

# ResultsPlus

## Examiners' Report January 2010

### GCSE History 5HA02 2C

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## GCSE History 5HA02 2C

### General comments

It was pleasing to see a good standard of responses from candidates in this first session of the new modular examination. Whilst it is undoubtedly the case that, after just one term's study, candidates often wrote with less sophistication than they would have at the end of two years, it is also true that the more focussed assessment approach used in a modular course brought advantages. Although candidates may have written less well, there were fewer who knew little or could not answer some of the questions than in the old linear examination.

The paper requires candidates to answer six questions in 75 minutes. It was surprising that some candidates managed to write at considerable length in this time. However, often some of the material provided was not focussed on the question. Relevance rather than length is the key to high marks. Examiners want to see that candidates know the material and can organise it effectively to answer the question set. There is only so far 'saturation bombing' will take candidates.

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

Despite the length of some answers, there was little indication of candidates having insufficient time to answer all the questions, though a little evidence of 'rushing'. It seemed that some centres had recommended their candidates to begin with Q3 as it carries the largest number of marks. Since the questions are not chronological this is a perfectly valid approach. However, as exam technique on the new specification grows, centres may feel less need to give this advice.

The approach to individual questions is considered in the reports on the separate options. An example from a candidate's response in the examination is given for each question. Please note that part answers only are given as exemplification, not full answers. However, a general summary of areas for improvement in the approach to some of the question types (which are common across the three options) may prove of benefit to centres.

- In Question 1(a) candidates tended to write at too great a length. It is sufficient to make an inference, support it from the source and move on. The reliability of the source is not a relevant issue
- In Question 1(c) candidates need to remember that the question is on effects. They should not give an account of the event mentioned in the question, but confine themselves to its impact.
- Similarly, in Question 1(d) answers should limit themselves to causes, not a description of the event or policy.
- In Question 3, not all four given factors need be addressed, but for those factors which are considered, candidates will only score high marks if they explain how those factors brought about the stated outcome. Highest marks require candidates to prioritise factors, which cannot be done merely by asserting that one was more important than the others.

## 5HA02C: The USA 1919-41

### Question 1(a)

In this source-based question, candidates were asked to make inferences about the impact of immigration on the USA from a short secondary source. The most obvious inferences from this source were that attitudes changed or that immigration was controversial.

Inferences are judgements which can be made but which the source does not state directly. The key to answering this type of question is to make the inference and use the wording of the source only as support for an inference. An inference should not be made by using the words of the source, as that is likely to produce paraphrasing.

So candidates who stated that 'At first some Americans welcomed the immigrants. But by the 1920s many had turned against them' were copying the source, not making valid inferences and were marked at Level 1. Those who argued that the immigration was controversial because 'there were organisations like the Ku Klux Klan campaigning against it and saying America was a garbage can.' were rewarded at Level 3.

On this question, many candidates brought in their own knowledge, either to make an inference or to provide a historical context. This is not a correct approach to the question. Both inferences and support must come from the source.



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Examiner Tip

To gain high marks, you must support your inference from the source. The best way to show that you are doing this is make a direct quote. Why not say 'I know this because it says ...'?

From source A we can learn that the impact of immigration in the USA stopped is that they stopped immigrants coming in. USA also did not like these people being in their country that is why the Ku Klux Klan party came because they did not like them and they did all sorts to them.



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Examiner Comments

This answer does not contain a supported inference. It is not true that the source says the USA stopped immigration. It is true that it shows that the USA (at least some of it) did not like immigrants, so there is an inference. There is a possible inference in the suggestion that the KKK flourished partly because of immigration. So the answer is Level 2. (3)

**Question 1(b)**

This question provides the opportunity for candidates to show that they have a sound understanding of key facts around an important event in the specification. Marks were awarded for providing factual support for statements made, with two well-supported statements marked at the top end of Level Two. Consequently it is very good exam technique for candidates to ensure that examiners are aware that separate points are being made by using such terms as 'firstly' 'secondly', 'another way'.

In this question, candidates were asked to describe the problems faced by farmers in the 1920s. There were many good answers on the impact of declining demand after the First World War and on the effects of prohibition and the introduction of synthetic fabrics. Where these features were linked to the ensuing problems for farmers, then high marks were readily awarded.

Details of the Dust Bowls in Oklahoma in the 1930s were not relevant in this question.



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Examiner Tip

The question asks about 'problems faced by farmers'. Why not go straight into the answer by using the words of the question? A very effective way to start would be 'One problem which farmers faced was...'

Many farmers faced challenges after the war. One of these challenges was over-production. After the war, farmers who were once making goods for other countries no longer were because the countries wanted their independence. This was a problem for American farmers as they had bought more land which was now producing too much food. This over production led to prices lowering in an attempt to keep up with demand.

Another issue was prohibition. When alcohol was banned, ingredients such as grapes fell significantly in demand. This was a problem because if less is sold, less money is made.



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Examiner Comments

This candidate has identified over-production and prohibition as problems. Good support is given to over-production but there is not enough for full marks. What was the result of lowering of prices? The support for prohibition is weaker. Consequently the answer was marked in Level 2 (5)

### Question 1(c)

Part (c) questions test a candidate's knowledge of the effects or impact of a particular event or policy. They are not an opportunity to write about the particular event or policy in the question. So many candidates wasted their time on this question by describing why Prohibition was introduced and the evils of drinking.

What examiners were looking for was not a description of the policy, but its effects – in other words, what it caused to happen. Almost all candidates were able to describe how the ban on alcohol was overcome by the production of moonshine or by bootlegging. Knowledge of gangsterism was also impressive. Level 3 answers were those that were able to explain the significance of the effects, often by taking an 'overview' of the impact. These answers argued that the effect of Prohibition was not to produce a wonderful new society, but to undermine the American people's respect for the law and turn many Americans into petty criminals.



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#### Examiner Tip

To avoid wasting time by providing irrelevant material, why not begin the answer with the statement 'A major effect of Prohibition was...' It is an excellent way to make sure answers are focussed on the question

Sol 5 Q01c

Prohibition ~~was~~ caused many problems in the 1920s. People thought that it would be a good thing to ~~get~~ ban alcohol because it broke up families and made workers unreliable. This was supported by a group called the 'Anti Saloon League'.

However prohibition caused many organised crimes by gangsters and gangs. People were still desperate for alcohol and gangsters gave them what they wanted by opening speakeasies - illegal drinking bars. Illegal alcohol was smuggled in by 'bootleggers' and some people made their own alcohol called 'moonshine'. Moonshine was very strong and often poisonous. A famous gangster called Al Capone made \$60 million a month from speakeasies and by 1925 there were more speakeasies than there ~~was~~ were saloons in 1919.



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#### Examiner Comments

This answer begins with irrelevant material on why prohibition was introduced. Paragraph two provides good detail on gangsterism, but there is no real explanation of the impact or importance of this crime. So the answer is in Level 2, though strongly so. The rest of the answer was less strong and so Level 3 was not attained (5)

### Question 1(d)

Part (d) questions test a candidate's understanding of causation. As in part 1 (c), it does not ask for an explanation of what happened, but requires an understanding of why it happened i.e. its causes.

In this question, the requirement was to explain why there was opposition to Roosevelt's New Deal. Most candidates knew this well and were able to write on the one hand about the end of laissez-faire, fears of Government control and the huge cost - and on the other hand, disappointment that the measures were not more radical, as voiced by, for example, Huey Long.

High level answers gave clear explanations of what lay behind the reasons for the opposition. The Republicans, for example, objected to the cost and to the increase in Government authority. What they really objected to, however, was that the New Deal seemed to be so at odds with their own understanding of the 'American way' - rugged individualism and freedom from overbearing government.

One opposer of the New Deal and probably the most threatening was Huey Long and his 'Share the Wealth' campaign. He believed in everyone <sup>having</sup> ~~owning~~ a fridge and a car, he talked about the huge difference between poor and rich. He felt the New Deal did not do enough and gathered a huge support before being assassinated. He was also known as the Kingfish spreading his rather socialist views on the radio. He was a huge threat ~~at~~ but other people believed that FDR was doing too much, spending too much for little result. Republicans believed he spent too much money, they believed many of his Alphabet Agencies were unconstitutional. But one <sup>problem</sup> ~~thing~~ for many people was that Roosevelt died.

to much power and was becoming  
a dictator, like communist and this  
was during the Red Scare. The Rich  
believed it was unfair to tax those  
who worked hard for there money more.  
But there was also father Coughlin  
who on some occasion called the  
New Deal' the Jew Deal and believed  
it was unholy.

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Examiner Comments

This candidate knows quite a bit about the opposition to Roosevelt, but none of it is explained well or linked effectively to the question. So the answer is Level 2. (5)



## Question 2

Question 2 is a 'process' question. It asks how a particular development or change came about. In this case candidates were asked either to write on how consumer goods changed life for American families or why the American economy crashed. Most candidates chose to answer Question 2 (a) on the impact of consumer goods.

Candidates knew well that during the 1920s many Americans bought their first consumer goods. Candidates wrote at length about such goods as cars, refrigerators and radios (regrettably, some also wrote about television) but not all of them were able to explain in general terms the impact of these goods. Level 3 could not be reached by saying cars enabled people to travel, radios provided entertainment and fridges meant that didn't have to buy food as often. What examiners wanted, and saw in good Level 3 answers, was a suggestion that American society changed as its people became more mobile and more informed. No longer was the next town considered 'another world'. It is also true that it was at this time that America's 'consumer society' began.

Question 2 (b) was misinterpreted by some candidates. The question clearly asks why the American economy collapsed after 1929. An aspect of the answer is the impact of the Wall St. Crash. However, the question did not ask 'Why was there a Wall St. Crash?', which is how some candidates read it. Fortunately for those candidates, some of the causes of the Wall St. Crash (over-production, extended credit, the drop in demand) were also causes of the collapse of the economy after 1929. Consequently, reward could be given. The most secure approach to the question was to consider how the Wall St. Crash caused the economic collapse in the 1930s and explain why the collapse of the stock market in 1929 had a wider impact. Candidates who answered in this manner found it easier to reach Level 3.



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**Examiner Tip**

If a question asks about 'change' a good way to make sure you are given a direct answer is to begin each paragraph with a statement about change. So you might begin your first paragraph with the statement.  
*'One important change brought about by consumer goods was ...'*

The new consumer goods meant that families had more opportunities.

Firstly, they could travel all around their country in the car because cars and gas were at their cheapest. Gas powered and electrical powered goods were starting to replace steam and coal power.

Families could go on holiday much easier as they could just drive there while listening to the radio.

Next families could constantly be up to date with news, stocks, <sup>weather</sup> and films through the radio. They would even be able to find out the latest products from Radio Adverts.

Families could store food items longer

than usual in a Fridge. This meant that they didn't have as much food going out of date before consumption. They would buy food and have more of a chance of eating it all rather than binning it.

Assembly lines made all of this possible, without them the products may still cost too much.

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Examiner Comments

This answer sets out the changes brought about, but at a superficial level (more travel, holidays, up to date with news, less wastage of food) The candidate does not see the 'big picture' and so the answer is Level 2. (4)

### Question 3

This question requires candidates to reach a judgement based upon a number of factors given to them in the question (However, candidates should note that they do not have to consider all the factors, nor necessarily restrict themselves to the ones given. At Level 3 at least two factors must be considered and at Level 4 at least three factors.)

On both the economic boom in the 1920s and Roosevelt's handling of the Depression, almost all candidates were able to provide factual information to expand on the factors provided. Better answers also explained the significance of the factors. Sometimes explanation was superficial, but where it was developed, high marks were awarded. (for example, it was not enough to say '*the Fireside Chats were important because they gave people confidence*'.. What was required was an explanation of why that confidence needed to be restored and why restored confidence would help solve the problems of the New Deal.)

Candidates often tried to consider relative importance by asserting that one factor '*was more important because...*' (and then explaining why that factor was important). What was needed to reach the highest levels was an explanation of why that factor's importance was more significant than another's. (So was the fact that goods were now readily available as a result of mass production more significant than the ability to pay for them as a result of the growth of hire purchase? Did Roosevelt's Alphabet Agencies do more to alleviate social hardship than the welfare measures in the Second New Deal?)

Very best answers were those that showed the links between the factors. For example, in Question 3(a) high marks were given when candidates explained that mass production made goods available and allowed for the growth of new industries, advertising helped create a demand and hire purchase made it possible for that demand to be satisfied. In Question 3(b) best answers usually explained how the Fireside Chats calmed a troubled nation, the Alphabet Agencies began the process of recovery, and the Second New Deal reinforced that work. However, it was the growth in demand created by the war in Europe that finally solved America's economic problems.

Therefore, the main reason for the boom is mass production. Although there were many other reasons, it was production which started them. It is clear that the reasons are ~~sp~~ listed. Mass production of cars led to new industries which also used mass production. This led to the use of advertising, which helped to sell the products. As more people wanted to buy <sup>due to the adverts</sup> higher purchase was introduced so people with less money could indulge in the luxury. Mass production caused ~~more~~ many other industries to gain more profits. Therefore it is mass



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Examiner Comments

This final paragraph shows how a candidate has concluded an answer explaining the factors bringing about a boom in the USA answer by considering relative importance. Mass production is identified as that reason, but there is an understanding that it is not the sole reason. The answer was marked at Level 4 (15)

## Statistics

### *5HA02 2C Grade Boundaries*

Grade	Max.Mark	A*	A	B	C	D	E	F	G	U
Grade boundaries	50	39	35	31	28	24	20	17	14	0
UMS	100	90	80	70	60	50	40	30	20	0



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