

Write your name here

Surname

Other names

Centre Number

Candidate Number

Edexcel GCSE

History A (The Making of the Modern World)
Unit 2: Modern World Depth Study
Option 2A: Germany, 1918-39

Additional Sample Assessment Material
Time: 1 hour 15 minutes

Paper Reference

5HA02/2A

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **six** questions (1(a), (b), (c), and (d), 2(a) **OR** 2(b), 3(a) **OR** 3(b)).
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 50.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*
- Questions labelled with an **asterisk** (*) are ones where the quality of your written communication will be assessed
– *you should take particular care with your spelling, punctuation and grammar, as well as the clarity of expression, on these questions.*

Advice

- Read each question carefully before you start to answer it.
- Keep an eye on the time.
- Check your answers if you have time at the end.

Turn over ►

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Germany, 1918–39

Answer Questions 1(a) to (d), then Question 2(a) OR 2(b) and then Question 3(a) OR 3(b).

Question 1 – you must answer all parts of this question.

Study Source A.

Source A: From a book about the history of Germany, published in 2009.

On the evening of 27 February 1933, the Reichstag building was destroyed by a massive fire. A young Dutchman, a Communist supporter called Marinus van der Lubbe, was caught on the site. Van der Lubbe was put on trial, found guilty and executed. But his execution was not enough for Hitler; he saw the Reichstag fire as an opportunity to attack the Communists. He used the Reichstag fire to make President Hindenburg declare a State of Emergency.

(a) What can you learn from Source A about Communism in Germany in 1933? (4)

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(b) Describe the measures taken by Hitler to control the churches in Germany.

(6)

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(c) Explain the effects of the Night of the Long Knives (1934).

(8)

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(d) Explain why Hitler was determined to make young people join youth movements in Nazi Germany.

(8)

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(Total for Question 1 = 26 marks)



Answer EITHER Question 2(a) OR 2(b).

EITHER

2 (a) Explain how the Treaty of Versailles affected Germany in the years up to 1924. (8)

OR

2 (b) Explain how education changed in Germany in the years 1933–39. (8)

**Indicate which question you are answering by marking a cross ☒ in the box.
If you change your mind, put a line through the box ~~☒~~
and then indicate your new question with a cross ☒.**

Chosen Question Number: **Question 2(a)** ☒ **Question 2(b)** ☒

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(Total for Question 2 = 8 marks)



Answer EITHER Question 3(a) OR 3(b).

EITHER

***3** (a) Was the introduction of a new currency the most important action taken by Stresemann in restoring stability to Germany in the years 1924–28? Explain your answer.

(16)

You may use the following in your answer and any other information of your own.

- The introduction of a new currency
- Taking Germany into the League of Nations
- Signing Pacts with other European countries
- Dealing with the occupation of the Ruhr

OR

***3** (b) How successful was Hitler in dealing with the problems created in Germany by the Great Depression? Explain your answer.

(16)

You may use the following in your answer and any other information of your own.

- Rearmament
- The German Labour Front (DAF)
- The National Labour Service (RAD)
- The employment of women

**Indicate which question you are answering by marking a cross ☒ in the box.
If you change your mind, put a line through the box
and then indicate your new question with a cross ☒.**

Chosen Question Number: **Question 3(a)** ☒ **Question 3(b)** ☒

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(Total for Question 3 = 16 marks)

TOTAL FOR PAPER = 50 MARKS



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Mark Scheme

Additional Sample Assessment Material

GCSE

GCSE History A (5HA02/2A)

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 2A: Germany 1918-39

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 Communism in Germany in 1933? 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. e.g. ... It tells me that it was a time when Hitler used the Reichstag fire to make Hindenburg declare a State of Emergency.
2	2-3	Makes unsupported inferences. An inference is a judgement that can be made from studying the source, but is not directly stated by it. e.g. ... It tells me it was a time when people were frightened of Communism <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. e.g. ... It tells me that it was a time when people were frightened of communism. You can tell this because it says that Hitler was able to use the Fire to get Hindenburg to declare a State of Emergency to stop the Communist threat.

Question Number		
1 (b)		Describe the measures taken by Hitler to control the churches in Germany. 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>e.g. Hitler was able to control the Catholic church by co-operating with it. He bullied the Protestant Church</p>
2	4-6	<p>Developed statement(s). A developed statement is a simple statement is supported by factual detail.</p> <ul style="list-style-type: none"> • One developed statement = 4-5 marks according to degree of support • Two developed statements = 5-6 marks <p>e.g. Hitler was able to control the Catholic church by co-operating with it. In 1933 he signed the Concordat with the Catholic Church. It agreed to keep out of politics if the Nazis kept out of religion. But the agreement did not last. He bullied the Protestant Church. He set up the rival Reich Church and then he sent 800 Protestant churchmen (such as Pastor Niemoller) to labour camps because they would not to as he asked.</p>

Question Number		
1 (c)		<p>Explain the effects of the Night of the Long Knives (1934).</p> <p>Target: Consequence/recall of knowledge (A01/A02)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	<p>Simple or generalised statements of consequence(s).</p> <p>The student makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p>e.g. The effects of the Night of the Long Knives were that Hitler now had more control.</p> <ul style="list-style-type: none"> • 1 mark for one simple statement. • 2 marks for two or more simple statements.
2	3-5	<p>Developed statements of consequence(s).</p> <p>The student supports the statement with relevant contextual knowledge.</p> <p>e.g. ... The effects of the Night of the Long Knives were that Hitler now had more control. On 30th June 1934 Hitler used the SS to arrest hundreds of SA members including the leader Ernst Rohm.</p> <ul style="list-style-type: none"> • 3-4 marks for one developed statement. • 4-5 marks for two or more developed statements.
3	6-8	<p>Developed explanation of consequence(s).</p> <p>The student explains one or more consequence(s) supported by selected knowledge.</p> <p>e.g. ... The effects of the Night of the Long Knives were that Hitler now had more control. On 30th June 1934 Hitler used the SS to arrest hundreds of SA members including the leader Ernst Rohm. This gave him more control because it not only removed a potential rival for control of the party (Rohm), but it also gave Hitler the support of the regular army. Army leaders had been reluctant to support Hitler whilst the SA had such influence.</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 Hitler was so determined to make young people join youth movements in Nazi Germany.</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>e.g. ... Hitler wanted young people to join the Hitler Youth so that he could control them.</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 student supports statement(s) with relevant contextual knowledge</p> <p>e.g. ... Hitler wanted young people to join the Hitler Youth to control them. Boys aged 6-10 joined the Little Fellows. From 10-14 they joined the Young Folk. From 14 they could be full members of the Hitler Youth.</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 student explains why the cause(s) brought about the stated outcome.</p> <p>e.g. ... Hitler wanted young people to join the Hitler Youth so that he could control them. Boys aged 6-10 joined the Little Fellows. From 10-14 they joined the Young Folk. From 14 they could be full members of the Hitler Youth. This suited Hitler's needs because whilst they were in the Hitler Youth the boys could be subjected to Nazi beliefs, such as loyalty to the leader and the need to fight to ensure the supremacy of the Aryan race. Girls were encouraged to train for motherhood. They were encouraged to join organisations like the League of German Maidens.</p> <ul style="list-style-type: none"> • 6-7 marks for one cause linked to outcome. • 7-8 marks for two 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 Treaty of Versailles affected Germany in the years up to 1924.</p> <p>Target: Change/Recall of knowledge (A01/A02)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	<p>Simple or generalised statement(s) of effect.</p> <p>One mark per simple statement made.</p> <p>e.g. The Treaty had a really bad impact on Germany. Lots of things got worse.</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 effect.</p> <p>The student supports the statement with relevant contextual knowledge.</p> <p>e.g. The Treaty had a really bad impact on Germany. Lots of things got worse. Take the economy. The Treaty said that Germany had to pay reparations. These were eventually fixed at £6,600,000 and Germany could not afford to pay them. So the French invaded the Ruhr to take payment in kind.</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.</p> <p>The student explains one or more effect supported by selected knowledge.</p> <p>e.g. The Treaty said that Germany had to pay reparations. These were eventually fixed at £6,600,000 and Germany could not afford to pay them. So the French invaded the Ruhr to take payment in kind. This really messed up the German economy. The workers went on strike, the government printed more notes to pay its bills and there was hyper-inflation. Peoples' savings were destroyed and many people on fixed incomes were forced into poverty.</p> <p>The reparations payments prevented the Weimar Republic from winning popular support. It was always labelled as having betrayed the German people and so was subject to attacks from right and left. So there were uprisings like the Kapp Putsch and the Munich Putsch.</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		
2(b)		Explain how education changes in Germany in the years 1933-39. Target: change/recall of knowledge (A01/A02)
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>e.g. Education changed a lot. It was very different.</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 student supports the statement with relevant contextual knowledge.</p> <p>e.g. Education changed a lot. It was very different. New subjects were added to the school curriculum and people were taught subjects to keep them healthy, such as PE. Domestic science, including cookery and needlework was compulsory for girls.</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 change supported by selected knowledge.</p> <p>e.g. e.g. Education changed a lot. It was very different. New subjects were added to the school curriculum and people were taught subjects to keep them healthy, such as PE. Domestic science, including cookery and needlework was compulsory for girls. What was going on was that the Nazis were using education to make sure that the young people learned to support Nazi views. So the new subjects were ones which reinforced Nazi.</p> <ul style="list-style-type: none"> • 6-7 marks for one or more explained change. • 8 marks for answers which show links between changes.

Question Number		
3(a)		<p>Was the introduction of a new currency the most important action taken by Stresemann in restoring stability to Germany in the years 1924-28? Explain your answer.</p> <p>Target: Analysis of key features and consequence/recall of knowledge (AO1/A02) QWC Strands i ii iii Assessing QWC: For the highest mark in a level all criteria for the level, including those for QWC must be met.</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	<p>Simple or generalised statements of action</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>Eg I think that the introduction of the new currency was the most important.</p> <p>High level 1 (3-4) For unfocused description.</p> <p>Eg. After the First World War the Germany economy was in a terrible state. Part of this was the effects of the war, but a lot of it was down to Versailles. Stresemann had to deal with these problems and did so by introducing effective policies which solved the economic problems.</p> <p>Writing communicates ideas using everyday language and showing some selection of material, but the response lacks clarity and organisation. The student spells, punctuates and uses the rules of grammar with limited accuracy.</p>
QWC i-ii-iii		
	5-8	<p>Developed statements of action</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 one of stimuli only.</p> <p>Eg. After the First World War the Germany economy was in a terrible state. Part of this was the effects of the war, but a lot of it was down to Versailles. Stresemann had to deal with these problems and did so by introducing effective policies which solved the economic problems. One of these was a new currency called the Rentenmark. This replaced the old mark which had become worthless due to inflation.</p>

		<p>High Level 2 (7-8) Develops two or more of stimuli or other relevant information.</p> <p>Eg. After the First World War the Germany economy was in a terrible state. Part of this was the effects of the war, but a lot of it was down to Versailles. Stresemann had to deal with these problems and did so by introducing effective policies which solved the economic problems. This replaced the old mark which had become worthless due to inflation.</p> <p>Another measure he took was to take Germany into the League of Nations. After the First World War Germany was not allowed to join the League and did not have good relations with other countries. Stresemann knew that it was important to be on good terms with all nations.</p> <p>Writing communicates ideas using a limited range of historical terminology and showing some skills of selection and organisation of material, but passages lack clarity and organisation. The student spells, punctuates and uses some of the rules of grammar with general accuracy.</p>
3	9-12	<p>Developed explanation of action.</p> <p>Developed explanation of one or more action agreeing and/or disagreeing from stimulus and/or additional material. The answer mainly focuses on the question.</p> <p>Low Level 3 (9-10) explains one or two actions.</p> <p>Eg. After the First World War the Germany economy was in a terrible state. Part of this was the effects of the war, but a lot of it was down to Versailles. Stresemann had to deal with these problems and did so by introducing effective policies which solved the economic problems. This replaced the old mark which had become worthless due to inflation. This measure was very important because people had lost faith in the country's economic system. By introducing a new currency Stresemann was able to restore confidence.</p> <p>Another measure he took was to take Germany into the League of Nations. After the First World War Germany was not allowed to join the League and did not have good relations with other countries. Stresemann knew that it was important to be on good terms with all nations. It was important to have these relations because Germany needed help to build up its economy and to restore its place amongst the powers in the international community.</p>

<p>QWC i-ii-iii</p>		<p>High Level 3 (11-12) explains two actions and explains why one more important than other</p> <p>Eg. After the First World War the Germany economy was in a terrible state. Part of this was the effects of the war, but a lot of it was down to Versailles. Stresemann had to deal with these problems and did so by introducing effective policies which solved the economic problems. This replaced the old mark which had become worthless due to inflation. This measure was very important because people had lost faith in the country's economic system. By introducing a new currency Stresemann was able to restore confidence.</p> <p>Another measure he took was to take Germany into the League of Nations. After the First World War Germany was not allowed to join the League and did not have good relations with other countries. Stresemann knew that it was important to be on good terms with all nations. It was important to have these relations because Germany needed help to build up its economy and to restore its place amongst the powers in the international community.</p> <p>But important though joining the League was, what was really important was changing the currency. This dealt with an immediate problem, hyperinflation. Better relations was important in the long term, but the new currency dealt with an urgent problem.</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 a range of actions from the stimulus and/or additional material.</p> <p>Low level 4 (13-14) Makes judgement showing relative importance of more than two actions.</p> <p>Eg. After the First World War the Germany economy was in a terrible state. Part of this was the effects of the war, but a lot of it was down to Versailles. Stresemann had to deal with these problems and did so by introducing effective policies which solved the economic problems. This replaced the old mark which had become worthless due to inflation. This measure was very important because people had lost faith in the country's economic system. By introducing a new currency Stresemann was able to restore confidence.</p>

Another measure he took was to take Germany into the League of Nations. After the First World War Germany was not allowed to join the League and did not have good relations with other countries. Stresemann knew that it was important to be on good terms with all nations. It was important to have these relations because Germany needed help to build up its economy and to restore its place amongst the powers in the international community.

In some ways this was similar to signing Pacts with other nations. For example, Germany signed the Locarno Pact in 1925 with France and Belgium and they agreed to respect the borders between them. So they were seen as a power to be trusted once more.

But important though joining the League was, what was really important was changing the currency. This dealt with an immediate problem, hyperinflation. Better relations and signing Pacts were important in the long term, but the new currency dealt with an urgent problem.

High level 4 (15-16) Illustrates that one 'most important action on its own could not provide a satisfactory explanation. Candidates are expected to show inter-relationship between the actions.

Eg. After the First World War the Germany economy was in a terrible state. Part of this was the effects of the war, but a lot of it was down to Versailles. Stresemann had to deal with these problems and did so by introducing effective policies which solved the economic problems. This replaced the old mark which had become worthless due to inflation. This measure was very important because people had lost faith in the country's economic system. By introducing a new currency Stresemann was able to restore confidence.

Another measure he took was to take Germany into the League of Nations. After the First World War Germany was not allowed to join the League and did not have good relations with other countries. Stresemann knew that it was important to be on good terms with all nations. It was important to have these relations because Germany needed help to build up its economy and to restore its place amongst the powers in the international community.

Of course, it was all interlinked really. Stresemann did introduce a new currency and restore the economy, but this work was based on loans from the USA as part of the Dawes Plan. These loans came only because Germany was being seen as less of a threat and more as part of the international community. This was seen also when it joined the League.

QWC i-ii-iii		Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. The student spells, punctuates and uses the rules of grammar with considerable accuracy, although some spelling errors may still be found.
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Question Number		
3(b)		<p>How successful was Hitler in dealing with the problems created in Germany by the Great Depression? Explain your answer.</p> <p>Target: Analysis of effect/recall of knowledge (AO1/A02) QWC Strands i ii iii Assessing QWC: For the highest mark in a level all criteria for the level, including those for QWC must be met.</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	<p>Simple or generalised statements of success/failure.</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>e.g. I think Hitler was very successful. One way he did it was by rearming.</p> <p>High level 1 (3-4) For unfocused description.</p> <p>e.g. Following the Wall St Crash in America in 1929, America went into recession and recalled loans it had made to Germany. This had a terrible effect on the economy and millions became unemployed. Hitler came to power and introduced policies to reduce that unemployment.</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 success/failure</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). Developed statement about one action only.</p> <p>e.g. One way that Hitler dealt with unemployment was by introducing rearmament. Factories had to produce more iron and steel to make weapons and, of course, they had to make more weapons too.</p>

<p>QWC i-ii-iii</p>		<p>High Level 2 (7-8) Developed statement about two or more of actions or other relevant information.</p> <p>e.g. One way that Hitler dealt with unemployment was by introducing rearmament. Factories had to produce more iron and steel to make weapons and, of course, they had to make more weapons too.</p> <p>But I don't think he was so successful when it came to the role of women. He didn't want them to be working. Many of them lost their jobs. During the Weimar Republic women had been encouraged to go out to work. There were around 100,000 women teachers in 1933. They had also started to attend social activities outside the family more. Women working and social freedoms were discouraged by the Nazis.</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 success/failure.</p> <p>Developed explanation of one or more action agreeing and/or disagreeing from stimulus and/or additional material. The answer mainly focuses on the question.</p> <p>Low Level 3 (9-10) shows the success or failure of one or more action</p> <p>e.g. One way that Hitler dealt with unemployment was by introducing rearmament. Factories had to produce more iron and steel to make weapons and, of course, they had to make more weapons too. All of these industries would need more workers which would create more jobs. The workers would also have money in their pockets enabling them to buy goods and create a demand which also led to others having jobs.</p> <p>But I don't think he was so successful when it came to the role of women. He had very conservative ideas about women which meant he expected them to dress in a certain way and devote their time to being mothers. He didn't want them to be working. Many of them lost their jobs. I don't think it is successful to restrict the rights of half the community by using propaganda and other methods to stop women having the right to work.</p>

<p>QWC i-ii-iii</p>		<p>High Level 3 (11-12) shows the success and failure of one or more action</p> <p>e.g. One way that Hitler dealt with unemployment was by introducing rearmament. Factories had to produce more iron and steel to make weapons and, of course, they had to make more weapons too. All of these industries would need more workers which would create more jobs. The workers would also have money in their pockets enabling them to buy goods and create a demand which also led to others having jobs.</p> <p>But I don't think he was so successful when it came to the role of women. He had very conservative ideas about women which meant he expected them to dress in a certain way and devote their time to being mothers. He didn't want them to be working. Many of them lost their jobs. I don't think it is successful to restrict the rights of half the community by using propoganda and other methods to stop women having the right to work.</p> <p>So for that reason, I consider that rearmament was a much more successful policy that the policy towards women. One policy created jobs, the other just restricted freedom.</p> <p>Writing communicates ideas using historical terms accurately and showing some direction and control in the organising of material. The student uses some of the rules of grammar appropriately and spells and punctuates with considerable accuracy, although some spelling errors may still be found.</p>
<p>4</p>	<p>13-16</p>	<p>A sustained argument.</p> <p>This considers the inter-relationship between a range of reasons from the stimulus and/or additional material.</p> <p>Low level 4 (13-14) shows success and failure of more than two policies.</p> <p>Makes judgement on relative importance of more than two policies.</p> <p>e.g. One way that Hitler dealt with unemployment was by introducing rearmament. Factories had to produce more iron and steel to make weapons and, of course, they had to make more weapons too. All of these industries would need more workers which would create more jobs. The workers would also have money in their pockets enabling them to buy goods and create a demand which also led to others having jobs.</p> <p>There were other measures to do with working that were equally successful. One way was to deal with the difficulties created by trade unions. Hitler wanted to direct the workforce and to create jobs where he wanted. The trade unions might object to this. So Hitler reduced their power by setting up an official trade union called the German Labour Front. This controlled the workers in</p>

the way he wanted.

But I don't think he was so successful when it came to the role of women. He had very conservative ideas about women which meant he expected them to dress in a certain way and devote their time to being mothers. He didn't want them to be working. Many of them lost their jobs. I don't think it is successful to restrict the rights of half the community by using propaganda and other methods to stop women having the right to work

So for that reason, I consider that the policy towards women was the least successful. Rearmament and setting up the German Labour Front created work, the measures to do with women just restricted freedom.

High level 4 (15-16) reaches overall judgement on extent of success and failure based on an evaluation of more than two policies

e.g. One way that Hitler dealt with unemployment was by introducing rearmament. Factories had to produce more iron and steel to make weapons and, of course, they had to make more weapons too. All of these industries would need more workers which would create more jobs. The workers would also have money in their pockets enabling them to buy goods and create a demand which also led to others having jobs.

There were other measures to do with working that were equally successful. One way was to deal with the difficulties created by trade unions. Hitler wanted to direct the workforce and to create jobs where he wanted. The trade unions might object to this. So Hitler reduced their power by setting up an official trade union called the German Labour Front. This controlled the workers in the way he wanted.

Of course, you could say that this was not a successful policy because German workers lost rights. Trade Unions exist to protect workers. The German Labour Front did not protect them - it just told them what to do.

But I don't think he was so successful when it came to the role of women. He had very conservative ideas about women which meant he expected them to dress in a certain way and devote their time to being mothers. He didn't want them to be working. Many of them lost their jobs. I don't think it is successful to restrict the rights of half the community by using propaganda and other methods to stop women having the right to work. You could argue, though, that in a time when there is less employment, creating jobs for men by encouraging women to give up their jobs and stay at home was a success.

QWC i-ii-iii		Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. The student spells, punctuates and uses the rules of grammar with considerable accuracy, although some spelling errors may still be found.
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Write your name here

Surname

Other names

Centre Number

Candidate Number

Edexcel GCSE

History A (The Making of the Modern World)
Unit 2: Modern World Depth Study
Option 2B: Russia, 1917-39

Additional Sample Assessment Material
Time: 1 hour 15 minutes

Paper Reference
5HA02/2B

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **six** questions (1(a), (b), (c), and (d), 2(a) **OR** 2(b), 3(a) **OR** 3(b)).
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 50.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*
- Questions labelled with an **asterisk** (*) are ones where the quality of your written communication will be assessed
– *you should take particular care with your spelling, punctuation and grammar, as well as the clarity of expression, on these questions.*

Advice

- Read each question carefully before you start to answer it.
- Keep an eye on the time.
- Check your answers if you have time at the end.

Turn over ►

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Russia, 1917–39

Answer Questions 1(a) to (d), then Question 2(a) OR 2(b) and then Question 3(a) OR 3(b).

Question 1 – you must answer all parts of this question.

Study Source A.

Source A: From a history of the Modern World, published in 2001.

The Provisional Government failed to deal with almost all the problems it faced. It was a divided government, made up of members of several different parties. During its short life the government split several times as ministers quarrelled amongst themselves. There were many ministerial resignations and changes, which showed the divisions in the government and weakened its authority.

(a) What can you learn from Source A about the Provisional Government in 1917? (4)

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(b) Describe the key features of the Kronstadt Mutiny.

(6)

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(c) Explain the effects of Stalin's purges in the Soviet Union in the 1930s.

(8)

A series of horizontal dotted lines for writing the answer.



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(d) Explain why Stalin took tough action against the ethnic minorities in the Soviet Union.

(8)

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Handwriting practice area with 26 horizontal dotted lines.

(Total for Question 1 = 26 marks)



Answer EITHER Question 2(a) OR 2(b).

EITHER

2 (a) Explain how the Bolsheviks won the civil war in Russia (1918–22). (8)

OR

2 (b) Explain how the ‘cult of Stalin’ was used in the Soviet Union. (8)

**Indicate which question you are answering by marking a cross in the box.
If you change your mind, put a line through the box
and then indicate your new question with a cross .**

Chosen Question Number: **Question 2(a)** **Question 2(b)**

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(Total for Question 2 = 8 marks)



Answer EITHER Question 3(a) OR 3(b).

EITHER

***3 (a)** Were the mistakes of the Provisional Government the main reason why it fell from power? Explain your answer.

(16)

You may use the following in your answer and any other information of your own.

- The mistakes of the Provisional Government
- The Soviets
- The Kornilov Revolt
- The appeal of the Bolsheviks

OR

***3 (b)** How successful were Stalin's policies in the Soviet Union? Explain your answer.

(16)

You may use the following in your answer and any other information of your own.

- Collectivisation
- Industrialisation
- The 1936 Constitution
- Living and working conditions

**Indicate which question you are answering by marking a cross ☒ in the box.
If you change your mind, put a line through the box
and then indicate your new question with a cross ☒.**

Chosen Question Number: **Question 3(a)** ☒ **Question 3(b)** ☒

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(Total for Question 3 = 16 marks)

TOTAL FOR PAPER = 50 MARKS



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Mark Scheme

Additional Sample Assessment Material

GCSE

GCSE History A (5HA02/2B)

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 2B: Russia, 1917-39

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 Provisional Government in 1917? 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. e.g. We can learn that the Provisional Government failed to deal with almost all the problems it faced.
2	2-3	Makes unsupported inferences. An inference is a judgement that can be made from studying the source, but is not directly stated by it. e.g. ... We can learn that the problems faced by the Provisional Government were most internal. <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. e.g. ... We can learn that the problems faced by the Provisional Government were mostly internal. The source tells us that there were internal disputes and many quarrels and resignations. So it was this rather than external factors which made it difficult for the Provisional Government to act effectively.

Question Number		
1 (b)		Describe the key features of the Kronstadt Mutiny. 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>e.g. The Kronstadt Mutiny happened in 1921. 10,000 Red Army troops died.</p>
2	4-6	<p>Developed statement(s). A developed statement is a simple statement supported by factual detail.</p> <ul style="list-style-type: none"> • One developed statement = 4-5 marks according to degree of support • Two developed statements = 5-6 marks <p>e.g. The Kronstadt Mutiny was a very serious problem for the government. The Kronstadt sailors had previously been strong supporters of the Bolsheviks. Now they were so discontent that it cost the lives of 10,000 Red Army troops. Moreover the impact of the mutiny was to force Lenin to abandon War Communism and introduce the New Economic Policy.</p>

Question Number		
1 (c)		<p>Explain the effects of Stalin's purges in the Soviet Union in the 1930s.</p> <p>Target: Consequence/recall of knowledge (A01/A02)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	<p>Simple or generalised statements of consequence(s).</p> <p>The student makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p>e.g The purges were a terrible part of the history of the Soviet Union. Many people died.</p> <ul style="list-style-type: none"> • 1 mark for one simple statement. • 2 marks for two or more simple statements.
2	3-5	<p>Developed statements of consequence(s).</p> <p>The student supports the statement with relevant contextual knowledge.</p> <p>e.g. ... The purges had a very serious impact on the Soviet Union. For a start a number of leading politicians were put to death (e.g. Zinoviev and Kamenev) and as many as 70,000 ordinary citizens may have died in the Great Terror. There was an impact on the economy as engineers and scientists also disappeared.</p> <ul style="list-style-type: none"> • 3-4 marks for one developed statement. • 4-5 marks for two or more developed statements.
3	6-8	<p>Developed explanation of consequence(s).</p> <p>The student explains more than one consequence supported by selected knowledge.</p> <p>e.g ...The purges had a very serious impact on the Soviet Union. For a start a number of leading politicians were put to death (e.g. Zinoviev and Kamenev) and as many as 70,000 ordinary citizens may have died in the Great Terror. There was an impact on the economy as engineers and scientists also disappeared. So the Soviet Union was weakened by these policies because so many people who could contribute to its development disappeared. Another interesting effect was that it reinforced Stalin's personal position. With his opponents (including Trotsky, who was murdered in 1940) disappearing and people being too frightened to oppose him, his power increased. So the authority of the Communist state was increased as people became too frightened to stand up to Stalin.</p> <ul style="list-style-type: none"> • 6-7 marks for two or more explained statement. • 8 marks for answers which show links between factors.

Question Number		
1 (d)		<p>Explain why Stalin took tough action against the ethnic minorities in the Soviet Union.</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>e.g. ... Stalin took tough measures against the ethnic minorities because he was suspicious of them.</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 student supports statement(s) with relevant contextual knowledge</p> <p>e.g ... Stalin took tough measures against the ethnic minorities because he was suspicious of them. He worried about anything which was different and did not conform to his beliefs. The ethnic minorities obviously had different cultures and traditions to the rest of the Soviet Union.</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 student explains why the cause(s) brought about the stated outcome.</p> <p>e.g. ...Stalin took tough measures against the ethnic minorities because he was suspicious of them. He worried about anything which was different and did not conform to his beliefs. The ethnic minorities obviously had different cultures and traditions to the rest of the Soviet Union. Tough measures were needed to make them forget their own traditions and language and conform so as to become loyal Soviet citizens. They weren't going to do this voluntarily, so needed 'persuading'.</p> <ul style="list-style-type: none"> • 6-7 marks for one cause linked to outcome. • 7-8 marks for two 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)		Explain how the Bolsheviks won the civil war in Russia (1918-22). Target: Change/Recall of knowledge (A01/A02)
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	<p>Simple or generalised statement(s) of ways.</p> <p>One mark per simple statement made.</p> <p>e.g. They did so by taking strong and effective measures when they were needed.</p> <ul style="list-style-type: none"> • 1 mark for one simple statement. • 2 marks for two or more simple statements.
2	3-5	<p>Developed statement(s) of ways.</p> <p>The student supports the statement with relevant contextual knowledge.</p> <p>e.g ... They did so by taking strong and effective measures when they were needed. They introduced War Communism. The state took over all aspects of the economy and nationalised industry. A Red Terror was launched and there were mass executions of opponents. It is possible that three-quarters of a million people were executed.</p> <ul style="list-style-type: none"> • 3-4 marks for one developed statement. • 4-5 marks for two or more developed statements.
3	6-8	<p>Developed explanation of ways.</p> <p>The student explains more than one change supported by selected knowledge.</p> <p>e.g ... They did so by taking strong and effective measures when they were needed. They introduced War Communism. The state took over all aspects of the economy and nationalised industry. This policy helped them win the civil war because it meant that the army's needs could be prioritised. So the army was always the first to get food. A Red Terror was launched and there were mass executions of opponents. It is possible that three-quarters of a million people were executed. People were too frightened to oppose the Red Army and so this made it easier to win the war.</p> <ul style="list-style-type: none"> • 6-7 marks for two or more explained statement. • 8 marks for answers which show links between factors.

Question Number		
2(b)		Explain how the 'cult of Stalin' was used in the Soviet Union. Target: key feature/recall of knowledge (A01/A02)
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	<p>Simple or generalised statement(s) of ways.</p> <p>One mark per simple statement made</p> <p>e.g. The cult of Stalin was used to make Stalin look good and so make him popular.</p> <ul style="list-style-type: none"> • 1 mark for one simple statement. • 2 marks for two or more simple statements.
2	3-5	<p>Developed statement(s) of ways.</p> <p>The student supports the statement with relevant contextual knowledge.</p> <p>e.g The cult of Stalin was used to make Stalin look good and so make him popular. People were taught that Stalin was all knowing and was the father of the nation. So pictures etc were put in the streets to show him as 'Mr Soviet Union'.</p> <ul style="list-style-type: none"> • 3-4marks for one developed statement. • 4-5 marks for two or more developed statements.
3	6-8	<p>Developed explanation of ways.</p> <p>An explanation of more than one way supported by selected knowledge.</p> <p>e.g The cult of Stalin was used to make Stalin look good and so make him popular. People were taught that Stalin was all knowing and was the father of the nation. So pictures etc were put in the streets to show him as 'Mr Soviet Union'</p> <p>As well as this general propaganda, Stalin's cult of personality was encouraged by things such as visits to factories where he would be photographed encouraging the workers or paintings were made showing him as the popular leaders with the workers. So the cult was also used to boost production and acceptance of Stalin's views.</p> <ul style="list-style-type: none"> • 6-7 marks for two or more explained statement. • 8 marks for answers which show links between factors.

Question Number		
3(a)		<p>Were the mistakes of the Provisional Government the main reason why it fell from power? Explain your answer.</p> <p>Target: Analysis of causation/recall of knowledge (AO1/A02) QWC Strands i ii iii Assessing QWC: For the highest mark in a level all criteria for the level, including those for QWC must be met.</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	<p>Simple or generalised statements of causation.</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>Eg I think the Kornilov Revolt was the most important. It showed that the government could not cope.</p> <p>High level 1 (3-4) For unfocused description</p> <p>Eg. During 1917 the Tsar faced increasing opposition. People were fed up with his rule. In Petrograd in particular, people took to the streets demonstrating against poor pay and food shortages. He was forced to abdicate and the Provisional Government took over. But it did not last long.</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>QWC i-ii-iii</p>
	5-8	<p>Developed statements of causation.</p> <p>Developed statements which agree and/or disagree using the stimulus and/or additional material. Mostly relevant and accurate with an implicit focus on the question.</p> <p>Low level 2 (5-6). Mainly narrative or one of stimuli only.</p> <p>Eg. The Provisional Government had many weaknesses. One of those was that it failed to agree to stop fighting the First World War. Russia was doing very poorly in the war and there were heavy casualties and a large number of deserters.</p>

<p>QWC i-ii-iii</p>		<p>High Level 2 (7-8) Develops two or more of stimuli or other relevant information.</p> <p>Eg. The Provisional Government had many weaknesses. One of those was that it failed to agree to stop fighting the First World War. Russia was doing very poorly in the war and there were heavy casualties and a large number of deserters.</p> <p>Another reason was the opposition of the Soviets. The Petrograd Soviet was particularly powerful. It set up soldiers committees in the armed forces and it issued its famous Order Number One saying soldiers did not have to obey the government if the order went against what the soviet said.</p> <p>Writing communicates ideas using a limited range of historical terminology and showing some skills of selection and organisation of material, but passages lack clarity and organisation. The student spells, punctuates and uses some of the rules of grammar with general accuracy.</p>
<p>3</p>	<p>9-12</p>	<p>Developed explanation of causation.</p> <p>Developed explanation of more than one reason agreeing and/or disagreeing from stimulus and/or additional material. The answer mainly focuses on the question.</p> <p>Low Level 3 (9-10) Considers a variety of reasons but judgement implicit</p> <p>Eg. The Provisional Government had many weaknesses. One of those was that it failed to agree to stop fighting the First World War. Russia was doing very poorly in the war and there were heavy casualties and a large number of deserters. It was the failure in the First World War which had been a major cause of the fall of the Tsar. The government's failure to end the war made it unpopular with the people too.</p> <p>Another reason was the opposition of the Soviets. The Petrograd Soviet was particularly powerful. It set up soldiers committees in the armed forces and it issued its famous Order Number One saying soldiers did not have to obey the government if the order went against what the soviet said. A government can hardly be successful if another organisation can take control like that.</p> <p>High Level 3 (11-12) Considers a variety of reasons and explains why one more important than others.</p> <p>Eg. The Provisional Government had many weaknesses. One of those was that it failed to agree to stop fighting the First World War. Russia was doing very poorly in the war and there were heavy casualties and a large number of deserters. It was the failure in the First World War which had been a major cause of the fall of the Tsar. The government's failure to end the war</p>

<p>QWC i-ii-iii</p>		<p>made it unpopular with the people too.</p> <p>Another reason was the opposition of the Soviets. The Petrograd Soviet was particularly powerful. It set up soldiers committees in the armed forces and it issued its famous Order Number One saying soldiers did not have to obey the government if the order went against what the soviet said. A government can hardly be successful if another organisation can take control like that.</p> <p>So I think the Soviets is the most important reason. Control of the army is vital to any government, and especially when it has just taken over in a revolution. The Soviets took away that control.</p> <p>Writing communicates ideas using historical terms accurately and showing some direction and control in the organising of material. The student uses some of the rules of grammar appropriately and spells and punctuates with considerable accuracy, although some spelling errors may still be found.</p>
<p>4</p>	<p>13-16</p>	<p>A sustained argument.</p> <p>This considers the inter-relationship between a range of reasons from the stimulus and/or additional material.</p> <p>Low level 4 (13-14) Makes judgement on relative importance of more than two reasons.</p> <p>Eg. The Provisional Government had many weaknesses. One of those was that it failed to agree to stop fighting the First World War. Russia was doing very poorly in the war and there were heavy casualties and a large number of deserters. It was the failure in the First World War which had been a major cause of the fall of the Tsar. The government's failure to end the war made it unpopular with the people too.</p> <p>An important factor was the appeal of the Bolsheviks. The Bolshevik leader, Lenin, worked tirelessly to get the message of 'Peace, Bread and Land' across to the people. So when the people wanted an end to war, more food and a chance to improve their life, this method was very attractive. When Lenin returned to Russia from exile in Finland, the Provisional Government was in real trouble.</p> <p>Another reason was the opposition of the Soviets. The Petrograd Soviet was particularly powerful. It set up soldiers committees in the armed forces and it issued its famous Order Number One saying soldiers did not have to obey the government if the order went against what the soviet said. A government can hardly be successful if another organisation can take control like that.</p>

<p>QWC i-ii-iii</p>	<p>So I think the Soviets is the most important reason. Control of the army is vital to any government, and especially when it has just taken over in a revolution. The Soviets took away that control.</p> <p>High level 4 (15-16) Illustrates that one 'most important reason on its own could not provide a satisfactory explanation.</p> <p>Eg. The Provisional Government had many weaknesses. One of those was that it failed to agree to stop fighting the First World War. Russia was doing very poorly in the war and there were heavy casualties and a large number of deserters. It was the failure in the First World War which had been a major cause of the fall of the Tsar. The government's failure to end the war made it unpopular with the people too.</p> <p>An important factor was the appeal of the Bolsheviks. The Bolshevik leader, Lenin, worked tirelessly to get the message of 'Peace, Bread and Land' across to the people. So when the people wanted an end to war, more food and a chance to improve their life, this method was very attractive. When Lenin returned to Russia from exile in Finland, the Provisional Government was in real trouble.</p> <p>Another reason was the opposition of the Soviets. The Petrograd Soviet was particularly powerful. It set up soldiers committees in the armed forces and it issued its famous Order Number One saying soldiers did not have to obey the government if the order went against what the soviet said. A government can hardly be successful if another organisation can take control like that.</p> <p>It is difficult to see which is the most important reason and I think there is a link between the three causes I have given. The war was very unpopular and the government lost support because it didn't end it. It also lost support because of the consequences of the war and the food shortages which gave the Soviets more support. The Bolsheviks were able to use the failure to bring peace and the food shortages brought by war in their propaganda to win support.</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>How successful were Stalin's policies in the Soviet Union? Explain your answer.</p> <p>Target: Analysis of effect/recall of knowledge (AO1/A02) QWC Strands i ii iii Assessing QWC: For the highest mark in a level all criteria for the level, including those for QWC must be met.</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	<p>Simple or generalised statements of success/failure.</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>e.g. I think Stalin was very successful. He made the Soviet Union an industrialised nation.</p> <p>High level 1 (3-4) For unfocused description.</p> <p>e.g. Stalin established himself in power in the Soviet Union after the death of Lenin. He knew that his country was backward in industrial terms, so he set up policies to improve agriculture and industry.</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 of success/failure</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 one of stimuli only.</p> <p>e.g. In 1928 Stalin launched his first Five Year Plan to bring about industrialisation. It concentrated on heavy industries like coal and steel. Targets for production were set In the following years there were more Five Year Plans with the later ones interrupted by war. The Plans transformed the Soviet Union.</p>

<p>QWC i-ii-iii</p>		<p>High Level 2 (7-8) Develops two or more of stimuli or other relevant information.</p> <p>e.g. In 1928 Stalin launched his first Five Year Plan to bring about industrialisation. It concentrated on heavy industries like coal and steel. Targets for production were set In the following years there were more Five Year Plans with the later ones interrupted by war. The Plans transformed the Soviet Union.</p> <p>Stalin also introduced a policy of collectivisation in which small farms joined together to make large farms which could share machinery and even workers. The government would take the spare produce and pay the workers for their labour. But the opposition of the workers made this a difficult area in which to be successful.</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 success/failure.</p> <p>Developed explanation of more than one policy agreeing and/or disagreeing from stimulus and/or additional material. The answer mainly focuses on the question.</p> <p>Low Level 3 (9-10) Considers a variety of policies but judgement implicit</p> <p>e.g. In 1928 Stalin launched his first Five Year Plan to bring about industrialisation. It concentrated on heavy industries like coal and steel. Targets for production were set In the following years there were more Five Year Plans with the later ones interrupted by war. The Plans transformed the Soviet Union. They were very successful in building new projects such as the Dneiper Dam and in boosting production of vital iron and steel.</p> <p>Stalin also introduced a policy of collectivisation in which small farms joined together to make large farms which could share machinery and even workers. The government would take the spare produce and pay the workers for their labour. But the opposition of the workers made this a difficult area in which to be successful. What actually happened was that the peasants sometimes burned their own crops or slaughtered their animals, rather than let the government troops have them. So this led to famine.</p>

<p>QWC i-ii-iii</p>		<p>High Level 3 (11-12) Considers a variety of policies and explains why one more successful than others.</p> <p>e.g. In 1928 Stalin launched his first Five Year Plan to bring about industrialisation. It concentrated on heavy industries like coal and steel. Targets for production were set In the following years there were more Five Year Plans with the later ones interrupted by war. The Plans transformed the Soviet Union. They were very successful in building new projects such as the Dneiper Dam and in boosting production of vital iron and steel.</p> <p>Stalin also introduced a policy of collectivisation in which small farms joined together to make large farms which could share machinery and even workers. The government would take the spare produce and pay the workers for their labour. But the opposition of the workers made this a difficult area in which to be successful. What actually happened was that the peasants sometimes burned their own crops or slaughtered their animals, rather than let the government troops have them. So this led to famine.</p> <p>So you can see that industrialisation worked much better than collectivisation. Industrialisation increased production, but collectivisation reduced it.</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 policies from the stimulus and/or additional material.</p> <p>Low level 4 (13-14) Makes judgement on relative importance of more than two policies.</p> <p>e.g. In 1928 Stalin launched his first Five Year Plan to bring about industrialisation. It concentrated on heavy industries like coal and steel. Targets for production were set In the following years there were more Five Year Plans with the later ones interrupted by war. The Plans transformed the Soviet Union. They were very successful in building new projects such as the Dneiper Dam and in boosting production of vital iron and steel.</p> <p>Living and working conditions suffered as a result of the industrialisation policy. The targets that were set were very tough and workers suffered as a result of the long hours they were expected to put in. They also were directed to the projects on which they had to work and had little freedom about where to work. The government also found it very difficult to build enough houses to give the workers decent accommodation. So living</p>

	<p>conditions were often very rough.</p> <p>Stalin also introduced a policy of collectivisation in which small farms joined together to make large farms which could share machinery and even workers. The government would take the spare produce and pay the workers for their labour. But the opposition of the workers made this a difficult area in which to be successful. What actually happened was that the peasants sometimes burned their own crops or slaughtered their animals, rather than let the government troops have them. So this led to famine.</p> <p>Overall, therefore the policy was not successful. Industrialisation increased production but poor living standards and famine resulted from other policies</p> <p>High level 4 (15-16) Illustrates that more than one policy can be seen from different points of view.</p> <p>e.g. There were successes and failures in all parts of Stalin's work. In 1928 Stalin launched his first Five Year Plan to bring about industrialisation. It concentrated on heavy industries like coal and steel. Targets for production were set In the following years there were more Five Year Plans with the later ones interrupted by war. The Plans transformed the Soviet Union. They were very successful in building new projects such as the Dneiper Dam and in boosting production of vital iron and steel. But it is also true that much of the stuff that was produced was of very low quality. Machinery often broke down because the emphasis was on the quantity, not the quality of work.</p> <p>Living and working conditions suffered as a result of the industrialisation policy. The targets that were set were very tough and workers suffered as a result of the long hours they were expected to put in. They also were directed to the projects on which they had to work and had little freedom about where to work. The government also found it very difficult to build enough houses to give the workers decent accommodation. So living conditions were often very rough. However, in the long run conditions for people did improve. The later Plans had more about consumer goods in them and free education and medicine did become more common. So the average Russian was probably better off in the late 1930s</p> <p>Stalin also introduced a policy of collectivisation in which small farms joined together to make large farms which could share machinery and even workers. The government would take the spare produce and pay the workers for their labour. But the opposition of the workers made this a difficult area in which to be successful. What actually happened was that the peasants sometimes burned their own crops or slaughtered their animals, rather than let the government troops have them. So this led to famine.</p>
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<p>QWC i-ii-iii</p>	<p>But again, this was only short-term. Eventually, many of the Soviet farms were collectivised and food production increased. By the 1950s the Soviet Union was able to export grain.</p> <p>Stalin also introduced a policy of collectivisation in which small farms joined together to make large farms which could share machinery and even workers. The government would take the spare produce and pay the workers for their labour. But the opposition of the workers made this a difficult area in which to be successful. What actually happened was that the peasants sometimes burned their own crops or slaughtered their animals, rather than let the government troops have them. So this led to famine. But this was a short term problem. Eventually, the policy of collectivisation worked and agriculture became more efficient.</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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Write your name here

Surname

Other names

Centre Number

Candidate Number

Edexcel GCSE

History A (The Making of the Modern World)
Unit 2: Modern World Depth Study
Option 2C: The USA, 1919-41

Additional Sample Assessment Material
Time: 1 hour 15 minutes

Paper Reference
5HA02/2C

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **six** questions (1(a), (b), (c), and (d), 2(a) **OR** 2(b), 3(a) **OR** 3(b)).
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 50.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*
- Questions labelled with an **asterisk** (*) are ones where the quality of your written communication will be assessed
– *you should take particular care with your spelling, punctuation and grammar, as well as the clarity of expression, on these questions.*

Advice

- Read each question carefully before you start to answer it.
- Keep an eye on the time.
- Check your answers if you have time at the end.

Turn over ►

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The USA, 1919–41

Answer Questions 1(a) to (d), then Question 2(a) OR 2(b) and then Question 3(a) OR 3(b).

Question 1 – you must answer all parts of this question.

Study Source A.

Source A: From a history of the Modern World, published in 1996.

Many Americans could not pay their rent or their mortgage and became homeless. Makeshift shanty towns began to appear on the outskirts of many towns and cities. The Americans called these Hoovervilles. There was no unemployment benefit or social security in 1930, so unemployed workers had to raise money for food as best they could. Some turned to petty crime, others were forced to rely on charity. Long queues formed where charity organisations were giving out bread or soup.

(a) What can you learn from Source A about the USA in 1930?

(4)

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(b) Describe the role of Huey Long in the USA in the 1930s.

(6)

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(c) Explain the effects of the end of the First World War on farming in the USA.

(8)

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(d) Explain why motor car ownership grew so rapidly in the USA in the 1920s.

(8)

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Handwriting practice area with 26 horizontal dotted lines.

(Total for Question 1 = 26 marks)



Answer EITHER Question 2(a) OR 2(b).

EITHER

2 (a) Explain how the Second World War in Europe affected the USA in the years 1939–41. (8)

OR

2 (b) Explain how Hoover tried to deal with the problems created by the Wall Street Crash. (8)

**Indicate which question you are answering by marking a cross ☒ in the box.
If you change your mind, put a line through the box ~~☒~~
and then indicate your new question with a cross ☒.**

Chosen Question Number: **Question 2(a)** ☒ **Question 2(b)** ☒

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(Total for Question 2 = 8 marks)



Answer EITHER Question 3(a) OR 3(b).

EITHER

***3 (a)** Was gangsterism the most important problem facing the USA in the 1920s?
Explain your answer.

(16)

You may use the following in your answer and any other information of your own.

- Gangsterism
- Problems in agriculture
- Racism
- The growth of intolerance

OR

***3 (b)** Was the New Deal successful in dealing with the problems in the USA in the 1930s?
Explain your answer.

(16)

You may use the following in your answer and any other information of your own.

- Actions to help banks
- The Alphabet Agencies
- The Second New Deal
- Relations with the Supreme Court

**Indicate which question you are answering by marking a cross ☒ in the box.
If you change your mind, put a line through the box
and then indicate your new question with a cross ☒.**

Chosen Question Number: **Question 3(a)** ☒ **Question 3(b)** ☒

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(Total for Question 3 = 16 marks)

TOTAL FOR PAPER = 50 MARKS



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Mark Scheme

Additional Sample Assessment Material

GCSE

GCSE History A (5HA02/2C)

General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Placing a mark within a level mark band

- The instructions below tell you how to reward responses within a level. Follow these unless there is an instruction given within a level. However, where a level has specific guidance about how to place an answer within a level, **always** follow that guidance.
- **2 mark bands**
Start with the presumption that the mark will be the higher of the two.
An answer which is poorly supported gets the lower mark.
- **3 mark bands**
Start with a presumption that the mark will be the middle of the three.
An answer which is poorly supported gets the lower mark.
An answer which is well supported gets the higher mark.
- Mark schemes will indicate within the table where, and which strands of QWC, are being assessed. The strands are as follows:

i) ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear

ii) select and use a form and style of writing appropriate to purpose and to complex subject matter

iii) organise information clearly and coherently, using specialist vocabulary when appropriate.

Unit 2: Modern World Depth Study

Option 2C: The USA 1919-41

NB. The examples given are an indication of a level of thinking a candidate might display and should not be seen as a complete or required answer.

Question Number		
1 (a)		What can you learn from Source A about the USA in 1930? 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. e.g. ... I could learn that in the 1930s many Americans could not pay their rent or their mortgage and became homeless.
2	2-3	Makes unsupported inferences. An inference is a judgement that can be made from studying the source, but is not directly stated by it. e.g. I can learn that life was very tough for those people who had been affected by the impact of the Wall St. Crash. <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. e.g. ... I can learn that life was very tough for those people who had been affected by the impact of the Wall St. Crash. According the source there was no unemployment benefit or social security and people had to rely on charity.

Question Number		
1 (b)		Describe the role of Huey Long in the USA in the 1930s. 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>e.g. Huey Long was a politician who did not like what Roosevelt was doing.</p>
2	4-6	<p>Developed statement(s). A developed statement is a simple statement is supported by factual detail.</p> <ul style="list-style-type: none"> • One developed statement = 4-5 marks according to degree of support • Two developed statements = 5-6 marks <p>e.g. ... Huey Long was one of the opponents of the New Deal. What he particularly disliked was what he called Roosevelt's caution. Long was a radical who wanted to see the money millionaires had given to poor American families.</p>

Question Number		
1 (c)		<p>Explain the effects of the end of the First World War on farming in the USA.</p> <p>Target: Consequence/recall of knowledge (A01/A02)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	<p>Simple or generalised statements of consequence(s).</p> <p>The student makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p>e.g. The end of the First World War brought changes for American farmers. They did not need to produce so much.</p> <ul style="list-style-type: none"> • 1 mark for one simple statement. • 2 marks for two or more simple statements.
2	3-5	<p>Developed statements of consequence(s).</p> <p>The student supports the statement with relevant contextual knowledge.</p> <p>e.g. ...The end of the First World War brought changes for American farmers. They did not need to produce so much. The war had seen a shortage of goods, but now it was over, there was overproduction. American farmers were producing more than Americans could eat and tariffs stopped them selling their produce abroad.</p> <ul style="list-style-type: none"> • 3 marks for one developed statement. • 4-5 marks for two or more developed statements.
3	6-8	<p>Developed explanation of consequence(s).</p> <p>The student explains more than one consequence supported by selected knowledge.</p> <p>e.g. ...The end of the First World War brought changes for American farmers. They did not need to produce so much. The war had seen a shortage of goods, but now it was over, there was overproduction. American farmers were producing more than Americans could eat and tariffs stopped them selling their produce abroad. So all in all the end of the First World War had a very bad effect on farmers. They been doing well during the war, but that ended now.</p> <p>Another effect was that, as many of them had taken out mortgages to buy more land during the war, they now found that they could not repay those mortgages. So some were forced off their land. Obviously this made things even worse.</p> <ul style="list-style-type: none"> • 6-7 marks for two or more explained statement. • 8 marks for answers which show links between factors.

Question Number		
1 (d)		<p>Explain why motor car ownership grew so rapidly 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>e.g. ... The number of motor cars grew rapidly because now it was much easier to get a car.</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 student supports statement(s) with relevant contextual knowledge</p> <p>e.g. ... The number of cars on America's roads grew rapidly because of mass production. This was a scheme where workers had a job dealing with only one part of the manufacturing process. The cars went by on an assembly line and the worker would attach one or more parts, like a wheel. This really sped up production.</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 student explains why the cause(s) brought about the stated outcome.</p> <p>e.g....The number of cars on America's roads grew rapidly because of mass production. This was a scheme where workers had a job dealing with only one part of the manufacturing process. The cars went by on an assembly line and the worker would attach one or more parts, like a wheel. This really sped up production. So this method produced cars more quickly. This made the costs of production lower. As this was the case, the car companies could sell at lower prices. So more were built.</p> <ul style="list-style-type: none"> • 6-7 marks for one cause linked to outcome. • 7-8 marks for two 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 Second World War in Europe affected the USA in the years 1939-41.</p> <p>Target: Change/Recall of knowledge (A01/A02)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	<p>Simple or generalised statement(s) of consequence</p> <p>One mark per simple statement made. e.g. The outbreak of the Second World War had a major impact on the USA. It helped bring an end to America's problems.</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 consequence</p> <p>The student supports the statement with relevant contextual knowledge.</p> <p>e.g. ... The outbreak of the Second World War had a major impact on the USA. When Germany invaded Poland and Europe went to war that unemployment really came down in the USA.</p> <ul style="list-style-type: none"> • 3-4 marks for one developed statement. • 4-5 marks for two or more developed statements.
3	6-8	<p>Developed explanation of consequence</p> <p>The student explains more than one consequence supported by selected knowledge.</p> <p>e.g. ... The outbreak of the Second World War had a major impact on the USA. It helped bring an end to America's problems. The Wall Street Crash had helped bring on the Great Depression in the USA. The New Deal had tried to put right those problems. However, it was not until Germany invaded Poland and Europe went to war that unemployment really came down. As factories began producing weapons as supplies so employment grew and the upwards spiral began.</p> <p>There was another interesting effect. The outbreak of war opened up some of the old arguments about isolationism. Some Americans wanted to help Britain and France; others were determined to keep out of it.</p> <ul style="list-style-type: none"> • 6-7 marks for two or more explained statement. • 8 marks for answers which show links between factors.

Question Number		
2(b)		<p>Explain how Hoover tried to deal with the problems created by the Wall Street Crash.</p> <p>Target: key feature/recall of knowledge (A01/A02)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	<p>Simple or generalised statement(s) of ways.</p> <p>One mark per simple statement made.</p> <p>e.g. Hoover tried to deal with the problems created by the Wall St. Crash by doing not very much. He wasn't a great believer in interfering.</p> <ul style="list-style-type: none"> • 1 mark for one simple statement. • 2 marks for two or more simple statements.
2	3-5	<p>Developed statement(s) of ways.</p> <p>The student supports the statement with relevant contextual knowledge.</p> <p>e.g. Hoover tried to deal with the problems created by the Wall St. Crash by doing not very much. He wasn't a great believer in interfering. He was a Republican and believed that the government should keep out of business matters. The skills of America's businessmen had created the country's wealth and if left alone they would restore wealth.</p> <ul style="list-style-type: none"> • 3 marks for one developed statement. • 4-5 marks for two or more developed statements.
3	6-8	<p>Developed explanation of ways.</p> <p>An explanation of more than one way supported by selected knowledge.</p> <p>e.g. Hoover tried to deal with the problems created by the Wall St. Crash by doing not very much. He wasn't a great believer in interfering. He was a Republican and believed that the government should keep out of business matters. The skills of America's businessmen had created the country's wealth and if left alone they would restore wealth.</p> <p>Although that was his general policy, he couldn't do nothing, so he took some steps to try to deal with the worst aspects. He tried to encourage employers not to sack workers and he also set up the Reconstruction Finance Commission to provide loans. He also encouraged citizens to launch public works programmes. So he did try some government intervention.</p> <ul style="list-style-type: none"> • 6-7 marks for two or more explained statement. • 8 marks for answers which show links between factors.

Question Number		
3(a)		<p>Was gangsterism the most important problem facing the USA in the 1920s? Explain your answer.</p> <p>Target: Analysis of causation/recall of knowledge (AO1/A02) QWC Strands i ii iii Assessing QWC: For the highest mark in a level all criteria for the level, including those for QWC must be met.</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	<p>Simple or generalised statements of effect.</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>Eg I think gangsterism was the most serious problem facing the USA in the 1920s.</p> <p>High level 1 (3-4) For unfocused description.</p> <p>Eg During the 1920s the American people were able to acquire a lot of new consumer goods which changed their lives. However, it was also a time when the 'darker side' emerged. Crime grew, there was illegal drinking and intolerance towards minority races and political opinions.</p> <p>Writing communicates ideas using everyday language and showing some selection of material, but the response lacks clarity and organisation. The student spells, punctuates and uses the rules of grammar with limited accuracy.</p>
QWC i-ii-iii		
	5-8	<p>Developed statements of effect.</p> <p>Developed statements which agree and/or disagree using the stimulus and/or additional material. Mostly relevant and accurate with an implicit focus on the question.</p> <p>Low level 2 (5-6). Mainly narrative or one of stimuli only.</p> <p>Gangsterism developed in the 1920s. People like Al Capone had gangs that bribed local politicians and policemen and were able to make huge sums from trading in illegal alcohol.</p>

<p>QWC i-ii-iii</p>		<p>High Level 2 (7-8) Develops two or more of stimuli or other relevant information.</p> <p>Gangsterism developed in the 1920s. People like Al Capone had gangs that bribed local politicians and policemen and were able to make huge sums from trading in illegal alcohol.</p> <p>Another problem was racism. There had been a huge influx of immigrants into the USA in the 1920s. Some people objected to the different mix of races and wanted supremacy for the White Anglo-Saxon Protestants. There was also segregation and discrimination against Blacks, particularly in the southern states.</p> <p>Writing communicates ideas using a limited range of historical terminology and showing some skills of selection and organisation of material, but passages lack clarity and organisation. The student spells, punctuates and uses some of the rules of grammar with general accuracy.</p>
<p>3</p>	<p>9-12</p>	<p>Developed explanation of effect</p> <p>Developed explanation of more than one reason agreeing and/or disagreeing from stimulus and/or additional material. The answer mainly focuses on the question.</p> <p>Low Level 3 (9-10) Considers a variety of reasons but judgement implicit</p> <p>Gangsterism developed in the 1920s. People like Al Capone had gangs that bribed local politicians and policemen and were able to make huge sums from trading in illegal alcohol. This was a real problem. The government could not allow a situation where the forces of crime were in control, rather than the forces of law and order. The gangs had to be dealt with.</p> <p>Another problem was racism. There had been a huge influx of immigrants into the USA in the 1920s. Some people objected to the different mix of races and wanted supremacy for the White Anglo-Saxon Protestants. There was also segregation and discrimination against Blacks, particularly in the southern states. America was a nation which prided itself on being the land of opportunity. In such a country, it was not acceptable that people were treated differently because of the colour of their skin, or the nation of their birth. But prejudice against Blacks was a deep-seated problem which was very hard to deal with.</p> <p>High Level 3 (11-12) Considers a variety of reasons and explains why one more important than others.</p> <p>Gangsterism developed in the 1920s. People like Al Capone had gangs that bribed local politicians and policemen and were able to make huge sums from trading in illegal alcohol. This was a real problem. The government could not allow a situation where the forces of crime were in control, rather than the forces of law and</p>

<p>QWC i-ii-iii</p>		<p>order. The gangs had to be dealt with.</p> <p>Another problem was racism. There had been a huge influx of immigrants into the USA in the 1920s. Some people objected to the different mix of races and wanted supremacy for the White Anglo-Saxon Protestants. There was also segregation and discrimination against Blacks, particularly in the southern states. America was a nation which prided itself on being the land of opportunity. In such a country, it was not acceptable that people were treated differently because of the colour of their skin, or the nation of their birth. But prejudice against Blacks was a deep-seated problem which was very hard to deal with.</p> <p>I think racism was more of a problem. The gangs were obviously a problem, but they were something that could be dealt with relatively quickly once measures were taken. Racism was deep-seated and wasn't something you could change overnight with a new policy.</p> <p>Writing communicates ideas using historical terms accurately and showing some direction and control in the organising of material. The student uses some of the rules of grammar appropriately and spells and punctuates with considerable accuracy, although some spelling errors may still be found.</p>
<p>4</p>	<p>13-16</p>	<p>A sustained argument.</p> <p>This considers the inter-relationship between a range of reasons from the stimulus and/or additional material.</p> <p>Low level 4 (13-14) Makes judgement on relative importance of more than two reasons.</p> <p>Gangsterism developed in the 1920s. People like Al Capone had gangs that bribed local politicians and policemen and were able to make huge sums from trading in illegal alcohol. This was a real problem. The government could not allow a situation where the forces of crime were in control, rather than the forces of law and order. The gangs had to be dealt with.</p> <p>Another problem was racism. There had been a huge influx of immigrants into the USA in the 1920s. Some people objected to the different mix of races and wanted supremacy for the White Anglo-Saxon Protestants. There was also segregation and discrimination against Blacks, particularly in the southern states. America was a nation which prided itself on being the land of opportunity. In such a country, it was not acceptable that people were treated differently because of the colour of their skin, or the nation of their birth. But prejudice against Blacks was a deep-seated problem which was very hard to deal with</p> <p>Here was a similar opposition to new and radical ideas. As was seen in the Scopes trial, there was a strong feeling of conservatism in American society which resisted such things as</p>

	<p>moving away from the bible to teach evolution. It was a problem which might also be seen in much more dangerous areas like when Sacco and Vanzetti were executed as part of a 'Red Scare'.</p> <p>But I think racism was more of a problem. The gangs were obviously a problem, but they were something that could be dealt with relatively quickly once measures were taken. Conservatism was only a problem from the point of view of non-conservatives. Racism was deep-seated and wasn't something you could change overnight with a new policy.</p> <p>High level 4 (15-16) Illustrates that one 'most important reason on its own could not provide a satisfactory explanation.</p> <p>Gangsterism developed in the 1920s. People like Al Capone had gangs that bribed local politicians and policemen and were able to make huge sums from trading in illegal alcohol. This was a real problem. The government could not allow a situation where the forces of crime were in control, rather than the forces of law and order. The gangs had to be dealt with</p> <p>Another problem was racism. There had been a huge influx of immigrants into the USA in the 1920s. Some people objected to the different mix of races and wanted supremacy for the White Anglo-Saxon Protestants. There was also segregation and discrimination against Blacks, particularly in the southern states. America was a nation which prided itself on being the land of opportunity. In such a country, it was not acceptable that people were treated differently because of the colour of their skin, or the nation of their birth. But prejudice against Blacks was a deep-seated problem which was very hard to deal with</p> <p>Here was a similar opposition to new and radical ideas. As was seen in the Scopes trial, there was a strong feeling of conservatism in American society which resisted such things as moving away from the bible to teach evolution. It was a problem which might also be seen in much more dangerous areas like when Sacco and Vanzetti were executed as part of a 'Red Scare'.</p> <p>But I think racism was more of a problem. The gangs were obviously a problem, but they were something that could be dealt with relatively quickly once measures were taken. Conservatism was only a problem from the point of view of non-conservatives. Racism was deep-seated and wasn't something you could change overnight with a new policy.</p> <p>I suppose you could see links between all the areas. Why did conservatism and racism grow in the 1920s. Perhaps it was all connected to the rapid changes brought about by immigration. The conservative reaction led to prohibition and that led to gangsterism</p>
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QWC i-ii-iii		Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. The student spells, punctuates and uses the rules of grammar with considerable accuracy, although some spelling errors may still be found.
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Question Number		
3(b)		<p>Was the New Deal successful in dealing with the problems in the USA in the 1930s? Explain your answer.</p> <p>Target: Analysis of effect/recall of knowledge (AO1/A02) QWC Strands i ii iii Assessing QWC: For the highest mark in a level all criteria for the level, including those for QWC must be met.</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	<p>Simple or generalised statements of success/failure.</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>e.g. I think the New Deal was very successful. One of the successes was to help the banks.</p> <p>High level 1 (3-4) For unfocused description</p> <p>e.g. Following the Wall St Crash in America in 1929, America went into recession. Unemployment increased and many people lost their jobs. Roosevelt's New Deal set about solving the problems created by the recession. There were measures to create jobs through public works and an Emergency Banking Act to help restore confidence in banking system</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 of success/failure</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). Developed statement about one action only.</p> <p>e.g. One way that the New Deal was successful was by taking action to help banks. After the Wall St. Crash many people lost confidence in banks and there were queues to get money out. The banks could not give all the people their money back and this caused further worry. So Roosevelt took action by immediately closing all the banks and ordering an inspection of their books through the Emergency Banking Act. After this inspection only</p>

<p>QWC i-ii-iii</p>		<p>those banks in a sound financial position were allowed to re-open.</p> <p>High Level 2 (7-8) Developed statement about two or more of actions or other relevant information.</p> <p>e.g. One way that the New Deal was successful was by taking action to help banks. After the Wall St. Crash many people lost confidence in banks and there were queues to get money out. The banks could not give all the people their money back and this caused further worry. So Roosevelt took action by immediately closing all the banks and ordering an inspection of their books through the Emergency Banking Act. After this inspection only those banks in a sound financial position were allowed to re-open.</p> <p>But I don't think he was so successful in his relationship with the Supreme Court. On 27th May 1935 the Supreme Court ruled that the National Industrial Recovery Act and the Federal Farm Bankruptcy Act were both against the American constitution. Roosevelt felt that to protect his New Deal he needed to 'pack' the Court to get his supporters in it.</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 success/failure.</p> <p>Developed explanation of one or more action agreeing and/or disagreeing from stimulus and/or additional material. The answer mainly focuses on the question.</p> <p>Low Level 3 (9-10) shows the success or failure of one or more action</p> <p>e.g. One way that the New Deal was successful was by taking action to help banks. After the Wall St. Crash many people lost confidence in banks and there were queues to get money out. The banks could not give all the people their money back and this caused further worry. So Roosevelt took action by immediately closing all the banks and ordering an inspection of their books through the Emergency Banking Act. After this inspection only those banks in a sound financial position were allowed to re-open. This restored people's faith, stopped the 'run' on banks and so was successful.</p> <p>But I don't think he was so successful in his relationship with the Supreme Court. On 27th May 1935 the Supreme Court ruled that the National Industrial Recovery Act and the Federal Farm Bankruptcy Act were both against the American constitution. Roosevelt felt that to protect his New Deal he needed to 'pack'</p>

<p>QWC i-ii-iii</p>		<p>the Court to get his supporters in it. Many people felt that Roosevelt was going too far with this policy as he seemed to be trying to take too much power. So this could be seen as a failure of the New Deal</p> <p>High Level 3 (11-12) shows the success and failure of one or more action</p> <p>You could say that the New Deal was a success and a failure when it comes to the Alphabet Agencies. In 1933 a wide range of agencies were set up (like Civilian Conservation Corps) to provide temporary relief from the effects of the recession. Extra taxation was needed to pay for these agencies. The idea was to 'prime the pump' of the American economy. The agencies were successful in creating work and many people were given jobs doing things like planting trees and building roads. So that was a success. But Roosevelt's opponents pointed out that these schemes were costly and wasteful and that they gave the government too much power. Also much of the employment created was only temporary. So you could say this aspect of the New Deal was not fully successful.</p> <p>Writing communicates ideas using historical terms accurately and showing some direction and control in the organising of material. The student uses some of the rules of grammar appropriately and spells and punctuates with considerable accuracy, although some spelling errors may still be found.</p>
<p>4</p>	<p>13-16</p>	<p>A sustained argument.</p> <p>This considers the inter-relationship between a range of reasons from the stimulus and/or additional material.</p> <p>Low level 4 (13-14) shows success and failure of more than two policies</p> <p>e.g. You could say that the New Deal was a success and a failure when it comes to the Alphabet Agencies. In 1933 a wide range of agencies were set up (like Civilian Conservation Corps) to provide temporary relief from the effects of the recession. Extra taxation was needed to pay for these agencies. The idea was to 'prime the pump' of the American economy. The agencies were successful in creating work and many people were given jobs doing things like planting trees and building roads. So that was a success. But Roosevelt's opponents pointed out that these schemes were costly and wasteful and that they gave the government too much power. Also much of the employment created was only temporary. So you could say this aspect of the New Deal was not fully successful.</p> <p>You could also say this about his relations with the Supreme Court. It was successful because in the end it supported the New Deal by making decisions in favour of the measures (like the WPA), but Roosevelt had considered acting in a dictatorial way</p>

towards the court. On 27th May 1935 the Supreme Court ruled that the National Industrial Recovery Act and the Federal Farm Bankruptcy Act were both against the American constitution. Roosevelt felt that to protect his New Deal he needed to 'pack' the Court to get his supporters in it. Many people felt that Roosevelt was going too far with this policy as he seemed to be trying to take too much power. So this could be seen as a failure of the New Deal

High level 4 (15-16) reaches overall judgement on extent of success **and** failure based on an evaluation of more than two policies

e.g. Roosevelt came to power at a very difficult time. He needed to take quick and effective action to put right the problems that America faced. He was successful in doing this, though the measures were not all successful and sometimes he seemed to be acting in an unconstitutional way.

You could say that the New Deal was a success and a failure when it comes to the Alphabet Agencies. In 1933 a wide range of agencies were set up (like Civilian Conservation Corps) to provide temporary relief from the effects of the recession. Extra taxation was needed to pay for these agencies. The idea was to 'prime the pump' of the American economy. The agencies were successful in creating work and many people were given jobs doing things like planting trees and building roads. So that was a success. But Roosevelt's opponents pointed out that these schemes were costly and wasteful and that they gave the government too much power. Also much of the employment created was only temporary. So you could say this aspect of the New Deal was not fully successful, but it did do a lot of good.

You could also say similar things about his relations with the Supreme Court. His policy was successful because in the end the Court supported the New Deal by making decisions in favour of the measures (like the WPA), but Roosevelt had considered acting in a dictatorial way towards the court. On 27th May 1935 the Supreme Court ruled that the National Industrial Recovery Act and the Federal Farm Bankruptcy Act were both against the American constitution. Roosevelt felt that to protect his New Deal he needed to 'pack' the Court to get his supporters in it. Many people felt that Roosevelt was going too far with this policy as he seemed to be trying to take too much power. So this could be seen as a failure of the New Deal, but the measures were passed and did work.

One way that the New Deal was successful was by taking action to help banks. After the Wall St. Crash many people lost confidence in banks and there were queues to get money out. The banks could not give all the people their money back and this caused further worry. So Roosevelt took action by immediately closing all the banks and ordering an inspection of their books through the Emergency Banking Act. After this inspection only those banks in

<p>QWC i-ii-iii</p>		<p>a sound financial position were allowed to re-open. This restored people's faith, stopped the 'run' on banks and so was successful. But even this policy had its critics. They accused Roosevelt of taking too much power and acting like a Communist leader. So they would need the measures as a success.</p> <p>So in the end, there are always different ways of looking at things. In many ways the New Deal was successful, but there were aspects which were not.</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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