

# Mark Scheme (Results)

January 2012

GCSE History

5HA02 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.
- 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 the USA in the 1920s?  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 during the 1920 Sacco and Vanzetti were convicted and sentenced to death. For six years, an international campaign was fought for their release.</i>
2	2-3	Makes unsupported inference(s).  An inference is a judgement that can be made from studying the source, but is <b>not directly stated by it</b> .  <i>e.g. ... We can learn that it was a time when there was prejudice against immigrants.</i> <ul style="list-style-type: none"><li>• 2 marks for one unsupported inference.</li><li>• 3 marks for two unsupported inferences.</li></ul>
3	4	Makes supported inference(s).  A supported inference is one which uses detail <b>from the source</b> to prove the inference.  <i>e.g. ... We can learn that it was a time when there was prejudice against immigrants. We know this because the judge was biased in the case and they were put to death even though another man confessed to the murder.</i>

Question Number		
1 (b)		Describe the key features of the Scopes Monkey Trial in 1925. Target: Key features/recall of knowledge (AO1/A02)
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	<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. .... The Monkey Trial was an attempt to stop people teaching evolution</i></p>
2	4-6	<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 or more developed statements = 5-6 marks according to degree of support.</li> </ul> <p><i>e.g. ... The Monkey Trial came about because of attempts by conservatives to prevent the teaching of evolution in US schools. One politician, William Jennings Bryan campaigned to stop the teaching of evolution because he said it was against the teaching of God and suggested that humans were related to monkeys. Then in 1925 the state of Tennessee banned any teaching that went against the story of the creation.</i></p>

Question Number		
1 (c)		<p>Explain the effects of the 'Bonus March' of 1932 on the USA.</p> <p>Target: Consequence/recall of knowledge (A01/A02)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	<p><b>Simple or generalised statements of consequence(s).</b></p> <p><i>e.g. ...It caused trouble for the government</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 statement(s) of consequence(s).</b></p> <p>The candidate supports statement(s) with relevant contextual knowledge</p> <p><i>e.g ... In 1924 the US government gave those people who had fought in the First World War a bonus, calculated on how long they had been in the army. Some money was paid straight away, but most went into a fund to be paid in 1945. When the Depression came a group of 15,000 'Bonus Marchers' called on the government to pay the bonus early. The Senate voted not to pay the bonus early and the army had to be sent in to clear the marchers out of Washington.</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 effect supported by selected knowledge.</p> <p><i>e.g ... The Bonus March was an important event in Hoover's presidency because people used it to show how he failed to deal effectively with the outbreak of the depression in the USA....</i></p> <p><i>There was probably little Hoover could have done as the government did not have the finances to pay the bonus early. But he took the blame and when his opponent in the 1932 election promised a New Deal, Hoover was overwhelmingly defeated. So perhaps the Bonus March was a major factor in bringing about the measures of the 1930s to stop depression in the USA.</i></p> <ul style="list-style-type: none"> <li>• 6-7 marks for one explained statement.</li> <li>• 7-8 marks for two or more explained statements.</li> <li>• 8 marks for answers which show links between factors.</li> </ul>

Question Number		
1 (d)		<p>Explain why 1930s was a difficult time for farmers and farm workers in the USA.</p> <p>Target: Causation/Recall of knowledge (A01/A02)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	<p><b>Simple or generalised statements of causation.</b></p> <p><i>e.g. ... They were difficult because times were hard.</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 statement(s) of causation.</b></p> <p>The candidate supports statement(s) with relevant contextual knowledge.</p> <p><i>e.g ... Times were hard for farmers because of the Dust Bowls. Conditions were particularly bad in 1935-6 when heavy rain came which washed away top soil and made the land difficult to farm. Many farm workers packed up their belongings and went to California looking for work.</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>
3	6-8	<p><b>Developed explanation of causation.</b></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 ... There were two main reasons why the 1930s were a difficult time for farmers and farmworkers and these both stem from the problems that existed in the 1930's.</i></p> <p><i>Firstly, farmers income dropped dramatically in the 1920s. The boom that had existed in the First World War came to an end and so income dropped. Mechanisation helped farmers (but not workers), but combined with prohibition it meant there was over-production. So prices dropped and farmers had difficulty making a decent living.</i></p> <p><i>So they were not well-prepared when the Dust Bowl problem hit them. When drought hit the USA in 1931 many farmers lost that year's crop. So they had no seed to plant for the following year. They were already in difficulties and as the 'black blizzards grew worse', so did the problems for farmers and farm workers.</i></p> <ul style="list-style-type: none"> <li>• 6-7 marks for one cause linked to outcome.</li> <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>

Question Number		
2(a)		<p>Explain the changes in the USA as a result of its involvement in the First World War.</p> <p>Target: consequence/recall of knowledge (A01/A02)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	<p><b>Simple or generalised statement(s) of change.</b></p> <p><i>e.g... Things got a whole lot worse for farmers.</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 statement(s) of change</b></p> <p>The candidate supports the statement with relevant contextual knowledge.</p> <p><i>e.g ... After the war many farmers found themselves in trouble. During the war they had expanded their farms to supply the demand from Europe. Often they took out loans to buy new land and machinery. After the war European farm production increased and their was less demand for American produce. So farmers suffered.</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 change.</b></p> <p>An explanation of one or more way supported by selected knowledge. Candidates may be able to see links to establish an overview.</p> <p><i>e.g ... As a result of involvement in the war, there were several significant changes in the USA. Firstly, there was stimulation to industry and agriculture - and there was also a desire not to get involved again.</i></p> <p><i>Because Europe was at war, its industries were not damaged and they could expand to supply the demand for manufactured goods in Europe. The same was true of farming, where many farmers became wealthy by extending their land and planting more crops. But this was a short-term boom as once the war was over, demand dropped, so prices and wages also dropped.</i></p> <p><i>Another impact was a change in US thinking about its foreign policy. Many Americans did not want to get involved in policies which could lead to an involvement in 'someone else's' war. So the USA adopted a policy of isolationism.</i></p> <ul style="list-style-type: none"> <li>• 6-7 marks for one explained statement.</li> <li>• 7-8 marks for two or more explained statements.</li> <li>• 8 marks for answers which show links between factors.</li> </ul>

Question Number		
2(b)		<p>Explain the steps taken by Roosevelt in 1933 to restore confidence in the USA.</p> <p>Target: change/recall of knowledge (A01/A02)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	<p><b>Simple or generalised statement(s) of ways.</b></p> <p>One mark per simple statement made</p> <p><i>e.g. ... He did this by introducing new laws.</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 statement(s) of ways</b></p> <p>The candidate supports the statement with relevant contextual knowledge, but concentrates more on detail than methods.</p> <p><i>e.g. ... Roosevelt felt that confidence would be rebuilt more quickly if people understood what the government was doing. On 12 March 1933 he began a series of broadcasts that became known as the 'fireside chats' in which he explained government policy to people. He even talked about his dog!</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 ways.</b></p> <p>An explanation of one or more ways supported by selected knowledge. Candidates will explain how the policies were intended to bring about the change, rather than just describing them.</p> <p><i>e.g. ... Roosevelt was determined to remove fear and give people the confidence to carry on contributing to the country's economic welfare.</i></p> <p><i>Firstly Roosevelt decided that the people needed to understand what he was doing. So he introduced the Fireside Chats. The Chats were a means of bridging the gap between the government and the people and the intention behind them was to reassure the people that there was a President who they could trust and who had an understanding of their problems.</i></p> <p><i>Secondly, he believed that decisive action was needed to deal with some of the immediate problems and give people confidence in the system. So on 6 March he ordered the closure of the banks and .....</i></p> <ul style="list-style-type: none"> <li>• 6-7 marks for one explained statement.</li> <li>• 7-8 marks for two or more explained statements</li> <li>• 8 marks for answers which show links between factors.</li> </ul>

Question Number		
3(a)		<p>Was advertising the most important feature of the 'Roaring Twenties' in the USA? 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>• Advertising</li> <li>• Changes in the position of women</li> <li>• Economic prosperity</li> <li>• New forms of entertainment</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
	0	No rewardable material
1	1-4	<p><b>Simple or generalised statements of feature.</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 It was a time when things were really buzzing in the USA.</i></p> <p>High level 1 (3-4) For unfocused description</p> <p><i>e.g ... A paragraph writing about the USA in the 1920s with no attempt to link it to the question.</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><b>Developed statements of feature.</b></p> <p>Developed statements which agree and/or disagree using the stimulus and/or additional material.</p> <p>Low level 2 (5-6). Mainly narrative or development of one stimuli only.</p> <p><i>e.g. ... A paragraph describing the changing position of women</i></p> <p>High Level 2 (7-8) Development of two or more stimuli, but no attempt at prioritisation.</p>



<b>QWC i-ii-iii</b>		Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. The student spells, punctuates and uses the rules of grammar with considerable accuracy, although some spelling errors may still be found.
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Question Number		
3(b)		<p>Was the opposition of the Supreme Court the most difficult problem faced by Roosevelt in the years 1935-41? 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 opposition of the Supreme Court</li> <li>• The need to provide social security</li> <li>• Radical critics such as Huey Long</li> <li>• Unemployment</li> </ul> <p>Target: Analysis of effect/recall of knowledge (AO1/A02)  <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
	0	No rewardable material
1	1-4	<p><b>Simple or generalised statements of problem.</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 unemployment was a major problem at this time.</i></p> <p>High level 1 (3-4) For unfocused description</p> <p><i>e.g... Writes about the 1930s, but with no link to the question.</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><b>Developed statements of problem</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... Describes the opposition of the Supreme Court.</i></p> <p>High Level 2 (7-8)</p> <p><i>Eg...Describes the opposition of the Supreme Court and</i></p>

QWC i-ii-iii		<p><i>unemployment</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>
3	9-12	<p><b>Developed explanation of problem</b></p> <p>Developed explanation of more than one problem agreeing and/or disagreeing from stimulus and/or additional material.</p> <p>Low Level 3 (9-10) Considers a variety of problems but no explicit prioritisation</p> <p><i>e.g... Explains why unemployment and the Supreme Court were important reasons.</i></p> <p>High Level 3 (11-12) Prioritises between two problems</p> <p><i>e.g... Explains why unemployment was a bigger problem than opposition of the Supreme Court.</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>
4	13-16	<p><b>A sustained argument.</b></p> <p>This considers the inter-relationship between a range of problems 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....Explains why opposition of the Supreme Court and unemployment were problems but neither were as important as lack of social security.</i></p> <p>High level 4 (15-16) Illustrates that the most important problem on its own could not provide a satisfactory explanation.</p> <p><i>e.g....(as above plus) either shows how above factors linked into causal web or that without the identified factor, there would not have been significant difficulties.</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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