

# Mark Scheme (Results)

## Summer 2010

GCSE

GCSE History (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 the position of women in the USA in the 1930s?  Target: Source comprehension, inference and inference support
Level	Mark	Descriptor
	0	No rewardable material
1	1	Students do no more than copy/paraphrase the source.  <i>e.g. ... Only 8000 out of 2.75 million people in the C.C.C were women.</i>
2	2-3	<b>Makes unsupported inferences.</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 think it tells us that women were treated as second class citizens.</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	<b>Makes supported inference(s).</b> A supported inference is one which uses detail from the source to prove the inference.  <i>e.g. ... I think it tells us women were second class citizens because it says that the average pay for women was less than one third of the average pay for men.</i>

Question Number		
1 (b)		Describe the system of mass production used by the Ford Motor Company.  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. ... Mass production was about people working in factories.</i></p>
2	4-6	<p><b>Developed statement(s).</b> (a developed statement is a simple statement is supported by factual detail.)</p> <ul style="list-style-type: none"> <li>• One developed statement = 4-5 marks</li> <li>• Two or more developed statements = 5-6 marks</li> </ul> <p><i>e.g. ... Mass production was about people working in factories. In this system each man had a specific task and stood on a production line as the cars came by. If your job was to put on a wheel, then you did just that. You didn't make whole cars.</i></p>

Question Number		
1 (c)		<p>Explain the effects of the Wall Street Crash on the USA in the years 1929-32.</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>The student makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p><i>e.g ... It brought poverty to the USA</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 statements of consequence(s).</b></p> <p>The student supports the statement with relevant contextual knowledge.</p> <p><i>e.g. ... One of the effects of the Wall St Crash was that it brought poverty to the USA. Many people had borrowed money to buy shares and when the shares went down they lost money.</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 student explains one or more consequence supported by selected knowledge.</p> <p><i>e.g. ... One of the effects of the Wall St Crash was that it brought poverty to the USA. Many people had borrowed money to buy shares and when the shares went down they lost money. It wasn't just individuals who were affected. The whole economic system was harmed because people lost faith in investing, in industry and in the banks. Spending stopped too and America went into a recession.</i></p> <ul style="list-style-type: none"> <li>• 6-7 marks for one or more explained statements.</li> <li>• 8 marks for answers which show links between statements.</li> </ul>

Question Number		
1 (d)		Explain why organised crime grew in the USA in the 1920s. Target: Causation/Recall of knowledge (A01/A02)
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	<p><b>Simple or generalised statements of causation.</b></p> <p><i>e.g. ...Organised crime grew because there were opportunities to make money.</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 student supports statement(s) with relevant contextual knowledge</p> <p><i>e.g. ...Organised crime grew because there were opportunities to make money. In particular, this was the result of the introduction of prohibition. People were not allowed to drink and so speakeasies were set up where they could sell alcohol.</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 student explains why the cause(s) brought about the stated outcome.</p> <p><i>e.g. ... Organised crime grew because there were opportunities to make money. In particular, this was the result of the introduction of prohibition. People were not allowed to drink and speakeasies were set up where they could sell alcohol. This was such a lucrative business that it was the gangs which controlled the speakeasies. As profits grew, so did organised crime to try to keep control of the share the gangs had.</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)		Explain how the lives of farmers changed in the years 1919-29. Target: key feature/recall of knowledge (A01/A02)
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...They became poorer.</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 student supports the statement with relevant contextual knowledge.</p> <p><i>e.g ... They became poorer. During the Europe had not been able to produce enough goods to feed itself, so the American farmers had sold their products overseas at a good price.</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 way or more supported by selected knowledge.</p> <p><i>e.g ... They became poorer. During the Europe had not been able to produce enough goods to feed itself, so the American farmers had sold their products overseas at a good price. When the war was over many farmers could not get such high prices and their income declined.</i></p> <p><i>Another change was that some farmers lost their land because they could not pay their mortgages. During the war some farmers had borrowed money to buy more land, or clear rough land to use for growing crops. When demand and prices dropped after the war, they could not pay their mortgages and lost their farms.</i></p> <ul style="list-style-type: none"> <li>• 6-7 marks for one or more explained statements.</li> <li>• 8 marks for answers which show links between statements.</li> </ul>

Question Number		
2(b)		<p>Explain how Roosevelt dealt with the problems of the banks in 1933.</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 change.</b></p> <p>One mark per simple statement made</p> <p><i>e.g... Roosevelt helped the banks by passing laws to restore confidence in them</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 student supports the statement with relevant contextual knowledge.</p> <p><i>e.g... Roosevelt helped the banks by passing laws to restore confidence in them. In 1933 he introduced the Emergency Banking Act which closed banks for 10 days and only those approved by the Federal Government were allowed to reopen.</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>The student explains one change or more supported by selected knowledge</p> <p><i>e.g... Roosevelt helped the banks by passing laws to restore confidence in them. In 1933 he introduced the Emergency Banking Act which closed banks for 10 days and only those approved by the Federal Government were allowed to reopen. This was a help because people now realised that the reopened banks must be safe and kept their money in them. Another way he helped was by his Fireside Chats. These were speeches he made on the radio that were made to sound like relaxed chats with the people. One of the things that he said in these chats was that it was better to put your money in a reopened bank than under the mattress. So when people heard this they were happy to put their savings in banks and the banks could operate again.</i></p> <ul style="list-style-type: none"> <li>• 6-7 marks for one or more explained statements.</li> <li>• 8 marks for answers which show links between statements.</li> </ul>

Question Number		
3(a)		<p>Was motor car ownership the most important reason for improvements in the way of life for many Americans in the 1920s? Explain your answer.</p> <p>Target: Analysis of causation/recall of knowledge (AO1/A02)  <b>QWC Strands i ii iii</b>            Assessing QWC:           <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> </p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	<p><b>Simple or generalised statements of causation.</b></p> <p>The student 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>High level 1 (3-4) For unfocused description</p> <p><i>Eg. During the 1920s the American people were able to acquire a lot of new consumer goods which changed their lives. They now had access to cheap radios and refrigerators, for example.</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> <p><b>QWC i-ii-iii</b></p>
2	5-8	<p><b>Developed statements of causation.</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 development of one of stimuli only.</p> <p><i>Eg. During the 1920s the American people were able to acquire a lot of new consumer goods which changed their lives. They now had access to cheap radios and refrigerators, for example. American citizens began to expect a high standard of living.</i></p> <p>High Level 2 (7-8) Develops two or more of stimuli or other relevant information.</p>

<p>QWC i-ii-iii</p>		<p><i>Eg... During the 1920s the American people were able to acquire a lot of new consumer goods which changed their lives. They now had access to cheap radios and refrigerators, for example. American production went up 50% in this period and a lot of that production was of manufactured goods. American citizens began to expect a high standard of living.</i></p> <p><i>There was also a change because of the growth of car ownership. In 1929 more than 4.5 million cars were manufactured and there were 27 million vehicles on American roads. This meant that people became much more mobile.</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><b>Developed explanation of causation.</b></p> <p>Developed explanation of more than one reason agreeing and/or disagreeing from stimulus and/or additional material.</p> <p>Low Level 3 (9-10) Considers a variety of reasons but judgement implicit</p> <p><i>Eg... During the 1920s the American people were able to acquire a lot of new consumer goods which changed their lives. They now had access to cheap radios and refrigerators, for example. American production went up 50% in this period and a lot of that production was of manufactured goods. This was important in bringing about a change in the American way of life because American citizens began to expect a high standard of living and were ready to complain when they didn't get it.</i></p> <p><i>There was also a change because of the growth of car ownership. In 1929 more than 4.5 million cars were manufactured and there were 27 million vehicles on American roads. This meant that people became much more mobile. With this new found mobility people came less parochial. Now they began to see the rest of the USA and understand the country more.</i></p> <p>High Level 3 (11-12) Considers a variety of reasons and explains why one more important than others.</p> <p><i>Eg. ...During the 1920s the American people were able to acquire a lot of new consumer goods which changed their lives. They now had access to cheap radios and refrigerators, for example. American production went up 50% in this period and a lot of that production was of manufactured goods. This was important in bringing about a change in the American way of life because American citizens began to expect a high standard of living and were ready to complain when they didn't get it.</i></p>

<p>QWC i-ii-iii</p>		<p><i>There was also a change because of the growth of car ownership. In 1929 more than 4.5 million cars were manufactured and there were 27 million vehicles on American roads. This meant that people became much more mobile. With this new found mobility people came less parochial. Now they began to see the rest of the USA and understand the country more. I think this new mobility is the most important effect. Having a fridge is fine, but it doesn't really improve the mind, does it. That's what travel does</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><b>A sustained argument.</b></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>Eg. ...During the 1920s the American people were able to acquire a lot of new consumer goods which changed their lives. They now had access to cheap radios and refrigerators, for example. American production went up 50% in this period and a lot of that production was of manufactured goods. This was important in bringing about a change in the American way of life because American citizens began to expect a high standard of living and were ready to complain when they didn't get it.</i></p> <p><i>High levels of employment were obviously important because it gave people confidence and also enabled them to spend money on the new consumer goods, including the cars. Perhaps it also enabled people to be more mobile.</i></p> <p><i>There was also a change because of the growth of car ownership. In 1929 more than 4.5 million cars were manufactured and there were 27 million vehicles on American roads. This meant that people became much more mobile. With this new found mobility people came less parochial. Now they began to see the rest of the USA and understand the country more. I think this new mobility is the most important effect. Having a fridge is fine, but it doesn't really improve the mind, does it. That's what travel does</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>QWC i-ii-iii</p>	<p><i>Eg. ...During the 1920s the American people were able to acquire a lot of new consumer goods which changed their lives. They now had access to cheap radios and refrigerators, for example. American production went up 50% in this period and a lot of that production was of manufactured goods. This was important in bringing about a change in the American way of life because American citizens began to expect a high standard of living and were ready to complain when they didn't get it.</i></p> <p><i>High levels of employment were obviously important because it gave people confidence and also enabled them to spend money on the new consumer goods, including the cars. Perhaps it also enabled people to be more mobile.</i></p> <p><i>There was also a change because of the growth of car ownership. In 1929 more than 4.5 million cars were manufactured and there were 27 million vehicles on American roads. This meant that people became much more mobile. With this new found mobility people came less parochial. Now they began to see the rest of the USA and understand the country more. I think this new mobility is the most important effect. Having a fridge is fine, but it doesn't really improve the mind, does it. That's what travel does.</i></p> <p><i>But it is also true that whilst car ownership may have had the greatest effect, it would not have been possible without the other factors. New consumer goods encouraged people to buy (and the car was one more consumer good), high levels of employment gave people the money to buy and you might even say new forms of entertainment, like the cinema, made people want to buy as they saw film stars in big cars etc.</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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Question Number		
3(b)		<p>Was unemployment the most serious problem in the USA in the 1930s? Explain your answer.</p> <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 all 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 effect.</b></p> <p>The student 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>High level 1 (3-4) For unfocused description</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> <p><b>QWC i-ii-iii</b></p>
2	5-8	<p><b>Developed statements of effect</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 development of one of stimuli only.</p> <p><i>e.g. Following the Wall St Crash in 1929, America went into recession. Banks stopped lending money and the upward spiral of prosperity turned into a downward spiral. Unemployment grew rapidly. By 1932 a quarter of the working population was unemployed and manufacturing was producing only 20% of what it had done in 1929. This had a serious effect on peoples' way of life.</i></p> <p>High Level 2 (7-8) Develops two or more of stimuli or other relevant information.</p>

<p>QWC i-ii-iii</p>		<p><i>e.g. Un employment was a serious issue. Following the Wall St Crash in 1929, America went into recession. Banks stopped lending money and the upward spiral of prosperity turned into a downward spiral. Unemployment grew rapidly. By 1932 a quarter of the working population was unemployed and manufacturing was producing only 20% of what it had done in 1929. This had a serious effect on peoples' way of life.</i></p> <p><i>The depression in farming was also important. There had been serious over-production in farming and the farmers did not share in the boom there had been in the 1920s. By 1929 the proportion of Americans in farming had dropped to one-quarter. As the depression hit America, farmers were even more badly hit as demand dropped.</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><b>Developed explanation of effect.</b></p> <p>Developed explanation of more than one reason agreeing and/or disagreeing from stimulus and/or additional material.</p> <p>Low Level 3 (9-10) Considers a variety of reasons but judgement implicit</p> <p><i>e.g. Unemployment was a serious issue. Following the Wall St Crash in 1929, America went into recession. Banks stopped lending money and the upward spiral of prosperity turned into a downward spiral. Unemployment grew rapidly. By 1932 a quarter of the working population was unemployed and manufacturing was producing only 20% of what it had done in 1929. This had a serious effect on peoples' way of life. The purchase of consumer goods stopped, a number of people lost their homes and faith in government dropped.</i></p> <p><i>The depression in farming was also important. There had been serious over-production in farming and the farmers did not share in the boom there had been in the 1920s. By 1929 the proportion of Americans in farming had dropped to one-quarter. As the depression hit America, farmers were even more badly hit as demand dropped. So the rural community found itself in serious difficulties. The traditional American way of life was under attack.</i></p> <p>High Level 3 (11-12) Considers a variety of reasons and explains why one more important than others.</p>

<p>QWC i-ii-iii</p>		<p><i>e.g. Un employment was a serious issue. Following the Wall St Crash in 1929, America went into recession. Banks stopped lending money and the upward spiral of prosperity turned into a downward spiral. Unemployment grew rapidly. By 1932 a quarter of the working population was unemployed and manufacturing was producing only 20% of what it had done in 1929. This had a serious effect on peoples' way of life. The purchase of consumer goods stopped, a number of people lost their homes and faith in government dropped.</i></p> <p><i>The depression in farming was also important. There had been serious over-production in farming and the farmers did not share in the boom there had been in the 1920s. By 1929 the proportion of Americans in farming had dropped to one-quarter. As the depression hit America, farmers were even more badly hit as demand dropped. So the rural community found itself in serious difficulties. The traditional American way of life was under attack.</i></p> <p><i>I think for this reason the depression in farming was the most important as it was longer term in its effects. Farmers had been struggling since the end of the war and their problems were likely to have a permanent effect. Unemployment was serious, but it was likely to be only temporary.</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><b>A sustained argument.</b></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. Un employment was a serious issue. Following the Wall St Crash in 1929, America went into recession. Banks stopped lending money and the upward spiral of prosperity turned into a downward spiral. Unemployment grew rapidly. By 1932 a quarter of the working population was unemployed and manufacturing was producing only 20% of what it had done in 1929. This had a serious effect on peoples' way of life. The purchase of consumer goods stopped, a number of people lost their homes and faith in government dropped.</i></p> <p><i>This led to homelessness, which was obviously, also a serious problem. As people lost their jobs, they were unable to pay their mortgages or their rents and so lost their homes. Large numbers of homeless people had to move into shanty towns called Hoovervilles after President Hoover. This was important because</i></p>

*it destroyed the faith these people had in the American way of life. Hoover had promised a chicken in every pot. Now they didn't even have a home.*

*The depression in farming was also important. There had been serious over-production in farming and the farmers did not share in the boom there had been in the 1920s. By 1929 the proportion of Americans in farming had dropped to one-quarter. As the depression hit America, farmers were even more badly hit as demand dropped. So the rural community found itself in serious difficulties. The traditional American way of life was under attack.*

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High level 4 (15-16) Illustrates that one 'most important' reason on its own could not provide a satisfactory explanation.

*e.g. Unemployment was a serious issue. Following the Wall St Crash in 1929, America went into recession. Banks stopped lending money and the upward spiral of prosperity turned into a downward spiral. Unemployment grew rapidly. By 1932 a quarter of the working population was unemployed and manufacturing was producing only 20% of what it had done in 1929. This had a serious effect on peoples' way of life. The purchase of consumer goods stopped, a number of people lost their homes and faith in government dropped.*

*This led to homelessness, which was obviously, also a serious problem. As people lost their jobs, they were unable to pay their mortgages or their rents and so lost their homes. Large numbers of homeless people had to move into shanty towns called Hoovervilles after President Hoover. This was important because it destroyed the faith these people had in the American way of life. Hoover had promised a chicken in every pot. Now they didn't even have a home.*

*The depression in farming was also important. There had been serious over-production in farming and the farmers did not share in the boom there had been in the 1920s. By 1929 the proportion of Americans in farming had dropped to one-quarter. As the depression hit America, farmers were even more badly hit as demand dropped. So the rural community found itself in serious difficulties. The traditional American way of life was under attack.*

*I think for this reason the depression in farming may be the most important as it was longer term in its effects. Farmers had been struggling since the end of the war and their problems were likely to have a permanent effect. Unemployment was serious,*

<p><b>QWC i-ii-iii</b></p>	<p><i>but it was likely to be only temporary.</i></p> <p><i>However, when you stand back and look at the various alternatives, they are all just part of the same problem, weren't they? Unemployment and the depression in farming created a situation where people were out of work and ended up homeless. Homeless people can't buy goods and the lack of social welfare just helps make the situation worse. So I think they are all linked.</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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