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Examiners' Report June 2010

GCSE History 5HA02 2C

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Introduction

There was a pleasing improvement in performance on this paper compared to that in the January 2010 session. The January session had seen many incomplete answers or blank pages, but there was little evidence of candidates facing such difficulty in this paper. It seems that the increased maturation of the students (sitting this paper after one year's study, rather than one term's) and the opportunities for practice and guidance presented by the January examination have had an impact. It was highly encouraging to see the improved performance.

Individual questions are discussed below, but there are several introductory points which should be made before looking at the performance on those questions.

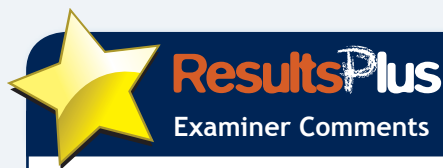
As stated in January, candidates should not concern themselves with the amount of space allocated to an answer. Edexcel centres will be aware that online marking requires candidates to write within a given space. As a consequence more space is provided for each answer in the booklet than is usually needed, thus allowing for error, large writing etc. As explained below, a focused, concise response is usually more highly rewarded than a lengthy response which does not directly address the issues at hand. So candidates should not concern themselves with 'filling up the space'

Candidates should also realise that with the exception of Q1a, this paper tests their knowledge and understanding of the period studied and their ability to select relevant detail from their knowledge to answer the question set. So in preparation for this paper, it is vital to learn the topic in detail, but in answering the questions, it is equally important to spend time considering which information is to be used. Generally, candidates did this, though on Q1c, for example, there was a degree of irrelevant material on how the stock market works.

Question 1(a)

Performance on this question was considerably better than in January. It is clear that candidates are beginning to understand the difference between lifting information from the source and using what the source says to make an inference. Although a number of candidates wrote at too great a length, or mistakenly considered the nature, origin or purpose of the source, marks were generally high on this question. Many candidates decided that women were treated unfairly and used the information in the source to prove it.

The answer shows that the candidate has a clear understanding of how to make and support inferences.



An inference is made in Line 1 and immediately supported. Full marks.

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

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

Study Source A.

Source A: From a history of the USA in the Twentieth Century, published in 1994.

The average pay for women in 1937 was \$325, compared to \$1,027 for men. The situation for black women was worse: 40% of black women worked, but for lower wages than white women. The New Deal offered little to women. The National Industrial Recovery Act of 1933 included Codes which set minimum wages and prices. They also set maximum working hours in industry. About a quarter of these Codes actually required women to be paid less than men. Only 8,000 women were employed by the Civilian Conservation Corps out of the 2.75 million people involved in the scheme.

(a) What can you learn from Source A about the position of women in the USA in the 1930s?

(4)

From the source I learn that women weren't treated equally with men. I know this because the source says, 'about a quarter of these codes required women to be paid less than men. From the source I learnt the new deal offered little to women I know this because the source says it. I also learnt from the source that women got less help from the Civilian Conservation Corps (CCC) I know this because the source says ^{only} 8000/ 2.75 million people involved in the scheme were women. The book was written many years later and is a secondary source.



Examiner Tip

Candidates should not waste time trying to make a number of inferences. Two is the maximum they need make (just in case the first is invalid)

Question 1(b)

This question provides the candidates with an opportunity to provide precise historical detail on one topic or aspect of the specification. Candidates are rewarded for identifying a number of statements or features and then adding support from their contextual knowledge. One well-supported statement will be awarded 4-5 marks, depending on the quality of the support; two supported statements will be awarded 5 to 6 marks.

It is entirely up to the candidates which features of the topic they choose to address. This might be causes, events or consequences, for example. A good technique in answering this type of question is to use terms such as 'firstly' and 'secondly'. Such an approach reinforces the move from one developed statement to another.

In this particular question candidates were asked about the system of mass production. Most candidates focused on the the physical set up of factories and the impact of mass production on prices.

The answer focuses on how mass production worked and what its impact was.



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Examiner Comments

Both features are well supported and a high level two mark was awarded.

(b) Describe the system of mass production used by the Ford Motor Company.

(6)

Henry Ford introduced the 'assembly line', which meant that the production of cars could be faster and easier, the ~~the~~ Assembly line meant that workers on shifts would do only one job; e.g. Screwing bolts or putting wheels on, this meant that the car could be made a lot more efficiently. There was a moving conveyor belt which the car was fixed to, which would tow the car along the line. The assembly line led to mass production as the company could now make a lot more cars than they could before the line was introduced, also the company had three 8 hour shifts, which meant that they could keep making cars for 24 hours a day every day. ~~Mass production means~~ ~~the~~ ~~car~~ The Assembly line made cars cheaper to produce, therefore everyone would be able to buy a car, which meant that there was more demand for cars, so mass production led to large profits. Mass production led to the growth of many different industries; construction, oil, metal and tourism to name a few. Henry Ford's system of mass production made the motor car very popular and affordable.



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Examiner Tip

Remember to use words like 'firstly' and 'secondly' to show the examiner that you are addressing different features.

Question 1(c)

The focus of this question is consequence. Candidates are asked to explain the impact of an event or policy, rather than just writing on that effect or policy itself. Weak answers tend to list without providing supporting detail, but the majority of candidates are able to reach Level 2 by supporting their statements with relevant contextual knowledge. One supported consequence will be awarded 3-4 marks, depending on the quality of the support; two supported consequences will be awarded 4-5 marks. Where improvement can be made is in establishing links between the effects being explained, or in being able to give an overview of the impact of Stresemann's economic policies. In doing this they move from Level 2 to Level 3.

Many candidates tackled this question as if the Wall St. Crash and the Great Depression were the same thing. Clearly they weren't, but since their impacts were similar, candidates who adopted this approach were not disadvantaged.

The candidate clearly understands the impact of the Wall St. Crash on the economic life of the USA.

(c) Explain the effects of the Wall Street Crash on the USA in the years 1929–32.

(8)

The wall street crash caused many problems in America in the years 1929-32.

When the stock market crashed on black tuesday, in 1929 the banks who had placed a lot of investments on the speculation of the stock market lost most of their money when the shares became worthless. The banks then panicked and tried to get their money back by securing all withstanding loans. If a person couldn't pay a loan back the banks would often reposses that persons house. The people however had often placed a large amount of their savings on the stock market and they had lost everything. The repossession of houses and the desperate securing of loans meant that people didn't trust the bank any more and withdrew their savings and what little money the banks had left. The banks ruined the confidence of the American people. Banks were forced to declare bankrupt, taking what little money that people had kept in them, in their savings with them, forcing even more people



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Examiner Comments

The importance of the Crash on the banks is clearly explained and there is a nice link at the end of the question. Level 3 is clearly deserved.

into workhouses.

As a result of the widespread unemployment and poverty, caused by the Wall Street crash and the failure of the banks, ~~the~~ people often lost their homes and were forced to live on the streets. To create shelter, homeless people often banded together and built shanty towns in the outskirts of ~~city~~ cities and in the centre of towns. These shanty towns were called ~~hovel~~ Hoovervilles. Hoovervilles had ~~shanty~~ shacks built often from repurposed iron and ~~cardboard~~ cardboard where people lived. The people living in Hoovervilles had very poor sanitation and often suffered from diseases and ~~malnutrition~~ malnutrition. The only readily available food source was the soup kitchens set up by rich business men and the state. If the banks hadn't panicked and repossessed houses then ~~the~~ people wouldn't ~~of~~ have been forced to live in Hoovervilles.



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Examiner Tip

Candidates answering on this topic need to show how one impact causes another to reach Level 3.

Question 1(d)

This question focuses on causation. Candidates are not asked to give details of the event, person or policy in the question. Instead they are asked to explain why something happened. As in the previous question, Level 2 marks are awarded for identifying and supporting an answer with contextual knowledge. One supported reason will be awarded 3-4 marks, depending on the quality of the support; two supported reasons will be awarded 4-5 marks. Level 3 is reserved for those that can then give a more sophisticated explanation of the importance of the reasons given. Why were these reasons particularly important, was any one more important than the others, is there a link between them? Candidates who could work at this level scored very high marks on this question.

Rather than just write about gangsters and prohibition, the candidate is able to see the links between them.

(d) Explain why organised crime grew in the USA in the 1920s.

(8)
 When prohibition came about the Society of America didn't react well to it, people ~~was~~ enjoyed a drink and with prohibition in place alcohol was no longer legal but it seemed alot of people were willing to break the law for alcohol.

During the 20's people began illegally making alcohol underground and selling it, this was bad because the alcohol was usually of a poor standard and was poisonous. ~~Speakeasies~~ speakeasies were formed, they were basically places which required a set password to get in and when in you were in alcohol was supplied. gangsterism grew, a major face during the 20's was al'copone. a leading gangster in during prohibition, he illegally sold alcohol and trafficked drugs to make money, he ~~never~~ never got caught as he bribed diplomats and managed to do so with the police force ~~as well~~. He fixed elections so the man that got in was working for him, of course this meant that al'copone

practically run Chicago because of people's ~~need~~^{need} for alcohol. He was also responsible for the St Valentine's day massacre where 7 people from a rival gang were gunned down. He eventually got caught for tax evasion and returned to his mansion in Florida.

So that

~~So that is why crime increased in the 20's also.~~

So crime increased because of the banning of alcohol and various other factors that branched off prohibition. prohibition ~~organised~~ caused alcohol to be made illegally as an effect of this gangsterism grew, because of that the police, ~~and~~ court and government of Chicago became ~~and~~ many cities became corrupt, as an overall effect crime went up.



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Examiner Comments

The answer takes an overview of the causes of organised crime but blaming it all on prohibition and showing how other factors come from that.



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Examiner Tip

A final paragraph like this is an excellent way to show linkage.

Question 2(a)

Questions 2a and 2b are 'process' questions. Candidates are asked to select one of two questions requiring them to explain 'how' a particular event, policy or trend occurred. As in earlier questions, candidates are required to identify ways and to support them with relevant contextual knowledge. One supported statement will be awarded 3-4 marks, depending on the quality of the support; two supported statements will be awarded 4-5 marks.

This question caused some candidates great difficulty. Many did not realise that farmers had prospered at the end of the First World War and that the 1920s brought decline.; others blamed it all on mass production (without saying why) or dust bowls.

A good understanding of the ways in which the lives of farmers changed

Indicate which question you are answering by marking a cross in the box.

If you change your mind, put a line through the box
and then indicate your new question with a cross .

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

~~X~~ 1919 was a peak year for farmers, as they still had a European market. For during the war years, Britain, France and others were struggling to grow their own food, so American farmers were happy to sell them their own crops, so American farmers also obviously had to produce more crop to supply demand. This meant that they were selling lots of crops, and making lots of money.

However, by the 1920s, British and French ~~farmers~~ ^{farmers} had recovered, and the gap in the European market was closed. To protect American farmers, an import tariff was introduced, ensuring Americans only ate American goods, paying their prices. However, many countries set up retaliation ~~tariff~~ ^{tariffs}, so the overseas market became closed. Despite this, American production hadn't slowed up - no farmer wanted to risk lowering production levels. This led to overproduction, meaning farmers began to struggle to get as much money

for their goods.

On top of this, ~~many~~ prohibition in 1920 had drastically lowered demand for barley, so farmers didn't get the money they used to make selling barley to breweries. Similarly, synthetic ~~the~~ materials reduced demand for cotton, again decreasing demand and money gained.

Finally, new machinery such as combine harvesters were extremely efficient, but cost a lot. Many farmers gambled, ~~with~~ mortgaging their homes to buy the machinery to ~~compete~~ compete with other farmers, and lost when the Crash occurred.

To recapitulate, American farmers gained money up to around 1920, but afterwards their lives changed for the worse, on a steady decline towards 1929.



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Examiner Comments

Good Level 2 explanation, plus an understanding of the nature of the change to conclude, which takes the answer to Level 3.



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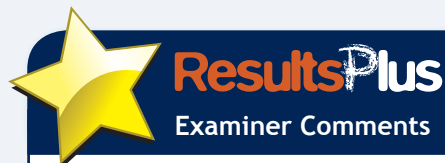
Examiner Tip

If you are asked about 'change' it is important not to just say what happened, but to explain how things became different as a result of these factors.

Question 2(b)

Question 2b was also challenging for candidates. Most knew that Roosevelt closed banks and only allowed them to re-open when they had been vetted. However, few candidates mentioned the Emergency Banking Act or were able to explain how the general policy of removing fear (as in the Fireside Chats) could be linked to his treatment of the banks.

A good understanding of the nature of Roosevelt's measures.



The candidate explains Roosevelt's policies well and so reaches the top of Level 2. There is, however, no overview or linkage so Level 3 is not achieved.

Indicate which question you are answering by marking a cross in the box.
If you change your mind, put a line through the box
and then indicate your new question with a cross .

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

When Roosevelt became president he began the project on the New Deal, the New Deal was meant to Reform, stand for relief, recovery and reform of the USA. The first ~~the~~ part of the New Deal was to get the banks reopened, he did this by first having a four day bank holiday. Within these four days he had everyone go through who worked in the banks to go through everything to do with finance. In doing this he Roosevelt would find which banks were healthy and which were weak.

Roosevelt then opened the bank which he thought were healthy. These banks were then allowed to help start up with some businesses. However the banks which were weak were given Federal financial backing to help also get those banks re-opened. After this Roosevelt people began to have ~~conf~~ confidence in the banks again.



Candidates will be best rewarded if they can see a general policy to which to link the individual measures. In this case it might be restoring confidence or government control.

Question 3(a)

Questions 3a and 3b are, in effect, 'essay' questions. Candidates are asked to select one of two questions requiring them to explain the relative importance of a number of factors linked to causation or effect. It is extremely important that candidates are aware of how they should test for relative importance. In this question some candidates simply provide detail about the given, or their own, factors. Such an approach will not result in high marks. If there is an explanation of how the factors helped bring about the stated outcome, then such an approach may result in a mark at the top of Level 2. Where no such explanation is given, low Level 2 or Level 1 marks will be awarded. Candidates need to be aware that they cannot reach Level 3 without prioritising the factors given (ie they cannot score more than half marks on this question). Equally, they should be aware that relative importance comes from comparing the importance of two or more factors. Explaining that 'car ownership was the most important because it had this impact' is not addressing relative importance, but is merely reinforcing the explanation given in Level 2. Where candidates can explain why, for example, car ownership was more important than the high levels of employment in raising living standard, then Level 3 marks are awarded. Where three or more factors are compared, or an understanding of the causal web created by all the factors is shown, then Level 4 is achieved.

The answer has been cut for reasons of space. The first two sides contained an excellent analysis of the importance of each factor and was clearly top of Level 2.

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Examiner Comments

The conclusion is excellent in terms of seeing how the various factors combined to bring about improvements. This is clearly a Level 4 response.

In conclusion I think all are contributing factors to the improvements in life for many Americans as high prosperity led to 'consumerism' and the interest in entertainment and motoring. But I believe that the motoring industry opened up the world to many Americans. Because they were mass produced they were cheap and affordable to run and revolutionised both industry and families. The car let Americans explore the roads and therefore lead to construction and employment linking to prosperity. And paved the way for other technological advances ~~therefore~~ and bettering lives further.

TOTAL FOR PAPER = 50 MARKS**ResultsPlus**

Examiner Tip

Candidates need to consider the relative importance of factors to score above L2. It is not enough to just explain why factors are important.

Question 3(b)

Question 3b was a popular question, although examiners noted a surprising misunderstanding amongst a significant minority of candidates. These candidates did not understand what was meant by 'social security'. This was a surprise as Roosevelt's work in this area was an important part of his New Deal policy.

This is an answer which 'hints at' a higher level but does not develop the answer effectively.

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

In the 1930s in America life for many was tougher than ever before.

Many people were poor and homeless ~~as~~ and many business sectors - especially Agriculture - were failing.

Queues for free soup and bread stretched as far as the eye could see in some cities and many of these had no home to go to, or little more than shacks.

Franklin Roosevelt believed the main problem was unemployment so created the New Deal (and later the second new deal) to create thousands of jobs and kickstart the economy, however could this money have been better spent on healthcare or pensions? Or even to rebirth the farming business?

Well each of these also posed large problems.

Many people had relied on their savings to retire but lost them all when the banks collapsed in 1929, & needed benefits as they were too old or sick to work.

This included many thousands of farmers who had to sell everything they had to travel the country in search of work, or those who still remained,

reluctantly scraping a living, these needed help to.

In my personal opinion I think FDR did the right thing, because by solving unemployment you can solve a lot of the other problems too.

If people had jobs and money they could afford to buy or rent places to live, thus solving (at least in part) homelessness.

~~This~~ It would also help to reduce the depression in farming, because people would have more money and would use a lot of it to buy food, creating more demand than their previous diets of bread and soup.

However, ~~it would~~ ^{it} did not address all the problems. There was still the lack of social security in America which ~~was~~ had to be addressed separately, but in comparison was not as bad as the millions of unemployed by far.



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Examiner Comments

It is apparent that the candidate knows how to prioritise, but the analysis lacks depth and reward is, therefore at Level 2.



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Examiner Tip

Don't neglect to support your answer with solid contextual knowledge. Once you have done this, you are better placed for analysis and prioritisation.

Grade Boundaries

Grade	Max. Mark	*A	A	B	C	D	E	F	G	U
Raw mark boundary	50	38	34	30	27	23	19	15	11	0
Uniform mark scale boundary	100	90	80	70	60	50	40	30	20	0

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