

Examiners' Report

January 2012

GCSE History 5HA02 2C

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Introduction

This year's paper raised some serious issues about what candidates might expect to be asked in the examination. Examiners reported that a significant minority of candidates did not answer Q1b, and this was seen also, though to a lesser extent, on Q1c. As stated in the comments on the individual questions, candidates must expect that in a study of the USA over a period of, in effect, just 20 years, any part of it could be the basis for a question in the exam. The Monkey Trial and the Bonus Marchers are both set out in the amplification of content and it is strongly recommended that centres and candidates ensure that all of the topics listed in that amplification are covered. Having said that, the vast majority of candidates knew these topics and provided well-supported answers.

With regard to the rest of the paper, candidates had few difficulties (though some were a little off-beam on Q1d) and the work of Roosevelt, in particular, was very well-known. There was a significant improvement on Q3, where many candidates have mastered the technique and score well. Feedback from some centres is that they ask their candidates to answer this question first, so as to ensure that they devote sufficient time to it. This may be a good approach, as long as any time problems are not then transferred to 1a and 1b, which seem to be more accessible to some candidates and produce higher marks for them than Questions 1c-2b.

In terms of the technique for answering Q3, it seems that most all candidates are comfortable with having to explain the impact of the stimuli (or other factors they choose to write about), but less confident on prioritisation. This is not surprising, as the successful juxtapositioning of various factors is challenging. It is worth repeating comments made in previous reports, that prioritisation must involve explaining why the impact of this factor was more important than the impact of others by looking at the impact of all factors being considered. Giving an explanation of the impact of e.g. advertising and concluding that it was the most important "*because of all the things I have told you about it*" does not constitute prioritisation.

Question 1 (a)

Although almost all candidates were able to make an inference from Source A, and usually supported that inference by quoting the source, not all the inferences made were considered valid. Where candidates made inferences about the trial, it was not always possible to accept this as being about '*the USA in the 1920's*'. Hence, whilst '*the legal system was racist*' is an inference about the USA in the 1920's, '*Sacco and Vanzetti were wrongly executed*' is not. Candidates need to read the question very carefully and not just make inferences without considering the context.

This is the full answer and highlights the issue of valid and invalid inferences.

The USA, 1919–41

Answer Questions 1(a) to (d), then Question 2(a) OR 2(b) and then Question 3(a) OR 3(b).

Question 1 – you must answer all parts of this question.

Study Source A.

Source A: From a history of the twentieth century, published in 1999.

There was little firm evidence against Sacco and Vanzetti. The police suspected them because they were immigrants with extreme beliefs, not because they thought they were guilty. The trial was a farce and the biased judge made it clear that he wanted them found guilty. They were convicted and sentenced to death. For six years, an international campaign was fought for their release. Another man confessed to the murders, but Sacco and Vanzetti were executed in 1927.

(a) What can you learn from Source A about the USA in the 1920s? (4)

Source A suggests that the police were very racist at the time.

This is because source A states, The police suspected them because they were immigrants with extreme beliefs, not because they thought they were guilty.

Source A also suggests that people did not care if the did the crime or not.

This is because Source A states, The trial was farce and the biased Judge made it clear that he wanted them found guilty.



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Examiner Comments

The first inference (*the police were racist at the time*) is valid and supported, so the answer achieves a top mark.

The second inference (*people did not care if they did it or not*) is an inference about Sacco and Vazetti, not about the USA in the 20's and cannot be rewarded.



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Examiner Tip

This is a question on which you should be concise and not waste time in detailed explanation. Make your inference, make sure it is within the context of the question (and make sure you aren't really just repeating what the source says), then provide a quote and move on to the next question.

Question 1 (b)

Examiners were surprised that a significant minority of candidates had no knowledge of the Monkey Trial, even though it was referred to on the paper as the *Scopes Monkey Trial* to give them further help in identifying the event. Each of the four Key Topics in the specification has an amplification of content section and candidates must expect that in a specification covering just 22 years, anything listed in that section could appear on the paper. 'The significance of the Monkey Trial' is clearly stated in the amplification of content.

Those candidates who were prepared for this topic generally answered well on why Scopes was put on trial and how, even though he was found guilty, the Creationists' victory was a hollow one.

The answer is the candidate's full response. It is concise, but it does cover the main points

(b) Describe the key features of the Scopes Monkey Trial in 1925.

(6)

Throughout the 1920s many religious groups fought against the theory of evolution being taught in schools and that only Creationism should be taught. Very soon in Tennessee there was a huge religious campaign against it and a state law was passed claiming it illegal to teach the theory of evolution.

John Scopes was a biology teacher in a Tennessee school and was outraged, he deliberately taught it in order to be charged. Once charged he appealed to the supreme court to fight his case.

The Supreme court held his trial however much of the

Jury and the Judge where strong Christian believers causing them to take in favour of the religious members accusing Scopes.

So consequently the Supreme court did not give the trial in his favour and he was given one hundred dollars for a deliberate break in the state law.



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Examiner Comments

The answer covers why Scopes was put on trial and gives some background. Two points are developed, but not in enough detail to reach the top of Level 2.



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Examiner Tip

The examiner is looking for at least two developed points to award top marks. So answers should help the examiner to see where one point finishes and another starts by using key words such as 'firstly' and 'secondly'.

This answer is made more difficult to mark by the failure to subdivide it into points, but it does develop two points.

Question 1 (c)

This was a second question (see also Question 1b) where examiners were surprised to find some candidates offering no response, or writing on matters unrelated to the events of 1932 (indeed, some candidates wrote about the annual bonus paid to bankers at the time!)

As has been highlighted in the introduction to Q1b, the amplification of content for Key Topic 3 talks of 'Hoovervilles and the Bonus Marchers' and it is surprising that some candidates did not know the details.

The majority of candidates who had learnt the topic were comfortable in providing details of what happened (Level 2), with better answers reaching Level 3 for explaining that the March destroyed Hoover's credibility and contributed to Roosevelt's landslide victory. Some went as far as to say that, in so doing, it led to the New Deal.

This answer shows the second half of a candidate's response. The first half has given details of the March (so is at Level 2), but this section clearly explains the effects to reach Level 3

This was bad for Hoover as now not many people supported him which ~~now~~ meant that he was not going to get re-elected, this was not the only thing that caused him not to get re-elected.

Another effect that the Bonus marchers had on the USA was awareness. The way that Hoover handled the Bonus marchers case made people wonder, "Does Hoover really care about us?" Because of this

Hoover was not re-elected in the 1932 presidential election, this was good because now he could have a new president that would help out America in those ~~desperate~~ times.

The most important effect was the way that Hoover handled the 'Bonus Marchers'. This is most important because it asked questions if Hoover actually cared for the country he was in power for.



ResultsPlus Examiner Comments

A little repetitive, but the candidate has made the point that Hoover's popularity was seriously damaged by his poor handling of the Bonus Marchers.



ResultsPlus Examiner Tip

Remember this question is about 'effects'. So you need to say what happened as a result of the March. Can you see a 'big picture' here? Hoover called out the army and 4 marchers were killed. What overall effect would this have on Hoover?

Remember this question is about 'effects'. So you need to say what happened as a result of the March. Hoover called out the army and 4 marchers were killed. What overall effect would this have on Hoover?

Question 1 (d)

Examiners had expected that candidates would write mostly on the impact of the Dust Bowls, together with general points about how the depression had reduced demand in the economy and that this, linked with credit problems, made life difficult for farmers and farm workers. The majority of candidates did write on the Dust Bowls, but many of them also talked of the impact of prohibition (which lasted until 1933 and was therefore valid), the impact of mechanisation and emphasised the problems farmers faced by mentioning that Roosevelt had to pass the Agricultural Adjustment Act and the Farm Credit Act. These were valid causes and were rewarded.

Prohibition and mechanisation are key factors in explaining the reasons why farmers had problems in the 1920's and it was certainly the case that a number of candidates seemed to be writing about the 1920's, rather than the 1930's. The similarity of problems in the farming industry meant that some of this detail could be rewarded, but suggesting that problems were created by, e.g. tariffs, had to be linked to the 1930's before it could be rewarded.

This is the second half of a candidate's response. The first half made some rather superficial comments about problems being caused by the difficulties involved in exporting after the First World War and the effects of the Depression in the USA. That material put the answer in Level 2

The main problem during the 1930's was the Dust Bowl. Just before these had hit the USA farmers had begun digging up land which had previously been used for animal grazing and began farming crops to sell. The soil was getting very damaged because of this as the farmers were not letting the soil have any breaks as they were producing crops all year round. However there was a period of flooding which started to help the land recover but then a drought hit. The rain started stopping and then eventually stopped. The soil was left ruined and the land was uncountable infertile. All the crops were damaged and those that still had little crops to sell could not be enough money to sell all of them and keep producing more. Many farmers had lost everything so began travelling to cities for work to earn money for them and their families.



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Examiner Comments

Rather superficial comments in the first half of the answer, but the section on the Dust Bowls is stronger and the suggestion that it was the '*main problem*' and that '*many farmers lost everything*' just about takes it into Level 3 for explaining why farmers were having a hard time.



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Examiner Tip

Don't forget that this question is about causes, *not* what happened. So don't tell the story, instead say *why* it happened. When you have done that, *check* you have actually said why your reason made it happen.

Question 2 (a)

The key to answering questions on 'change' is for candidates to show the position at the beginning of the period identified (in this case at the end of the war) and compare it with the position at the end of the period (candidates were free to take the changes as far into the 1920's as they saw fit)

High scoring answers on this question commented on how the economic boom, which resulted from supplying Europe, led to the growth of mass production methods, and how women gained greater independence. Others adopted a more negative approach, emphasising the decline in agriculture, isolationism and the introduction of tariffs. Both were valid routes to Level 3 if they were explained.

This is the first half of the candidate's response. Unfortunately after this sound opening, the answer becomes superficial and the rest of the answer is low Level 2.

in position.

A second change was that during the war unemployment numbers went down to almost nothing. Before the war there were around 2 million unemployed. This was bad for the economy because money had to be spent to help them out. During the World War, the number went down to almost nothing which meant that America was earning more money as well as being able to spend more as a result.

The most important change was for women as they proved they were equal to men. It was what started the flapper movement as women realised they were capable of just the same things.



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Examiner Comments

This sample focuses on only one factor, the change in the position of women, but it does show the position before the war and how that position was different afterwards. For that reason it reaches Level 3.



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Examiner Tip

When a question talks about 'change' don't forget to say how things were to start with and how they became different; do a little more than just give the details of what happened. It might be an idea to say something like 'this was different because...'

Question 2 (b)

This question proved very popular with candidates who generally concentrated their answers on three areas: the Fireside Chats, the measures to shore up the banking sector and the Alphabet Agencies introduced in Roosevelt's Hundred Days. Where candidates described what happened in these areas, a high Level 2 could be achieved. Where candidates were able to make overarching connections (e.g by using Government money to create jobs, by removing insecurity and fear), or perhaps prioritise the steps, Level 3 was reached.

This complete answer is a good example of description of what happened, with an analytical comment to finish

Chosen Question Number: Question 2(a) Question 2(b)

One Step taken by Roosevelt in 1933
to restore confidence in the USA was shutting
down all the banks and only opening the
ones which were stable enough. Roosevelt did
this because banks were effected the by the
crash as they brought shares with peoples
money and lost it all including their trust.
So Roosevelt decided to close all banks
and reopen the ones that were only stable
enough to carry on. This restored confidence
in the USA as now American people thought
they could trust Roosevelt and the banks.

Another Step taken by Roosevelt was
his fire side chats to the American people.
~~This restored confidence as his fire side~~

charts was him speaking to the American people through the radio. This restored confidence in many Americans thought that he was because FDR could talk to them like as if he was talking face to face. He made promises and gave information on what's happening to help grow the confidence.

A third step was the Alphabet Agencies. The Alphabet agencies were a group of people who take care of most things. For example Unemployment, farming and business buildings. This A prime example would be the CCC Civilian Conservation Corps which were camps that took the unemployed and gave them temporary jobs. This restored confidence as of ~~the~~ America thought Roosevelt was relieving, recovering and reforming America. (Roosevelt's Three aims)



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Examiner Comments

A lot of Level 2 description reaching the top of Level 2 by the third paragraph. The last sentence gives an overview which takes the answer just into Level 3



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Examiner Tip

Be careful on this type of question not to just list what happened, or give examples of the topic which have been mentioned in the question. In answering this question, you need to explain the connection between the various measures carried out by Roosevelt.

Question 3 (a)

The technique for answering the essay type question has been discussed in detail in the Introduction. This question was the more popular of the two options and candidates knew the material well. What was disappointing was that some good candidates limited their answers to suggesting that, e.g. new forms of entertainment, were important and then wrote all about these without explaining what difference they made to the 1920s. Having said that, there were a large number of very good answers which highlighted how the different stimuli worked together to bring about the 'Roaring Twenties' in the USA.

This answer demonstrates how an answer may give the impression of being at a high level, but on closer investigation is not.

Chosen Question Number: Question 3(a) Question 3(b)

Advertising was ~~not~~ the most important feature of the 'Roaring Twenties' in the USA as it stimulated the growth in prosperity and made new forms of entertainment knowledgeable in the 'Roaring Twenties'.

Advertising was made possible by new consumer goods such as radios and Televisions, with these new consumer goods adverts were able to be broad casted in ~~most~~ American homes as 40% of American homes owned a radio. On the radio advertisements were able to be made notifying people about new forms of entertainment such as movies. Thanks to adverts on the radio's people new about ~~to~~ upcoming films and were interested in going to things such as cinemas, as it was new and seen as 'the thing to do' as many people were doing it. Thanks to advertising new leisure facilities were made and cinema owners were able to make ~~to~~ large profits to re-

- Invest into American economy and created high levels of prosperity.

As Due to people listening to adverts on the radio and going to new forms of entertainment such as the cinema some fell film stars such as Charlie Chaplin were created, famous faces such as Chaplin could then be used to further advertise goods as film hero's had goods so did other Americans.

Beautiful famous women were used on advertising posters in cars to persuade people to buy things such as the new Ford Model T, this advertisement also helped with improving the ~~poor~~ position of woman in the USA as adverts with of cars with woman in started to create the middle class and show that woman had the ability to drive.

This ~~was~~ on good change of woman's position in the helped create the 'Roaring Twenties' which effected all of America as more cars

were being sold ~~things~~^{due} to advertisement of the product.

Also women were now free to drive where they wanted, when they wanted stimulating a boom in new forms of entertainment as now people had adverts to tell them about new consumer goods such as cars. People were now able to travel to new forms of entertainment built more 'out of the way' creating jobs for people building roads and canals effectively resulting in high levels of prosperity.

None of these strong successful changes could have been achieved if advertising was not there to stimulate peoples' awareness of the capability of women of new forms of entertainment as ~~no~~ there would be no way of knowing about these features that effectively created the 'Roaring Twenties' and economic prosperity that relies on money being spent by Americans due to being 'in the know' about new forms of entertainment due to advertisement.



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Examiner Comments

This answer is very strong on advertising, but doesn't actually explain the importance of any of the other factors. In effect it is a very strong analysis of the importance of advertising, but as there is no second explanation, it cannot score above the top of Level 2.

Question 3 (b)

Candidates found this question more challenging than Q3a, but there were some very good answers comparing the difficulties which the various problems created for Roosevelt. Few candidates were impressed by the suggestion that radical critics or the need to provide social security were the most difficult problem and the choice was usually between the opposition of the Supreme Court and unemployment. Best answers were those which showed how the Supreme Court tarnished Roosevelt's image, though only in the short-term, but employment was an ongoing problem. Indeed, as some candidates argued, without unemployment, Roosevelt might well not have faced the other difficulties listed.

This sample is the concluding paragraph in an essay which has previously explained the difficulties presented to Roosevelt by the Supreme Court and unemployment

The most difficult problem faced by Roosevelt was unemployment. No matter what he did the only thing that lowered unemployment was the USA entering WWII. This of which he had almost no control over. No matter what Roosevelt did only WWII stopped it. It was more difficult than the opposition of the Supreme Court because after 1936 they didn't say that any of his Acts or actions were unconstitutional. He only faced their problem in 1935, compared to unemployment which was the whole of 1935-1941. Unemployment was also a more difficult problem than radical critics because they didn't really oppose him. Huey Long wanted to but was killed. Dr Francis Townsend just gave Roosevelt advice and it anything gave him help.



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Examiner Comments

Having previously reached Level 3, by explaining the impact of several difficulties, this final paragraph takes the answer into Level 4 by comparing the relative importance of unemployment and the Supreme Court and then unemployment and radical critics.



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Examiner Tip

Don't just describe the factors given in the question. Explain how they link to the question you are asked and then try to say which of these was the most important- as this answer does.

Paper Summary

Key learning points

- * Any topic mentioned in the specification could provide the context for a question on the examination paper.
- * Questions can be answered in any order, but candidates need to take care to ensure all questions are answered.
- * Candidates must make sure they read questions in order to appreciate the exact requirements of the question and do not waste time by providing irrelevant detail.
- * Candidates must make sure they understand the specific requirements of each question e.g. to explain 'effects', 'changes' or reasons 'why'

*In Q3 (and elsewhere) prioritising factors can only be done by looking at the significance of at least two factors - not just by arguing that one factor was the most important "because it was very important".

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