there was an economic boom in the USA in the 1920s? 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"> • Advertising • Government policies • Hire purchase • Mass production <p>Target: Analysis of causation/recall of knowledge (AO1/AO2) 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. <p>Spelling, punctuation and grammar (SPaG): up to 4 additional marks will be awarded for spelling, punctuation and grammar.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1-4	<p>Simple or generalised statements of causation.</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. I think they were all very important and they linked together to bring about the boom.</i></p> <p>High level 1 (3-4) For unfocused description.</p> <p><i>e.g ... The 1920s were a period when the American economy boomed. Most people were in employment and they had money to spend on consumer goods. So demand grew and there was an upward spiral of prosperity.</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>
QWC i-ii-iii		
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 development of one factor only.</p> <p><i>e.g. ... Shops and businesses set up payment by instalment schemes. You went into a shop and signed an agreement that you would pay for what you wanted to buy over an agreed period of time. So you hired it and purchased it.</i></p>

<p>QWC i-ii-iii</p>		<p>High Level 2 (7-8) Development of two or more stimuli, but no explanation.</p> <p><i>e.g.... Shops and businesses set up payment by instalment schemes. You went into a shop and signed an agreement that you would pay for what you wanted to buy over an agreed period of time. So you hired it and purchased it.</i></p> <p><i>Mass production played a part in the boom too. This involved using an assembly line. Each worker stayed in one place and the job came to them. So their job might be to put the wheels on the car. Using the assembly line method meant cars could be produced very quickly. The time taken to make a car dropped from 12 hours to just over 90 minutes.</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>3</p>	<p>9-12</p>	<p>Developed explanation of causation.</p> <p>Low Level 3 (9-10) Developed explanation of two or more reasons, but no attempt at prioritisation.</p> <p><i>e.g. ... Both hire purchase and mass production played a very important part in bringing about the economic boom. Hire purchase created demand for goods because people no longer had to save up the money to buy things. Shops and businesses set up payment by instalment schemes. You went into a shop and signed an agreement that you would pay for what you wanted to buy over an agreed period of time. So you hired it and purchased it. By this method, people could buy a number of things at the same time and so demand was created which meant more things were made and more workers employed – who had money to buy goods.</i></p> <p><i>Mass production played a part in the boom too. This involved using an assembly line. Each worker stayed in one place and the job came to them. So their job might be to put the wheels on the car. Using the assembly line method meant cars could be produced very quickly. The time taken to make a car dropped from 12 hours to just over 90 minutes. This was really important because if factories could produce a lot more goods using the same number of workers, then they could cut prices. In 1908 a Ford Car cost \$950 dollars, but by 1926 the price had dropped to \$350 dollars, so obviously this was going to help the economic boom by making goods affordable to more people.</i></p> <p>Answers which explain only one factor should be marked at Level 2 (8).</p> <p>High Level 3 (11-12) Prioritises between two reasons.</p> <p><i>e.g ... Both hire purchase and mass production played a very important part in bringing about the economic boom. Hire</i></p>

<p style="text-align: center;">QWC i-ii-iii</p>		<p><i>purchase created demand for goods because people no longer had to save up the money to buy things. Shops and businesses set up payment by instalment schemes. You went into a shop and signed an agreement that you would pay for what you wanted to buy over an agreed period of time. So you hired it and purchased it. By this method, people could buy a number of things at the same time and so demand was created which meant more things were made and more workers employed – who had money to buy goods.</i></p> <p><i>Mass production played a part in the boom too. This involved using an assembly line. Each worker stayed in one place and the job came to them. So their job might be to put the wheels on the car. Using the assembly line method meant cars could be produced very quickly. The time taken to make a car dropped from 12 hours to just over 90 minutes. This was really important because if factories could produce a lot more goods using the same number of workers, then they could cut prices. In 1908 a Ford Car cost \$950 dollars, but by 1926 the price had dropped to \$350 dollars, so obviously this was going to help the economic boom by making goods affordable to more people.</i></p> <p><i>I think of these two reasons mass production is the most important. Hire purchase made goods easier to buy, but if they were still really expensive, people wouldn't have wanted to buy them. It was mass production which made the goods come down to an affordable price.</i></p> <p>Answers which explain that one reason was more important than another but do not make a direct comparison with the other reason should be marked at Level 3 (11)</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 style="text-align: center;">4</p>	<p style="text-align: center;">13-16</p>	<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><i>e.g. ... Both hire purchase and mass production played a very important part in bringing about the economic boom. Hire purchase created demand for goods because people no longer had to save up the money to buy things. Shops and businesses set up payment by instalment schemes. You went into a shop and signed an agreement that you would pay for what you wanted to buy over an agreed period of time. So you hired it and purchased it. By this method, people could buy a number of things at the same time and so demand was created which meant more things were made and more workers employed – who had money to buy goods.</i></p>

<p>QWC i-ii-iii</p>	<p><i>Mass production played a part in the boom too. This involved using an assembly line. Each worker stayed in one place and the job came to them. So their job might be to put the wheels on the car. Using the assembly line method meant cars could be produced very quickly. The time taken to make a car dropped from 12 hours to just over 90 minutes. This was really important because if factories could produce a lot more goods using the same number of workers, then they could cut prices. In 1908 a Ford Car cost \$950 dollars, but by 1926 the price had dropped to \$350 dollars, so obviously this was going to help the economic boom by making goods affordable to more people.</i></p> <p><i>Advertising was really important too, because if people didn't know about the goods, they couldn't buy them. But it was a bit more subtle than that. Advertising didn't just tell people about what was available; it made them think that not owning these new consumer goods was in some way a bad thing. So the desire to buy goods was increased dramatically. Advertising was more important than hire purchase because....but still not as important as mass production because....</i></p> <p>High level 4 (15-16) Illustrates that one 'most important' reason on its own could not provide a satisfactory explanation – or all reasons are of equal importance.</p> <p>e.g. ...As Level 3 but shows how at least 3 factors were inter-dependent and without them the boom would have been less easy to achieve.</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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Marks for SPaG		
Performance	Mark	Descriptor
	0	Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question.
Threshold	1	Students spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
Intermediate	2-3	Students spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
High	4	Students spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

Question Number		
*3(b)		<p>Was homelessness the most important problem faced by the American people 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"> • Homelessness • Dust bowls • Unemployment • Loss of confidence in banks <p>Target: Analysis of key features/recall of knowledge (AO1/A02) 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. <p>Spelling, punctuation and grammar (SPaG): up to 4 additional marks will be awarded for spelling, punctuation and grammar.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1-4	<p>Simple or generalised statements of importance</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. Homelessness was really important in the first half of the 1930s, but so were the other things listed.</i></p> <p>High level 1 (3-4) For unfocused description.</p> <p><i>e.g. ...The 1920s had seen great prosperity in the United States, but after the Wall St Crash the boom came to an end. No longer was America the country where it was easy to make your fortune. The great American dream died in 1929 and there were many serious problems to overcome.</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>
QWC i-ii-iii		
2	5-8	<p>Developed statements of importance.</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 development of one factor only.</p> <p><i>e.g. ...In 1931 drought hit some parts of the USA. The soil dried and farmers lost that year's crop. As the drought continued wind blew the dried soil and carried it hundreds of miles in what</i></p>

<p>QWC i-ii-iii</p>		<p><i>became known as 'the black blizzards'. In 1914 there were 14 such blizzards which reduced visibility to less than a mile. Over the years the numbers grew and there were many dust bowls.</i></p> <p>High Level 2 (7-8) Development of two or more factors, but no attempt at prioritisation.</p> <p><i>e.g... In 1931 drought hit some parts of the USA. The soil dried and farmers lost that year's crop. As the drought continued and winds blew, the soil dried and was carried hundreds of miles in what became known as 'the black blizzards'. In 1914 there were 14 such blizzards which reduced visibility to just a few metres. Over the years the numbers grew and there were many dust bowls.</i></p> <p><i>When the Wall St. stock market collapsed, banks that had been investing in shares lost huge amounts of money. By 1933 more than 5000 banks had gone bankrupt. Banks had to ask people to repay their loans and recall loans they had made to other countries...</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>3</p>	<p>9-12</p>	<p>Developed explanation of importance.</p> <p>Developed explanation of two or more reasons, with an attempt at prioritisation.</p> <p>Low Level 3 (9-10) Developed explanation of two or more factors, with no attempt at prioritisation.</p> <p><i>e.g. ... In 1931 drought hit some parts of the USA. The soil dried and farmers lost that year's crop. As the drought continued and winds blew, the soil dried out and was carried hundreds of miles in what became known as 'the black blizzards'. In 1914 there were 14 such blizzards which reduced visibility to just a few metres. Over the years the numbers grew. These dust bowls had a terrible effect on the US. Farmers had not had an easy time since the First World War and now their soil was blowing away. Many of them were destroyed and their labourers also lost their jobs. It had a terrible effect.</i></p> <p><i>When the Wall St. stock market collapsed, banks that had been investing in shares lost huge amounts of money. By 1933 more than 5000 banks had gone bankrupt. Banks had to ask people to repay their loans and recall loans they had made to other countries. As a result people lost faith in the banks and began to withdraw their money. When banks could not supply all the money that was needed, people became afraid and more of them tried to withdraw their savings. Some banks failed. When the Bank of New York closed its doors, 400,000 people lost their savings. As banks called in loans, some businesses had to close.</i></p> <p>Answers which explain only one factor should be marked at L2</p>

<p>QWC i-ii-iii</p>		<p>(8).</p> <p>High Level 3 (11-12) Prioritises between two factors.</p> <p><i>e.g ... As Low Level 3 plus:</i></p> <p><i>...I think the loss of confidence in the banks was more important because it hit more people. The Dust Bowls destroyed the lives of farmers and their labourers, but the problems with the banks hit farmers but also millions of people in the cities.....</i></p> <p>Answers which explain that one stimulus was more important than another but do not make a direct comparison with the other stimulus should be marked at Level 3 (11).</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>4</p> <p>QWC i-ii-iii</p>	<p>13-16</p>	<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 factors.</p> <p><i>e.g...As High L3, but also explains the relative importance of a third factor. E.g. the impact of homelessness compared to the Dust Bowls and the crisis in banking.</i></p> <p>High level 4 (15-16) Illustrates that one 'most important' factor on its own could not provide a satisfactory explanation – or all factors are of equal importance.</p> <p><i>e.g...Discusses how at least 3 of the factors are interlinked. E.g. in the rural community, perhaps all four of the given factors combined to have a terrible effect on the way of life – or suggests that without the banking crisis, perhaps the other factors would not have occurred..</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>

Marks for SPaG		
Performance	Mark	Descriptor
	0	Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question.
Threshold	1	Students spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
Intermediate	2-3	Students spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
High	4	Students spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

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