

Mark Scheme (Results)

Summer 2015

Pearson Edexcel GCSE  
in History A (5HA02)  
Paper 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.

Question Number		
<b>1 (a)</b>		What can you learn from Source A about the USA in the 1920s? <b>Target:</b> source comprehension, inference and inference support (AO3).
Level	Mark	Descriptor
	<b>0</b>	No rewardable material.
<b>1</b>	<b>1</b>	<b>Candidates do no more than copy/paraphrase the source.</b>  <i>e.g. I can learn that it was a time jazz was played in nightclubs like the well-known Cotton Club in New York, by black musicians such as Duke Ellington and Louis Armstrong.</i>
<b>2</b>	<b>2–3</b>	<b>Unsupported inference(s).</b> An inference is a judgement that can be made from studying the source, but is not directly stated by it.  <i>e.g. I can learn that people were looking for new thrills.</i>  <ul style="list-style-type: none"> <li>• 2 marks for one unsupported inference.</li> <li>• 3 marks for two unsupported inferences.</li> </ul>
<b>3</b>	<b>4</b>	<b>Supported inference(s).</b> A supported inference is one which uses detail from the source to prove the inference.  <i>e.g. I can learn that people were looking for new thrills. I know this because the source tells us that jazz was played in speakeasies. These bars were seen as daring and exciting places. The jazz too seemed wild and dramatic and it soon became a craze.</i> <i>I can also learn that people were excited by this new music as it says 'it soon became a craze'.</i>

Question Number		
<b>1 (b)</b>		Describe the key features of racism in the USA in the 1920s.  <b>Target:</b> knowledge recall and selection, key features and characteristics of the periods studied (AO1/AO2).
Level	Mark	Descriptor
	<b>0</b>	No rewardable material.
<b>1</b>	<b>1–3</b>	<b>Simple statement(s).</b>  <i>e.g. Racism meant that people were treated poorly.</i>  <ul style="list-style-type: none"> <li>• 1 mark for one simple statement.</li> <li>• 2 marks for two simple statements.</li> <li>• 3 marks for three or more simple statements.</li> </ul>
<b>2</b>	<b>4–6</b>	<b>Developed statement(s).</b> A developed statement is a simple statement supported by factual detail.  <i>e.g. One of the features of racism at this time was the influence of the Ku Klux Klan. The Klan wanted America to be a 'White Anglo-Saxon Protestant' country and thought that black people, Jews and Catholics were inferior. The Klan was very influential, particularly in the South. A wide variety of people joined the Klan, including politicians, judges, police and local government officials, so victims of racial injustice found it difficult to get justice.</i>  <i>Another feature of racism was segregation...</i>  <ul style="list-style-type: none"> <li>• 4–5 marks for one developed statement, according to the degree of support.</li> <li>• 5–6 marks for two or more developed statements.</li> </ul>

Question Number		
<b>1 (c)</b>		<p>Explain the effects of the Wall Street Crash on banks and businesses in the USA in the years 1929-30.</p> <p><b>Target:</b> knowledge recall and selection, consequence within a historical context (AO1/AO2).</p>
Level	Mark	Descriptor
	<b>0</b>	No rewardable material.
<b>1</b>	<b>1–2</b>	<p><b>Simple or generalised statement(s) of consequences.</b> The candidate makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p><i>e.g. The Wall Street Crash had a terrible effect. The banks had a terrible time.</i></p> <ul style="list-style-type: none"> <li>• 1 mark for one simple or generalised statement.</li> <li>• 2 marks for two or more simple or generalised statements.</li> </ul>
<b>2</b>	<b>3–5</b>	<p><b>Developed statement(s) of consequences.</b> The candidate supports the statement with relevant contextual knowledge.</p> <p><i>e.g. Banks had been using investors' money to buy and sell shares and now a lot of that money was lost. This meant that when investors asked for their money back (as many did when the boom ended), banks did not have the money to return it. Other banks started to ask businesses and other customers to repay loans they had taken out. Unemployment rose from under 2 million in 1929 to over 4 million in 1930.</i></p> <ul style="list-style-type: none"> <li>• 3–4 marks for one developed statement.</li> <li>• 4–5 marks for two or more developed statements.</li> </ul>
<b>3</b>	<b>6–8</b>	<p><b>Developed explanation of consequences.</b> An explanation of one or more consequences, supported by selected knowledge.</p> <p><i>e.g. The Wall Street Crash had a terrible effect. Banks had been using investors' money to buy and sell shares and now a lot of that money was lost. This meant that when investors asked for their money back (as many did when the boom ended), banks did not have the money to return it. Other banks started to ask businesses and other customers to repay loans they had taken out. This meant many businesses had to be wound up because they could not repay the loans. Unemployment rose from under 2 million in 1929 to over 4 million in 1930 and people had less money to spend buying goods...</i></p> <p><i>all of this meant that the confidence that had made banks lend money, had made people start businesses and made people spend money was gone. The economic boom time for businesses was over.</i></p> <ul style="list-style-type: none"> <li>• 6 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		
<b>1 (d)</b>		<p>Explain why many people in the USA were opposed to the policy of Prohibition in the 1920s.</p> <p><b>Target:</b> knowledge recall and selection, causation within a historical context (AO1/AO2).</p>
Level	Mark	Descriptor
	<b>0</b>	No rewardable material.
<b>1</b>	<b>1–2</b>	<p><b>Simple or generalised statement(s) of causation.</b></p> <p><i>e.g. I think there was a lot of opposition to Prohibition because it made it more difficult for people to get a drink.</i></p> <ul style="list-style-type: none"> <li>• 1 mark for one simple or generalised statement.</li> <li>• 2 marks for two or more simple or generalised statements.</li> </ul>
<b>2</b>	<b>3–5</b>	<p><b>Developed statement(s) of causation.</b></p> <p>The candidate supports statement(s) with relevant contextual knowledge.</p> <p><i>e.g. Groups like the anti-Saloon League said that drinking broke up homes and families and led to crime. So they wanted a ban on alcohol. This was introduced in January 1920. But Prohibition did not end the drinking of alcohol. Instead, bootleg alcohol was imported from other countries, such as Mexico and Canada, and moonshine alcohol was brewed and sold in illegal bars. Organised crime became involved in the illegal alcohol trade and made huge profits. They used their money to bribe police, judges etc to prevent their trade being stopped. So people were opposed to Prohibition because it didn't work.</i></p> <ul style="list-style-type: none"> <li>• 3–4 marks for one developed reason.</li> <li>• 4-5 marks for two or more developed reasons.</li> </ul>
<b>3</b>	<b>6–8</b>	<p><b>Developed explanation of causation.</b></p> <p>The candidate explains why the reasons(s) brought about the stated outcome.</p> <p><i>e.g. People were opposed to Prohibition because it didn't work, but also because it actually did harm. It didn't work because people found ways round it. Bootleg alcohol was imported from other countries, such as Mexico and Canada, and moonshine alcohol was brewed and sold in illegal bars. So what was the point of Prohibition if it didn't work and large numbers of Americans were breaking the law by finding a way to get alcohol?</i></p> <p><i>People also opposed Prohibition because it changed American society. Organised crime became involved in the illegal alcohol trade and made huge profits. They used their money to bribe police, judges etc. to prevent their trade being stopped. So Prohibition had created a situation where there was violence and murder and also corruption amongst government officials. Many people wondered whether stopping people having a drink was worth all this trouble.</i></p>

		<ul style="list-style-type: none"><li>• 6 marks for one reason linked to outcome.</li><li>• 7–8 marks for two or more reasons linked to outcome.</li><li>• 8 marks for answers which prioritise reasons or demonstrate how they combined to produce the outcome.</li></ul>
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Question Number		
<b>2 (a)</b>		<p>Explain how the Great Depression changed the lives of farmers in the years 1929-32.</p> <p><b>Target:</b> knowledge recall and selection, change within a historical context (AO1/AO2).</p>
Level	Mark	Descriptor
	<b>0</b>	No rewardable material.
<b>1</b>	<b>1–2</b>	<p><b>Simple or generalised statement(s) of change.</b></p> <p><i>e.g. Life for farmers became very difficult.</i></p> <ul style="list-style-type: none"> <li>• 1 mark for one simple statement.</li> <li>• 2 marks for two or more simple statements.</li> </ul>
<b>2</b>	<b>3–5</b>	<p><b>Developed statement(s) of change.</b></p> <p>The candidate supports the statement with relevant contextual knowledge.</p> <p><i>e.g. Life took a turn for the worse for farmers during this period. The Wall Street Crash had brought about the Great Depression, which meant that people had less money to spend. As spending dropped, so farmers found themselves producing way more food than they could sell and prices dropped further. Although Hoover introduced the Federal Farm Board in 1929 (it actually started before the Depression), farmers still struggled to make ends meet.</i></p> <ul style="list-style-type: none"> <li>• 3–4 marks for one developed statement.</li> <li>• 4–5 marks for two or more developed statements.</li> </ul>
<b>3</b>	<b>6–8</b>	<p><b>Developed explanation of change.</b></p> <p>An explanation of one or more changes, supported by selected knowledge.</p> <p><i>e.g. It is possible to argue that there was no real change for farmers during this period. During the 1920s there had been overproduction of agricultural products, which made prices fall. Farmers were doing really badly. So when the Great Depression came after the Wall Street Crash, it didn't really change the position of farmers from prosperity to poverty. However, there was a significant change. The problems of the farmers were intensified. Previously they were struggling and now they were struggling even more. The Great Depression reduced demand and made life worse.</i></p> <ul style="list-style-type: none"> <li>• 6–7 marks for one explained change.</li> <li>• 7–8 marks for two or more explained changes.</li> <li>• 8 marks for answers which prioritise changes or show links between them.</li> </ul>

Question Number		
<b>2 (b)</b>		<p>Explain how mass production changed the US economy in the 1920s.</p> <p><b>Target:</b> knowledge recall and selection, change within a historical context (AO1/AO2).</p>
Level	Mark	Descriptor
	<b>0</b>	No rewardable material.
<b>1</b>	<b>1–2</b>	<p><b>Simple or generalised statement(s) of change.</b></p> <p><i>e.g. Mass production changed the US economy because it led to much cheaper prices.</i></p> <ul style="list-style-type: none"> <li>• 1 mark for one simple statement.</li> <li>• 2 marks for two or more simple statements.</li> </ul>
<b>2</b>	<b>3–5</b>	<p><b>Developed statement(s) of change.</b></p> <p>The candidate supports the statement with relevant contextual knowledge.</p> <p><i>e.g. Mass production was one of the important factors behind the US economic boom. It really started in Henry Ford's motor company and spread to other businesses. Mass production involved the use of an assembly line where each worker stayed in one place and did a specialist job. This way, the amount of time it took to make a car dropped from 12 hours to under 2 hours. That made cars much cheaper to make and much cheaper to buy. A Ford car cost \$950 in 1908 and \$350 in 1926. So the number of cars owned also increased dramatically.</i></p> <ul style="list-style-type: none"> <li>• 3–4 marks for one developed statement.</li> <li>• 4–5 marks for two or more developed statements.</li> </ul>
<b>3</b>	<b>6–8</b>	<p><b>Developed explanation of causation</b></p> <p>An explanation of one or more changes, supported by selected knowledge.</p> <p><i>e.g. It is possible to argue that mass production was the basis for the boom in the American economy in the 1920s and was the main reason for economic prosperity. It brought about a change by making it possible for goods to be made quicker. But its impact was much greater than this. Quicker production meant cheaper prices, which meant more sales, which meant more demand and more jobs. More jobs meant more spending and so even more demand. So mass production changed the economy in the USA from one in difficulties after World War One, to one where there was growth in demand and prosperity.</i></p> <ul style="list-style-type: none"> <li>• 6–7 marks for one explained change.</li> <li>• 7–8 marks for two or more explained changes.</li> <li>• 8 marks for answers which prioritise changes or show links between them.</li> </ul>

Question Number		
<b>3 (a)</b>		<p>Was setting up the Civilian Conservation Corps (CCC) Roosevelt's most effective measure to deal with the impact of the Great Depression? Explain your answer.</p> <p>You may use the following in your answer.</p> <ul style="list-style-type: none"> <li>• Setting up of the Civilian Conservation Corps (CCC)</li> <li>• The Fireside Chats</li> </ul> <p>You must also include information of your own.</p> <p><b>Target:</b> knowledge recall and selection, analysis of consequence within a historical context (AO1/AO2).  <b>Assessing QWC i-ii-iii:</b> for the highest mark in a level <b>all</b> criteria for the level, including those for QWC, must be met.  <b>Spelling, punctuation and grammar (SPaG):</b> up to 4 additional marks will be awarded for SPaG.</p>
Level	Mark	Descriptor
	<b>0</b>	No rewardable material.
<b>1</b>	<b>1–3</b>	<p><b>Simple or generalised statements of consequence.</b>  The candidate makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p>At this level candidates will</p> <ul style="list-style-type: none"> <li>• agree or disagree without development</li> <li>• write on the stimulus points or other causes without specific detail.</li> </ul> <p><i>e.g. I agree that the Fireside Chats were extremely useful. They were something that Roosevelt was very keen on. Of course, the CCC was important because it brought help to so many people.</i></p> <p>Writing communicates ideas using everyday language and showing some selection of material, but the response lacks clarity and organisation. The candidate spells, punctuates and uses the rules of grammar with limited accuracy.</p>
<b>QWC i-ii-iii</b>		
<b>2</b>	<b>4–7</b>	<p><b>Developed statements of consequence.</b>  Developed statements which agree and/or disagree with the question. These answers provide detail, but do not explain the consequences.</p> <ul style="list-style-type: none"> <li>• 4–5 marks for developing one consequence.</li> <li>• 5–6 marks for developing two consequence</li> <li>• 6–7 marks for developing three consequences</li> </ul> <p><i>e.g. The CCC worked with young men aged 17 - 23 who were sent to camps to work on replanting the forests and digging ditches. The workers earned \$30 a month (\$25 of which had to be sent home to their families). In 9 years 3 million young men participated in the CCC.</i></p> <p><i>Fireside Chats were also important. On 12 March 1933 Roosevelt began a series of radio broadcasts in which he explained what work he was doing. The first chat was about why he had closed the banks. He said that government</i></p>

<p><b>QWC i-ii-iii</b></p>		<p><i>needed the people's 'intelligent support'.</i></p> <p>Maximum 6 marks for answers that do not detail a consequence in addition to those prompted by the stimulus material, for example other Alphabet Laws (such as the NRA) or the Second New Deal.</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 candidate spells, punctuates and uses some of the rules of grammar with general accuracy.</p>
<p><b>3</b></p> <p><b>QWC i-ii-iii</b></p>	<p><b>8–12</b></p>	<p><b>Developed explanation of consequence.</b> Developed explanation of consequence, agreeing and/or disagreeing with the question.</p> <ul style="list-style-type: none"> <li>• 8–9 marks for one consequence explained.</li> <li>• 9–10 marks for two consequences explained.</li> <li>• 11–12 marks for three or more consequences explained.</li> </ul> <p><i>e.g. Yes, establishing the CCC was important. It worked with young men aged 17-23 who were sent to camps to work on replanting the forests and digging ditches. The workers earned \$30 a month. The type of work and the pay was not really important. What mattered was that young people were given hope and felt they were doing something useful. It gave people, who might have otherwise been just 'hanging around', a pride in themselves.</i></p> <p><i>The Second New Deal was also very important in dealing with the consequences of the Great Depression. It was the measures in the Second New Deal which changed America by introducing the sort of radical policies which America had not seen before. Most well known of these was the National Labor Relations Act (sometimes called the Wagner Act) which tried to improve relations between employers and workers. This was especially important after 1934 when there had been a number of violent industrial disputes. Another measure was the WPA, which gave people jobs through public works, such as hospitals and schools. Such measures changed the face of America for ever.</i></p> <p>Maximum 10 marks for answers that do not explain a consequence beyond those prompted by the stimulus material, for example other Alphabet Laws (such as the NRA) or the Second New Deal.</p> <p>Writing communicates ideas using historical terms accurately and showing some direction and control in the organising of material. The candidate uses some of the rules of grammar appropriately and spells and punctuates with considerable</p>

		accuracy, although some spelling errors may still be found.
<b>4</b>	<b>13–16</b>	<p><b>Prioritises consequences or sees link between them.</b> This considers the relationship between a range of consequences. (This level can be achieved only if the response has explained at least three consequences and has made explicit comparisons of the relative importance of two of them in coming to a judgement.)</p> <p><i>e.g. As Level 3 plus</i></p> <p><i>I think the Fireside Chats were the most important of the two. The CCC was important because it gave people work, but what was really important was to remove the general fear that the Crash had brought about. That's what the Fireside Chats did. They were wider in their impact than the CCC.</i></p> <ul style="list-style-type: none"> <li>• 13-14 marks for judgement of the relative importance of two consequences.</li> <li>• 15–16 marks for judgement of the relative importance of more than two consequences or for an answer which shows the interrelationship between three causes in coming to a judgement.</li> </ul> <p><b>NB: No access to Level 4 for answers which do not explore an aspect beyond those prompted by the stimulus material, for example other Alphabet Laws (such as the NRA) or the Second New Deal.</b></p> <p>Writing communicates ideas effectively, using a range of precisely-selected historical terms and organising information clearly and coherently. The candidate spells, punctuates and uses the rules of grammar with considerable accuracy, although some spelling errors may still be found.</p>
<b>QWC</b> <b>i-ii-iii</b>		
<b>Marks for SPaG</b>		
Performance	Mark	Descriptor
	<b>0</b>	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	<b>1</b>	Candidates 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	<b>2–3</b>	Candidates 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	<b>4</b>	Candidates 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		
<b>3 (b)</b>		<p>Were the decisions of the Supreme Court the most serious challenge to Roosevelt's New Deal?</p> <p>You may use the following in your answer.</p> <ul style="list-style-type: none"> <li>• Decisions of the Supreme Court</li> <li>• Father Coughlin</li> </ul> <p>You must also include information of your own.</p> <p><b>Target:</b> knowledge recall and selection, analysis of consequence within a historical context (AO1/AO2).  <b>Assessing QWC i-ii-iii:</b> for the highest mark in a level <b>all</b> criteria for the level, including those for QWC, must be met.  <b>Spelling, punctuation and grammar (SPaG):</b> up to 4 additional marks will be awarded for SPaG.</p>
Level	Mark	Descriptor
	<b>0</b>	No rewardable material.
<b>1</b>	<b>1–3</b>	<p><b>Simple or generalised statements of consequence.</b>  The candidate makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p>At this level candidates will</p> <ul style="list-style-type: none"> <li>• agree or disagree without development</li> <li>• write on the stimulus points or other causes without specific detail.</li> </ul> <p><i>e.g. I agree that the opposition of Father Coughlin was important. His role as a Catholic priest gave him authority.</i></p> <p>Writing communicates ideas using everyday language and showing some selection of material, but the response lacks clarity and organisation. The candidate spells, punctuates and uses the rules of grammar with limited accuracy.</p>
<b>QWC i-ii-iii</b>		
<b>2</b>	<b>4–7</b>	<p><b>Developed statements of consequence.</b>  Developed statements which agree and/or disagree with the question. These answers provide detail, but do not explain the consequences.</p> <ul style="list-style-type: none"> <li>• 4–5 marks for developing one consequence.</li> <li>• 5–6 marks for developing two consequence</li> <li>• 6–7 marks for developing three consequences</li> </ul> <p><i>e.g. The decisions of the Supreme Court were a serious problem. In May 1935 the Supreme Court overturned two key pieces of Roosevelt's New Deal. Both the National Industrial Recovery Act and the Federal Farm Bankruptcy Act were said to be unconstitutional. Roosevelt had overstepped his powers. In 1936 the Agricultural Adjustment Act was also overturned.</i></p> <p><i>Opposition also came from radical politicians. One of these was Father Coughlin. He was one of the first political leaders to use the radio to reach a wide audience and he accused</i></p>
<b>QWC i-ii-iii</b>		

		<p><i>Roosevelt of being too friendly with the bankers. He started his own political organisation called the National Union for Social Justice. This had a membership running into millions.</i></p> <p>Maximum 6 marks for answers that do not detail a consequence in addition to those prompted by the stimulus material, for example the opposition of the Republicans or Huey Long.</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 candidate spells, punctuates and uses some of the rules of grammar with general accuracy.</p>
<p style="text-align: center;"><b>3</b></p> <p style="text-align: center;"><b>QWC</b> <b>i-ii-iii</b></p>	<p style="text-align: center;"><b>8–12</b></p>	<p><b>Developed explanation of consequence.</b> Developed explanation of consequence, agreeing and/or disagreeing with the question.</p> <ul style="list-style-type: none"> <li>• 8–9 marks for one consequence explained.</li> <li>• 9–10 marks for two consequences explained.</li> <li>• 11–12 marks for three or more consequences explained.</li> </ul> <p><i>e.g. The decisions of the Supreme Court were a serious problem. In May 1935 the Supreme Court overturned two key pieces of Roosevelt's New Deal. Both the National Industrial Recovery Act and the Federal Farm Bankruptcy Act were said to be unconstitutional. Roosevelt had overstepped his powers. In 1936 the Agricultural Adjustment Act was also overturned. This was very serious opposition because Roosevelt could not enforce any law which the Supreme Court overturned. So some of his main measures became meaningless.</i></p> <p><i>Also, the opposition of the Republicans was a problem. Whilst some Republicans supported the New Deal, many of them opposed it because they felt that government intervention might be a step on the road to communism. Laissez-faire might have been shown not to work, but the Republicans wanted to make sure that Communism (which was receiving quite a bit of support at the time) was not able to win more support and threaten all they believed in.</i></p> <p>Maximum 10 marks for answers that do not detail a consequence in addition to those prompted by the stimulus material, for example the opposition of the Republicans or Huey Long.</p> <p>Writing communicates ideas using historical terms accurately and showing some direction and control in the organising of material. The candidate uses some of the rules of grammar appropriately and spells and punctuates with considerable</p>

		accuracy, although some spelling errors may still be found.
<b>4</b>	<b>13–16</b>	<p><b>Prioritises consequences or sees link between them.</b> This considers the relationship between a range of consequences. (This level can be achieved only if the response has explained at least three consequences and has made explicit comparisons of the relative importance of two of them in coming to a judgement.)</p> <p><i>e.g. As Level 3 plus</i></p> <p><i>Of course, the decisions of the Supreme Court were the more important. Father Coughlin was annoying to Roosevelt, but he was later unpopular with bishops in his own Church. The Supreme Court was the body that decided what was lawful in the USA. So if it said Roosevelt was acting incorrectly, that was much more important.</i></p> <ul style="list-style-type: none"> <li>• 13-14 marks for judgement of the relative importance of two consequences.</li> <li>• 15–16 marks for judgement of the relative importance of more than two consequences or for an answer which shows the interrelationship between three causes in coming to a judgement for an answer which shows the interrelationship between three causes in coming to a judgement.</li> </ul> <p><b>NB: No access to Level 4 for answers which do not explore an aspect beyond those prompted by the stimulus material, for example the opposition of the Republicans or Huey Long.</b></p> <p>Writing communicates ideas effectively, using a range of precisely-selected historical terms and organising information clearly and coherently. The candidate spells, punctuates and uses the rules of grammar with considerable accuracy, although some spelling errors may still be found.</p>
<b>QWC</b> <b>i-ii-iii</b>		
<b>Marks for SPaG</b>		
Performance	Mark	Descriptor
	<b>0</b>	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	<b>1</b>	Candidates 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	<b>2–3</b>	Candidates 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	<b>4</b>	Candidates 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.

