

Examiners' Report June 2013

GCSE History 5HA02 2C

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Introduction

This year's paper proved accessible to all candidates and responses suggest that, with the possible exception of Questions 2a and 3a, there was little misunderstanding of what was expected. Indeed, the paucity of blank responses shows that candidates were comfortable with the material covered and answered with confidence and knowledge.

As centres prepare their candidates for next year's paper, there are several lessons learned from the 2013 paper which may prove of benefit.

Question 1a presented few problems, but there were some answers which made inferences from what the candidates knew, rather than what the source said. Candidates need to take note that the questions asked specifically for inferences from the source.

Some of this year's questions centred on popular topics (eg women and prohibition). Candidates must take care, however, that this does not lead them to writing narrative at the expense of addressing the question directly. So Question 1c is on effects and Question 2 is on change.

Considerable care must be taken in reading the question. It is easy for candidates to slip into answering a question in a way which reflects how the content may have been last addressed in the classroom. This can result in discussion on the causes of eg the Wall Street Crash (Q3a), when the question asks about its impact.

Candidates may also benefit from considering a less holistic approach in their answers. For example in Question 1c there was a tendency to write about the changes that occurred as if this applied to all women across the USA. It is very much the case, that the flappers represented a changing attitude but certainly did not have a lifestyle which reflected the norm for most women.

Question 1a

Candidates had few problems with this question and many of them inferred American society was not a fair one, or was racist - and supported this by showing the growth in Klan numbers. Some candidates made inferences about the Klan itself or fell into the trap of paraphrasing the source instead of making a valid inference (*I can learn that the Ku Klux Klan became much larger*) which resulted in lower reward.

One thing I can learn from source A is that American society (especially in the deep south) was very racist. This is because source A describes the way racism towards minorities was not just ~~8~~ apparent in the working class but also in the rich sector.



ResultsPlus Examiner Comments

This answer goes straight to an inference (*'American society was racist'*). The comment that this was *'especially in the deep south'* cannot be rewarded as it cannot be inferred from the source. Support for the original inference is provided by paraphrasing the source to show a wide spectrum of Americans joining the Klan.



ResultsPlus Examiner Tip

This is a question which does not require extended writing. Make your inference straight away and then quote or paraphrase the source to support it.

Question 1b

Although some candidates digressed from the focus of the question by writing about the collapse of the Wall Street stock market in 1929, this question generally saw responses which showed a good understanding of how the US stock market operated in the 1920s. Most answers included material on how share buying became almost a national pastime and how 'buying on the margin' allowed for large numbers of Americans to be involved. Linked to this, but accepted as a separate feature, was discussion on how the share buying craze was really just an example of uncontrolled speculation.

The most perceptive responses were those which explained how one of the features of the stock market boom in the 1920s was that it prepared the country for financial chaos when the inevitable market 'correction' occurred.

One key feature of the stock market boom in USA in the 1920's was that many people were buying on the margin. This meant that American's only had to put down 10% of their share price and would borrow the rest. In a few weeks when the share price had increased, they would sell their shares and pay the rest of their borrowed money back and would still have some money extra left for them.

Another key feature of the stock market boom was ~~there~~ speculation. This was the buying and selling of shares just to make some money. Most American's didn't know much about the shares they were buying ~~and~~ but all they wanted was some extra money. This was successful, American's made quick and easy money just by ~~to~~ buying and selling shares. This made the stock market boom as trade of shares was high.



ResultsPlus Examiner Comments

Although the answer is a little repetitive, two features are discussed, with some factual detail provided. It therefore scores comfortably in Level 2.



ResultsPlus Examiner Tip

On this question, the examiners are looking to see how well you know the topic in the question. So you should give as much detail as you can. They are also looking for two 'features', so try to organise your answer into two separate 'sub-topics'.

Question 1c

This is one of the favourite topics for candidates studying this specification. Whenever questions are set on women in the 1920s, lengthy responses provide detail of changing fashion, attitudes to alcohol and towards men. It is unfortunate that so many of our candidates seem to believe that the vast majority of American women had become flappers during the boom years. Of course, there was significant change for a minority of women and so discussions of a less conservative life style were rightly rewarded at Level 2. Where candidates took a more realistic picture of the country as a whole and explained that for many women life continued much as it had, then Level 3 was achieved. High reward was also given to those candidates who explained that the changes in lifestyle for some women reflected a change in attitude about their place in society (in some women and also some men) at this time.

The roaring twenties had an impact on the women in the USA's lives. This was when women's appearance and personalities changed. At the time the USA was booming economically. They also had money from WWI which meant the country was doing well.

During 'the roaring twenties' a new type of woman arose. They had short bobbed hair, wore shorter skirts and were allowed to drink and smoke in public. These women were named flappers. This was totally against the traditions of women as they were seen to be elegant and 'ladylike'. This meant they were traditionally meant to have long hair, long skirts and no smoking or drinking in public, however this changed.

Flappers ~~came around~~ came around due to women working in factories and labour jobs. As when working they had to have short hair and ~~could~~ could not wear long dresses, they decided to keep this new look

after they had finished working.

Due to women working during the war, they showed hard and good work therefore this opened up more equal rights and more jobs for women due to them showing good work ethic. ~~and~~

Eventhough this happened some women stuck to their traditions. They saw flappers to be against social norms and values. This meant the women were ~~also~~ divided.

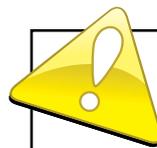
As well as this women also were still unequal to men as there was still no equal pay, also women were only allowed to do certain jobs that were considered jobs for women such as nurses. This meant there was still a clear divide between men and women however women were slowly climbing to the top to reach the same level as men.

Overall the 'roaring twenties' helped women overall as they were allowed to dress differently and work however some did not and ~~they~~ ^{they} were still unequal with men.



ResultsPlus Examiner Comments

This answer provides detail of the changing appearance of women and the focus is primarily on fashion and hair styles. This puts it in Level 2. However, there is some recognition of change in the comment 'This was totally against the traditions of women, as they were [previously] seen to be elegant and ladylike.' This took the answer into the bottom of Level 3.



ResultsPlus Examiner Tip

Don't forget that this question is about the 'effects' on women. So make sure you don't just write about women at the time. Be careful to explain how things were different. Did this apply to all women?

Question 1d

Candidates had a good knowledge of the car industry in the USA in the 1920s and often wrote at length about its impact. This was not always with a focus on why the industry was important, and so marks were often restricted to Level 2.

Where candidates could explain the wider impact of the car industry, and its importance in stimulating other industries, or changing the nature of American society, then Level 3 was awarded.

Moreover, the car industry benefitted other industries such as glass, rubber and wood. With these industries benefitting, more workers were able to be hired to work there, thus creating more jobs. With these other industries booming, money was circulating the US economy well.

Furthermore, with cars becoming more and more popular, new roads were needing to be being built. This encouraged travel and rural areas were not so isolated. With travel increasing in popularity, new restaurants and hotels were being built to keep up with demand. This also benefitted the USA and kept it's economy going.



ResultsPlus Examiner Comments

This is a very strong answer. The first side of the response (not shown) explains how car making became more efficient and how the growth in sales brought jobs in the car industry. This was good detail, but did not reach Level 3 as it did not address the wider importance of the industry.

However, the final two paragraphs clearly explain how the car industry benefitted other industries and also had a social impact ('rural areas were not so isolated'). This took the answer to the top of Level 3.



ResultsPlus Examiner Tip

Remember that this is a question about causation. You are asked 'why' the car industry was important. It is difficult to see how writing about the techniques of car-making can answer that question - unless you are showing that better processes meant cheaper cars, which meant.....! In that case, do you need the detail of what those better processes were?

Question 2a

There was little difference in the numbers opting to answer Q2a and Q2b. This was surprising as many of the responses to Q2a were disappointing and 2b was on a popular topic.

The question asked candidates to explain how the lives of farmers changed in the years 1919-29. Those candidates who knew their material talked of an immediate post war boom, followed by a decline brought on by over-production, declining prices, prohibition and synthetics. Where answers explained the element of change, Level 3 was awarded.

Unfortunately, a minority of answers focused on the Dust Bowls, which were a phenomenon of the 1930s, or talked about the negative impact of the Wall Street Crash, without explaining how the crash affected farming. In fairness, it was difficult to make a case for a significant impact by the end of 1919.

Question 2b

Prohibition is another topic which appeals to many of the candidates and, as a result, there were many detailed responses giving full information on the activities of the gangs and the impact of prohibition. A common approach to teaching prohibition is to consider the reasons for its introduction. This was apparent in a number of answers which tended to spend rather too much time considering why prohibition was introduced, rather than how attitudes to it changed.

There is, of course, a strong link between the reasons for introducing prohibition and attitudes towards it, and best answers were those which explored this link. Highest rewarded answers were those which explained that prohibition was favoured in 1919 (at least by some Americans) but support dwindled as many Americans found ways around the ban and as crime developed around the illicit alcohol trade. Finally, in 1933 the official government attitude change as prohibition ended.

Candidates who followed these changing attitudes (or indeed took a non-holistic approach and argued that the attitude of many Americans never changed, as they hadn't ever supported prohibition) were rewarded at Level 3.

In 1919, many groups and people believed that alcohol ^{increased} ~~caused~~ more violence and family break-ups in America. They also believed that giving immigrants alcohol caused them to act even worse and made these actions uninhibited. So in 1920, as an attempt to stop the affect of people ~~was~~ drinking alcohol, Prohibition, the banning of drinking, making and selling alcohol was introduced.

However, people still drank. Prohibition made drinking and the affect even worse. Speakeasies were created where people sold alcohol.

In these clubs people began to gamble and prohibition increased as gangs ran the speakeasies and used it to their advantage. The alcohol sold in the speakeasies was called 'moonshine' and 'bootleg', however, the alcohol produced caused many of people to become ill. People hated the Prohibition law so much that they began to break other laws also as they lost respect. The gangs who ran these speakeasies competed with each other for control in the trade of alcohol. Men were killed in these fights as a result of the competition. Crime increased. People began to believe Prohibition caused more problems than it solved.

Gang members like Al Capino had so much money they often ~~brought~~^{bribed} over the law which meant that they were never prosecuted ~~against~~ for their crimes. The gangs began to charge local businesses to pay for 'protection' this only increased the money gangs received. Gangs began to run America.

Prohibition was hated by many people and believed to have the opposite affect of its aims.



ResultsPlus Examiner Comments

The candidate knows a significant amount about prohibition, but falls into the trap of 'writing about prohibition', rather than explaining the changing attitudes towards it. The last two lines are an attempt to discuss attitudes, but there is not sufficient explanation to lift the answer into L3.



ResultsPlus Examiner Tip

Remember that this is a question about changing attitudes towards prohibition, not about prohibition itself. Explaining how gang violence led to a decline in support for prohibition is valid and rewardable, but details of all violence and killing on its own is not going to get you a high mark.

Question 3a

This question revealed some surprising errors in candidates' responses. The question asked them for the greatest impact of the Wall Street Crash and gave them the options of homelessness, unemployment, problems for the banks and loss of confidence in Herbert Hoover.

Surprisingly, a number of candidates read 'loss of confidence in Hoover' as 'loss of confidence by Hoover'. We had not expected such a reading and, those candidates who adopted this approach found it hard to make valid comment about this factor. Fortunately, it is still possible to reach the highest marks by addressing only three factors.

Another problem revolved around the fact that teaching of the Wall Street Crash generally focuses around its causes and its impact. Some candidates rather 'forgot where they were' and wrote complete answers on the causes of the Crash (though, again, they had difficulty working Hoover into this).

Having said this, most candidates wrote knowledgeably on homelessness. The banks and unemployment and where they were able to show impact (rather than just detail) reached Level 3. Hoover proved a little more tricky, but the answers recognised that loss of confidence in Hoover led to Roosevelt and the New Deal.

There were good attempts to prioritise with an interesting variety of choices for the 'most important' factor.

Question 3b

Candidates had few difficulties with this question and there were many good answers explaining the importance of various measures undertaken by Roosevelt in the New Deal. Unsurprisingly, candidates tended to concentrate their arguments on the measures in the First New Deal, though some did bring in information from the later period. Argument generally centred on the impact of individual measures, their longevity, or in the case of the dispute with the Supreme Court, the extent to which they presented a challenge to the Constitution.

Many people argue that the National Recovery Administration was the most important feature of the New Deal as it included the PWA (public works administration) which ^{helped to get} ~~gave~~ people jobs, as well as Blue Eagle which was a symbol used on products that showed fair wages and working conditions had been used. However, the Supreme Court deemed the NRA to be unconstitutional ~~so~~ this was replaced with the Wagner Act in 1935 which gave all workers the right to join a trade union. One of Roosevelt's most successful features of the New Deal was the TVA (Tennessee Valley Authority). This involved the construction of dams in areas of flooding, and it provided cheap electricity to the surrounding areas as well as providing jobs in the construction of the dams. Many industries would move here to get ^{cheap} electricity, which helped to industrialise rural areas. The New Deal also included measures to help farmers such as the AAA (Agricultural Adjustment Act). This act encouraged farmers to ~~change~~ ~~crop~~ not just farm one crop and payed them to farm other crops. This act was another act that was deemed unconstitutional by the Supreme Court, so it was replaced by the Resettlement Act (RA) which helped farmers. The CCC ~~was~~ ~~was~~ (Civil Conservation Corps) ~~is~~ seems to ~~be~~ have been a temporary feature as it provided 2,000,000 jobs but only for 6-9 months. Many people would not find jobs after this. ~~It~~ In the Second New Deal Roosevelt also included the Social Security Act which provided pensions and benefits, and also the Works Progress Administration which

involved Roosevelt spending money to reduce unemployment. Roosevelt was criticized by people such as Father Coughlin who thought Roosevelt didn't go far enough with his New Deal. Some of his features of the New Deal were overruled by the Supreme Court, so he tried to add 6 more members who were loyal to him. This was deemed out of his power, but from 1936 onwards the supreme court did not overrule any of his plans.

I think that the NRA was the most important feature of the act as it was deemed unconstitutional and was considered to be temporary, although it helped relations between employers and employees. I feel that the TVA was the best feature as it helped to industrialise rural areas and provided both electricity and jobs as well as preventing floods.

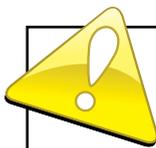


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Examiner Comments

This answer shows a common approach. Information is provided on a number of factors within Roosevelt's New Deal. Detail is given on the NRA, the TVA, the AAA and CCC with further information on the Second New Deal. There is a degree of explanation (though not strong) which takes the answer into Level 3.

The attempt to prioritise results in further reward, but there is no valid attempt to compare the relative importance of the two factors considered.



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Examiner Tip

Remember when you are prioritising, it is not enough to just say 'this was the most important because...'. You need to say 'this factor was more important than that factor' and explain why by referring to both factors.

Paper Summary

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

- Candidates must make sure that they do not just write on the topic in the question, but instead address the relevant concept driving that question (change, causation etc.).
- Inferences in Question 1a must come from the source, not own knowledge.
- Answers would benefit from candidates considering whether a more non-holistic approach might more accurately reflect the position with regard to the topic they are discussing.
- Whilst explanation is becoming more common in Question 3, centres need to continue to work with their candidates on how to prioritise effectively.

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