

Examiners' Report
June 2013

GCE History 6HI03 C

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications come from Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk.

Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.



Giving you insight to inform next steps

ResultsPlus is Pearson's free online service giving instant and detailed analysis of your students' exam results.

- See students' scores for every exam question.
- Understand how your students' performance compares with class and national averages.
- Identify potential topics, skills and types of question where students may need to develop their learning further.

For more information on ResultsPlus, or to log in, visit www.edexcel.com/resultsplus. Your exams officer will be able to set up your ResultsPlus account in minutes via Edexcel Online.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk.

June 2013

Publications Code UA036160

All the material in this publication is copyright
© Pearson Education Ltd 2013

Introduction

It was pleasing to see a good standard of responses from candidates in the fourth session of the 6HI03 C examination. Many candidates wrote insightful comments which placed them in the higher grade categories. The paper was divided into two sections: Section (A) was an In-Depth Study question, and Section (B) an Associated Historical Controversy question.

Examiners want to see candidates who can use the sources and their own material effectively to answer the questions set. Some candidates wrote too much generalised comment. As a consequence, their responses lacked precise analytical focus and detailed supporting evidence.

Although a few responses were quite brief, there was little evidence on this paper of candidates having insufficient time to answer both questions. The ability range of those entering was diverse but the design of the paper allowed all abilities to be catered for. There were also very few rubric errors. As expected, there were far more entrants for *C2 – The United States, 1917-54: Boom, Bust and Recovery* than for *C1 – The United States, 1820-77: A Disunited Nation?*

One pleasing trend is that very few candidates produced essays which were devoid of analysis. The main weakness in responses which scored less well tended to be a lack of sufficient knowledge, rather than lengthy descriptive writing without analysis. The paper provided candidates with the opportunity to develop their essay writing and to include source material as and when necessary.

There appears to be an increasing tendency for candidates to analyse and produce judgements in the main body of the answer and have cursory conclusions. Candidates can indeed sustain arguments by these means and this approach does not, in itself, prevent access to the highest levels. However, in some cases, judgements on individual issues and factors tended to be somewhat isolated, and ultimate conclusions were either only partially stated or implicit. Consequently, candidates should be aware that considered introductions and conclusions often provide a solid framework for sustained argument and evaluation.

The answers of a minority of less successful candidates in Section A suggested that they lacked the detailed knowledge base required to tackle Questions 3 and 4 and produced a catch-all commentary on the stipulated topic, with obvious repercussions. The best answers to these questions – and indeed those on the 1820-77 option – showed some impressive study of 19th and 20th century American history, with students producing incisive, scholarly analysis.

When attempting the Section (B) questions, a small number of candidates engaged more with the general debate of the set controversy, rather than the specific demands of the question and source package. This was most evident on Question 7, although it was still a small minority. The candidates' performance on individual questions is considered in the next section.

Question 1

Most candidates who attempted this question were able to discuss a range of factors which enabled the North and the South to avoid military conflict over the issue of slavery in the years 1820-50. The weakest candidates tended to produce (1) a descriptive account of the key events of the period which did not address the question (2) a response which was heavily reliant on unsupported assertions. A few very low scoring answers confused the Missouri and 1850 Compromises. Conversely, the best responses offered a sustained analysis of a range of causal factors, such as the 1820 Missouri Compromise, Whig-Democrat cooperation over the issue up to 1846, preservation of the sectional balance between slave and free states, the operation of the Gag Rule, and the 1850 Compromise.

During the period 1820-1850, tensions between the North and the South were continuously heightening, there were many instances in which military conflict could have easily broken out between the two. However, it ~~never~~ did in this particular period, it never did grow into full military conflict, but why was this? How were two such different nations able to avoid conflict?

Part of the avoidance of military conflict over slavery could be led back to the work of individuals such as Clay. Clay was an influential orator and a very well respected politician within the whole of America and therefore his words carried a lot of weight when he spoke about key issues of the time such as slavery. It was him that played the neutral role when disputes did break out and he would often be the one to form some sort of compromise between the two sides, such as the Missouri Compromise of 1820.

Another factor that helped avoid military conflict between the North and the South was that the South's economy in particular could not survive the strain of a war effort. Although the South did have their own working economy, it focused strongly on the production of cotton only. This would not be enough to sustain a war effort against their much more industrialised Northern counterparts. The South also heavily relied on the North for many things, economically. As did the North, who enjoyed the huge amounts of cotton that the South were exporting so frequently. The economy

(Section A continued) of the South was also completely based on slavery and simply would not function without it. It would have been a dangerous game for the South to play if they had chosen to go into military conflict over the one thing that was the basis of their economy. The risk was, that if they were to lose, slavery would surely be gone too, rendering their economy completely useless and unworkable.

On balance, the evidence would suggest that there are a number of factors that could be attributed to why there was no military conflict between the North and South, certainly, the economy played a very important part in the decision making of both, but it would be inaccurate to underestimate the contributions of individuals such as Henry Clay.



ResultsPlus Examiner Comments

This low Level 2 response, shown here in full, has two main weaknesses (1) it puts forward a few sketchy statements about the avoidance of conflict which lack detail and depth (2) at under two sides, it cannot offer proper analysis of a range of causal factors operating in the years 1820-50.



ResultsPlus Examiner Tip

Try to ensure that you write a minimum of 4 sides in response to the Depth Question. That way, you're more likely to offer appropriate range and depth in your answer.

Question 2

This proved to be an accessible question. Most candidates were aware of the the major developments and issues relating to Southern interests during Reconstruction (1865-77). Consequently, the majority of responses offered some assessment of the extent to which Southern interests were served by Reconstruction. Here, particular emphasis was placed on relevant developments or issues such as the 13th, 14th and 15th Amendments, the civil rights Acts of 1866 and 1877, the Freedman's Bureau Act (1866), the 1877 Compromise, the Enforcement Acts (1870, 1871 and 1872), and white discrimination (e.g. the 'black codes' and KKK violence and intimidation). Indeed, the strongest candidates demonstrated impressive range and depth in precisely focused answers. Weaker candidates tended to (1) write a chronological narrative account of the main developments during Reconstruction without relating them explicitly to the question (2) neglect the 'did **not** serve Southern interests' side of the argument.

The agricultural economic structure was still maintained after the abolition of slavery. Freed blacks bought land, and cotton was still the main export from the South, showing that in a way, the South's main interests, way of life, was still protected, just without slave labour.

Although there were many policies brought in to promote equality, the South were still able to create laws such as the Jim Crow laws, and black codes, literacy tests, in order to get around the 15th amendment. They were preventing equality, one of their further interests, showing that reconstruction did in fact serve southern interests.



ResultsPlus Examiner Comments

This mid-Level 3 response is broadly analytical but offers limited detail and development. Here, for example, the candidate's assessment of the extent to which Reconstruction served Southern interests lacks depth.

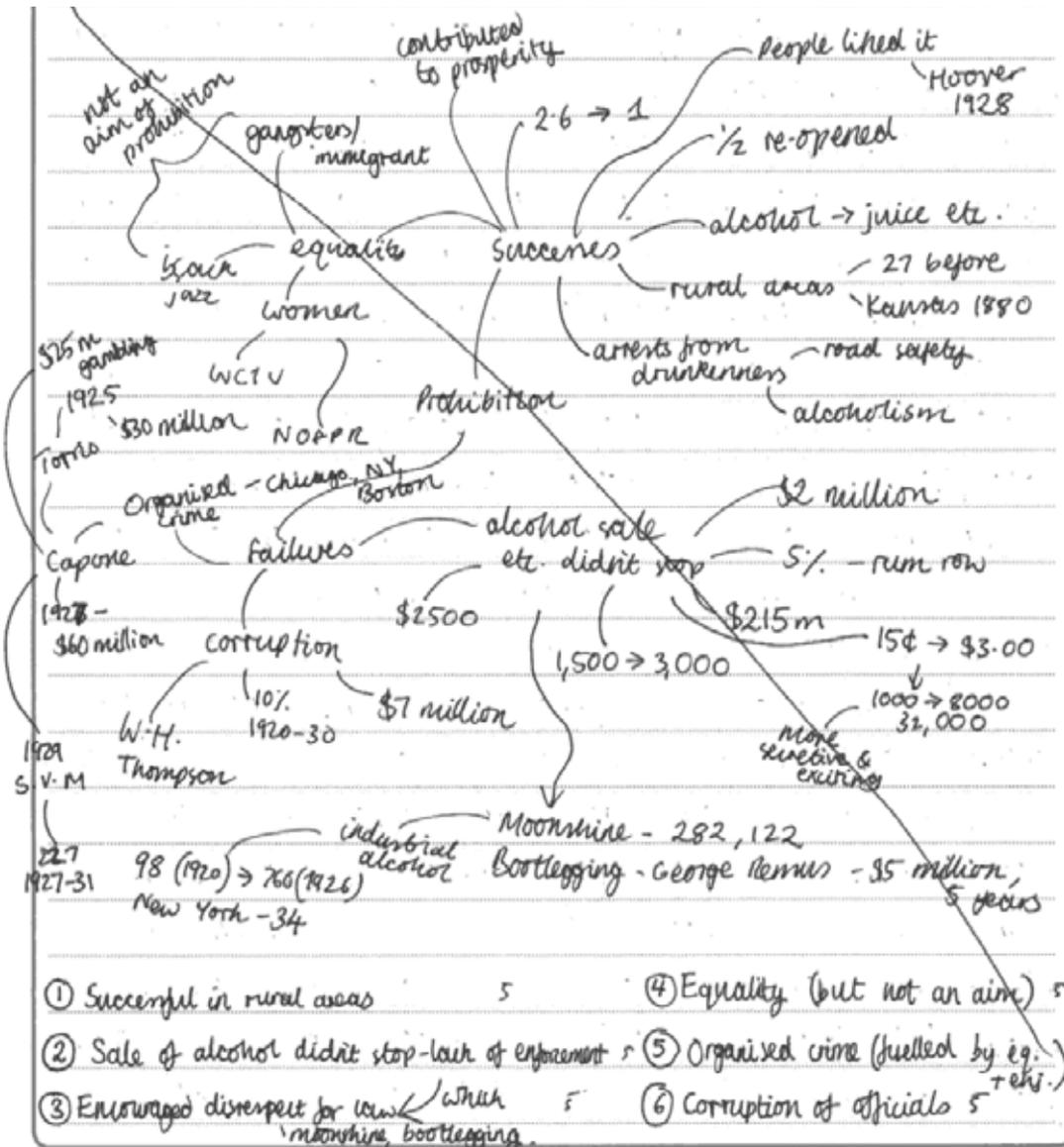


ResultsPlus Examiner Tip

To gain high marks on the Depth Study question, you must have a sound subject knowledge. Check the specification for the key topics.

Question 3

Quite a few candidates who attempted this popular question were let down by a lack of detailed knowledge about the 'successes' of Prohibition (1920-33) and thus produced unbalanced answers. Other low-scoring responses offered sketchy or inaccurate descriptive accounts of Prohibition which lacked focus on the question. The best answers demonstrated good range and depth in assessing the success/failure debate with particular focus on the extent to which (1) the law was observed in rural and urban areas (2) there was a reduction in alcoholism, drink-related crime and per capita consumption (3) federal enforcement was effective (4) the measure promoted a black market and criminal activity.



ResultsPlus Examiner Comments

This high Level 4 response begins with a brief but detailed plan which helped the candidate produce a well-focused and clearly structured analysis in response to Question 3. The plan lists the main points for development concerning the successes and failures of Prohibition.



ResultsPlus Examiner Tip

Higher level responses are frequently based on brief plans which summarise the main points for development and offer a logical structure for the analysis. Take a few minutes to plan out your answer before you start writing your response. That way, you're more likely to produce a relevant and properly organised essay.

Question 4

On Question 4, weak responses tended to offer a descriptive account of the main right and left-wing critics of the New Deal with little or no consideration of how these influenced Roosevelt's actions and measures. Other low-scoring answers focused solely on one source of criticism (e.g. the Liberty League) or else mainly considered the actions of the Supreme Court. The strongest candidates balanced the role of the right (e.g. Republican Party, Liberty League, business interests such as US Steel) against the impact of the left (e.g. socialists and communists, Huey Long, Francis Townsend and Father Coughlin) in an answer which offered good range and depth in terms of the influence both sides brought to bear on specific New Deal measures.

However the left-wing opponents of FDR's New Deal also held great power and factored heavily into his 'Second New Deal' of 1935-39. This is because despite never being a left-wing-biased nation, the struggle of the USA in the Great Depression and the 8-10 million unemployed from 1933-1940 caused a far more radical outlook to develop. Therefore Roosevelt's Second New Deal focused to quite an extent on

(Section A continued) the demands of the left - relief for the people and a way of recovery. This can be seen in the 1935 Social Security Act which was the foundation of the welfare system of America, as well as the 1938 Federal Farm Bankruptcy Act which aided agricultural workers in keeping their farms. The Second New Deal also included much more focus on reintroducing employment prospects in the form of the Public Works Administration of 1937 which employed in its time over 7 million workers and provided them with new skills bases and a steady wage. This was far more radical than any other president since Lincoln and so ~~it~~ it ~~is~~ is said that the left had much more success in challenging Roosevelt's New Deal in the 1930s.

Furthermore, the left had much stronger ~~figures~~ figures for opposition than the Right. ~~Figures~~ characters like Huey Long were seen as potential presidential candidates in the 1936 elections. In fact, Huey Long was so popular that he was to run, however was assassinated, but it was said that public opinion polls registered Long as above Roosevelt in favourability. Moreover ~~its~~ campaigns such as End Poverty in California and Share our Wealth struck such a chord in ~~the~~ American citizens that they posed a direct threat to Roosevelt's New Deal, which remained overall quite right-wing. Father Charles Coughlin, who ran a radio programme in a religious state along the

(Section A continued) 'bible belt' rallied quite a large group of supporters for his radical thinking, which shocked FDR's administration and prompted ~~him to~~ FDR to rethink his method of recovery. This shows that the Left was more successful at challenging the New Deal.



ResultsPlus
Examiner Comments

Here, in this Level 5 extract, the candidate offers a detailed and sustained analysis of the influence left-wing opponents had on the New Deal. Note how the arguments are clearly linked to the question. The same approach was adopted when looking at right-wing critics.

Question 5

Most candidates who attempted this question were able to discuss the role played by the North's 'passionate attachment' to the Union in bringing about the American Civil War and then weigh this stated factor against others (such as the consequences of Southern secession and the impact of Lincoln's election). Better responses integrated source material and candidates' own knowledge to develop an argument about the reason(s) for the Civil War 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. 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 answers 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.

When looking at possible causes for the start of the Civil War within the United States, there are many factors that need to be analysed with regards to how influential they were in causing it. Source 1 states that "how does one account for the North's vehement refusal to agree to secession, its passionate attachment to the Union? This would suggest that it was the North's failure to let Southern states secede and their attachment to maintaining the Union that caused Civil War. It was well known that Southern states such as South Carolina had wanted to secede from the Union for quite a long time, the fact that the North wouldn't allow it to happen meant that tensions rose, the people in the North were not pleased that they were basically under Northern control. The North failed to realise that the South's reasoning for secession was one of pride and wanting to continue their unique lifestyles.

Source 2 suggests that it was in fact Lincoln's election to President that caused the Civil War, "could South Carolina endure the rule of a Northern President and of a Northern majority elected upon a programme of hostility to slavery? This is stating that Southern states such as South Carolina were going to find it very difficult to live under a Northern President that was so opposed to something that was a key feature of their society (slavery), this distrust and dislike with the new President also stemmed from the fact that Lincoln had won the election solely because of the sheer volume of states and people in the North compared to the South, the Southerners felt it was highly unfair, and in fact, highly undemocratic.

(Section B continued) Source 3 also takes the route of Lincoln's election being one of the causes behind the start of the Civil War, it states "Lincoln's election itself, independent of the policies he and his party might have pursued, represented an assault on the honour and well-being of the South" this is reminiscent of what Source 2 states about the fact that Southern honour being completely disregarded by the election of Lincoln, so the fact that he was anti-slavery and was leading the country, hurt their pride a lot and made them change their attitudes greatly. With regards to Southern changes of attitude, links can be drawn between the election of Lincoln, and John Brown's raid. Both were significant events that changed the way Southerners saw their country and the struggle they faced.

On balance, the evidence would suggest that the North's attachment to the Union did play some part in causing the Civil War, other factors had a much more profound effect on the start of it. Although it would be fair to say that if the North hadn't been so attached to the Union then War would not have happened, the same could be said for the fact that if Lincoln hadn't been elected.



ResultsPlus

Examiner Comments

This Level 2 response illustrates two common weaknesses in low-scoring answers to the Controversy question. The candidate adopts a basic source by source approach with minimal cross-referencing and adds 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 candidates were able to offer a reasoned explanation for the Confederacy's defeat in the Civil War based on the competing views set out in the three sources (Northern economic strength, the problems associated with Southern localism, and superior Union military and political leadership). Most could also draw on a sound knowledge of the key events and developments between 1861 and 1865 which helped to determine the outcome. Once again, stronger responses integrated cross-referenced source material with 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 responses uncritically accepted the Northern economic strength viewpoint and failed to consider properly the other arguments set out in the extracts.

Source 6 also highlights the theory that Northern political leadership won them the war. It says "Lincoln's remarkable abilities gave him a wide edge over Davis as a war leader", Lincoln had positive relationships with his cabinet, meaning that he could delegate responsibility to them and concentrate fully on the war effort. Davis, however had poor relationships with his cabinet, this is backed up by source 4 which says "President Davis could not get the states to pull together in a common war effort". Some historians even say that if Lincoln

(Section B continued) had been President of the CSA, they might have won. Showing that political factors played a part in the North winning.



ResultsPlus Examiner Comments

This candidate has produced a Level 3 answer by extracting some relevant information from the sources and integrating a moderate amount of own knowledge. In this extract, sources 6 and 4 are cross-referenced reasonably effectively to develop the point about the superior political leadership of the North. However, there is scope to strengthen this argument by (1) introducing relevant information from source 5 (local Southern resistance to the Richmond government), and (2) integrating more detailed own knowledge about the leadership of Lincoln and Davis.



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 will find it easier to integrate the two elements in the actual essay.

Question 7

Most candidates found this question accessible. Overall, the sources were used effectively and appropriate own knowledge was included to develop the argument about the cause(s) of the 1929-33 US Depression. Stronger responses offered a sustained analysis, based on the cross-referencing of the extracts and the integration of source material and relevant own knowledge, to reach a convincing judgement on the role of the banks. Low-scoring responses tended to exhibit several weaknesses - (1) relying on a descriptive essay which was inadequately linked to the sources provided (2) poor or non-existent integration of source material and own knowledge (3) a 'potted' summary approach to the sources (4) an uncritical acceptance of a familiar viewpoint (e.g. the role of international economic factors or the flawed US banking system) to explain the Depression which failed to consider properly the other arguments set out in the sources.

Hoover had little control over the Federal Reserve Board, which is one reason why they were slow to act in October 1929. The Federal Reserve Board increased interest rates through the 'Tear Money' policy, instead of liquidating money. This caused banks to call in

(Section B continued) their money, and many to collapse due to the lack of government support. Source 7 describes the small banks as 'amateurishly managed and largely unsupervised', which they were. Due to the speculation that occurred in the 1920s, which source 8 mentions and 9 both mention, banks were not able to pay back bigger banks, and ended up spending the public's money. ~~the bank of Kentucky~~ ^{after the wall street crash} The bank of Kentucky was one of the first to collapse, and this was followed by many more in the Mid-west. By 1931, ³⁹⁰⁰ ~~3000~~ banks had ^{failed} collapsed, compared to '600 bank failures a year' during Coolidge's presidency. ~~Hoover~~ Hoover failed to regulate banks even after the Wall Street Crash, there were no 'effective means for ensuring bankers or stockbrokers were honest' due to Hoover's policies of minimal intervention. Incompetent bankers and stock brokers continued to advise their 'ignorant but greedy clients' as Source 7 mentions, because Hoover was willing to let the economy right itself. In order to help banks he introduced the National Credit Corporation in 1931, \$500 million was ~~made~~ donated by the big banks and businesses in attempt to help the failing banking system - however only \$10 million was spent due to conservative bankers. In addition, the RFC was introduced in 1932 - ^{banks} \$2 billion ~~was~~ were used to restore confidence in banking, and other ^{institutions}

industries such as construction. However, the RFC failed to curb banking failures, ~~although~~ Although it provided some jobs due to the Boulder Dam Project which provided irrigation, hydroelectric power and flood control, ~~most~~ ^{50%} of the funds went to ~~the~~ ^{the} 7% of the richest businesses. Also, \$90 million went to the bank ^{of the man} in charge of running the RFC. Hoover's failure to get involved in the economy caused funds to help the failing banks go to the wrong places. ~~Instead of being~~ ^{it is happened} Source 7 states, 'instead of being used

(Section B continued) to strengthen the central banks, which could have helped smaller banks. The ~~weakness~~ ^{severity} was due to ~~the~~ the failing American banking system, sources 8 and 9 back up source 7 by mentioning speculation. Source 9 states 'This, in turn, triggered off the collapse.'



ResultsPlus Examiner Comments

This Level 4 response integrates source material and the candidate's own knowledge to good effect. In this extract, the candidate develops an argument to support the stated claim that the weakness of the US banking system was responsible for the severity of the Depression. Short quotations from the sources and the candidate's own detailed knowledge are deployed effectively to make the case.

Question 8

This proved to be a popular question. Many candidates made good use of the sources and their own knowledge to develop a confident line of argument on the New Deal relief-recovery debate (1933-39). The strongest responses offered a sustained source-led analysis with impressive range and depth. Many in this category provided extensive cross-referencing of the sources to reach informed and nuanced judgements about the extent to which the New Deal delivered relief and recovery. Weaker ones tended to produce (1) a largely unsupported commentary on the New Deal relief and recovery measures which was inadequately linked to the sources provided (2) a basic 'potted' source by source commentary with little or no cross-referencing which prevented the development of a support/challenge approach (3) a generalised narrative account of the New Deal which barely addressed the question. A minority also failed to notice that 'optimistic' Source 11 did not go beyond 1937.

McCoy and Farmer both praise the legislation that brought about relief during the New Deal. McCoy claims, "Employing numerous alphabetical agencies, the administration brought relief to most of the destitute", deeming Roosevelt's relief initiative to be the New Deal's "greatest success". Indeed, the variety of relief agencies, such as the Civilian Conservation Corps, the Civilian Works Administration, the Public Works Administration and the Works Progress Administration in March 1933, November 1933, June 1933 and April 1935 respectively did provide effective relief by ~~pro~~ creating immediate jobs for the unemployed and thus preventing them

(Section B continued) from slipping into poverty. The CCC, for example, had employed 500,000 people by 1935, the ~~the~~ CWA employed approximately 4 million and the WPA was even more extensive, employing ~~the~~ 20% of the workforce by 1941 with a budget of \$45.5 billion. Farmer agrees that the relief agencies ~~jobs~~ were successful, claiming that when Congress spent "93.75 billion on relief and public works" in April 1938, "the economy began a slow upward climb" indicating that the

relief agencies were beneficial and essentially the key to longer term recovery. This can be supported by Leavon, who states that unemployment "fell to 14.3 per cent in 1937", which can surely have been helped by the relief agencies and the employment they provided. Even in 1936, unemployment had fallen from approximately 18 million in ~~1929~~ 1933 to 6 million, indicating that relief had been adequately provided. Furthermore, McCoy notes that the relief agencies were "supplemented by the Social Security Act", a measure ~~of~~ of 1935 which provided basic welfare for the elderly and the unemployed, expanding the role of Federal Government in caring for those in need and instilling confidence ~~back~~ back into Americans. It seems that Roosevelt's relief programmes enjoyed much success in providing immediate employment and welfare for Americans.



ResultsPlus
Examiner Comments

This high Level 5 response possesses several strengths. Here, the candidate uses all the sources, together with detailed own knowledge, to develop a well-informed case for the view that the New Deal delivered important relief measures. Note, too, how the section ends with a brief evaluation.

Paper Summary

Based on their performance on this paper, candidates are offered the following advice:

In Depth Study question

- Candidates must provide more factual details. Candidates need to ensure their subject knowledge conforms to the specification. Weaker responses usually lacked range and/or depth of analysis.
- Stay within the specific boundaries of the question – for example, some candidates explored issues outside the relevant time periods.
- More candidates would benefit from planning their answers more effectively.
- In order to address the question more effectively, candidates need to offer an analysis not provide a descriptive or chronological account. Many candidates produced answers, which were focused and developed appropriately.
- Some candidates need to analyse key phrases and concepts more carefully.
- Some candidates could have explored links and the interaction between issues more effectively.

Associated Historical Controversy question

- It is suggested that the students who perform best on Section B tended to be those who read the sources carefully, accurately and critically; recognised themes and issues arising from the sources, then used these to address the question. Some candidates potentially limited themselves by closing off potential areas of enquiry by seeking to make the evidence of the sources fit the contention in the question, without full thought to the issues within the sources, or by using the sources to illustrate arguments without relating evidence to other sources or own knowledge.
- 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.
- 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.
- Candidates should avoid memorised 'perspectives' essays and base their responses on the issues raised by the sources instead. The Associated Historical Controversy question is an exercise in interpretation not historiography.
- That said, there were very few really weak responses. The impression was that the substance of the source at least enabled candidates offer some development and supporting evidence. In such cases though, candidates often struggled to extend issues with own knowledge, or really analyse the given views.
- There was also a correlation between those candidates who reviewed all sources in their opening paragraph and high performance. Whilst a telling introduction is not essential, the process of carefully studying the sources to ascertain how they relate to the statement in the question, prior to writing the main analysis, allows candidates to clarify and structure their arguments.

Grade Boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:

<http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>

Ofqual



Llywodraeth Cynulliad Cymru
Welsh Assembly Government



Pearson Education Limited. Registered company number 872828
with its registered office at Edinburgh Gate, Harlow, Essex CM20 2JE