**B4: The USA 1917-29 - Exam Questions**

Section B topics are split into three questions. The wording and pattern of the questions will always be the same so remember the four types of questions you have to deal with: a) Make inferences from a source b) Cross-reference between two sources c) Write an essay using the sources and own knowledge to make a judgement about a particular viewpoint. Possible topics include:

<table>
<thead>
<tr>
<th><strong>The Impact of the First World War on the USA</strong></th>
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<tr>
<td>Economic benefits of war, Isolationism, Attitudes to the Versailles Settlement and the League of Nations, Protectionist Policies</td>
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<td><strong>Immigration</strong></td>
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<td>Attitudes to Immigration, Policies to restrict immigration, The ‘Red Scare’, The Sacco and Vanzetti Case</td>
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<tr>
<td><strong>Prohibition and Gangsterism</strong></td>
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<td>Reasons for the introduction of and failure of prohibition, Organised Crime including Al Capone</td>
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<td><strong>Mass Production and the Stock Market Boom</strong></td>
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<tr>
<td>Reasons for the economic boom in the 1920s, Henry Ford and Mass Production, Hire Purchase, Consumerism, Popularity of the Stock Market, Problems in Farming including over-production and mechanisation. The decline of older industries.</td>
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<tr>
<td><strong>The Roaring Twenties</strong></td>
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<td>The leisure industry, cinema, Jazz, dancing, sport, radio, advertising and motoring, morals and values and the 'Monkey Trial'. The changing position of women, including the flappers.</td>
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<td><strong>The Position of Black Americans</strong></td>
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You only have about 30-45 minutes to answer all three sub-questions. The amount of marks for each questions should help you judge how much to write. For Question a) give 5 minutes, Question b) 10 minutes, Question c) 30 minutes. Grade boundaries are at end of document.
Question A (3 marks)

Question A requires you make three inferences about a particular topic from the source given. It's only worth 3 marks so complete it as quick as you can!

- Remember, an inference means working something out from a source that the source doesn't tell you.
- Don't just describe the source either. What do images from the sources suggest about that period?
- Make inferences from the sources based on the information in it. Start by saying, 'This source suggests…'

Example

"The short dresses and high heel shoes shown in Source A suggest that women’s fashions had become more daring. They are dancing in a night club, which suggests that women now had the freedom to dance in public. Their smiling faces and waving at the camera suggest they were proud of what they were doing."

(3/3 – Three inferences which are underlined and good use of the word ‘suggest’ to encourage an inference)

Mark Scheme

| One inference | 1 mark |
| Two inferences | 2 marks |
| Three inferences | 3 marks |

Source A: A photograph showing flappers dancing the Charleston in a New York club in 1926

Source B: An article with the title ‘Flapper Jane’, from a US magazine, 1925.

Source C: An English journalist writing about Flappers in the USA in 1921.

Source D: From a history of the USA, published in 2009.
Exam Questions – Question B (7 marks)

Question B will always ask you to compare two sources or cross-reference them. You need to look for support and disagreement between the sources as well as making a judgement about the extent of support or how far the sources support each other.

- First highlight any areas of support in the two sources – then explain those similarities
- Second, highlight any areas of disagreement – then explain those differences
- Lastly, write a short conclusion making a judgement about the extent of support between the two sources. Explain your judgement. i.e. ‘Overall, there are major differences in attitude and tone between...’

Example

“Source C does support the evidence of Source B about the appearance of the flappers. Source B suggests that Jane the flapper is wearing a brief skirt while Source C tells us that flappers wore short skirts. Both sources mention that flappers wore heavy make-up and smoked. However, Source C also challenges the views of Source B about the role of flappers. While Source B suggest that flappers have done much to improve the position of women, Source C is very different, believing that they have done little to advance the role of women and are brainless. Overall, there are strong differences in attitude and tone between the two sources, with Source B supportive of the flappers and Source C much more critical.”

(6/7 – Directly cross-referenced, good evidence of support and challenge. Good final judgement on the extent of support)

Mark Scheme

<table>
<thead>
<tr>
<th>Level</th>
<th>Descriptor</th>
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<tbody>
<tr>
<td>Level 1</td>
<td>Simple statements which identify support/differences at face value</td>
<td>1-2</td>
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<td>e.g. The two sources disagree about the motor cars.</td>
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<tr>
<td>Level 2</td>
<td>Developed statements identifying support OR challenge based on source contents</td>
<td>3-5</td>
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<td>e.g. Some support. Source B suggests cheaper cars increased ownership. Source C suggests everyone owned a car. Differences - B suggests benefits such as employment and wages and C suggests problems such as the effects on the environment and assembly line...</td>
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<tr>
<td>Level 3</td>
<td>Developed statements identifying support AND challenge based on source contents and extent of support</td>
<td>6-7</td>
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<td></td>
<td>e.g. Level 2. Strong differences. Source B strongly supportive of the benefits of the car industry whilst Source C is much more critical...</td>
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Exam Questions – Question C (8 marks)

Question C will require you to discuss and evaluate a point of view using sources and your own knowledge. It is good practice to make a quick plan before you write it. Spend 30 minutes on this question.

- First, decide which sources can be used to support the view.
- Secondly, decide which sources can be used to challenge the view. Remember that some sources support both sides.
- Don’t forget to use the sources to stimulate your own knowledge. Highlight factors from sources.
- Now write a balanced answer, using sources and own knowledge to support and challenge the view.
- Don’t forget! You need a conclusion where you should make a final judgement on the view given.

Example

"Sources A and B support the view that the flappers did most to encourage progress in the position of women in the USA in the 1920s. They show how flappers challenged the traditional role of women (dancing in clubs, wearing short skirts, driving cars). Flappers also listened to controversial new music known as jazz and went to cinemas and speakeasies. This would have shocked many Americans. Joan Crawford, a popular film star, was a flapper who did much to encourage a freer lifestyle for women.

However, Source C doesn’t suggest flappers furthered the position of women. Quite the opposite. It says they were brainless and were only interested in attracting men. Moreover, Source D suggests there were more important reasons for progress – labour-saving devices, for example. These reduced the amount of time women spent on housework, giving them more leisure time to socialise and drive cars. Many people, especially in rural areas, saw flappers as too extreme while others agreed with the views of Source C that they were simply pleasure-seeking females. Neither view furthered the position of women. Overall, although A and B support the view that flappers were the most important reason, Source D suggest good arguments for other more important reasons."

(14/15 – Focused on question, organised and uses sources to support and challenge the view. Good use of own knowledge and conclusion on view given. High Level 3)

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<tr>
<td>Level 1</td>
<td>Simple statements, based on sources and/or own knowledge – Answers will often make generalised comments with little or no focus on the question. e.g. Source A shows a great number of cars or Source B says the car industry gives a larger number of men employment.</td>
<td>1-4</td>
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<td>Level 2</td>
<td>Developed statements offering evidence for or against the view and is supported with details from the sources e.g. Sources A and B suggest that the car industry was important. Source A shows the extent of car ownership. Source B mentions benefits such as employment and wages. Ford did pay higher wages to compensate for the boredom of the assembly line...</td>
<td>5-8</td>
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<tr>
<td>Level 3</td>
<td>Developed explanation offering support for and/or against the view and is supported by precisely selected details from the sources e.g. As Level 2. However, Source C suggests the disadvantages of the car industry. Source D mentions other factors such as the laissez-faire policies of the Republican government...</td>
<td>9-12</td>
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<tr>
<td>Level 4</td>
<td>Sustained argument, explicitly focused on the question, which reviews alternative views before giving a balanced judgement – The answer is supported by precisely selected details from sources and own knowledge. e.g. As Level 3. Interaction of a variety of factors including the car industry, as suggested by Source A and B, and other more long term factors mentioned in Source D, with the most important possibly the benefits of the First World War for the US economy...</td>
<td>13-15</td>
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QUESTION 1 – This question is about the changing position of women in the USA in the 1920s. Study Sources A, B, C and D and the answer all the questions that follow.

Source A: A photograph showing flappers dancing the Charleston in a New York club in 1926

‘Jane’s a flapper. Let us take a look at the young person as she strolls across the lawn of her parents suburban home, smoking a cigarette in public. She has just put the car away after driving sixty miles in two hours. She is, for one thing, a pretty girl. Beauty is the fashion in 1925. She is frankly, heavily made up with poisonously scarlet lips and richly ringed eyes. As for her clothes, Jane isn’t much this summer. Her dress is brief. It is cut low. The skirt comes just below the knees. The bra has been abandoned since 1924.’

Source B: An article with the title ‘Flapper Jane’, from a US magazine, 1925.

‘Think of the modern young American girls of this great country, heavily made up and wearing brief skirts. Do they ever think? Do they ever ask whence they have come? It would seem not. Their aim appears to be to look good in order to attract men and to secure money. What can a man with a mind find to hold him in one of these lovely, brainless, cigarette-smoking badly-behaved creatures whom he meets continually?’

Source C: An English journalist writing about Flappers in the USA in 1921.

‘The position of women in the USA in the 1920s changed for several reasons. Women were given the vote in 1920 and there was increasing numbers of women in employment. The popularity of the cinema, radio and dance halls provided further opportunities. Advertising was aimed specially at women whilst labour-saving devices released women from some of the time previously spent on domestic chores. However, the main reason for change was the influence of the flappers.’

Source D: From a history of the USA, published in 2009.

Questions

Study Source A.

(a) Give three statements that could be inferred from Source A about women in the USA during the 1920s. (3)

Study Sources B and C.

(b) Does Source C support the evidence of Source B about the flappers? Explain your answer. (7)

Study Sources A, B, C and D, and use your own knowledge.

(c) ‘The main reason for progress for women in the USA in the 1920s was the influence of the flappers’. Use the Sources, and your own knowledge, to explain whether you agree with this view. (15)
QUESTION 2 – This question is about Henry Ford, Mass Production and the Economic Boom of the 1920s. Study Sources A, B, C and D and the answer all the questions that follow.

Source A: A photograph from a seaside resort near Boston, Massachusetts, 1926

“It is better to sell a large number of cars at a small profit margin than to sell fewer cars at a larger margin of profit. I believed this because it enables a larger number of people to buy and enjoy the use of a car. It also gives a larger number of men employment at good wages.”

Source B: Henry Ford speaking in 1921

“Within a few years, roughly from 1918 to 1924, everything utterly changed. Suddenly everybody owned a motor car. It seemed as though we were freed by Henry Ford. All we needed was to make more cars and build bigger houses. Then we began to realise that along with Ford cars came dust, dirt, car crashes and the inevitable problem of the assembly line.”

Source C: From an interview with a retired US businessman in the 1970s

“The economic boom of the 1920s was due to a number of long-term factors such as natural resources and the impact of the first world war. More immediate reasons included the policies of the Republican governments, technological change, consumerism and the car industry. The car industry stimulated growth of other industries such as oil, steel and rubber and promoted road building and travel.”

Source D: From a history of the USA, published in 2009.

Questions

Study Source A.

(a) Give three statements that could be inferred from Source A about the USA in the 1920s. (3)

Study Sources B and C.

(b) Does Source C support the evidence of Source B about motor cars? Explain your answer. (7)

Study Sources A, B, C and D, and use your own knowledge.

(c) ‘The main reason for the economic boom in the 1920s was the car industry’.

Use the Sources, and your own knowledge, to explain whether you agree with this view. (15)
QUESTION 3 – This question is about Prohibition. Study Sources A, B, C and D and the answer all the questions that follow.

Source A: A painting completed in 1934. It shows attempts by bootleggers to avoid detection.

“Every speakeasy had to make some arrangements with the cops to survive. In our case it wasn’t exactly a showdown, nothing on a regular basis, more like an act of friendship. We would bribe the captain of the cops with a $50 bill from time to time and the cops on the beat with a box of cigars. They could always count on us for free meals and drinks. At Christmas time, of course, we had a gift for everybody.”

Source B: From an interview with Charlie Berns, who ran a speakeasy in New York during the 1920s.

“I was assigned to 12th Street. A guy dashed up to me and said, ‘This is for you’. He handed me an envelope. I opened it and there was $75 in it. The payoff was such a common thing. Believe me, I never went seeking it. I did not want to take bribes. It just came as a matter of course. I tried to do my job. We went out on several raids on speakeasies and made convictions, but most of the time we ignored the drinking.”

Source C: From an interview with a policeman in Chicago in the 1920s

“Prohibition proved impossible to enforce effectively in cities. Not enough Prohibition agents were appointed and many were corrupt. Millions of US citizens, especially in cities, were not prepared to obey the law and as a result bootleggers made vast fortunes. By 1925, there were more speakeasies than there had been saloons in 1919. Prohibition also failed due to the rise of organised crime. Estimates suggest that gangsters made about $2 billion out of the sale of illegal alcohol.”

Source D: From a modern textbook published in 1996.

Questions

Study Source A.

(a) Give three statements that could be inferred from Source A about Prohibition. (3)

Study Sources B and C.

(b) Does Source C support the evidence of Source B about the attitude of police to speakeasies? Explain your answer. (7)

Study Sources A, B, C and D, and use your own knowledge.

(c) ‘The main reason for the failure of prohibition was corrupt officials’.

Use the Sources, and your own knowledge, to explain whether you agree with this view. (15)
QUESTION 4 – This question is about the Roaring Twenties. Study Sources A, B, C and D and the answer all the questions that follow.

Source A: A newspaper advertisement for a car in 1927.

“We have increased home ownership. Today there are almost nine automobiles for every ten families. Seven years ago only enough automobiles were running to average less than four every ten families. Our people have more to eat, better things to wear, and better homes. Wages have increased, the cost of living has decreased. The job of every man and woman made more secure. We have in a short period decreased the fear of poverty, the fear of unemployment, the fear of old age.”

Source B: Henry Hoover, speaking during his campaign for the Presidency in New York in October 1928

“Any US citizen willing to get up early enough can look out of his own windows and see a trail of thousands of workmen’s automobiles scooting down the boulevards to their factory or new building destination. Even ten years ago this great mass of labour had to live around the corner in a hovel next to the factory or hang on street cars at six o’clock in the morning in order to reach the building site.”

Source C: From the New York Herald Tribune, early 1929

“By 1920 Americans owned a total of seven million cars. By 1930 the total had risen to nearly twenty-five million. Car ownership brought a major change in people’s lives and the success of the car manufacturers ensured the prosperity of other industries too. However, government policies of laissez-faire and protection also stimulated industrial growth.”

Source D: From a history of the USA between the wars, 1987

Questions

Study Source A.

(a) Give three statements that could be inferred from Source A about life in the USA during the 1920s. (3)

Study Sources B and C.

(b) Does Source C support the evidence of Source B about life in the USA during the 1920s? Explain your answer. (7)

Study Sources A, B, C and D, and use your own knowledge.

(c) ‘The main reason for the boom of the 1920s was the car industry’.

Use the Sources, and your own knowledge, to explain whether you agree with this view. (15)
QUESTION 5 – This question is about the impact of advertising and consumerism in the USA. Study Sources A, B, C and D and the answer all the questions that follow.

**Source A: A 1920s advertisement for a vacuum cleaner**

‘Have you ever bought anything solely as a result of an advertisement? Advertising makes people want things they didn’t even know they wanted. It changes our habits and our way of life. It affects what we wear, what we use in the home, what we eat and drink, and how we pay.’

**Source B: From a US newspaper article, published in 1927**

‘Because of rising prosperity, a whole advertising industry has grown up to promote the vast range of consumer goods on offer. However, the main influence on consumerism has been the growth in the broadcasting industry. From the feeble wireless telegraph service in 1920, radio has grown in less than ten years into the billion-dollar industry it is today. Broadcasters have boosted the sales of everything from cars to washing machines.’

**Source C: From the New York Herald Tribune, early 1929**

‘A whole advertising industry grew up to promote the vast range of consumer goods on offer, including advertisements in magazines and on radio and billboards. These adverts urged people to buy the latest gadgets, especially for the home, as well as the latest fashions. They boosted the sales of everything from silk stockings and motor-cars to ginger beer and Coca-Cola.’

**Source D: From a modern history textbook, published in 1999**

Questions

**Study Source A.**

(a) Give three statements that could be inferred from Source A about the impact of advertising in the 1920s. (3)

**Study Sources B and C.**

(b) Does Source C support the evidence of Source B about the impact of advertising in the 1920s? Explain your answer. (7)

**Study Sources A, B, C and D, and use your own knowledge.**

(c) ‘The main reason for the consumer boom of the 1920s was radio’.

Use the Sources, and your own knowledge, to explain whether you agree with this view. (15)
QUESTION 6 – This question is about new forms of entertainment in the USA in the 1920s. Study Sources A, B, C and D and the answer all the questions that follow.

Source A: An advertisement for ‘The Jazz Singer’, the first ‘talkie’ movie in 1927

‘Jazz was originally played to accompany the voodoo dancer, stimulating people to the most evil of actions. It has also been used by others to encourage brutality. Scientists have also shown that Jazz has a demoralising effect on the human brain. It produces the most extreme reactions, is harmful and dangerous and its influence is totally bad.’

Source B: From an article about Jazz music in a US magazine, published

‘Jazz is entering more into the daily lives of people because of the influence of black musicians. Jazz musicians are not held back by tradition. They have new ideas and constantly experiment. They are causing new blood to flow into the veins of music. Jazz has come to stay because it is an expression of the times – breathless, exciting and creative.’

Source C: From an article about a popular Jazz musician, written in 1923.

‘The prosperity of the 1920s brought a change of lifestyle for many Americans. They had more leisure time and more money to spend. The entertainment industry grew, with dancehalls and clubs opening. The 1920s was also a golden era for spectator sports such as baseball, boxing and American football. By 1930, 40 per cent of all home in the USA had a radio set. However, the most popular form of entertainment in the 1920s was the cinema.’

Source D: From a modern history of the USA, published in 1998

Questions

Study Source A.

(a) Give three statements that could be inferred from Source A about the impact of Jazz music in the USA in the 1920s. (3)

Study Sources B and C.

(b) Does Source C support the evidence of Source B about the impact of Jazz music in the USA in the 1920s? Explain your answer. (7)

Study Sources A, B, C and D, and use your own knowledge.

(c) ‘The most popular form of entertainment in the 1920s was the cinema’.

Use the Sources, and your own knowledge, to explain whether you agree with this view. (15)
QUESTION 7 – This question is about women in the USA during the Roaring Twenties. Study Sources A, B, C and D and the answer all the questions that follow.

Source A: A photograph in a magazine in the 1920s showing flappers.

‘A flapper takes a man’s point of view as her mother never would. She will never make you a hatband, knit you a scarf or cook you a meal. Instead she’ll drive you from the station on hot summer nights in her sports car. She’ll put on trousers and go skiing with you. She’ll dance as long as you care to, smoke and drink with the best of you.’

Source B: From an article in a US newspaper,

‘Labour-saving devices helped ease the burden of housework and increasing numbers of women entered the world of work. There was even a surge in women investors in the stock market. However, the greatest changes was in their political position. In 1920 women were allowed to vote for the first time in a presidential election. In 1924, Nellie Tayloe Ross of Wyoming became the first women to be elected governor of a state.’

Source C: From a history of the USA, published in 1995

‘Though a few upper-class women in the cities talked about abandoning the older customs – they were the flappers – most women stuck to their traditional attitudes concerning ‘their place’. Most middle-class women concentrated on managing the home. Their daughters prepared for careers as mothers and housewives. Millions of women clung to the traditions that placed men firmly in control of the family.’

Source D: From a history of the USA, published in 2000

Questions

Study Source A.

(a) Give three statements that could be inferred from Source A about the position of women in the USA in the 1920s. (3)

Study Sources B and C.

(b) Does Source C support the evidence of Source B about the position of women in the USA in the 1920s? Explain your answer. (7)

Study Sources A, B, C and D, and use your own knowledge.

(c) ‘The most important change for women in the USA in the 1920s was in their political position’. Use the Sources, and your own knowledge, to explain whether you agree with this view. (15)
Grade Boundaries for June 2012

Please use these grade boundaries only as a rough estimate of working at grade. Boundaries are subject to change by Edexcel. If you are working at Level 2 then that is equivalent to a C. If you are achieving high level 3 consistently, you are working at A/A* level.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Total Marks from Exam</th>
<th>Average Marks Needed per Topic</th>
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<tbody>
<tr>
<td>A*</td>
<td>78</td>
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<td>A</td>
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