

# ResultsPlus

## Examiners' Report June 2010

### GCE History 6HI03 C

**ResultsPlus**  
look forward to better exam results  
[www.resultsplus.org.uk](http://www.resultsplus.org.uk)

Edexcel is one of the leading examining and awarding bodies in the UK and throughout the world. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers.

Through a network of UK and overseas offices, Edexcel's centres receive the support they need to help them deliver their education and training programmes to learners.

For further information, please call our GCE line on 0844 576 0025, our GCSE team on 0844 576 0027, or visit our website at [www.edexcel.com](http://www.edexcel.com). If you have any subject specific questions about the content of this Examiners' Report that require the help of a subject specialist, you may find our **Ask The Expert** email service helpful.

Ask The Expert can be accessed online at the following link:

<http://www.edexcel.com/Aboutus/contact-us/>

Alternatively, you can speak directly to a subject specialist at Edexcel on our dedicated History telephone line: 0844 576 0034



ResultsPlus is our unique performance improvement service for you and your students.

It helps you to:

- **Raise attainment** - by providing in-depth analysis of where your class did well and not so well, enabling you to identify areas to focus on/make improvements.
- **Spot performance trends** at a glance by accessing one-click reports. You can even choose to compare your cohort's performance against other schools throughout the UK.
- **Personalise your students' learning** by reviewing how each student performed, by question and paper you can use the detailed analysis to shape future learning.
- **Meet the needs of your students on results day** by having immediate visibility of their exam performance at your fingertips to advise on results.

To find out more about ResultsPlus and for a demonstration visit

<http://resultsplus.edexcel.org.uk/home>

June 2010

Publications Code UA024096

All the material in this publication is copyright

© Edexcel Ltd 2010

## Introduction

It was pleasing to see a good standard of responses from candidates in this first session of the new 6HI03 C examination. Indeed, at the end of two years of modular study, many candidates wrote with sophistication and insight.

The paper requires candidates to answer two questions (a Depth Study question and an Associated Historical Controversy question) in 120 minutes. Predictably, some candidates were able to write at considerable length in this time but their responses sometimes lacked focus on the question. Relevance rather than length is the key to high marks as 'kitchen sink' responses will take a candidate only so far. Examiners want to see that candidates can use the sources and their own material effectively to answer the questions set.

Centres should note that the amount of space provided in the booklet for answers is more than we would expect any answer to take. It should not be seen as a recommendation of the amount candidates should write.

Although a few responses were quite brief, there was little evidence on Option C of students having insufficient time to answer both questions. There were also very few rubric errors. The candidates' performance on individual questions is considered in the next section.

### Question 1

Most candidates who attempted this question possessed good subject knowledge and were able to offer arguments for and against the economic benefits of slavery. Stronger responses tended to (1) contrast the slave economies of the South with the growing industrial might of the North (2) recognise that, whatever may have been the case in the earlier part of the period, by 1860 slavery was clearly inferior to alternative methods of production. Weaker candidates often provided descriptive accounts of slavery which did not properly address the question. Other low-scoring responses focused on the morality of slavery or else drifted beyond the 1860 cut-off point into a discussion of the Civil War.

In the south many crops were grown such as, sugar, tobacco, rice, & cotton. All these materials needed a work force to produce them, therefore slaves were used mainly as a labour force. These jobs were tiring and needed a lot of strength to be done effectively, qualities slaves had. Slaves were paid a very low wage, if anything at all making me desire to keep them longer. Due to the south being so agricultural, the need for plantation agriculture was at a very high rate, allowing money to generate from slave labour.



**ResultsPlus**

Examiner Comments

This low Level 3 response is not fully focused on the question. It tends to describe aspects of the slave economy rather than examine the benefits and disadvantages.



**ResultsPlus**

Examiner Tip

If you use the key phrases from the question throughout your essay, this will help you to write a relevant analytical response.

## **Question 2**

Overall, most candidates who attempted this question were able to point to some examples of improvement for African-Americans during the Reconstruction period and identify the limitations of particular measures. Stronger candidates demonstrated impressive range and depth, typically examining the impact of the changing constitutional position, the Freedman's Bureau, the Codes and the KKK. Weaker responses tended to (1) describe these developments without assessing their effects on African-Americans between 1865 and 1877 (2) offer a very limited range e.g. examine only the 13th, 14th and 15th Amendments.

### Question 3

Quite a few candidates who attempted this question were let down by a lack of detailed knowledge about US immigration policy between 1917 and 1929. Lower scoring responses exhibited several common weaknesses (1) little or no knowledge of how World War One influenced immigration policy (2) no reference to the immigration acts of 1917, 1921, 1924 and 1929 (3) the immigration restrictions of the 1920s were due to the Wall Street Crash. Stronger candidates were able to assess the relative impact of the First World War on immigration controls (e.g. fears over the loyalty of German and Austro-Hungarian immigrants and concerns over the spread of left-wing ideologies prompted by the 1917 Bolshevik revolution) in the light of other important factors such as the Red Scare, religious fundamentalism, the post-war recession, the rise of organised crime and the influence of the KKK.

It can be said that the First World War was partly responsible for the restriction on immigration primarily because of the widespread fear of Communism that gripped the US. The First World War had seen

(Section A continued) the Soviet Union fall to Communism and the US did not want to see their nation suffer the same fate. It can be said that the nature of the US was one of revolution suspicion and so they were fearful of a Communist revolution taking place. This led to the US <sup>and so became reluctant to allow them into the US.</sup> viewing other nationalities with intense suspicion.

Later, the US took the decision to banned any immigrants from Japan. Other immigrants ~~to~~ from Asian countries had already been banned from migrating to the US. One could view this as countering the idea that the ~~US~~ First World War had caused this to happen because prior ~~to~~ it, action had already been taken. It is, therefore, not enough to say that the First World War caused the US to restrict immigration.

immigrants from Japan. Other immigrants ~~to~~ from Asian countries had already been banned from migrating to the US. One could view this as countering the idea that the US First World War had caused this to happen because prior ~~to~~ it, action had already been taken. It is, therefore, not enough to say that the First World War caused the US to restrict immigration.

Not only this, but there were also other underlying racial tensions that led to suspicions about immigrants. These racial tensions are evident through the popularity of the Ku Klux Klan (KKK) ~~at~~ during the chosen period of time. The fact that their presence was large during the Civil War illustrates the long-lying hatred of other races. Furthermore, there was a resurgence of the KKK ~~and~~ in the early 20<sup>th</sup> Century and by 1917, there were 100,000 members. The methods that the Klan used can also be seen as evidence for racial tensions as they urged members to play on the social issues that bothered the people in areas

(Section A continued) the Soviet Union 'fall' to Communism and the US did not want to see their nation suffer the same fate. It can be said that the nature of the US was one of revolution suspicion and so they were fearful of a Communist revolution taking place. This led to the US and so became reluctant to allow them into the US. viewing other nationalities with intense suspicion.

**ResultsPlus**

## Examiner Comments

This Level 3 response offers only a partial assessment of the impact the First World War had on US immigration policy. The candidate could have also considered the suspicions aroused by German and Austro-Hungarian immigrants and the controls introduced in 1917.

**ResultsPlus**

## Examiner Tip

When answering a 'stated factor' question, make sure you consider the role of other factors as well to give your response range.

### **Question 4**

This proved to be another question where a number of candidates were hampered by a lack of subject knowledge. Most responses were able to locate McCarthyism within the context of early Cold War US politics but many responses offered sketchy or inaccurate accounts of its impact. The most common weaknesses were (1) extended accounts of the Red Scare of the early 1920s which clearly indicated a lack of relevant knowledge (2) general 'Cold War' descriptions of the USA in the late 1940s and early 1950s with few links to McCarthyism. A few confused McCarthy with Douglas MacArthur or Senator McCarran. Stronger candidates put forward an analysis of McCarthyism's impact on different institutions or aspects of American life. The best of these noted that while McCarthy's impact for a time seemed all pervasive, McCarthyism influenced some groups more than others and was relatively short-lived.

### **Question 5**

Most candidates who attempted this question were able to discuss the impact of Lincoln's election and assess its importance in the debate about the inevitability of Southern secession. Better responses integrated source material and candidates' own knowledge to develop an argument about Southern secession based on the issues raised by the extracts. These responses cross-referenced the sources extensively to support or challenge particular viewpoints in the process of reaching a judgement. The strongest candidates fully considered the notion of inevitability and considered why Lincoln's election rather than earlier events (e.g. 'Bleeding Kansas', John Brown's raid) precipitated secession. Weaker candidates often relied almost exclusively on the source material and introduced very little own knowledge to develop a line of argument. In addition, some low-scoring responses merely offered 'potted' summaries of each source (often with a little own knowledge included) which prevented cross-referencing and the development of a support/challenge approach.

## SECTION B

Put a cross in the box indicating the second question you have chosen to answer ☒.  
If you change your mind, put a line through the box ☒ and then put a cross in another box ☒.

Chosen Question Number:

Question 5 ☒

Question 6 ☒

Question 7 ☒

Question 8 ☒

Source 1 claims that the South thought that Lincoln's ~~election~~ reign would end slavery. Lincoln, a Republican was seen as anti-slavery (although secretly he was, he never showed it in his campaign, he ~~was~~ <sup>said</sup> ~~he would~~ <sup>he would</sup> comfortable to not interfere in slave states). This instantly puts him ~~in~~ at the forefront of Southern paranoia. Through ~~these~~ their paranoia "all agreed that the election ~~is~~ violated the spirit of the constitution and justified regarding that agreement as broken."



**ResultsPlus**

Examiner Comments

This Level 1 response adopts a 'potted' summary approach which merely describes the surface features of each source in turn. No attempt has been made to cross-reference the sources and the candidate has added very little own knowledge.



**ResultsPlus**

Examiner Tip

When planning your answer read through the sources carefully and list all the support and challenge points you can. This will help you to cross-reference effectively in your answer.

## Question 6

On this question, the majority of responses were able to offer an assessment of the contribution made by military leadership to the North's victory in the Civil War based on the competing views set out in the three sources. Most candidates could also draw on a sound knowledge of the factors affecting the outcome of the conflict. Indeed some offered impressive range and depth. Once again, stronger candidates integrated cross-referenced source material with their own knowledge to put forward a substantiated judgement. Lower scoring responses typically adopted the 'potted' summary approach to the sources or else included little or no own knowledge. A few of the weaker candidates also focused excessively on military leadership and failed to consider the political and economic factors raised in Sources 5 (Hugh Brogan) and 6 (Eric Hobsbawm) adequately.

### SECTION B

Put a cross in the box indicating the second question you have chosen to answer .  
If you change your mind, put a line through the box  and then put a cross in another box .

Chosen Question Number:

Question 5

Question 6

Question 7

Question 8

Claiming that superior military leadership was the main factor behind Northern victory is not without merit, but is nonetheless quite a bold step given that the claim itself ~~remains~~ of superior Northern military leadership itself remains in fierce dispute, and that there ~~are~~ is a large amount of other potential reasons for the Union's success.

Farmer and Sanders in Source 4 certainly provide evidence for the claim that the North possessed superior military leadership, noting the success of Grant and Sherman and the incompetence of Johnson, Johnston, Beauregard, Bragg and Hood on the part of the Confederacy. This stance deserves credit when one takes into account the fact that it was Grant and Sherman who ultimately forced the Confederacy into surrender, and that it was Beauregard who disputed Lee's "offensive-defensive" strategy, stayed on the defensive, and ended up losing the whole of Missouri. However, Sanders and Farmer themselves provide ammunition for the counter-

arguments of the South possessing superior leadership with their acknowledgment of the role of General Lee. Lee undoubtedly acquitted himself against most of the North's generals, particularly with his performance at Chancellorsville, and as the Source points out, his offensive strategy almost won him victory over the North on several occasions. Even his ultimate failure to achieve victory was not down to

(Section B continued)

the merits of Northern generals so much as it was down to unfortunate circumstances such as Lee's battle orders strangely finding their way into Union hands at Antietam or "Stonewall" Jackson being accidentally shot by his own troops at Chancellorsville. Furthermore, the claim of the Confederate generals' failure in the West becomes questionable when one considers arguments such as Progan's in Source 5 that due to the inadequacies of Davis' government the western Confederate forces were left to scramble against their eastern counterparts for supplies. Thus, the claim that the North possessed superior military leadership remains contestable.

The above mentioned argument of Progan's opens up the further debate over whether superior Union military leadership - if it actually existed - was indeed the main factor behind Northern victory. As Progan points out, a large amount of the blame potentially lies with Davis' administration; the fragmentation between him, his state governors and his own staff together with his failure to establish an effective distribution system being just two examples. Other factors behind the South's defeat exist as well.

As Hobsbawm argues in Source 6, the North possessed far greater

industrial capacity, technology and sheer manpower. Indeed, Hobsbawm himself states outright that this was the main factor behind Northern victory, or as he puts it: "their triumph was that of American capitalism and of the modern United States." It is also important to note that Hobsbawm leans towards opposing the claim that the North had superior military leadership - as considered above and in Source 1 - when he states that the North was "notably inferior in terms of military performance." (Of course, he is unclear over whether he considers this inferiority

to be down to the leadership or simply due to incompetence of the armies themselves.)



## ResultsPlus

### Examiner Comments

This Level 5 response makes effective use of the support/challenge approach to the sources to develop the argument. Here, the candidate uses Source 6 to challenge the 'superior military leadership' view of Source 4.

## Question 7

Most candidates found this question on the Great Depression very accessible. Overall, the sources were used effectively and appropriate own knowledge was included to develop an argument about the role played by international trade. Stronger responses offered a sustained analysis based on the cross-referencing of the extracts and the integration of source material and own knowledge. The best of these picked up on the nuances in the sources to establish connections between Republican policy, overproduction and the restrictions on international trade. Lower-scoring candidates tended to exhibit three main weaknesses - (1) confusing the causes of the Great Depression with the causes of the Wall Street Crash (2) providing extensive and irrelevant accounts of Hoover's response to the Great Depression (3) poor or non-existent integration of source material and own knowledge.

Herbert Hoover himself claimed that the problems with international trade was the main cause of the depression, he suggested that the problems originated in Europe. This is a similar view to that of McKey, who suggested that the problems America faced followed on from other countries such as Germany and Italy, who faced troubles during the 1920's. This was because it made it hard for America to trade its surplus abroad. "Between 1922 and 1929, US exports rose by 38% but American manufacturing output increased by 50%." This America previously had seen a time of large industrial growth, those big businesses dominated the global market so that even with high tariffs they could still remain strong in selling abroad. Therefore, they continued to expand, when there was a lack of demand from abroad they began to overproduce. This



**ResultsPlus**

Examiner Comments

This candidate has produced a Level 4 answer by integrating source material and own knowledge effectively to develop the argument. Here the candidate considers the impact of increasing restrictions on international trade.



**ResultsPlus**

Examiner Tip

During the planning stage, after you have identified the key issues raised by the sources, add your own knowledge to these points. That way, you'll find it easier to integrate the two elements in the actual essay.

### Question 8

This proved to be another accessible question. Many candidates made good use of the sources and their own knowledge to develop a confident line of argument about the relative importance of the war economy and the New Deal to US economic recovery. The strongest candidates offered a sustained source-led analysis with impressive range and depth. The best of these advanced sophisticated judgements, typically arguing that, although the war economy was ultimately more significant, the New Deal laid the foundations for recovery in terms of the infrastructure it created. Lower scoring candidates fell into four categories - (1) a 'success/failure' catalogue of New Deal agencies which lacked focus on the question (2) superficial use of the sources (e.g. only consulted for statistics) (3) poor or non-existent integration of source material and own knowledge (4) an irrelevant discussion of opposition to the New Deal.

Source 10 was taken from 'United States 1776 - 1992' and was written by Denis Murphy, Kathryn Cooper and Mark Waldron. The main view put across in this source is that the ~~new~~ New Deal failed to help American prosperity. However the break-out of the World War was what gained America a 'War Economy'. America benefited from the demand for armaments by Britain and France. The USA remained the 'arsenal of democracy' by providing weapons through the Lend-Lease programme of early 1941. Due to the demand for armament more jobs were being offered in munitions factories and wages could afford to be risen as the profits were vastly rising. To summarise the view of the authors of Source 10 is that the economic boom was completely down to the demand for armament and that actually the ~~new~~ New Deal was a failure.



**ResultsPlus**

Examiner Comments

This Level 2 response adopts a basic source by source approach. Consequently, it fails to cross-reference the extracts to establish support and challenge points. A further weakness is the lack of detailed own knowledge in the response.

A general summary of the areas for improvement in the approach to the Depth Study question and the Associated Historical Controversy question on Option C may prove of benefit to centres.

#### Depth Study question

1. Candidates need to ensure that their subject knowledge conforms to the specification. Weaker responses usually lacked range and/or depth. A few discussed a period or development which was not the focus of the question.
2. Candidates need to be more aware of the time frame attached to a question. Many lower scoring responses devoted much time and space to discussing the years before and after the period targeted by the question.
3. In order to address the question effectively, candidates need to offer an analysis not a descriptive or chronological account.

#### Associated Historical Controversy question

1. Candidates need to treat the sources as a package to facilitate cross-referencing and advance a convincing line of argument. Many weaker candidates resorted to 'potted' summaries of each source which failed to develop a support/challenge approach.
2. Candidates need to integrate the source material and their own knowledge more effectively to substantiate a particular view. Weaker responses were frequently too reliant on the sources provided and little or no own knowledge was included.
3. Candidates should avoid memorised 'perspective' essays and base their responses on the issues raised by the sources instead. The Associated Historical Controversy is an exercise in interpretation not historiography.
4. Candidates should not provide extensive and unnecessary accounts of the provenance of each source.

## Grade boundaries

Grade	Max. Mark	A*	A	B	C	D	E
Raw boundary mark	70	59	53	47	41	35	30
Uniform boundary mark	120	108	96	84	72	60	48

'a\*' is only used in conversion from raw to uniform marks. It is not a published unit grade.'



Further copies of this publication are available from  
Edexcel Publications, Adamsway, Mansfield, Notts, NG18 4FN

Telephone 01623 467467

Fax 01623 450481

Email [publications@linneydirect.com](mailto:publications@linneydirect.com)

Order Code UA024096 January 2010

For more information on Edexcel qualifications, please visit  
[www.edexcel.com/quals](http://www.edexcel.com/quals)

Edexcel Limited. Registered in England and Wales no.4496750  
Registered Office: One90 High Holborn, London, WC1V 7BH

Ofqual  




Llywodraeth Cynulliad Cymru  
Welsh Assembly Government

