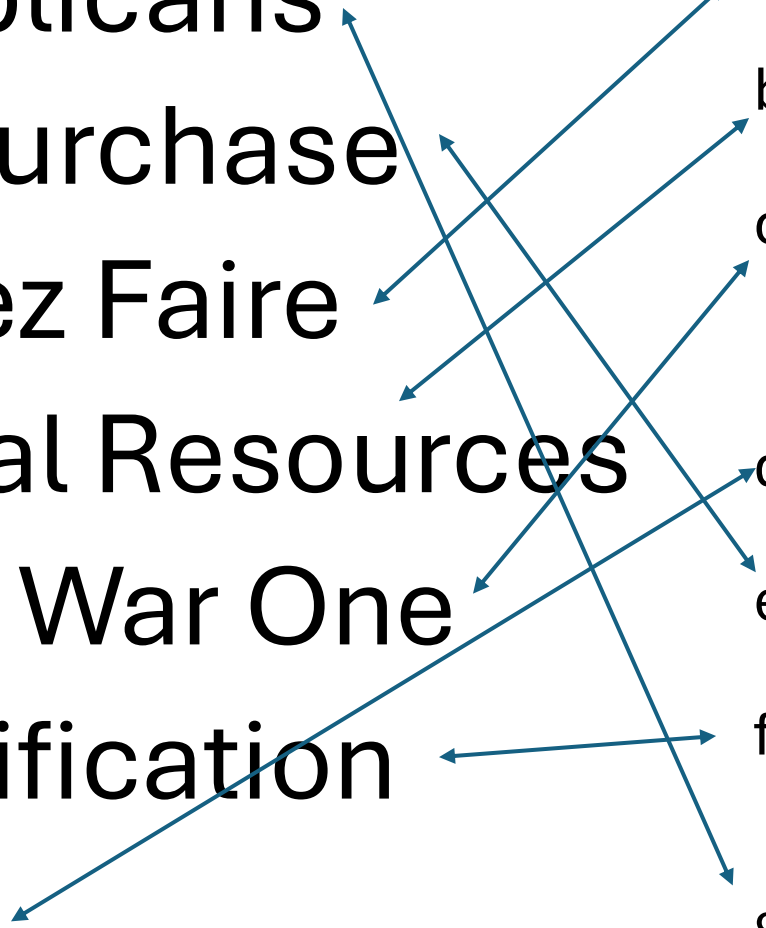
Key word match up -

1. Republicans
2. Hire Purchase
3. Laissez Faire
4. Natural Resources
5. World War One
6. Electrification
7. Tariffs



a) When the government approach is to not get involved.

b) Resources that occur naturally e.g. wood, coal.

c) Gave the USA an economic advantage as they produced resources for countries affected by war.

d) Taxes placed on goods from abroad.

e) Goods including cars purchased on credit.

f) Nearly 2/3 of all homes had electricity which led to increased demand for electrical goods.

g) The political party in power in

Grade 7+ in History

- The thing that will the biggest difference is how you engage with your lessons and home learning.
- Arrive on time to complete the Do Now – these are always recall tasks so are valuable revision opportunities.
- Always do the MWB checks – if your teacher suggests using a precise example do this.
- Keep your books organised.
- Complete your home learning revision and keep these organised.

Grade 7+ in History

- There is no ‘magic’ skill to get a grade 7, it is about consistency – doing well on all questions on all topics.
- You also need to know how to answer the different question types – today we are going to focus on question 5.

Question 5: To what extent do you agree with this interpretation? (16 marks + 3 SPAG marks)

Paragraph 1 – what do you agree with in the interpretation. Include at least 2 quotes from it and at least 2 facts to support it.

Paragraph 2 – explain what the other interpretations could be (e.g. what else could be a reason) – make sure you use evidence from your own knowledge to support this.

Paragraph 3 – why does the author have this view? Include the authorship, title etc. State that it should be viewed as part of the wider historical debate and different historians would have different views.

Conclusion: To what extent do you agree.

QUESTION 5

Read the interpretation provided below and answer the question which follows.

> *'The expansion of the automobile industry was the main reason why the USA experienced an economic boom in the 1920s.'*

[Martin Melosi, a professor of history, writing in an article entitled *The Automobile in American Life and Society*, published on the website *autolife.edu* in 2001]

To what extent do you agree with this interpretation? [16]

[In your answer you should refer to how and why interpretations of this issue differ. Use your own knowledge and understanding of the wider historical debate over this issue to reach a well-supported judgement.]

Marks for spelling, punctuation and the accurate use of grammar and specialist terms are allocated to this question. [3]

Paragraph 1: The interpretation includes…..

Automobile Industry:

- Henry Ford
- Assembly Line
- Model T
- By 1929 Americans owned 23 million cars.
- Led to developments in other industries e.g. motels, highway building, restaurants.
- The number of drive-in gas stations in the U.S. exploded between 1921 and 1929, from 12,000 to 143,000.
- By the mid-1920s, 1-in-8 American workers was somehow involved in the “production, sales, service, and fueling of automobiles.”

Question 5

Mark allocation:	*AO1 (b)*	*AO2*	*AO3*	*AO4(a-d)*	*SPaG*
19	**4**			**12**	**3**

Question: 'The expansion of the automobile industry was the main reason why the USA experienced an economic boom in the 1920s'.

To what extent do you agree with this interpretation?

[16+3]

Band descriptors and mark allocations

	AO1 (b) 4 marks		AO4 (a-d) 12 marks	
BAND 4	**Demonstrates very detailed understanding of the key feature in the question.**	**4**	**Fully analyses and evaluates how and why interpretations of this issue differ, demonstrating awareness of the wider historical debate over the issue. A well substantiated judgement about the accuracy of the interpretation is reached, set within the context of the historical events studied. The relevance of the authorship of the interpretation is discussed.**	**10-12**
BAND 3	**Demonstrates detailed understanding of the key feature in the question.**	**3**	**Analyses and evaluates how and why interpretations of this issue differ. A clear judgement is reached, displaying understanding of how and why interpretations of the issue may differ. Appropriate reference is made to the authorship. Some understanding of the wider historical debate over the issue is displayed.**	**7-9**
BAND 2	**Demonstrates some understanding of the key feature in the question.**	**2**	**Some analysis and evaluation of the interpretation and other interpretations is displayed. A judgement is reached with superficial reference to authorship.**	**4-6**
BAND 1	**Demonstrates basic understanding of the key features in the question.**	**1**	**Makes limited comments about the interpretation with little analysis and evaluation. Little or no judgement reached.**	**1-3**

Paragraph 2:

Other causes of the economic boom not mentioned:

- Policies of the Republican Presidents – tariffs (Fordney McCumber Act) encouraged Americans to buy American goods so this aided the American economy.
- Laissez Faire approach meant taxes were low so people had more disposable income.
- Abundance of natural resources made it easy for America to produce goods which could be sold to the rest of the world, making more money.
- Credit/Hire Purchase.

Paragraph 3:

- Must be viewed as part of the **wider historical debate**.
- Well researched as the author is a professor of history.
- Narrow focus.
- Article is called The Automobile in American Life and Society which explains the narrow focus. Would also be written for a particular audience.
- Other historians would focus on a wider range of factors e.g political historian on Republicans' policies.

Conclusion:

How can you prepare at home:

- Revise regularly – use the knowledge organisers provided and on Toynbee's website. There are also useful videos on YouTube.
- You will be set weekly revision homework – complete these.
- Practise exam questions – these are on the Eduqas website or ask your teacher.
- If you want something quicker than practise exam questions practise annotating interpretations with who wrote it; why; and what a different historian would say.