

IGCSE HISTORY

Syllabus 0470

APPROVED COURSEWORK TASKS for 2000 and thereafter

Depth Study C: The USA, 1919-41

PLEASE NOTE: in order to achieve the prescribed mark weightings for each piece of coursework, the procedures below must be followed.

- i) Marks for Assignment A are given out of a total of 30. These must be reduced after marking to a total out of 20, i.e. multiplied by two and divided by three;
- ii) Marks for Assignment B are given out of a total of 60. These must be reduced after marking to a total out of 20, i.e. divided by three.

Either one or both of these assignments may be used in a centre's coursework scheme. If both assignments are used, then the syllabus coursework requirements have been satisfied in full.

DEPTH STUDY C: THE USA, 1919-1941

ASSIGNMENT A: OBJECTIVES 1 and 2

1. Did Roosevelt's upbringing, background and character make it easy for him to understand the concerns and fears of ordinary Americans? Explain your answer. (8)
2. How far was Roosevelt himself responsible for his election victory in 1932? Explain your answer. (10)
3. Life did get better for many Americans in the 1930s. How far was Roosevelt responsible for this, or was it due to other factors? Explain your answer.

(12)

ASSIGNMENT B: OBJECTIVE 3

WAS THE NEW DEAL A SUCCESS?

INTRODUCTION

In 1932 America was suffering from a terrible economic depression. President Hoover did not believe in government interfering in industry or business and little was done to help the unemployed and the increasing numbers of poor. In the 1932 election for President, Hoover lost to Franklin Roosevelt, the Democratic candidate. During the election campaign Roosevelt had promised the American people a 'New Deal'. Roosevelt's government created jobs through public works schemes and the poor were given help. Never before had the government played such an important part in the economy.

Historians disagree over the effectiveness of the New Deal. Some see it as a great success, others as a dangerous failure.

The sources below provide you with evidence from the time and interpretations written later. Towards the end of this piece of coursework you will be asked to make up your mind about the New Deal: was it a failure or a success?

INSTRUCTIONS

Answer all the questions. You must base your answers on the evidence in the sources. Where they are helpful you can use sources other than those mentioned in the question. It is important that you also use, where relevant, your knowledge and understanding of American history in your answers.

SOURCE A

I pledge you, I pledge myself, to a New Deal for the American people. This is more than a political campaign: it is a call to arms. Give me your help, not to win votes alone, but to win in this crusade to restore America. I am waging war against Destruction, Delay, Deceit and Despair. With confidence

we accept the promise of a New Deal.

From a speech by Roosevelt during his election campaign in 1932.

SOURCE B

What, then, are the major achievements of the New Deal? First comes the restoration of self-confidence. Those who lived through the spring of 1933 will remember the change from depression and discouragement to excitement and hope.

A more definite achievement has been the physical rebuilding of the country. It became clear during the 1920s and 1930s that the natural resources of the country - its soil, forests and water - were being destroyed. The development of the Dust Bowl showed the urgency of the problem. Roosevelt tackled it with energy. Three million young men in the Civilian Conservation Corps planted 17 million acres of new forests and built over 6 million dams to stop erosion.

When Roosevelt became President unemployment had reached 14 million. Roosevelt introduced unemployment assistance, and old-age pensions, and he banned child labour.

In the political field there was the strengthening of the government and the expansion of government activities to help people. But although the government has far greater responsibilities, it has no greater power. All power is still in the hands of the people. They can vote out of power governments they do not like. The charge that Roosevelt has been a dictator is not true.

The judgement of an American historian writing in 1945.

SOURCE C

In America today one in every four people depends on employment by the government. There is a national debt of \$250 billion, compared to a pre-Roosevelt debt of \$19 billion. Inflation has doubled prices and reduced the lower paid to poverty. More people are on government relief. And Roosevelt is calling for more power!

In 1933 Congress gave up much of its power to Roosevelt when it put billions of dollars into his hands. This gave him a power which he used ruthlessly. The only result of this will be dictatorial government.

Roosevelt's reputation was sinking sadly in 1938 when he had 11 million unemployed. The cities were filling with jobless workers. Taxes were rising. The debt was soaring. The war rescued him and he seized on it like a drowning man. By leading his country into war he was able to put every man and woman into work.

From the book 'The Roosevelt Myth' by an American historian, published in 1945.

SOURCE D



A photograph taken in 1937 of black people queuing for government relief. They are queuing in front of a large poster.

SOURCE E



A cartoon from an American newspaper in the 1930s. Roosevelt is the figure working the pump to get the economy going.

SOURCE F



"GETTING RID OF THE RUBBISH"

An American cartoon published in 1933.

SOURCE G



An American cartoon published in the mid 1930s.

SOURCE H

Dear Mr. President,

This is just to let you know that everything is all right now. The man you sent found our house and we went down to the bank with him. The bank agreed to let our loan go on for a while longer. You remember I wrote to you about losing the furniture. Well your man got it back for us. I have never heard of a President like you. My wife and I are old folks and don't amount to much but we join those millions of others in praying for you every night. God bless you.

This letter was published by Roosevelt's supporters as part of his election campaign in 1936.

SOURCE I

Just hand me my old Martin, for soon I will be startin'
Back to dear old Charleston, far away.
Since Roosevelt's been re-elected, we'll not be neglected,
We've got Franklin D. Roosevelt back again.
No more breadlines we're glad to say, the donkey won the election day,
No more standing in the blowing, snowing rain;
He's got things in full sway, we're all working and getting our pay,
We've got Franklin D. Roosevelt back again.

[Note: Martin = a type of guitar, donkey = the Democratic Party]

An excerpt from a popular song from 1936.

SOURCE J

The New Deal hurt us. Roosevelt was a rich man's son. Everything he had was given to him. So he thinks it's right to give. He didn't understand that when you give to people, you hurt them. We had soup lines and the Depression because men lost confidence in themselves.

Welfare kills a man's initiative. A dog you feed will not hunt. If you want a dog who hunts, you have to let him get hungry. You're free to eat if you can pay for your food, and you're free to starve if you don't pay.

S.B Fuller, a self-made businessman speaking in 1980 and remembering the time of the New Deal.

SOURCE J

The New Deal meant that ordinary people would have a better chance in life. Roosevelt understood that the suffering of the Depression had fallen heaviest on those people least able to bear it. He knew that the rich had been hard hit too, but

at least they had something left. But the ordinary shopkeeper, the ordinary householder, the farmer who worked the soil for himself, the man who worked for wages - these people were desperate.

The idea was that all the forces of the community should be directed to making life better for ordinary people.

Frances Perkins wrote this in 1947 in her book, 'The Roosevelt I Knew'. She was Secretary of Labour in Roosevelt's New Deal government in the 1930s.

QUESTIONS

1 Study Source A.

Use Source A and your knowledge of the period to explain why people supported Roosevelt in the 1932 election. (6)

2 Study Sources B and C.

How do these two judgements on the New Deal differ? (8)

3 Study Source D.

What message do you think the photographer was trying to give? Refer to the photograph and your knowledge of the period to help you explain your answer. (8)

4 Study Sources E, F and G.

Are these cartoons for or against Roosevelt? Explain your answer with reference to the cartoons. (9)

5 Study Sources H and I.

Which source is the more useful as evidence about public opinion towards the New Deal? Explain your answer. (6)

6 Study Sources J and K.

Why do you think these two people disagree about the New Deal? Explain your answer. (6)

7 Study the following interpretations of the effects of the New Deal.

(i) The New Deal helped many Americans and by doing this it gave them self-respect. It gave them confidence to lift the United States out of Depression.

- (ii) The New Deal wasted a lot of money, it made people dependent on the government and led to the government becoming too powerful. It did not solve America's economic problems - the Second World War did that.

Which interpretation is best supported by the evidence in the sources and your knowledge of American history? Explain your answer. (9)

- 8 Use the sources and your knowledge of American history to explain why there has been so much disagreement in the USA over the effects of the New Deal. (8)

Assignment B

- 1 Study Source A. Use Source A and your own knowledge of the period to explain why people supported Roosevelt in the 1932 election. (6)**
- Level 1 Quotes relevant extracts from Source A (1)
- Level 2 Answers from background knowledge only (2)
- Level 3 Draws valid inferences from Source A (3-4)
e.g. It shows he was energetic, would take action, gave people hope etc.
- Level 4 Puts Source A into context of 1932 (5-6)
Explains the appeal of what is being said in Source D in context of 1932/depression etc.
- 2 Study Sources B and C. How do these judgements on the New Deal differ? (8)**
- Level 1 General (i.e. unsupported) differences (1-2)
e.g. Source B is for the New Deal and Source C is against it.
One mark for each valid difference
- Level 2 Specific (i.e. supported) differences (3-8)
Support from one source only = 1 mark for each valid difference
Support from both sources = 2 marks for each valid difference
'One source says X and the other does not' does NOT count as a valid difference.
- 3 Study Source D. What message do you think this photographer was trying to give? Refer to the photograph and your knowledge of the period to help you explain your answer. (8)**
- Level 1 Surface reading of the source (1-2)
e.g. to show the standard of living was high.
- Level 2 Infers that the message is that unemployment is high (3-4)
i.e. uses the queue to make a valid inference about conditions in 1937.
- Level 3 Answers based on distinctions between blacks and whites shown in the photo (5)
e.g. the message is that whites are better off than blacks.

Level 4 Explains photographer's deliberate use of the queue in front of the poster (6-7)
i.e. Use of context to explain photographer's message

Level 5 Answers which combine L3 and L4 (8)

4 Study Sources E, F and G. Are these cartoons for or against Roosevelt? Explain your answer with reference to the cartoons. (9)

Each cartoon to be marked using the same marking scheme.

Level 1 Says what cartoon shows, no interpretation (1)
e.g. 'Source G is for him because it shows all the agencies he set up.'

Level 2 Valid interpretation, support general not specific (2)
e.g. 'Source F is for him because he is taking vigorous action.'

Level 3 Valid interpretation, explained using specific details of the source (3)
'Source E is against him because we can see him using millions of dollars of tax-payers' money, but it is all leaking away. The cartoon obviously thinks the New Deal is a waste and that Roosevelt does not know what he is doing.'

5 Study Sources H and I. Which source is the more useful as evidence about public opinion towards the New Deal? Explain your answer. (6)

Level 1 Unsupported assertions
OR
Simple evaluation by source type (1)
e.g. 'Source I is no use, it's just a song.'

Level 2 Answers based on amount of information in the sources (2-3)
Must say what the source tells you, otherwise L1.

Level 3 Choice based on the idea that Source H is the view of just one person, Source I represents the views of many. (4)

Level 4 Choice based on the possibility that Source H is a deliberate attempt to manipulate public opinion, Source I more likely to be a reflection of popular opinion. (5)

Level 5 Choice based on attempt to demonstrate reliability of what is said in either or both source(s) (6)
Cross-reference to other sources or to background knowledge.

6 Study Sources J and K. Why do you think these two people disagree about the New Deal? Explain your answer. (6)

- Level 1 Identifies differences but does not explain them (1-2)
Fuller against it, Perkins for it.
For specific support from sources give 2 marks.
- Level 2 Explanations using contextual knowledge in relation to provenance only, i.e. no use of source content (3-4)
e.g. 'Businessmen like Fuller opposed the New Deal, Perkins worked for Roosevelt. Of course, they will disagree. Their ideas about the role of government were completely different'
- Level 3 Uses source content to explain (not just identify) the differences in opinion between Fuller and Perkins. (5-6)

**7 Study the following interpretations of the effects of the New Deal:
(i) The New Deal helped many Americans and by doing this it gave them self-respect. It gave them confidence to lift the United States out of depression.
(ii) The New Deal wasted a lot of money. It made people dependent on the government and led to the government becoming too powerful. It did not solve America's economic problems - the Second World War did that.
Which interpretation is best supported by the evidence in the sources and your knowledge of American history? Explain your answer. (9)**

- Level 1 Unsupported assertions or answers failing to use the sources (1-2)
- Level 2 Answers based on collecting information in support of one interpretation, fails to compare this with the merits or weaknesses of the other statement (3-5)
- Level 3 Answers compare both statements but still based on information, i.e. the amount of face-value support for each (5-7)
- Level 4 Evaluates sources and/or uses contextual knowledge to support one statement (7-8)
- Level 5 Evaluates sources and/or uses contextual knowledge to compare merits/weaknesses of the two statements (8-9)

8 Use the sources and your own knowledge of American history to explain why there has been so much disagreement in the USA over the effects of the New Deal. (8)

Level 1 Unsupported assertions - no evidence from the sources or contextual knowledge used to support answer (1)

Level 2 Explanation based on the fact that the sources disagree (2-6)
Must be supported from the sources.
Award 5-6 if answer developed through the use of contextual knowledge.

Level 3 Explanation based on the fact that the sources are problematic (5-8)
e.g. they are biased. Must be supported by reference to the sources.
Award 7-8 if answer developed through use of contextual knowledge.