

Mark Scheme (Results)

Summer 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 American society 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 membership of the Klan grew from 1 million in 1920 to 5 million in 1925.</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 the Klan was very influential at this time.</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 the Klan was very influential at this time because the source tells us that state politicians were members.</i>

Question Number		
1 (b)		Describe the key features of the stock market boom 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 ...Share buying became very popular in the 1920s.</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 stock market boom was that share buying became very popular. During the 1920s America had an economic boom and companies made more and more profits. This meant that their share price went up and so investors made money. By 1929 the American people were spending over \$1000 million dollars a year on buying shares.</i></p> <p><i>Another feature was that share buying was easy....</i></p>

Question Number		
1 (c)		Explain the effects of the 'Roaring Twenties' on women in 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 got a lot more freedom.</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. ...The prosperity that the USA experienced helped change how women behaved. Many of them became flappers who wore silk stockings and short dresses They wore make up and attended social events like racing or night clubs. Most of them worked and so had an independent income.</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. ...The roaring twenties had an impact on women in the USA. During the First World War many women had worked and had become accustomed to having an independent income. But this was only temporary and after the war women were expected to let returning soldiers have their jobs back. But the Roaring Twenties saw a change in attitudes to women. A large number of them went into employment and began to adopt new fashions like silk stockings and short skirts. No longer were women seen only as housewives to support men.</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 motor car industry was important in the USA in the 1920s.</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. ... It was important because it helped create jobs.</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 ... It was important because the changes in the way that cars were made meant that lots more people could have cars. There were only 1m cars on the roads in 1915, but by 1939 the number had grown to 28 million.</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 ... It was important because the changes in the way that cars were made meant that lots more people could have cars. There were only 1m cars on the roads in 1915, but by 1939 the number had grown to 28 million.</i></p> <p><i>This was important because it brought about a change in the American way of life. Now people had transport they could travel outside their local environment and see a lot more of their country.</i></p> <p><i>The car industry was also important because it had a general impact on the economy. By 1929 there were over 4 million people whose work related to the car industry. Some were building cars, others were working in the leather, glass or steel industries. Road building increased too. So the car industry acted as an important stimulus to the economy.</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 the lives of farmers in the USA changed in the years 1919-29.</p> <p>Target: change/recall of knowledge (A01/A02) 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... They began to suffer problems.</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 ...During the First World War US farmers had been very successful because the European nations had not been able to produce enough crops. So American farmers filled the gap and made good profits. During the 1920s the price of wheat dropped from \$1.44 a bushel in 1925 to just over a dollar in 1929. Cotton and wool also suffered from competition from new synthetic fibres. So farmers didn't do as well.</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. Candidates may be able to see links to establish an overview.</p> <p><i>e.g For many farmers the 1920 saw a move from prosperity to one of struggle. During the First World War US farmers had been very successful because the European nations had not been able to produce enough crops. So American farmers filled the gap and made good profits. During the 1920s the price of wheat dropped from \$1.44 a bushel in 1925 to just over a dollar in 1929. Cotton and wool also suffered from competition from new synthetic fibres. So farmers began to struggle. Many of them had taken on loans to buy new machinery and extra land during the years of prosperity. Now some of them couldn't make their repayments and lost their farms.</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 attitudes to Prohibition changed in the USA in the years 1919-33.</p> <p>Target: change/recall of knowledge (A01/A02) 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</p> <p>One mark per simple statement made</p> <p><i>e.g. ...They brought in prohibition..</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 these years there was a change when prohibition was introduced. The Eighteenth Amendment outlawed the manufacture, transport and sale of alcohol. So drink was no longer available by legal methods.</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 differences produced a situation different from what went before.</p> <p><i>e.g. ...There were some changes in attitudes to alcohol in this period, though they may not have been as big changes as people thought. Before the Eighteenth Amendment alcohol was freely available, though there were plenty of people, like the members of the Anti-Saloon League who disapproved of it. Then prohibition was introduced and alcohol was banned. So that looks like a change. But even then there were millions of Americans who wanted a drink and so went to speakeasies or bought from illegal traders. So drinking alcohol didn't really go out of fashion, it just became officially impossible to get. But when Roosevelt came to power he repealed the Eighteenth Amendment and buying alcohol was legal once more. So that was a change back to where things had been before the Eighteenth Amendment.</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 loss of confidence in Herbert Hoover the greatest impact of the Wall Street Crash? 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"> • Loss of confidence in Herbert Hoover • Homelessness • Problems for banks • Unemployment <p>Target: Analysis of impact/recall of knowledge (AO1/A02)</p> <p>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 impact.</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 all had an impact, but unemployment was the most important.</i></p> <p>High level 1 (3-4) For unfocused description</p> <p><i>e.g ... In 1929 share prices began to fall on the Wall Street stock exchange in America. People panicked and rushed to sell their shares. As a result prices dropped and people lost money. Soon this had an impact on everyone, people and banks.</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 about impact</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 stimulus only.</p> <p><i>e.g. ... Homelessness was an important impact of the Wall Street Crash. People lost their homes because they could not pay the mortgage or rent. Homeless people went to cities and large towns looking for work. They built shanty towns on the edge of cities and</i></p>

<p>QWC i-ii-iii</p>		<p><i>called these Hooverilles after President Hoover.</i></p> <p>High Level 2 (7-8) Development of two or more stimuli, but no attempt at prioritisation.</p> <p><i>e.g... ... Homelessness was an important impact of the Wall Street Crash. People lost their homes because they could not pay the mortgage or rent. Homeless people went to cities and large towns looking for work. They built shanty towns on the edge of cities and called these Hooverilles after President Hoover.</i></p> <p><i>Unemployment was obviously an important impact too. The Wall Street crash occurred because of over production in the 1920s. Production was outstripping demand and so companies were beginning to cut back. The Wall Street crash made things worse and unemployment shot up. In 1929 there had been only 1.5 million unemployed people in the USA. By the end of 1930 it was over 4 million and double that in 1931!</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>QWC i-ii-iii</p>	<p>9-12</p>	<p>Developed explanation of impact</p> <p>Developed explanation of two or more impact using the stimulus and/or additional material.</p> <p>Low Level 3 (9-10) Considers a variety of impacts but with no explicit prioritisation</p> <p><i>e.g... ... Homelessness was an important impact of the Wall Street Crash. People lost their homes because they could not pay the mortgage or rent. Homeless people went to cities and large towns looking for work. They built shanty towns on the edge of cities and called these Hooverilles after President Hoover. Obviously homelessness was an important effect because it made people resent the government and also made it very difficult for people to find work</i></p> <p><i>Unemployment was obviously an important impact too. The Wall Street crash occurred because of over production in the 1920s. Production was outstripping demand and so companies were beginning to cut back The Wall Street crash made things worse and unemployment shot up. In 1929 there had been only 1.5 million unemployed people in the USA. By the end of 1930 it was over 4 million and double that in 1931. Unemployment was important because this was a time when America had been going through an economic boom. The USA was considered the land of opportunity and suddenly, within 3 years unemployment rates rocketing from 3% to 24%. With all those unemployed people, there were big problems for the government.</i></p> <p>Answers which explain only one impact should be marked at Level 2 (8).</p> <p>High Level 3 (11-12) Prioritises between two impacts.</p>

		<p><i>e.g... ... Homelessness was an important impact of the Wall Street Crash. People lost their homes because they could not pay the mortgage or rent. Homeless people went to cities and large towns looking for work. They built shanty towns on the edge of cities and called these Hooverilles after President Hoover. Obviously homelessness was an important effect because it made people resent the government and also made it very difficult for people to find work</i></p> <p><i>Unemployment was obviously an important impact too. The Wall St Crash occurred because over overproduction in the 1920s. Production was outstripping demand and so companies were beginning to cut back. As the Wall Street Crash had such an impact on the economy, so unemployment shot up. In 1929 there had been only 1.5 million unemployed people in the USA. By the end of 1930 it was over 4 million and double that in 1931. Unemployment was important because this was a time when America had been going through an economic boom. The USA was considered the land of opportunity yet within 3 years unemployment rates had rocketed from 3% to 24%. With all those unemployed people, there were big problems for the government.</i></p> <p><i>It is difficult to say anything else other than that unemployment was more important than homelessness. It was unemployment that had meant people could not pay their mortgage or their rent. Without it people would not have been homeless.</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>QWC i-ii-iii</p>	<p>13-16</p>	<p>A sustained argument.</p> <p>This considers the inter-relationship between a range of impacts from the stimulus and/or additional material.</p> <p>Low level 4 (13-14) Makes judgement on relative importance of more than two impacts.</p> <p><i>e.g... ... Homelessness was an important impact of the Wall Street Crash. People lost their homes because they could not pay the mortgage or rent. Homeless people went to cities and large towns looking for work. They built shanty towns on the edge of cities and called these Hooverilles after President Hoover. Obviously homelessness was an important effect because it made people resent the government and also made it very difficult for people to find work.</i></p> <p><i>Unemployment was obviously an important impact too. The Wall Street crash occurred because of over production in the 1920s. Production was outstripping demand and so companies were beginning to cut back. The Wall Street crash made things worse and unemployment shot up. In 1929 there had been only 1.5 million unemployed people in the USA. By the end of 1930 it was over 4 million and double that in 1931. Unemployment was important because this was a time when America had been going through an economic boom. The USA was considered the land of opportunity yet</i></p>

	<p><i>within 3 years unemployment rates had rocketed from 3% to 24%. With all those unemployed people, there were big problems for the government.</i></p> <p><i>Problems for banks were an important effect of the Wall St Crash too because...</i></p> <p><i>It is difficult to say anything else other than that unemployment was more important than homelessness. It was unemployment that had meant people could not pay their mortgage or their rent. Without it people would not have been homeless. The problems for banks were very serious and they stopped the country being able to invest and create new jobs. They probably also meant more factory closures and more unemployment, so you could argue that problems for banks were more important than unemployment</i></p> <p>High level 4 (15-16) Illustrates that one 'most important impact on its own could not provide a satisfactory explanation – or all impacts are of equal importance.</p> <p><i>e.g.... (as above) but explains that one impact helped the others to occur or that they link together in a web.</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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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 the National Recovery Administration (NRA) the most important feature of Roosevelt's New Deal in the years 1933-41? 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"> • The National Recovery Administration (NRA) • Measures to help farmers • The Works Progress Administration (WPA) • Taking on the Supreme Court <p>Target: Analysis of key features/recall of knowledge (AO1/A02)</p> <p>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 key features.</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 it was important because it made things better.</i></p> <p>High level 1 (3-4) For unfocused description</p> <p><i>e.g ...Roosevelt came into power in 1933. He succeeded Herbert Hoover who was widely believed not to have taken sufficient action to deal with the economic effects of the Wall Street Crash. By 1933 unemployment was rising by a huge amount (over 8 million people were unemployed by the end of the year) and Roosevelt had to take some radical actions to sort things out.</i></p> <p>QWC i-ii-iii</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>
2	5-8	<p>Developed statements of key features</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 stimulus only.</p> <p><i>e.g. In 1935 the Works Progress Administration was set up to fund work projects. It paid for adult-education classes, acting groups and furniture building workshops as well as public building works. The budget at the outset of the WPA in 1935 was \$1.4 billion a year (about 6.7 percent of the 1935 GDP), and in total it spent \$13.4</i></p>

<p>QWC i-ii-iii</p>		<p><i>billion. At its peak in 1938 it provided paid jobs for three million unemployed men (and some women), as well as youth in a separate division, the National Youth Administration</i></p> <p>High Level 2 (7-8) Development of two or more stimuli, but no attempt at prioritisation.</p> <p><i>e.g...In 1935 the Works Progress Administration was set up to fund work projects. It paid for adult-education classes, acting groups and furniture building workshops as well as public building works. The budget at the outset of the WPA in 1935 was \$1.4 billion a year (about 6.7 percent of the 1935 GDP), and in total it spent \$13.4 billion. At its peak in 1938 it provided paid jobs for three million unemployed men (and some women), as well as youth in a separate division, the National Youth Administration</i></p> <p><i>The first measure to help farmers was the Agricultural Adjustment Act. It gave subsidies to farmers to grow less and so reduced over-production. The government bought up surplus crops and animals to push up prices. Another measure was setting up the Farm Security Administration which set up camps for homeless ex-farmers and made sure they were supplied with food.</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 key features.</p> <p>Developed explanation of two features using the stimulus material and/or additional material.</p> <p>Low Level 3 (9-10) Considers a variety of features but no explicit prioritisation</p> <p><i>e.g...In 1935 the Works Progress Administration was set up to fund work projects. It paid for adult-education classes, acting groups and furniture building workshops as well as public building works. The budget at the outset of the WPA in 1935 was \$1.4 billion a year (about 6.7 percent of the 1935 GDP), and in total it spent \$13.4 billion. At its peak in 1938 it provided paid jobs for three million unemployed men (and some women), as well as youth in a separate division, the National Youth Administration. This was a really important action because it created so many jobs. This was a time when there were 10 million unemployed, so creating 3 million jobs was really important.</i></p> <p><i>The first measure to help farmers was the Agricultural Adjustment Act. It gave subsidies to farmers to grow less and so reduced over-production. The government bought up surplus crops and animals to push up prices. Another measure was setting up the Farm Security Administration which set up camps for homeless ex-farmers and made sure they were supplied with food. It was extremely important to help farmers because they made up such a large percentage of the American workforce and they had been struggling since shortly after the First World War. Something had to be done to keep prices up to save American agriculture</i></p>

<p>QWC i-ii-iii</p>		<p>Answers which explain only one feature should be marked at L2 (8)</p> <p>High Level 3 (11-12) Prioritises between two stimuli.</p> <p><i>e.g...In 1935 the Works Progress Administration was set up to fund work projects. It paid for adult-education classes, acting groups and furniture building workshops as well as public building works. The budget at the outset of the WPA in 1935 was \$1.4 billion a year (about 6.7 percent of the 1935 GDP), and in total it spent \$13.4 billion. At its peak in 1938 it provided paid jobs for three million unemployed men (and some women), as well as youth in a separate division, the National Youth Administration. This was a really important action because it created so many jobs. This was a time when there were 10 million unemployed, so creating 3 million jobs was really important.</i></p> <p><i>The first measure to help farmers was the Agricultural Adjustment Act. It gave subsidies to farmers to grow less and so reduced over-production. The government bought up surplus crops and animals to push up prices. Another measure was setting up the Farm Security Administration which set up camps for homeless ex-farmers and made sure they were supplied with food. It was extremely important to help farmers because they made up such a large percentage of the American workforce and they had been struggling since shortly after the First World War. Something had to be done to keep prices up to save American agriculture. I think that this makes this measure more important than the WPA. Although the WPA created 3 million jobs, they were only temporary, whereas the measures to help farmers were addressing a crucial need in what had always been the most important industry in the USA.</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 key features from the stimulus and/or additional material.</p> <p>Low level 4 (13-14) Makes judgement on relative importance of more than two features.</p> <p><i>e.g...In 1935 the Works Progress Administration was set up to fund work projects. It paid for adult-education classes, acting groups and furniture building workshops as well as public building works. The budget at the outset of the WPA in 1935 was \$1.4 billion a year (about 6.7 percent of the 1935 GDP), and in total it spent \$13.4 billion. At its peak in 1938 it provided paid jobs for three million unemployed men (and some women), as well as youth in a separate division, the National Youth Administration. This was a really important action because it created so many jobs. This was a time when there were 10 million unemployed, so creating 3 million jobs was really important.</i></p> <p><i>Taking on the Supreme Court was also an important measure because...</i></p> <p><i>The first measure to help farmers was the Agricultural Adjustment</i></p>

QWC i-ii-iii	<p><i>Act. It gave subsidies to farmers to grow less and so reduced over-production. The government bought up surplus crops and animals to push up prices. Another measure was setting up the Farm Security Administration which set up camps for homeless ex-farmers and made sure they were supplied with food. It was extremely important to help farmers because they made up such a large percentage of the American workforce and they had been struggling since shortly after the First World War. Something had to be done to keep prices up to save American agriculture. I think that this makes this measure more important than the WPA. Although the WPA created 3 million jobs, they were only temporary, whereas the measures to help farmers were addressing a crucial need in what had always been the most important industry in the USA. I think this is also more important than taking on the Supreme Court, because that was just a game of power politics. It wasn't really addressing the country's needs, just deciding whether Roosevelt was going to have to replace some of his measures with others.</i></p> <p>High level 4 (15-16) Illustrates that one 'most important feature on its own could not provide a satisfactory explanation – or all features are of equal importance.</p> <p><i>e.g.... (as above) but explains that one feature helped the others to occur or that they link together in a web.</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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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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