**MODERN HISTORY YEAR 11**

**ATAR course examination 2023**

**SEMESTER ONE - Marking Key**

***Disclaimer:***This paper was written using the SCSA Syllabus close at hand but due to the number of contexts the setter does not claim to be an expert in all areas of history.

The marking guide is just that, a guide. The responses given are more of a contextual nature rather than a prescriptive answer. Please use your professional judgment when marking the paper.

You may also decide to change **some, or all** of the sources should you find they do not suit the context as you believe they should.

**NOTE:** The marking key has been modelled on sample WACE exam paper on the SCSA website.

# Section One: Source analysis – Unit 1 25% (25 Marks)

**NOTE:** When marking a candidate’s work in this section:

1. Not all points necessarily need to be in an answer for the candidate to gain full marks.
2. Reward each salient point made by the candidate. Candidates may make different valid points of interpretation.
3. Candidates are expected to refer to relevant supporting evidence from the sources.

# Question 1 (25 marks)

(a) Compare and contrast the messages of Source 1 and Source 2.(4 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Reference to the messages in Source 1 and Source 2. | 1–2 |
| Points of comparison of the message(s) in Source 1 and Source 2. | 1 |
| Points of contrast of the message in Source 1 and Source 2. | 1 |
| **Total** | **4** |
| **Markers’ notes:**  Evidence should be drawn from the sources to support the message. Candidates may choose to structure their response according to the grid above. Candidates may choose to incorporate the identification of message within their compare and contrast. | |

# Elective 1: The Enlightenment (1750–1789)

* Comparable message – both sources refer to the importance of Adam Smith and his book ‘Wealth of Nations’, in S1 John Kay has deemed Smith important enough to include in his caricatures of Edinburgh’s elite. Whilst S2 emphasises how well received Smith’s economic philosophy was, selling 5000 copies.
* Contrasting message – S1 is ridiculing Smith’s ideas, the artist placing him in a ‘bubble’ of his own thoughts, suggesting his ideas were fantastical and not relevant. Whereas, S2 highlights the importance of Smith’s views, being cited in Parliament 37 times.

# Elective 2: The American Revolution (1763–1812)

* Comparable message – both S1 and S2 refer the British imposing a new tax upon America, placed upon goods imported ‘from Great Britain’, charge on glass, leads etc and ‘3d per lb of tea’ as shown in S1 and referred in S2.
* Contrasting message – S1’s message is critical of the new tax declaring that it was ‘worse that a bayonet’. Whereas S2, Townshend considers the taxes as necessary in order to administer justice in the American colonies and provide finance for defence, protection, and civil government. S1 clearly sees the taxes as unjustifiable due to them ‘vexing’ the ‘Souls of the men of Boston town.’

# Elective 3: The French Revolution (1774–1799)

* Comparable message –both sources refer to the poor state of the French economy in 1788, with S1 showing the King asking Necker where all the money had gone and S2 specifically mentioning the ‘financial crisis’. Both sources allocate blame to the clergy and nobility for this economic crisis, in S1 they are shown pinching money and in S2 reference is made to ‘the richest class is the least taxed’.
* Contrasting message – S1 portrays Louis XVI and Necker as clueless, not understanding why the financial crisis has occurred, whereas S2 explains what has caused the problem and also how to solve the issue by reforming the current taxation system and stopping corruption.

# Elective 4: The Industrial Revolutions (1750–1890s)

* Comparable message – Both cartoons refer to the growth in capital and the economy brought by the expansion of railways in Britain during the Industrial Revolution. S1 has a train named ‘Capital’ and S2 refers to the ‘extensive markets’ and the general ‘operations of commerce’.
* Contrasting message – S1’s message is that the ‘Capital’ train is out of control, running ‘Labour’, the workers off the track signifying the negative impact upon workers and John Bull, Britain is at risk too. However, S2 has a very positive message regarding the expansion of railways, claiming ‘reduced prices’, ‘pecuniary saving’ and ‘extensive markets’.

# Elective 5: The Age of Imperialism (1848–1914)

* Comparable message – Both sources refer to Bismarck’s important role at the Berlin Conference, 1884-5, holding the ‘bird trap’ in S1 and hosting the conference in S2. The sources also have the message that a number of European countries were seeking land and resources from Africa, in S1 shown by all the monarchs portrayed, in S2 the reference to Belgium, Portugal and France desiring areas in the Congo Basin.
* Contrasting message – S1’s message suggest Bismarck is the dominant person at the Conference ready to ‘trap’ the other countries into following his desires, whilst S2 refers to King Leopold of Belgium receiving the ‘lion’s share’ of Congo and Bismarck playing only a ‘bit part’ in the outcome of the Conference.

# Elective 6: The Meiji Restoration – Japan (1853–1911)

* Comparable message – Both sources have the message that the Iwakura Mission visited the western world in order to learn about modernisation, shown in S1 with the visit to the Krupp armament factory and S2’s reference ‘to learn about every aspect of Western civilisation’. Both sources refer to the Japanese transferring this newly acquired knowledge to plans for Japan on their return. They also allude to the importance of militarism in these plans in S1 visiting a cannon factory and S2 taking a path of ‘militarism’ on their return.
* Contrasting message – S1 portrays the Japanese as inferior to the west, foolishly placing their head inside a cannon and concerned with military only. Whereas S2 refers to the fact that the Mission was to learn about all aspects of the west, including culture and diplomacy. S1 portrays the visit as a mere visit to a factory whereas S2 emphasizes the importance of the Mission in transforming all aspects of Japan on its return and refers to the ongoing debate and understanding gained during the tour.

# Elective 7: Capitalism – the American experience (1907–1941)

* Comparable message – both source messages reference the benefits businessmen received during the 1920s and the time of prosperity. S1 shows businessmen singing, happy with Coolidge’s government’s lack of interference, enabling profits, indicated by the cash register being played. In S2 reference is made to big business, ‘corporate profits’ and how the 36 000 wealthiest families receive 42% of income.
* Contrasting message – S1’s message focuses on the 1920s being a positive time with the cash register ringing in profits, whereas S2 focuses on the ‘perils of prosperity’, with continued unemployment, large contrasts between the workers and the businessmen’s quality of life during this time.

(b) Evaluate the usefulness of Source 1 and Source 2 regarding economic change/s represented. (6 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Discussion of how Source 1 is useful regarding economic changes. | 1–2 |
| Discussion of how Source 2 is useful regarding economic changes. | 1–2 |
| Evaluation of the usefulness of the sources including reference to the limitations of the sources | 1–2 |
| **Total** | **6** |
| **Markers’ notes:**  Higher marks should be awarded to candidates who look at both the usefulness and limitations of the sources provided. | |

**Elective 1: The Enlightenment (1750–1789)**

* Source 1 is useful as it illustrates contemporary viewpoints on Adam Smith and shows who he philosophised with in Edinburgh.
* Source 2 is useful as it provides details of how well received Smith’s *Wealth of Nations* book was both during the Enlightenment and into the nineteenth century.
* Limitations - S1 is biased against Smith, disparagingly placing him in a bubble with his thoughts. Whereas S2 is an article written for the bicentennial of Smith’s book and so will have the purpose of focusing on the book’s successes, rather than critiquing the work.

**Elective 2: The American Revolution (1763–1812)**

* Source 1 is useful for showing how America’s perceived the Townshend Taxes as being unfair and ‘worse than a bayonet’. Students may also refer to the fact that the British coercive approach is illustrated by the British solider patrolling the streets, bayonet ready. The fact the cartoon appeared in a book over 15 years after the 1767 Acts indicates Americans clearly saw the link between the Acts and the Boston Tea Party and wanted to maintain and promote this narrative.
* Source 2 is useful for providing primary evidence on how Townshend explained and justified the new taxes to the British Parliament, with a purpose of impressing his Majesty, and with little or no regard to the impact upon the financial burden upon the American colonies.
* Limitations – S1 is biased against Britain, with the taxes viewed as ‘worse than a bayonet’. The inclusion of the cartoon in a book entitled ‘The Boston Tea Party’ shows biased, with the author justifying the actions in Boston in 1773, due to British actions in the past. S2, a speech by Townshend was delivered to persuade the Members of Parliament and George III to pass the Taxation Act. The speech is biased justifying the necessity of the new taxes and only considers their impact from a purely British perspective.

**Elective 3: The French Revolution (1774–1799)**

* Source 1 is useful for showing contemporary views of the King’s lack of control of the economy. It also presents a British viewpoint on the causes of the Louis XVI’s issues, with the clergy and noble exiting with money.
* Source 2 is very useful, being written by a former financial advisor, who had firsthand experience of how the economy was managed. It contains specific details on what Calonne views as the causes of the King’s money issues and how he determines they could be fixed.
* Limitations – both sources are biased against the King’s economic management, S1 was produced in England, who had been at war against France since June of 1788. S2 is written by a former financial advisor to the King, who had tried but failed to eliminate the budget deficit by proposing reforms to increase taxes paid by the privileged classes. He would therefore have the motive to try and convince his successor, Necker, that his ideas were worthy of pursuing.

**Elective 4: The Industrial Revolutions (1750–1890s)**

* Source 1 is useful for displaying some contemporary British viewpoints regarding the economic expansion of railways. Although railway mania was taking over Britain, not all the population approved, with many campaigning against the negative impacts of the industry.
* Source 2 is useful for showing how railway companies sought economic backing from investors and the arguments they advocated in order to gain financial support. The Liverpool to Manchester Railway was one of the first lines constructed in England and the source informs the reader of the need to gain finance prior to the mania that would follow soon after.
* Limitations – both sources are bias in favour of opposite sides of the expansion of railways. S1 is biased against the capitalists who are benefitting from the railway boom, at the expense of the workers(labour). Whereas S2, due to it being a prospectus with the purpose of securing financial backing for the Company to build the track, unsurprisingly, focuses on all the economic benefits the new track will bring investors, businesses, and customers.

**Elective 5: The Age of Imperialism (1848–1914)**

* Source 1 is useful for showing the contemporary British viewpoint of Bismarck’s role at the Berlin Conference and his desire to control the ‘Scramble for Africa’.
* Source 2 is useful for providing a wider perspective of the Berlin Conference, including specific details regarding the amount of land King Leopold II received. The article is useful for presenting a modern-day African perspective of the Conference and its lasting impact.
* Limitations – S1 is a political satire cartoon and is biased against Bismarck, portraying his role as host of the Berlin Conference of being one of control rather than a desire to peacefully settle the ‘Scramble for Africa’. S2 could be limited by the fact it is subjective, with the purpose of highlighting how African countries had no say in the Conference.

**Elective 6: The Meiji Restoration – Japan (1853–1911)**

* Source 1 is useful for showing how the Iwakura Mission was perceived by the west, specifically Germany. It also provides information of the places the Japanese visited, in this case an armaments factory.
* Source 2 is useful as it gives specific information on how many cities and countries the Mission visited, and which aspects of the west the Japanese wished to observe. It also informs of the impact the visit had upon the modernisation of Japan upon its return.
* Limitations – S1 is a biased view of the Mission’s visit displaying them as comical. It also only shows one country and one visit, when the Mission visited 12 countries. S2 is limited as it written by the founder of the Iwakura Mission Society, presumably an admirer of the contributions of the Mission.

**Elective 7: Capitalism – the American experience (1907–1941)**

* Source 1 is useful for illustrating how Coolidge’s lack of involvement in controlling the economy was appreciated by the business sector and also how it was apparent to Americans at that time, being ridiculed in the cartoon.
* Source 2 is useful as it contains numerous specific details on the impact of the ‘Roaring 20s’ on different sections of society, highlighting the difference between workers and bosses.
* Limitations – both sources are biased against big business in America and the profits they received during the 1920s. S1 is biased, suggesting his laissez-faire economic policies are merely making the rich even richer. Whilst S2 is focuses specifically on the ‘perils of prosperity’ and does not give the wider perspective of workers who did benefit during the 1920s and the growth of consumerism, customer choice and cheaper goods now available to Americans.

(c) Explain the historical context of Source 3. Include the relevant events, people and ideas depicted or represented in the source. (4 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Identify the focus of the source. | 1 |
| Explain specific details for the focus of the source: dates/events/people place/ideas. | 1 - 3 |
| **Total** | **4** |
| **Markers’ notes:**  This question is concerned with the historical context in which the source is located. The answer must concentrate on what is in the source, such as relevant events, people and ideas. | |

**Elective 1: The Enlightenment (1750–1789)**

* Focus of the source is the decline in power of the Church, in France, during the emergence of the Enlightenment.
* Students could discuss how the Enlightenment led to movements for social and political reform, in the case of S3, the French Revolution. In 1789 in an effort to end the fiscal crisis, the French Constituent Assembly passed a law to confiscate the Catholic Church’s property. Similarly, the American Revolution saw a decline in the power of the church, with the Declaration of Independence drawing upon Enlightenment ideas that the church and the state should be separate.

**Elective 2: The American Revolution (1763–1812)**

* Focus of the source are the Intolerable Acts, Boston Port Bill 1774.
* Students may refer to causes of the Intolerable Acts such as the Townshend Acts and subsequently the Boston Tea Party. In December 1773, three East Indian Company ships were boarded by American patriots dressed as Mohawk Indians who then threw 342 chests of tea overboard in protest to the tax on the tea. The Intolerable Acts, including the Boston Port Bill was passed by the British Parliament in order to ‘punish’ Boston. Tensions heightened, especially when the Massachusetts Lower House refused to pay for the tea and prepared for war. The Acts led to an increase in anti-British sentiment across other American colonies, sending supplies to Boston during the blockade and delegates from the First Continental Congress, 1774 demanding the Intolerable Acts be repealed.

**Elective 3: The French Revolution (1774–1799)**

* Focus of the source is the bread riots of the early 1790s.
* Inflation was very high in 1792-3 which resulted in a number of bread riots across France. To stop people hoarding food The Convention passed a law imposing the death penalty for hoarding. The law of General Maximum was passed in September 1793 in an attempt to control prices, which fixed food prices and wages. This led to more discontent as peasants were unhappy with the lack of their profits, with food being requisitioned by the army. Although unpopular this economic control was successful in the short term.

**Elective 4: The Industrial Revolutions (1750–1890s)**

* Focus of the source is child labour, specifically in the coal mines of England.
* The mining disaster in Barnsley, Yorkshire in 1838 which killed 26 children led to Queen Victoria ordering an Inquiry into working conditions. Lord Ashley (Earl of Shaftesbury), a keen advocated of improving labour conditions established the Royal Commission into Children’s Employment, that travelled over the UK for three years compiling evidence, including thousands of interviews. The Report led to the passing of the Mines and Collieries Act in 1842. The Act banned women and girls from working in mines and introduced a minimum working age of 10 years old for boys.

**Elective 5: The Age of Imperialism (1848–1914)**

* Focus of the source is imperialistic desires towards China.
* Western powers were gaining spheres of influence in China due to their losses in two Opium Wars. America opted for securing trading rights for all countries, by establishing an Open Door Policy, in order to prevent an escalation towards conflict. Students may also refer to the Boxers Rebellion 1899 – 1901, where Chinese nationalists protested and tried to stop the spread of western influence in their country.

**Elective 6: The Meiji Restoration – Japan (1853–1911)**

* Focus of the source is the modernisation of Japan, specifically through the development of railways.
* Students could refer to the importance of the rail network in the modernisation of Japan and its important role in the country’s economic development, through the transportation of raw materials and manufactured goods. The first railway was opened by Emperor Meiji whose address to the crowd expressed his desire that railways would impact the future of the country. Japanese rail was nationalised by Prime Minister, Kinmochi in 1906 after the Russo-Japanese War had highlighted the need for a smooth reliant rail network.

**Elective 7: Capitalism – the American experience (1907–1941)**

* Focus of the source is the Wall Street Crash and the onset of high rates of unemployment across America.
* Students could write about the causes of the Wall Street Crash, including over speculation, get rich quick schemes, the failing banking system and encouragement by the media and President Hoover himself to invest in shares. The stock market crash led to widespread losses of over 200 million USD and unemployment rates reaching nearly 25% in 1933. Students could also refer to travelling hoboes as illustrated in the cartoon. During the depression many men would ‘ride the rails’ seeking work, causing family breakups and changes in demographics, as many travelled to the states that offered more relief and support.

(d) Identify and account for the authors’ perspectives in Source 3 and Source 4. (5 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Articulation of the perspective of Source 3. | 1 |
| Articulation of the perspective of Source 4. | 1 |
| Analysis of the perspectives in relation to the question asked. This may include discussion of: motive, bias, time, place, purpose. | 1–3 |
| **Total** | **5** |
| **Markers’ notes:**  Candidates must consider the perspective of the sources in terms of the theme/force of the sources to be analysed. Candidates need to:   * articulate the perspectives from which the sources were constructed or analyse reasons for the perspective (purpose/motive/place/and time) * use evidence of the perspective from the source to identify how the author shows their perspective.   The last (fifth) mark can be allocated to either source if the student demonstrates a more sophisticated analysis of how the perspective can be accounted for through specific reference to the evidence of that source. | |

**Elective 1: The Enlightenment (1750–1789)**

* Perspective of S3 – the Church had rightfully had their wealth and power diminished.
* Account for perspective of S3 – The cartoon was produced during the French Revolution, when the National Assembly had passed a law to confiscate the Catholic Church’s property. The purpose of the cartoon is to validate these actions by illustrating how rich the Church had been previously, shown by the overweight Abbe wearing expensive colourful clothing.
* Perspective of S4 – Mokyr deems the Enlightenment played a crucial role in modern economic growth.
* Account for perspective of S4- Produced for a lecture which includes section of Mokyr’s forthcoming book, the motive is to publicise his theory on the impact of the Enlightenment on being a catalyst for economic growth and also promote his forthcoming book, hoping to increase sales.

**Elective 2: The American Revolution (1763–1812)**

* Perspective of S3 – Bostonians are in distress due to the justified blockade of Boston, as punishment for the Boston Tea Party.
* Account for perspective of S3 – created in Britain the cartoon illustrates the strength of the British, displayed by the ships in the background and numerous cannons. The Bostonians are justifiable locked away for their actions, having to survive on charity for food.
* Perspective of S4 – The American Revolutionary War was an economic disaster, with loss of land to soldiers and valuable trade to Britain.
* Account for perspective of S4- Written in retrospect Rush had access to data regarding American trade so is able to make judgments on the impact of the War. The purpose of the article is to analyse the economic rather than political impacts of the Revolutionary War, accounting for the economic perspective.

**Elective 3: The French Revolution (1774–1799)**

* Perspective of S3 – against the bread rioters, as the title refers to the ‘act of courage’ in stopping the rioters.
* Account for perspective of S3 – produced at the time, it supports the government and has the purpose of portraying the Mayor as courageous, standing bravely in front of the rioters. The motive is to encourage a negative view towards the rioters, showing them armed, disorganised and dangerous.
* Perspective of S4 – the seizure of church property by the state was correct
* Account for perspective of S4- the article appeared in a radical newspaper that would be anti-establishment and pro redistribution of France’s wealth to the whole population

**Elective 4: The Industrial Revolutions (1750–1890s)**

* Perspective of S3 – is against child labour, displaying the terrible working conditions endured in the mines.
* Account for perspective of S3 – The illustration appeared at the time of a campaign to end child labour. The purpose of the source was to inform Parliament on working conditions in mines, and hopefully led to changes.
* Perspective of S4 – That working conditions in factories were terrible and workers were injured and exploited.
* Account for perspective of S4- The article was written by William Dodd who researched working conditions for Lord Ashley, a keen advocate of labour reform. The source has the purpose of informing the reader of the long-term impacts of textile work on the body of workers. It has the motive of persuading the Arkwright’s to right this wrong by providing for Reed, who was injured at their factory.

**Elective 5: The Age of Imperialism (1848–1914)**

* Perspective of S3 – Britain, characterised as John Bull and Uncle Sam (USA) are engaging with China peacefully with trade agreements, in contrast to Germany, France and Russia who are using coercion to develop influence in the area (shown by their weapons).
* Account for perspective of S3 – The cartoon was produced in 1898 by America when they were advocating the Open Door Policy as the correct way to engage in trade with China, rather than a continuation of imperialist conflicts to gain resources and territories, for example Sino-French War 1884/5
* Perspective of S4 – The spread of Christianity was not only a spiritual expansion but also had economic causes and impacts upon Africa.
* Account for perspective of S4- The article was produced in 2022 after new research was completed. Written for the Journal of Economic Growth, it unsurprisingly has an economic focus. The source has the purpose of promoting the author’s argument that choice mission locations were economic, not just religious.

**Elective 6: The Meiji Restoration – Japan (1853–1911)**

* Perspective of S3 – That the opening of the Tokyo to Yakohama line should be celebrated as a positive event.
* Account for perspective of S3 – The print was produced at the time of opening to celebrate the modern development in Meiji Japan. It has the purpose of promoting that the event was celebrated, including the umbrellas being thrown in the air. Produced at the time the source shows even though Meiji is modernising that Japan old culture is still important, with people in traditional dress.
* Perspective of S4 – The article focuses on the negative impacts of industrialisation on Japanese female workers.
* Account for perspective of S4- The article’s title refers to Japanese women workers as the ‘underclass’ of industrialisation, hench has the motive to expose the harsh conditions women had to endure. The purpose to highlight specific issues, such as employers exploiting women workers to work whilst sick and forbidding them to leave until they have finished work.

**Elective 7: Capitalism – the American experience (1907–1941)**

* Perspective of S3 – Many stock speculators had fallen on hard times due to the Wall Street Crash.
* Account for perspective of S3 – The motive of the carton was to highlight the huge change in circumstances due the economic changes brought about by the Wall Street Crash. Many Americans had become involved in stock buying, despite the risks involved. The cartoon was produced only a month after the Crash, illustrating how many ‘former’ businessmen were now down on their luck and travelling the country looking for work.
* Perspective of S4 – That F.D.R’s New Deal was ground breaking and still relevant to America today, with Biden’s ‘ambitious agenda’.
* Account for perspective of S4- The source is written at the time of Biden’s program of public works and compares this to F.D.R.’s New Deal. The writer is biased in favour of the New Deal stating it ‘transformed the nation’. The article is written with the motive of comparing the programs of both President’s and also warning Biden that public works programs although popular can also receive criticism from sections of society who resentful of public funds being allocated to the workforce.

(e) Evaluate the extent to which the **four** sources give insight into economic change during your period of study. (6 marks)

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| --- | --- |
| **Description** | **Marks** |
| Identification of the areas/topics shown in the sources that provide insight into economic change during the period of study. | 1 - 2 |
| Evaluation of the extent of insight provided into the economic change during the period of study. | 1 - 3 |
| Identification of the element/s of political changes that have been omitted. | 1 |
| **Total** | **6** |
| **Markers’ notes:**  The intent is to not have a list of what has been identified or omitted; rather students need to focus on what the sources do tell them regarding economic change within the context studied and why it may have been significant to highlight to secure higher marks. | |

**Elective 1: The Enlightenment (1750–1789)**

* The sources provide insight into the role the Enlightenment played in economic growth both during and beyond the period of study. S1 and S2 consider the role of Adam Smith and his ‘Wealth of Nations’ book. However, the sources focus on the reception of Smith’s ideas rather than the essence of his economic thought, including such concepts as the origin of money and systems of political economy. S3 considers the loss of the Church’s wealth, and economic power, although only in France. Finally, S4 argues that the Enlightenment did have a profound impact on economic growth, albeit not immediately. However, the extract does not explain how the pursuit of knowledge and the Scientific Revolution were paramount to this eventual economic growth.
* Candidates could mention the omission of economic changes linked to the social and political reform in both France and America that saw radical changes in the distribution of wealth. Furthermore, the Enlightenment’s belief in equal rights, would lead to the rise of labour movements across the western world, demanding improved pay and working conditions.

**Elective 2: The American Revolution (1763–1812)**

* The sources provide insight to economic changes made by Britain which played an instrumental role in the causes of the American Revolution, Townshend Acts (S1 & S2), trade blockade and Intolerable Acts (S3) and the impact of the Revolutionary War on the US economy both immediately and in the short term (S4).
* Candidates could mention the omission of key economic changes which occurred post-independence such as the Articles of Confederation, 1777 granting only limited authority to Congress concerning the economy. This would later be amended in the Constitution as fear of central control dissipated, in 1789.

**Elective 3: The French Revolution (1774–1799)**

* The sources provide insight into the economic causes of the French Revolution, specifically the financial crisis in 1788 in S1 and S2 providing specific information. The sources do not explore the impact of these economic issues on the poor and how the discontent would be a major cause of the French Revolution. S3 considers the ongoing economic issues resulting in bread riots and S4 refers to the nationalisation of church property, albeit from a biased perspective.
* Candidates could mention the omission of how the feudal system was abolished by the National Assembly, the introduction of assignats, along with the impact of the Anglo-French War, 1793 – 1803 on the economy.

**Elective 4: The Industrial Revolutions (1750–1890s)**

* The sources provide insight the main economic changes that occurred during the Industrial Revolution with S1 and S2 exploring the impact of the railway age. S3 and S4 consider the impact of the economic growth in textiles and the mining sector on their workers. The need for reform and compensation are considering in S3 and S4.
* Candidates could mention the omission of the economic growth stimulated by the development of steel-based industries, the new technologies used in production and the role of significant individuals and economic theorists, such as capitalism and laissez-faire.

**Elective 5: The Age of Imperialism (1848–1914)**

* The sources provide insight of economic changes during the Age of Imperialism, with S1 & S2 referring to the Scramble for Africa, when western countries desired to expand their wealth of resources, such as Belgium in the Congo (S2). The quest to secure trade with China whether amicably or through conflict is considered in S3 albeit limited with no details on how France, Germany and Russia gained economic advantages via conflicts. The consideration of Christian missionary locations in Africa is explored in S4 but with a focus on economic causes rather than consequences.
* Students could mention the omission of imperial expansion into the Pacific area along with specific reference to which resources were exploited for economic benefits, for example rubber in the Congo. The economic impact of military rivalry and a more comprehensive consideration of the economic exploitation of competitive Empires of their colonies, could also be mentioned.

**Elective 6: The Meiji Restoration – Japan (1853–1911)**

* The sources provide insight into the economic changes experience during the Meiji restoration, S1 and S2 focusing upon the Iwakura Mission to Western Europe with the purpose of gaining knowledge of how to modernise Japanese industry and their economy. S3 provides insight into the arrival of rail in Japan, although is limited to the opening of the first line and does not consider the impact upon economic growth. Finally, S4 considers the impact of economic modernisation on women workers.
* Candidates could mention the omission of the economic changes brought by the arrival of Commodore Perry and the subsequent Harris Treaty, the increased wealth of merchants and growth of entrepreneurs along with the economic benefits of military victories, for example from the Russo-Japanese War.

**Elective 7: Capitalism – the American experience (1907–1941)**

* The sources provide insight into the economic changes throughout the period of study. Coolidge’s economic laissez-faire policy is specifically referred to in S1 and the impact of this prosperity in S2. S3 refers to the immediate aftermath of the Wall Street Crash with two speculators now travelling to find work during high rates of unemployment. Finally, S4 considers Roosevelt’s New Deal and its balance between public administration and private capitalism.
* Candidates could mention the omission of the successes of individuals and Trusts in the early section of the period, such as J P Morgan and Rockefeller and also Hoover’s attempt to alleviate the impact of the depression, with his own public works project, the Hoover Dam. The sources do not explore the Alphabet Agencies in any real depth, which saw a real shift in power away from capitalist/business owners, to give workers more rights with the Wagner Act. 1935. Finally, the sources do not include reference to the war economies of WWI and WWII.

**Section Two: Essay–Unit 1 67% (25 Marks X 2)**

The marking guide below must be used for **Questions 2 -22**. Markers notes for each question follow the marking guide. These notes are not exhaustive or prescriptive.

|  |  |
| --- | --- |
| **Guide to marking essay responses** | **Marks** |
| **Thesis introductory paragraph** |  |
| Introductory paragraph clearly related to the area/topic of the question, containing understanding of focus and key terms of the question, which gives a clear sense of the direction of the essay. | 3 |
| Introductory paragraph contains a few sentences outlining the theme of the essay and including a simple proposition. | 2 |
| The paragraph gives a general indication that the topic is understood and includes a simple proposition. The opening paragraph has a sentence or two outlining the ‘who’ or ‘what; to be discussed in the essay. | 1 |
| No evidence of this criterion. | 0 |
| **Synthesised narrative** |  |
| Demonstrates an understanding of the inter-relationship between events, people and ideas, and continuity and change. | 4 |
| Demonstrates an understanding of the narrative, for example that there are relationships between events, people and ideas, and/or continuity and change. | 3 |
| A mainly chronological narrative with some content about, for example, events, people and ideas, and/or continuity and change. | 2 |
| A simple narrative, not always showing an understanding of the correct chronology and with minimal reference to events, people and ideas. | 1 |
| No evidence of this criterion. | 0 |
| **Argument** |  |
| Develops a sustained and sophisticated argument which show-s a depth of analysis throughout the essay which is analytical, logical and coherent. | 5–6 |
| Develops an argument which is analytical, logical and coherent and shows an understanding of the inter-connectedness of the narrative. | 4 |
| Written with a sense of argument using some appropriate language of history. | 3 |
| The response contains a number of generalisations and statements that lack supporting evidence. | 2 |
| Disjointed discussion/argument suggests little understanding of the topic and/or historic analysis of changing circumstance or continuity and change. | 1 |
| No evidence of this criterion. | 0 |
| **Supporting evidence** |  |
| Detailed, accurate and relevant evidence used in a manner that assists analysis and evaluation. In responding to an essay instruction of debate or evaluate that proposition, historical evidence is used to argue for and against a view/proposition. Uses and cites accurately modern sources to develop or strengthen arguments. | 7–9 |
| Mainly accurate and relevant evidence throughout the essay. If quotations, sources, statistics are used as supporting evidence, they are cited in some coherent fashion. | 5–6 |
| Some relevant and accurate evidence is provided. | 3–4 |
| Limited evidence is provided that is sometimes inaccurate or irrelevant. | 2 |
| Very limited evidence is provided or is often irrelevant or inaccurate. | 1 |
| No evidence of this criterion. | 0 |
| **Conclusion** |  |
| Draws the essay’s argument or point of view together. | 3 |
| Summarises the essay’s point of view. | 2 |
| Is based on the essay’s general focus. Is very superficial, or vaguely summarises with use of clichés such as ‘In conclusion …’ or one that just repeats the proposition stated in the introduction. | 1 |
| Little to no attempt at providing a conclusion. | 0 |
| **Subtotal** | **3** |
| **Total** | **25** |

**Elective 1: The Enlightenment (1750–1789)**

# Question 2 (25 marks)

**Debate the proposition that the Scientific Revolution was the main reason for the emergence of the Enlightenment.**

# Markers’ Notes

Higher marks to be awarded to students that not only explore the role of the Scientific Revolution but also present a counter argument of other contributing factors.

Evidence to support the statement.

* Scientific Revolution – A number of 17th century scientific thinkers paved the way for the Enlightenment by questioning the status quo. Hobbes questioned why people had enabled monarchs to rule over them, Locke argued that people should look beyond God when viewing the natural world. Newton used reasoning and maths to define ‘natural’ laws and encouraged others to investigate the ‘machines’ of nature.
* Role of the individuals – such as Voltaire and Rousseau
* Political and social developments – the growing criticism of the Church and Absolute Monarchies, leading to a decline of their power.

# Question 3 (25 marks)

**Describe the main improvements the Enlightenment brought to peoples’ lives between 1750–1789.**

**Markers’ Notes**

Students will probably focus on improvements brought via the American and French Revolutions. The Enlightenment challenged existing power structures, both political and religious with philosophers striving to improve society, using reason and science to strengthen their arguments. Paine’s *Common Sense* inspired the independence movement in the US, that radically changed lives. Condorcet demanded equal rights for women and although the French Revolution did not bring universal suffrage at first, his arguments were a catalyst to the debate. Some historians argue that the Enlightenment was paramount in creating the modern view of childhood, that it should be a time to create strong bonds within the family. The Enlightenment was also a driving force for the anti-slavery movement, for example Voltaire’s ‘Candide’.

# Question 4 (25 marks)

Evaluate the role and impact of at least one of the following individuals: Rousseau, Locke and/or Voltaire.

**Markers’ Notes**

Marks should be awarded for the depth of response rather than breath; therefore, students can achieve high marks by referring to only one philosopher.

* Rosseau’s impact -*Emile*, led to thousands of the wealthier classes changing how they cared for their children. *The Social Contract* advocated that sovereign government should represent the people, not the monarch. Although not significant in the causes of the French Revolution the Social Contract became the basis of French Revolutionary political belief, once in power.
* Locke’s impact – His worked argued in favour of equality and the fundamental rights of ‘life, liberty ad property’. His views of not accepting the Divine Rights of Kings but rather the power of the people, were radical. His suggestion of deciding who should rule being conducted via voting, would have an impact for generations to come within democracies.
* Voltaire’s impact – He soon gained a reputation as a radical thinker, his Philosophical Dictionary, criticised the French government and their role. Voltaire played a large part in influencing the more Enlightened monarchs to reform, for example his work as philosophic advisor to Frederick the Great of Prussia.

**Elective 2: The American Revolution (1763–1812)**

# Question 5 (25 marks)

**Assess the extent to which political issues were the main cause of the American Revolution.**

**Markers’ Notes**

Students need to focus on political issues with higher marks awarded to those who consider counter arguments and make a judgement on the extent to which political issues played a role.

Political issues

* There was a growing republican movement due to laws such as the Intolerable Acts and a growing belief that colonists were entitled to the same rights as Englishmen. The issue of ‘no taxation without representation’, lead to direct actions of protests, boycotts, and the development of organised opposition such as the Sons of Liberty.
* Philosophical factors- growth in the popularity of writers such as Paine and Locke, whose ideas were widely circulated due the printing press.

Possible counter argument

* Economic factors - British regulation of trade, such as the Navigation Laws and taxes such as the Townshend Duties were considered restrictive to the development of the American economy. Further laws such as The Stamp Act raised the issue of ‘no taxation without representation’.

# Question 6 (25 marks)

**Discuss why the Declaration of Independence was not signed until 1776.**

**Markers’ Notes**

* Why not sooner: Strong British ties existed with many Americans still considering themselves British and a significant number loyal to Britain, preferring to reach conciliation rather than break for independence. There were still many links between the two countries, through trade, economics, and politics. George III and his government were not ready to relinquish America, hoping an agreement could be made.
* Why 1776: Paine’s *Common Sense*, was gaining in influence and local organisations put pressure upon Congress to declare independence. Economically, America would be more likely to receive support and foreign aid if they were no longer linked to Britain. Many individuals worked hard drafting a declaration and arguing that it would justify and validate the rebellion. Additionally, support in the south increased with the prospect of independence bringing freedom for slaves.

# Question 7 (25 marks)

Evaluate the role and impact of at least one of the following individuals in the American Revolution: Benjamin Franklin, Thomas Jefferson and/or George Washington.

**Markers’ Notes**

Marks should be awarded for depth of response rather than breath; therefore, students can achieve higher marks by referring to only one individual.

* Franklin: He strongly advocated the strength of the colonies working together, as illustrated in his ‘Join or Die’ cartoon. He appealed to the British Parliament against the Stamp Act, which was eventually repealed in 1766. Franklin was a member of the Second Continental Congress, helping to write the Olive Branch Petition, and later worked collaboratively to draft the Declaration of Independence, 1776. His diplomacy secured support from Louis XVI of France in the form of a military alliance and loans.
* Jefferson: Elected to the Second Continental Congress and helped draft the Declaration of Independence, playing an active role in the Revolutionary War as a Colonel. Having spent time in France as the ambassador, Jefferson became more committed to republicanism and democracy. He ran for President in 1796 but lost to John Adams, becoming Vice President.
* Washington: Considered the ‘Father of His Country’ played a significant role both militarily being appointed Commander of the Continental Army, 1775, securing a famous victory at Yorktown, and politically presiding over the Convention that drafted the Constitution and becoming the first President of the United States, with John Adams as his Vice President in 1789.

**Elective 3: The French Revolution (1774–1799)**

# Question 8 (25 marks)

**Assess the significance of financial instability as a cause of the French Revolution.**

**Markers’ Notes**

Higher marks to be awarded to students who consider the significance of France’s financial issues, rather than a narrative of events.

Financial instability

* Bad harvests and food shortages led to increased bread prices culminating in food riots.
* Rising unemployment, for example production in the textile industry fell by 50%
* Cost of wars with Prussia and Austria
* The provision of funds for the America almost bankrupted the government along with increasing awareness of the American Revolution increased the desire for political liberty within France.
* Failure to find new ways of sourcing money by the government.

Students may also discuss causes not linked with the economy, such as the political crisis of 1787-9 and the King’s failure to implement Brienne’s reforms.

# Question 9 (25 marks)

**Discuss why the attempt to establish a constitutional monarchy in France had failed by 1792.**

**Markers’ Notes**

Reasons for the failure to establish a constitutional monarchy.

* Louis XVI’s actions were significant, he was deemed untrustworthy after the flight to Varennes, vetoing the security measures passed by the Assembly and his lack of understanding of what was popular with the masses. The intervention of foreign powers, concerned with the safety of the monarch was deemed as external interference.
* Economic: Continued economic difficulties fuelled discontent and unrest and made it difficult for Louis XVI to pay his soldiers
* Political: political unrest continued, with the Republican movement growing in popularity and support, therefore the proposed of a constitutional monarchy would not be deemed ‘enough’.

# Question 10 (25 marks)

Evaluate the role and impact of at least one of the following individuals upon the French Revolution: Danton, Marat and/or Robespierre.

**Markers’ Notes**

Marks should be awarded for depth of response rather than breath; therefore, students can achieve higher marks by referring to one individual only.

* Danton: A great orator, his speeches would rouse support from the population. He was appointed the Minister for Justice, 1792, later advocating an easing of the Terror. Danton was arrested, 1794, suspected of plotting against the Republic.
* Marat: His extreme views contributed to the increased loss of life during the Revolution. Once the monarchy had been overthrown, and he had returned from exile, Marat encouraged the massacre of prisoners, 1792. His insistence that the Girondins be expelled from the Convention, ultimately lead to his own death at the hands of Corday, a Girondin sympathiser.
* Robespierre: A member of the Convention and Jacobin Club, he supported the execution of the King, in order to minimise the eventuality of the restoration of the monarchy. A dominant member of the Committee of Public Safety during the Regin of Terror. Robespierre was willing to make alliances if it benefitted his cause, for example the sans-culottes. His continuance with the Terror, ultimately led to his own death, when overthrown by the Coup of Thermidor.

**Elective 4: The Industrial Revolutions (1750–1890s)**

# Question 11 (25 marks)

# Identify and assess the impact of the Industrial Revolution upon women and children.

**Markers’ Notes**

Students need to review the impact on both groups to receive a higher mark; however, answers do not need to be balanced. Stronger answers will reference differences in experiences dependent upon wealth/class.

* Women: Working class women would have the double burden of being the homemaker and providing an income through work. Despite, working long hours and in dangerous conditions, women did not enjoy wage equality and career progress was limited. Although middle- and upper-class women experienced a higher quality of living, they were not granted the vote during this period and were deemed their husband’s property, even Chartists deemed universal suffrage too radical to include in their Six Points.
* Children: Extensively used in factories, mines and domestic work, children were exploited and suffered greatly during the Industrial Revolution. Textile factories employed piecers, mines used trappers and the rich would have chimneys swept by youngsters. As the period progressed social reformers began to advocate for the banning of child labour, limiting of work hours and the provision of education, as seen in the Factory Acts.
* Living conditions: Working class women and children had to endure overcrowding and often succumbed to diseases, linked with poor hygiene or lack of access to clear water, such as cholera.

# Question 12 (25 marks)

**Analyse the reasons for, and impact of the Chartist movement.**

**Markers’ Notes**

Higher marks should be awarded for answers that address both reasons for and impact of, however evidence does not need to be balanced.

Reasons for the Chartist Movement

* Growing discontent with working and living conditions were heightened with the expansion of industrialisation and rapid growth of cities. Anger with legislation that favoured the ruling classes and impacted the poor, such as the Corn Laws and the Poor Law Amendment Act, 1834.
* Desire for political representation, especially after the disappointment in the 1832 Reform Act
* Economic causes – Chartism experienced peaks in membership and increased periods of action during periods of profound economic hardship.

Impact of Chartism

* Three petitions presented to the British Parliament, 1839, 1842 and 1848; were crucial in promoting working class rights, the 1842 petition included over 3.3 million signatures.
* Success was limited due to the internal differences over methodology, forming two factions of moral and physical force Chartists.
* 5 out of 6 demands became law, although not immediately, highlighting the impact of the movement. The success and failures of Chartism would be instrumental in informing future popular movements.

# Question 13 (25 marks)

Evaluate the role and impact of at least one of the following individuals upon the Industrial Revolution: Watt, Darby and/or Robert Stephenson.

**Markers’ Notes**

Marks should be awarded for depth of response rather than breath; therefore, students can achieve high marks by referring to only one individual.

* Watt: His transformation of the steam engine had a huge impact upon the Industrial Revolution in many areas, industrially enabling mills to locate away from water and coal mines to pump out unwanted water, also in transportation, powering locomotives across the land and steamships around the globe.
* Darby: Abraham Darby III built on the ideas and legacy of his family to produce commercial grade iron that could be used in giant structures, such as Ironbridge and was used in all industries from transport, coal mining, textiles to construction.
* Stephenson: Building upon his father work, he was paramount in bring railways to the masses. His locomotive, The Rocket, won the Rainhill Trials, therefore being used on the Liverpool to Manchester Railway, 1829. The Robert Stephenson & Company was the first locomotive builder in the world, with his preferred railway gauge becoming standard across Britain.

**Elective 5: The Age of Imperialism (1848–1914)**

# Question 14 (25 marks)

**Evaluate the extent to which imperial expansion was due to a desire to attain prestige and status.**

**Markers’ Notes**

Higher marks should be awarded to those who consider the relative importance of prestige and status along with other causes.

Prestige and status

* The expansion in the British Empire was directly related to attaining status globally, ‘the sun did not set on their Empire’. The increased naval power of Britain, Germany and France enabled them to secure colonies that provided strategic advantages along with status.
* Individuals sought prestige, such as King Leopold II’s desire to gain global influence by securing an empire for Belgium and political advantage domestically e.g., Disraeli and India

Other causes

* Extending empires was an effective way of amassing wealth through the securement of raw materials (such as rubber in the Congo), especially in African and Asian where the climates produced different foods and spices than Europe. New dominions brought new consumers, market opportunities and in many cases cheap or free labour due the repressive rule of the imperialistic countries.
* A desire to spread Christianity for example missionaries in Africa.

# Question 15 (25 marks)

**Analyse the reasons for, and consequences of, the competition between the naval powers of Britain, Germany, and Russia during the Age of Imperialism.**

**Markers’ Notes**

Higher marks should be awarded for answers that address both reasons for and consequences of, however evidence does not need to be balanced.

Reasons for

* Kaiser Wilhelm II was motivated by the policy of Weltpolitik, world politics, increasing the German navy, passing five Navy Laws between 1898 and 1912. Britain felt threatened by this and bemused of the need for so many ships, as Germany’s coastline was so small.
* The development of the dreadnought from 1906 heightened the ‘arms race’, with its heavy guns, making previous battleships obsolete. Although Russia had much smaller numbers of battleships compared to Germany and Britain, they were also involved in the naval competition, with 4 dreadnoughts.

Consequences of

* The British public were swept up in the ‘arms race’, the popular slogan of ‘We want eight and we won’t wait!’, referring to the amassing more dreadnoughts than Germany in 1909. The Arms Race is considered by many historians as one of the major causes of WWI.
* Germany’s expansion of military encouraged their ally Austria-Hungary to become more confident within the region, annexing Bosnia, and Herzegovina in 1908 and also Germany displayed during The Moroccan Crisis.

# Question 16 (25 marks)

**Evaluate the impact of King Leopold II’s imperial activities.**

**Markers’ Notes**

Impacts of King Leopold II’s imperial activities

* Students will probably focus upon the Congo. King Leopold II was attracted to the Congo by the abundance of raw materials, such as rubber, diamonds, and gold. However, the impacts upon the Congo went far beyond their loss of economic resources. Methods used to maintain control and exploit the population were brutal. The abundant use of slave labour, forced to meet unobtainable quotas in the plantations and mines was economically effective but inhumane with the use of severe penalties such as hand mutilations.
* Students may also reference the impact Leopold II had upon other European imperialists, influencing other rulers to use slave labour and their eventual condemnation when the true atrocities occurring in the Congo became known throughout Europe.

**Elective 6: The Meiji Restoration – Japan (1853–1911)**

# Question 17 (25 marks)

**Evaluate the extent to which Japan was reinvented during the Meiji Restoration.**

**Markers’ Notes**

Students need to focus on how Japan was reinvented, with higher marks awarded to those who consider the counter argument and also make a judgement on the extent to which the country changed.

Reinvention of Japan

* Japan saw large scale industrialisation and the growth of capitalism resulting in large economic growth. Transport and communication changes were immense, along with the electrification of Japan. Political changes were implemented in the Meiji Constitution, 1889, introducing a Prime Minister and Cabinet. Reforms changed society such as the introduction of the ‘blood tax’, the abolishment of the feudal system and the development of a universal education system. The Meiji Six Society advocated introducing Western influences in order to modernise Japan.

Counter argument

* There are a number of debates regarding whether a reinvention occurred, some historians argue that it was a renovation not a reinvention, others that Japan was already modernising prior the Meiji leaders and also those that state that although changes occurred, traditional Japanese values were still very much intact.

# Question 18 (25 marks)

**Debate the proposition that Japan’s imperial expansion was focused solely upon controlling Korea.**

**Markers’ Notes**

Higher marks should be awarded to those who consider the importance of controlling Korea along with other imperial desires.

* Control of Korea – Japanese policy of ‘colonise or be colonised’ along with fears that China or Russia would extend their influence on Korea drove Japanese interests in Korea. Although the cause is debated, the Un’yo Incident, 1875 resulted in the Japan feeling ‘justified’ in attacking Korea. The Ganghwa Treaty, 1876 established rules and tariffs regarding trade between the two countries, very much in Japanese favour. After the Meiji Restoration imperial rule over Korea was established through a number of diplomatic visits.
* Other imperial desires – the Sino-Japanese War and Russo-Japanese War both illustrate imperial desires beyond Korea. A focus upon East Asia, with the ‘Twenty-One Demands’ issued to China, 1915 ensuring that Japan would have control of the region, gaining control of Manchuria and Shandong. Japan was involved in negotiations during the Treaty of Versailles, the Conference responsible for a number of reallocations of territory post WWI.

# Question 19 (25 marks)

Evaluate the role and impact of at least one of the following individuals upon Japan between 1853 and 1911: Commodore Perry, Okubo Toshimichi and/or Ito Hirobumi.

**Markers’ Notes**

Marks should be awarded for depth of response rather than breath; therefore, students can achieve high marks by referring one individual.

* Commodore Perry: Leader of the expedition to Japan on the ‘Black Ships’, on behalf of the US government to seek trade with Japan. A number of trade treaties were signed, a catalyst to the modernisation of the Japanese economy.
* Okubo Toshimichi: A politician and one of the samurai leaders who overthrew the Tokugawa family, becoming a member of the new imperial government. During the Meiji Restoration he worked at developing Japan into a progressive country, incorporating ideas he had seen when visiting the west. Toshimichi supported the establishment of technical schools, government loans to businesses and the expansion of factories built and managed by the Japanese government.
* Ito Hirobumi: A member of the Iwakura Mission to the west and visiting Europe once more in 1882 in order to investigate constitutions in his role of Home Minister. Returning, he established a Cabinet system and became the first Japanese Prime Minster and led the development of the Constitution in Japan. Hirobumi would be PM a further three times. He was assassinated by a Korean independence activist, in 1909.

**Elective 7: Capitalism – the American experience (1907–1941)**

# Question 20 (25 marks)

**Identify and discuss the impacts of capitalism upon African Americans during the period of study.**

**Markers’ Notes**

Higher marks should be awarded for answers that span the whole period of study and discuss both positive and negative impacts of capitalism, however evidence does not need to be balanced.

Positive impacts

* Very few African Americans experienced the ‘American Dream’, but there were limited improvements in lifestyle, with the development consumerism and access to appliances and goods. Students could refer to the Harlem Renaissance, although these positive impacts were experienced by a few.

Negative impacts

* The development of capitalism across America unfortunately saw the exploitation of labourers both in industry and domestic housework, with African American workers receiving even lower wages for these jobs. When the Great Depression hit African Americans were particularly impacted, with their unemployment rates higher than other groups and limited support given by New Deal programs.

# Question 21 (25 marks)

**Analyse the reasons for, and consequences of, F. D. Roosevelt’s New Deals.**

**Markers’ Notes**

Higher marks should be awarded for answers that address both reasons for and consequences of, however evidence does not need to be balanced.

Reasons for

* Roosevelt was swept to victory on promises of providing relief for the poor and jobs for the unemployed through government schemes, inheriting a banking system still in disarray.

Consequences of

* In order to provide relief Roosevelt introduced a number of ‘Alphabet Agencies’ such as the Federal Emergency Relief Administration and public works programs, the CCC and PWA launched to provide employment. The Emergency Banking Act closed all banks for four days, with only ‘trustworthy’ banks reopening, negating publics fears in the system. Many were critical of the New Deals for not going far enough, with African Americans and migrants insufficiently supported. Whilst others deemed the Deals as going too far by extending government involvement into Americans lives, with the Social Security Act, 1935 and F.D. Roosevelt’s alleged ‘Packing of the Supreme Court’ deemed too dictatorial. Levels of unemployment did decrease initially but it wasn’t until preparations for WWII that America truly left the Depression behind.

# Question 22 (25 marks)

Evaluate the role and impact of at least one of the following individuals upon the American Experience of capitalism between 1907 to 1941: Theodore Roosevelt, J D Rockefeller and/or Henry Ford.

**Markers’ Notes**

Marks should be awarded for depth of response rather than breath; therefore, students can achieve high marks by referring to only one individual.

* Theodore Roosevelt: Roosevelt’s main impact was his hard stance on Trusts evident from his Square Deal reform program, engaging previous anti-Trust laws. As President he led 44 anti-Trust prosecutions with the trial of Rockefeller and the disbanding of Standard Oil into smaller companies being the most famous.
* J D Rockefeller: Owner of Standard Oil he first amassed his fortune through kerosene sales and then by selling its by product, petrol, to maintain his wealth and influence. Part of a formidable trio with J.P. Morgan and Carnegie, Rockefeller saw the merit in having political control, sponsoring McKinley’s Presidential Campaign against T. Roosevelt. Rockefeller would become a great philanthropist in his older years, providing funds to African American educational institutions and medicine.
* Henry Ford: Revolutionised methods of production using a conveyor belt in his factory, a technique adopted by many other capitalists, such as Wrigley and Max Factor. He paid up to twice the pay of other companies and provided perks such as company picnics. Fast production reduced the price of Model T’s, providing the opportunity of travel, leisure to Americas as well as supporting farmers and businesses.

**END OF MARKING GUIDE**