

Mark Scheme (Results) January 2011

GCSE

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		
1 (a)		What can you learn from Source A about farming in the USA in the mid-1930s? 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. ... I can learn that heavy rain flooded many places and swept away the topsoil.</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. ... I can learn farming at the time was very difficult and must have been a very frustrating experience.</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... I can learn farming at the time was very difficult and must have been a very frustrating experience. I say this because the source tells us that farmers had to put up 'Black blizzards' and heavy rain flooded many places and swept away the topsoil. So it must have been really difficult to make a living.</i>

Question Number		
1 (b)		Describe the life of a 'flapper' in the USA in the 1920s. Target: Key features/recall of knowledge (AO1/A02)
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	<p>Simple statement(s). One mark per simple statement made.</p> <ul style="list-style-type: none"> • One simple statement = 1 mark • Two simple statements = 2 marks • Three simple statements = 3 marks <p><i>e.g. ... It was a very luxurious life.</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 <p><i>e.g. ... It was a very luxurious life. Flappers wore silk stockings and wore make up. Many of them smoked and drank and attended racecourses, boxing matches and clubs.</i></p>

Question Number		
1 (c)		Explain the effects in 1929 of the Wall Street Crash in the USA. Target: Consequence/recall of knowledge (A01/A02)
Level	Mark	Descriptor
	0	No rewardable material.
1	1-2	<p>Simple or generalised statements of consequence(s).</p> <p>The student makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p><i>e.g ... The Wall St Crash had a major impact on the USA. It ended the boom years.</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 consequence(s).</p> <p>The student supports the statement with relevant contextual knowledge.</p> <p><i>e.g. ... The Wall St Crash had a major impact on the USA. It ended the boom years. In October 1929 there was a rush to sell shares as people lost their confidence in the stock market. On Monday 28th October about 9 million shares were traded and even more on the next day. Share prices dropped dramatically and continued to fall for the next two weeks.</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 consequence(s).</p> <p>The candidate explains one or more consequence(s) supported by selected knowledge.</p> <p><i>e.g. ...The Wall St Crash had a major impact on the USA. It ended the boom years. In October 1929 there was a rush to sell shares as people lost their confidence in the stock market. On Monday 28th October about 9 million shares were traded and even more on the next day. Share prices dropped dramatically and continued to fall for the next two weeks. The major impact was that the prosperity and consumerism of the 1920s came to an end. The USA was going into depression and the confidence of earlier years disappeared. President Hoover became unpopular as she didn't really believe he should take action.</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.

Question Number		
1 (d)		Explain why Sacco and Vanzetti were convicted of murder. Target: Causation/Recall of knowledge (A01/A02)
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	<p>Simple or generalised statements of causation.</p> <p><i>e.g. ...Sacco and Vanzetti were executed because they were anarchists.</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</p> <p><i>e.g ... Sacco and Vanzetti were convicted of murder because they were criminals. They were arrested after a robbery in April 1920 in which two men were killed. After many appeals, petitions and protests they were executed for murder.</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.</p> <p><i>e.g ... Sacco and Vanzetti were convicted of murder because they were criminals. They were arrested after a robbery in April 1920 in which two men were killed. After many appeals, petitions and protests they were executed for murder. But this wasn't the real reason. At the time, intolerance was common in the USA and these two men were Italians and anarchists. Really, they were found guilty and executed because they were victims of a feeling of prejudice against immigrants, many of whom were thought to have 'un-American' political views.</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 prohibition changed the lives of many Americans in the 1920s.</p> <p>Target: change/recall of knowledge (A01/A02)</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1-2	<p>Simple or generalised statement(s) of change.</p> <p>One mark per simple statement made</p> <p><i>e.g... Prohibition changed the lives of Americans by making them go to illegal bars, called speakeasies.</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.</p> <p><i>e.g ... Prohibition changed the lives of Americans by making them go to illegal bars, called speakeasies. The Eighteenth Amendment to the constitution came into effect in January 1919. It outlawed the manufacture, transport and sale of alcohol. So people went to private clubs to drink.</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 way supported by selected knowledge.</p> <p><i>e.g ... Prohibition changed the lives of Americans by making them go to illegal bars, called speakeasies. The Eighteenth Amendment to the constitution came into effect in January 1919. It outlawed the manufacture, transport and sale of alcohol. So people went to private clubs to drink.</i></p> <p><i>What this did was to reduce the respect that American people had for the law. People who considered themselves law-abiding citizens who had never previously broken the law were now quite prepared to do so in order to get a drink. This was quite shocking to some Americans.</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.

Question Number		
2(b)		<p>Explain how attempts to deal with America's economic problems changed in the years 1936-41.</p> <p>Target: change/recall of knowledge (A01/A02)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	<p>Simple or generalised statement(s) of ways.</p> <p>One mark per simple statement made</p> <p><i>e.g... The policies changed because Roosevelt introduced a Second New Deal.</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.</p> <p><i>e.g ... The policies changed because Roosevelt introduced a Second New Deal. There were new laws such as the WPA and Social Security Act. By the end of 1935 it was clear that many Americans still needed help from the Federal government.</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 way supported by selected knowledge.</p> <p><i>e.g The policies changed because Roosevelt introduced a Second New Deal. There were new laws such as the WPA and Social Security Act. By the end of 1935 it was clear that many Americans still needed help from the Federal government. So Roosevelt was prepared to be more radical than in the first new deal. He was more prepared for the government to go into debt and was looking more for long-term benefits. Some Americans called him a communist.</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.

Question Number		
3(a)		<p>Did hire purchase have the greatest impact on life 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"> • Hire purchase • Advertising • The Movies • Car ownership <p>Target: Analysis of effect/recall of knowledge (AO1/A02)</p> <p>QWC Strands i ii iii Assessing QWC:</p> <ul style="list-style-type: none"> • For the highest mark in a level all criteria for the level, including those for QWC must be met.
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	<p>Simple or generalised statements of effect.</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. Hire Purchase was really important. It changed Americans lives in a big way.</i></p> <p>High level 1 (3-4) For unfocused description</p> <p><i>e.g... The most important leisure activity in the USA in the 1920s was going to the movies. By 1922 cinemas were taking \$4 million a week in ticket sales. The major film stars were paid huge sums of money.</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		
	5-8	<p>Developed statements of effect.</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>QWC i-ii-iii</p>		<p>Low level 2 (5-6). Mainly narrative or focus on one of stimuli only.</p> <p><i>e.g... The most important leisure activity in the USA in the 1920s was going to the movies. By 1922 cinemas were taking \$4 million a week in ticket sales. The major film stars were paid huge sums of money. This changed the way lives of many Americans because they wanted to be like film stars.</i></p> <p>High Level 2 (7-8) Develops two or more of stimuli or other relevant information.</p> <p><i>e.g... The most important leisure activity in the USA in the 1920s was going to the movies. By 1922 cinemas were taking \$4 million a week in ticket sales. The major film stars were paid huge sums of money. This changed the way lives of many Americans because they wanted to be like film stars.</i></p> <p><i>Car ownership was also important in the USA in the 1920s. The cost of cars was reduced from around \$950 to \$350 dollars because of mass production. That explains why car ownership increased from million in 1915 to 28 million by 1939. This car ownership was important in changing the weekly routines of millions of Americans.</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 effect.</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... The most important leisure activity in the USA in the 1920s was going to the movies. By 1922 cinemas were taking \$4 million a week in ticket sales. The major film stars were paid huge sums of money. This changed the way lives of many Americans because they wanted to be like film stars. So the American economy was boosted not just by the money that people were spending in the cinema, but by the desire to have or use the things that film stars did - like cigarettes and cosmetics.</i></p> <p><i>Car ownership was also important in the USA in the 1920s. The cost of cars was reduced from around \$950 to \$350 dollars because of mass production. That explains why car ownership increased from million in 1915 to 28 million by 1939. This car ownership was important in changing the weekly routines of millions of Americans. As a result of car ownership Americans</i></p>

<p>QWC i-ii-iii</p>		<p><i>became more travelled and more knowledgeable of their own country. It also boosted the economy as people spent more on the leisure</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 ...The most important leisure activity in the USA in the 1920s was going to the movies. By 1922 cinemas were taking \$4 million a week in ticket sales. The major film stars were paid huge sums of money. This changed the way lives of many Americans because they wanted to be like film stars. So the American economy was boosted not just by the money that people were spending in the cinema, but by the desire to have or use the things that film stars did - like cigarettes and cosmetics.</i></p> <p><i>Car ownership was also important in the USA in the 1920s. The cost of cars was reduced from around \$950 to \$350 dollars because of mass production. That explains why car ownership increased from million in 1915 to 28 million by 1939. This car ownership was important in changing the weekly routines of millions of Americans. As a result of car ownership Americans became more travelled and more knowledgeable of their own country. It also boosted the economy as people spent more on the leisure</i></p> <p><i>Of course, going to the movies was much less an impact than car ownership. Movies allowed people to be entertained and have dreams, but car ownership allowed them to see the outside world and changed their thinking.</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>4</p>	<p>13-16</p>	<p>A sustained argument.</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 reasons.</p> <p><i>e.g... The most important leisure activity in the USA in the 1920s was going to the movies. By 1922 cinemas were taking \$4 million a week in ticket sales. The major film stars were paid huge sums of money. This changed the way lives of many Americans because they wanted to be like film stars. So the American economy was boosted not just by the money that people were spending in the cinema, but by the desire to have or use the things that film stars did - like cigarettes and cosmetics.</i></p>

<p>QWC i-ii-iii</p>	<p><i>Car ownership was also important in the USA in the 1920s. The cost of cars was reduced from around \$950 to \$350 dollars because of mass production. That explains why car ownership increased from million in 1915 to 28 million by 1939. This car ownership was important in changing the weekly routines of millions of Americans. As a result of car ownership Americans became more travelled and more knowledgeable of their own country. It also boosted the economy as people spent more on the leisure</i></p> <p><i>I think going to the movies and car ownership were important in changing peoples' lives, but much more important was Hire Purchase. The new method of paying by instalments meant that people could do things they could do before because they had money in their pocket. So they could buy cars on hp and still have money spare to go the cinema.</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>When you look at these four things, you can see that they are all part of the same thing - modernising America. Films changed people's thinking, advertising created a demand for goods, hire purchase made goods available and car ownership was the result. They are all linked.</i></p> <p><i>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.</i></p>
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Question Number		
3(b)		<p>Were Hoover's measures the most important steps taken to deal with the Great Depression in the USA in the years 1929-36? 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"> • Hoover's measures • The Emergency Banking Act • Setting up the Civilian Conservation Corps (CCC) • The National Recovery Administration (NRA) <p>Target: Analysis of effect/recall of knowledge (AO1/A02)</p> <p>QWC Strands i ii iii Assessing QWC:</p> <ul style="list-style-type: none"> • For the highest mark in a level all criteria for the level, including those for QWC must be met.
Level	Mark	Descriptor
	0	No rewardable material.
1	1-4	<p>Simple or generalised statements of causation.</p> <p>The 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. No. Hoover's measures were not important. They didn't do any good.</i></p> <p>High level 1 (3-4) For unfocused description</p> <p><i>e.g... In 1929 the Federal Farm Board was set up. It bought up surplus agricultural products to keep the price of crops high.</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		
	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>QWC i-ii-iii</p>		<p>Low level 2 (5-6). Mainly narrative or focus on one of stimuli only.</p> <p><i>e.g... In 1929 the Federal Farm Board was set up. It bought up surplus agricultural products to keep the price of crops high. It was one of the measures Hoover introduced to help farmers. He also introduced the Emergency Relief and Construction Act which gave the states \$300 million for relief.</i></p> <p>High Level 2 (7-8) Develops two or more of stimuli or other relevant information.</p> <p><i>e.g... In 1929 the Federal Farm Board was set up. It bought up surplus agricultural products to keep the price of crops high. It was one of the measures Hoover introduced to help farmers. He also introduced the Emergency Relief and Construction Act which gave the states \$300 million for relief.</i></p> <p><i>The Emergency Banking Act was important too. This was a measure by Roosevelt. The banks were closed and government inspections carried out. Only financially sound banks were allowed to re-open.</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>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... In 1929 the Federal Farm Board was set up. It bought up surplus agricultural products to keep the price of crops high. It was one of the measures Hoover introduced to help farmers. He also introduced the Emergency Relief and Construction Act which gave the states \$300 million for relief. These measures were important because they stopped farmers from becoming bankrupt. The first measure kept grain prices up, for example.</i></p> <p><i>The Emergency Banking Act was important too. This was a measure by Roosevelt. The banks were closed and government inspections carried out. Only financially sound banks were allowed to re-open. This gave people confidence in the banks and stopped them taking out their money. The 'runs' on the banks had threatened the economy.</i></p>

<p>QWC i-ii-iii</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 ... In 1929 the Federal Farm Board was set up. It bought up surplus agricultural products to keep the price of crops high. It was one of the measures Hoover introduced to help farmers. He also introduced the Emergency Relief and Construction Act which gave the states \$300 million for relief. These measures were important because they stopped farmers from becoming bankrupt. The first measure kept grain prices up, for example.</i></p> <p><i>The Emergency Banking Act was important too. This was a measure by Roosevelt. The banks were closed and government inspections carried out. Only financially sound banks were allowed to re-open. This gave people confidence in the banks and stopped them taking out their money. The 'runs' on the banks had threatened the economy.</i></p> <p><i>I think of these two measures, the Emergency Banking Act was much more important. Hoover's measures brought some immediate help, but the banks were at the heart of the economic system, so saving them was much more important.</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>4</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 reasons.</p> <p><i>e.g... In 1929 the Federal Farm Board was set up. It bought up surplus agricultural products to keep the price of crops high. It was one of the measures Hoover introduced to help farmers. He also introduced the Emergency Relief and Construction Act which gave the states \$300 million for relief. These measures were important because they stopped farmers from becoming bankrupt. The first measure kept grain prices up, for example.</i></p> <p><i>The Emergency Banking Act was important too. This was a measure by Roosevelt. The banks were closed and government inspections carried out. Only financially sound banks were allowed to re-open. This gave people confidence in the banks and stopped them taking out their money. The 'runs' on the banks had threatened the economy.</i></p> <p><i>Setting up the Civilian Conservation Corps was at the very heart of Roosevelt's New Deal. It was one of his Alphabet Laws. Young</i></p>

<p>QWC i-ii-iii</p>	<p><i>men aged 17-23 went into camps to do things like replant forests and dig drainage ditches. Such measures gave people back their pride and they also gave hope. They were very important in dealing with the Great Depression by giving people hope. In some ways they were like Hoover's measures but on a much greater scale. So the CCC was more important than what Hoover did. But the Emergency Banking Act was much more important. Hoover's measures and the CCC brought some immediate help, but the banks were at the heart of the economic system, so saving them was much more important.</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>e.g....(as above, plus)</p> <p><i>In some ways it is difficult to decide which is the most important because they are all part of the same thing- Federal action. The Great Depression hit America hard and in time the Federal Government took control. It did this with relief measures like Hoover's acts and the CCC and it did it through the NRA and the Emergency Banking Act. All of it is important.</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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