**In the 1920s, was the main effect of the economic boom on US society was the development of a car-owning culture? [20 marks]**

**How do I structure my essay?**

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| **Introduction:** 1. Address the question, including any specific language used (i.e. **topic focus, conceptual focus, chronological focus** and a**djectival qualifier)**
2. State the **4 factors** you will address
3. State and explain your judgement of most important precisely and explicitly in 1-2 sentences. Make sure you have given valid criteria and made links between the factors (essential for a D or higher).
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| **Effect PEEL 1:** **The development of a car-owning culture**Relevant **points** *may* include:• Increasing production and rising income allowed many Americans to buy cars for the first time• Increased production and advertising made the ownership of cars more desirable, e.g. the ‘Middletown’ report suggested that owning a car was more important than having a bathroom with a bath tub. • The building boom and the construction of suburbs meant that many Americans needed a car, e.g. to travel to work or to shop.• An increase in leisure time led to the growth of car-based activities, e.g. long-distance summer vacations and day trips.• An increase in urbanisation and suburbanisation as more people moved to live in towns • Associated industrial expansion of service industry, construction and road building, employment etc.  | **Effect PEEL 3:** **The expansion of popular culture, decreasing regionalism and insularity** Relevant **points** *may* include:• The expansion of mass media (radio and cinema)• The cult of celebrity • Spectator sports• jazz music  |
| **Effect PEEL 2:** **The rise of consumerism and improved standards of living as a result**Relevant **points** *may* include:• production, wages and employment• money spent on popular entertainment• household appliances• The development of a suburban lifestyle, e.g. homes with gardens andmodern appliances• credit system• buying shares | **Effect PEEL 4:** **Changes to social values both positive and negative.** Relevant **points** *may* include:• increased individual freedom and choice• inequalities encouraging criminal activity• censorship and the impact of cinema • Ghettos (as middle class moved to suburbs) |
| **Conclusion: Judgment** Your judgement here must be consistent with the rest of your essay – which factor is most important and why. Your judgement must be precisely and explicit in answering the question in 1-2 sentences.Then expand on your judgement to substantiate it; weigh up all four factors against each other by showing how some are more or less important than each other / how some factors caused / led to other factors and are therefore more important. This is your valid criteria. For example:* ***Without*** *the underlying / existing rise of consumerism based on credit, would a car-owning culture have developed to the extent that it did?*
* ***Would*** *families have been able to access leisure activities such as spectator sports,* ***if*** *consumerism and labour-saving technology had not given/enabled/allowed them the time (and disposable income) to do so?*
* *The expansion of popular culture arguably led to changes in societal values.*
* *The expansion of popular culture exacerbated / heightened conservative fears in society and arguably therefore furthered negative changes in societal values.*
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**How do I meet the criteria in the markscheme?**

**Remember to refer back to pages 12-15 (included below) of your course guide EVERY TIME you complete an essay question, to make sure you are consistently aiming to meet Edexcel’s criteria. Always aim for L5!**

**What should I refer to, in terms of reading, wider-reading and lesson notes?**

***Useful lesson notes, activities and handout readings from:***

* Lesson 4 (25/9/18) – The Rise of Republicanism (notes on policies)
* Lesson 5 (25/9/18) - Impact of WWI and government policies on the economy and therefore standard of living.
* Lesson 6 (26/9/18) – Harding and Coolidge (any relevant policies, tariffs, etc)
* Lesson 7 (2/10/18) – Isolationism (impact on economy and protection of domestic industry) and your HW reading and answers after this lesson on Hoover and the economy.
* **Lesson 12&13 (15/10/18) – Foner Chapter 20 reading; Immigration experience in ghettos; Culture (HW table on radio, cinema and news media)**
* Lesson 14 (16/10/18) – Bust (more for understanding of extent of consumerism than knowledge)
* **Lesson 15&16 (23/10/18) – Boom (all tasks and handouts)**
* **Lesson 18 (06/11/18) - Today’s lesson!**

***Key readings (handouts you’ve had in lessons 12-18:***

* Eric Foner, *Give me Liberty! An American History* (W.W. Norton & Company, 2006), Chapter 20
* *Access to History: In search of the American Dream: the USA, c1917–96* for Edexcel, Sanders, Chapter 1.
* *Edexcel AS/A Level History, Paper 1&2: Searching for rights and freedoms in the 20th century Student Book + ActiveBook* (Edexcel GCE History 2015), Chapter 1, pages 12-18; chapter 3, pages 79-82&85; chapter 4, pages 90-91, 100-101, 107-8, 111-12

***Useful wider reading (from the wider reading list):***

* Doug and Susan Willoughby, *The USA 1917–45*, (Heinemann, 2000). AS Chapters 1-2, 4-5 and 8. **You’ve been given extracts from this!**
* Derrick Murphy, Kathryn Cooper and Mark Waldron, *The United States 1776–1992* (Collins, 2001). Chapters 5 and 6.
* Peter Clements, *Prosperity Depression and the New Deal* (Hodder Education, third edition, 2005). Chapters 2 and 3. **You’ve been given chapter 5 from this!**
* Robin Bunce and Laura Gallagher, *Pursuing Life and Liberty in the USA 1945–1968* (Pearson, 2006). Section 1.
* Any other text relevant in the wider reading list!
* **Summary notes attached on Show My Homework**

**Section A Mark Scheme (AO1)**

**Target:** AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

**Each level descriptor has 4 strands:**

* Exploration and analysis of key issues
* Deployment of accurate and relevant information (knowledge)
* Reaching a judgement overall
* Organisation and Communication

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| --- | --- | --- |
| **Level** | **Mark** | **Descriptor** |
| **1** | **1-3** | * Simple or generalised statements are made about the topic.
* Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question.
* The overall judgement is missing or asserted.
* There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.
 |
| **2** | **4-7** | * There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the focus of the question.
* Mostly accurate and relevant knowledge is included, but lacks range or depth and has only implicit links to the demands and conceptual focus of the question.
* An overall judgement is given but with limited substantiation and the criteria for judgement are left implicit.
* The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.
 |
| **3** | **8-12** | * There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included.
* Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth.
* Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation.
* The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.
 |
| **4** | **13-16** | * Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven.
* Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands.
* Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported.
* The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision
 |
| **5** | **17-20** | * Key issues relevant to the question are explored by a sustained analysis of the relationships between key features of the period.
* Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands.
* Valid criteria by which the question can be judged are established and applied and their relative significance evaluated in the process of reaching and substantiating the overall judgement.
* The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity and precision.
 |

**![C:\Users\User\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\6SN8KSO3\MC900383600[1].wmf]()L5 explained: For sections A and B, you must have C, D, E and F!**

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| --- | --- | --- |
| **5** | **17–20** | * **Key issues relevant to the question are explored by a sustained analysis of the relationships between key features of the period.**
* **Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands.**
* **Valid criteria by which the question can be judged are established and applied and their relative significance evaluated in the process of reaching and substantiating the overall judgement.**
* **The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity and precision.**
 |

1. **Exploration and analysis of key issues - Conceptual focus (the shape of your essay)**
* Have you analysed the key features of the period (specified or suggested) in relation to the focus of the question consistently throughout the essay?
* Have you addressed a range of relevant factors?
* Are you sticking to the topic focus; i.e. are your points relevant and valid? Are you consistent?
* Is your understanding of the topic holistic; i.e. have you made links?

1. **Reaching a judgement overall** - **Judgement (established and evaluated)**
* Have you thoroughly substantiated your evaluation and made a judgement based on consistently and thoroughly applied ‘**valid criteria’**, such as:
* Factors (causes, consequences, etc.) that were superficial vs deep and underlying?
* Short-term vs long term vs trigger factors?
* Factors that had wide vs narrow impact / significance/effect?
1. **Deployment of accurate and relevant information (knowledge)** - **Detail**
* Have you selected and deployed knowledge with accuracy?
* Have you selected and deployed relevant knowledge?
* Is the knowledge you have selected and deployed in depth?
* Have you selected and deployed a range of points and detail? (i.e. more than one factor/event and selected from across the chronology demanded by the question?
1. **Organisation and Communication** - **Formed to fit and support an argument**
* **Is your argument clearly organised addressing one factor / point per paragraph?**
* **Is your argument logically organised to support your argument?**
* **Is your argument coherent? (i.e. Have you full explained your argument in the introduction then consistently applied and referred to in each paragraph)?**
* **Have you communicated your argument precisely and with clarity using specific language and key words?**

**What are the top tips for success in Section A and B (AO1)?**

1. **RESPOND TO THE PRECISE WORDING OF THE QUESTION**

In order to help you understand what the question is asking you to do, the first thing you should do is read the question and look for these 3 foci:

* **Topic focus** (the topic of the question)
* **Conceptual focus** (the 2nd order historical concept of the question)
* **Chronological focus** (the time period of the question)
* **Adjectival/adverbial qualifier:** these are specific words in the question and they expect you to respond to and challenge. i.e. if they use the word ‘transformed’ or ask about **‘fundamental features**’ of an era (rather than ‘features’), address the precise meaning of this word in your introduction, challenge it based on what you know and come up with a better word instead that fits your judgement.
1. **PLAN YOUR JUDGEMENT CAREFULLY AND STATE THIS IN YOUR INTRODUCTION**

Writing an introduction should be the HARDEST part of writing an essay. If it’s not, you haven’t planned properly or have regurgitated a previous essay. You should always:

1. Address the question, including any specific language used.
2. State the 3-**4 factors** you will address
3. State and explain your judgement of most important precisely and explicitly in 1-2 sentences.

**3. STATE YOUR ‘VALID CRITERIA’ EXPLICITLY IN YOUR INTRO, LINKS AND CONCLUSION**

* Valid criteria = How have you made your decision? Valid criteria consider the relative importance of factors and the weight applied to these in reaching a judgement.
* You must be specific in your language when explaining how you have weighed up the relative importance of factors (e.g. underpinning cause, trigger, fatal combination etc). For example:

**‘I chose this pair of trousers. It was the best.’**

= Level 2 - A judgement given, with justification asserted.

**‘I chose this pair of trousers because it suited me best.’**

= Level 3 - A judgement with some justification, but without the evidence of valid criteria being applied.

**‘I chose this pair of trousers because, although others were a better fit or better price [+ comparative details], this pair was the best combination of a good fit round the waist and the right length at a price of which I could afford.’**

= Level 4 and 5 - Exemplifies the use of criteria for overall judgement and with justification.

* The selection of the criteria used will be dependent upon the nature of the question being asked. For example, a ‘main consequence’ factor question would probably require criteria that weigh up the relative importance of effects, and a ‘significance’ question would need a discussion of criteria related to impact.

**4. EVIDENCE NEEDS TO BE DETAILED, SPECIFIC AND COVER THE FULL RANGE OF THE QUESTION.**

If you asked about 1865-90, for example, you should aim to include examples from across the period, rather than just 1865-75.

**5. EXPLAIN THE IMPACT AND RESULTS OF YOUR EXAMPLES – HOW AND WHY?**

It is not enough to say ‘therefore this led to problems for race relations, if you don’t say HOW AND WHY - from whom, for whom, when, how, why, in what form, what was being challenged precisely? A good way to do this is to think about the sequence of events that followed as a result – *This led to….. As a result….*

6. **REFER BACK** TO YOUR JUDGEMENT AND THE QUESTION AND **LINK** BETWEEN YOUR FACTORS (PEEL). This is a must for Level 3 (D-C grade). E.g. *However, the factor of….would not have caused a threat hand it not been for …..* *Without the factor of….* I*f* ……….*Had it not been for….*

**7. STRUCTURE YOUR ANSWER ACCORDING TO THE QUESTION TYPE – see below!!**

* Cause, Consequence or significance = compare the importance of 4 factors and give a most important that links the other 3 / by weighing up.
* Change and continuity OR similarity and difference = compare *within* 4 factors (=8 mini PEELS) to support your balanced judgement

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| --- | --- | --- |
| **Concepts** | **Tricky wording** | **Suggested structure** |
| Change / Continuity**How far things stayed the same over time.** | TransformationImproveRadically changeMajor changesMaintained | **Introduction**. X was certainly transformed to some extent. However it could be argued that there were limitations to these changes and that there was much continuity…. Address the wording of the question.**4 factors:**For **each** factor address change and continuity: e.g. X was certainly changed to a great extent …... However it is suggested that these changes were limited to some extent...; changes in these aspects were at best slow…..However this is not to suggest that gradual change was not emerging...**Conclusion** Comment on the complex interaction between factors of change and continuity and the different extent of its speed in different aspects arriving at a conclusion as to how far it could be considered a transformation.  |
| Similarity / Difference**How alike are two situations, policies, people or processes** | More effective thanRemain in place | **Introduction**. X certainly had many similarities with Y in this period. However it is argued that the differences became more significant and indeed were more prominent over the period. **4 x factors – discuss similarity and difference in each** There was certainly some similarity in X during the years ….. However this is not to suggest that gradual change was not emerging...However it is argued that X had significant differences during the period that grew over time…. It is suggested that these changes were more prominent by...**Conclusion** Comment on the complex interaction between factors of change and continuity and the different extent of its speed in different aspects arriving at a conclusion as to how the balance of similarity and difference differed over time.  |
| Causation / consequence**The reasons why something happened / The results of an event, policy, decision or process.** | Most important reason forArise fromDriven byResponsible for(To what extent does…) explain…In the creation of... | **Introduction**. W certainly made a significant contribution to Q, along with X, Y and Z. It is argued that whilst the interaction of these factors were responsible for Q, …… was the most significant factor.**4x PEEL factors** W made a significant contribution to Q……however it was not sufficient to cause Q without X, Y and Z because…... Its overall contribution was to provide an important stimulus by...**W,** Y and Z also made a significant contribution to Q. (3 x PEAR)…..however it was not sufficient to cause Q without W / X / Y/ Z because. Its overall contribution was to provide an important stimulus by...Z was the most significant cause….. however it was not sufficient to cause Q without W, X and Y because…… Its overall contribution was to provide an important stimulus by...**Conclusion** The essential interaction of factors along with their relative significance is finally commented upon and conclusions drawn.  |
| Significance**Relative importance** | More important thanFundamental toMore significant thanA greater threat than | **As above!**  |

**How do I structure my answer in Sections A and B?**