

Examiners' Report

June 2016

GCSE History 5HA02 2C

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Introduction

Candidates seem to have had a mixed response to this year's paper. Whilst questions on advertising (Question 1b), gangsterism (Question 1d) and Roosevelt's agencies (Question 3a) seemed very much to their liking, they found the questions on the economic impact of the Second World War (Question 2b) and the First World War (Question 3b) more challenging.

There were, however, many very good scripts, showing that the high level of teaching and learning that has been seen on this specification continues.

Question 1 (a)

Although there was some confusion between 'unconstitutional' and 'illegal' (resulting in suggestions that Roosevelt was a criminal), this question posed few difficulties for candidates. The most common approach was to suggest that Roosevelt must have been popular because he was voted back into office. Such a supported inference reached Level 3.

Source A: From a history of the modern world, published in 2001

In 1935, nine judges in the Supreme Court said that several of Roosevelt's policies were illegal. After he was voted back into power in 1936, Roosevelt decided to change the Supreme Court so that it could no longer block his laws. This was a big mistake. People accused him of trying to fill the Supreme Court with judges who would do as he said. Roosevelt had to back down.

(a) What can you learn from Source A about President Roosevelt?

(4)

From Source A we can see that his policies were not supported by the supreme court. Although this makes him seem like an unpopular leader the fact the source tells us he was 'voted back in to power in 1936' tells us that he must have been popular and trusted among the American people. However, we can also see that Roosevelt wanted to get his own way as he 'changed the supreme court so it could no longer block his laws' this shows that as a leader he is determined to get what he wants but when accused he 'backed down' which shows he knows his limits and when confronted could be pressured.



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Examiner Comments

This answer gains full marks and has numerous inferences (Roosevelt was 'unpopular', 'popular', 'wanted to get his own way', 'was determined', 'was prepared to back down'), most of which are supported.

However, if the candidate ran into time pressures later on, then the amount of time devoted to this answer (which requires just one supported inference) might be seen as a contributing factor.



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Examiner Tip

Remember that candidates do not have to write at length on this question. They need to make an inference, support it with a quote from the source, and then move on.

Question 1 (b)

Where candidates focused their answers on advertising (as opposed to hire purchase or mass production) they were able to achieve Level 2 with little difficulty. Best answers continue to be those which are organised to present 'one feature' and 'another feature'. The most common features developed were the nature of advertising (types and location, e.g.) and its impact (contribution to consumer demand helping to create the economic boom). Some candidates rather got the bit between their teeth and developed their answers along the lines of other reasons for the economic boom, but they had usually scored their marks for advertising before they did so.

(b) Describe the key features of advertising in the USA in the 1920s. ^{less words}
^{- new media}
^{consumer boom (6)}

One key feature of advertising in the USA in the 1920s was that adverts began to use increasingly less text and focussed more on bright images and bold statements. This is because it drew people's attention to the ~~ad~~ advert more and caught their eye, so was more likely to convince them to buy it. Slogans were used to stick in people's heads and make their product memorable, and images showed idealistic lifestyles for people to aspire to.

A second key feature of advertising was that new media led to new forms of advertising. For instance, radio adverts became popular, and featured catchy jingles to capture people's attention and stick in their heads. New media gave companies more ways than ever before to promote their products, and advertising became big business in the 1920s because of this.

A final key feature of advertising was that it contributed to the consumer boom of the 1920s in the USA. Advertising created a need in people for new

products such as radios and fridges, and mass production and hire purchase gave ordinary people the means to buy them. Advertising made people want to "keep up with the Jones" and ~~have~~ stay as up to date as their neighbours, so encouraged them to buy more consumer goods, ultimately contributing to the USA's economic and consumer boom.



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Examiner Comments

A clear high scoring response. Three features are given, with some development of each.



ResultsPlus

Examiner Tip

In this question, the examiners are looking for precise detail. So candidates should organise their response into two paragraphs and then provide as much detail as they can to support those points.

Question 1 (c)

Candidates were well-informed on the impact of racism in the South and there were many detailed descriptions of the Ku Klux Klan and the impact of the Jim Crow laws. Better answers developed the idea of a two-tier society and one impact being a significant migration from the South to the North. Other high-level responses noted how racism was not confined to the Black community, but was also witnessed in a suspicion of immigrants as witnessed in the Sacco and Vanzetti trial.

There was some confusion between racism in the 1920s and the civil rights movement of the 1960s. There was an unfortunate belief amongst some candidates that lynching was almost a daily occurrence in most parts of the South.

(c) Explain the ^{JEW} effects of racism in the USA in the 1920s. ^{→ movement}
↓
Tension

(8)

Racism in the USA was higher in the South than the north, people had a higher chance of being killed or a poorer education and pay in the South. The Ku Klux Klan was of higher population in the South too. All this meant being a person of colour in the South was dangerous, this caused many people to move to North USA where they'd be more welcomed because of the parts of ~~these~~ states that were mainly African-Americans such as New Orleans. Because of this mass movement the South's economy dropped hugely as less people were working on the farms.

Another effect of racism was that there were high amounts of tension in America because African-Americans were being treated poorly, White Americans had better quality living, education, freedom and pay. Because of this areas developed in cities where only African-Americans lived and areas where only White Americans lived. Neither

want near the other which caused ~~the~~ tension between the two.

An effect of racism in the USA was the increase in crimes 'committed' by immigrants or 'non American' people. This is because courts would be more ~~likely likely likely~~ likely to accuse an immigrant or African-American of murder than a white American person due to stereotypes. More "non-Americans" were ~~sentenced~~ wrongly accused of a crime because of their skin colour or where they came from without even investigating properly. A famous example of this is the case of Sacco and Vanzetti, they were accused of a robbery even though they weren't in town at the time of the crime.



ResultsPlus Examiner Comments

This answer is unusual in that it does not discuss The Ku Klux Klan or the Jim Crow Laws. It does, however, explain how racism was more common in the South, led to migration to the North (though is mistaken about the location of New Orleans) and demonstrates how racial tension led to discrimination in events such as the trial of Sacco and Vanzetti. It was marked at Level 3.



ResultsPlus Examiner Tip

To score at the highest level candidates need to explain the effects of the action or event given. The question requires more than listing detail. The impact must be explained, and to reach the highest level, it is necessary to look at the wider effects.

Question 1 (d)

The focus of answers here was almost always Prohibition, where candidates made the connection between a demand for illegal alcohol and gangsters supplying it. This often led to considerable detail on the competition between gangs. Where candidates were able to explain why gangs were necessary to control the trade in illegal alcohol, or that they thrived because the authorities could be bribed, or were under-resourced, then Level 3 was reached.

Less convincing was the suggestion that as Al Capone was rich, famous and was increasingly featured in films, large numbers of people wanted to emulate him.

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

(8)

gangsterism grew in the US during the 1920s for a number of reasons. One of which was due to prohibition. The banning of alcohol gave the gangs a perfect way to make money. They set up speakeasys and underground clubs where they could sell alcohol. The business became so rewarding the gangs were growing and getting richer. This caused gangsterism to grow as people wanted to join as it was a good way to earn money and they were able to ~~spread to other cities and~~ ^{spread to other cities and} get bigger along with being richer. ~~causing other cities~~

One other reason for the growth in gangsterism was the fact many ^(corruption) police and judges were being bribed and were on the gangs payrolls. This meant ~~there was~~ ^{that} ~~gang~~ ^{gangsterism} grew.

grew as they could & move make and sell these products without any disruption or hassle & from police hearing business flowed and more profit was being made enabling the gangs to grow more powerful and they had the ability to bribe even more people. This links back to prohibition as prohibition was the way gangs were making so much money and were able to bribe cops and judges enabling corruption and gangsterism to spread.

Overall gangsterism grew due to prohibition which led to it getting bigger with the corruption but it also increased violence in cities as rival gangs fought for power an example of this was the St Valentine's day massacre which was Capone trying to kill a rival gang leader Bugs Moran. This was another example of gangsterism growing and it led to some gangs becoming more powerful just like with prohibition and the corruption.



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Examiner Comments

This answer makes some assertions about the popularity of gangsterism, but there is a good section linking ineffective counter measures to the growth of gangsterism. The answer is, therefore, a clear Level 3.



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Examiner Tip

To achieve the top level, candidates need to make sure that they link their reasons to the outcome.

Question 2 (a)

Many candidates answered this question as if it were asking what Hoover did or didn't do (usually related to laissez-faire), rather than considering how the lives of people changed during his presidency. Many candidates also thought Hoover built the Hoovervilles. What was needed was a discussion on how the Wall St Crash brought more difficult times in terms of lost jobs and lost homes.

Answers that moved into L3 were those which detailed the problems of individual Americans and were able to explain the wider impact, e.g. people moved from prosperity to poverty, wealth to homelessness and, less commonly, from supporting the government in general to protesting against it and distrusting it.

EITHER

- 2 (a) Explain how the lives of people in the USA changed during the presidency of Hoover in the years 1929–33. *Wall St Crash Hoovervilles* (8)

OR

- 2 (b) Explain how the economy of the USA in the years 1939–41 was changed by the outbreak of the Second World War in Europe. *Didn't like Laissez faire* (8)

Indicate which question you are answering by marking a cross . 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)

Before October 1929 everyone was making money from jobs, stocks and shares. The economy was booming as new products were being invented making home life more quicker and easier. In general peoples lives were the best they had been. However at the end of October 1929 things completely changed. 29th October 1929 was the Wall Street Crash. The Wall Street Crash resulted in everyone losing money - including the banks. People that had invested into stocks with loans from the bank now had no money to repay the banks. Consequently those people who had never invested into stocks then lost their

money as it had been used on unrepayable loans. As people began to realise what this meant for them many committed suicide by jumping out of their windows. Rich and poor alike lost their money, homes, and lives. No longer able to pay the bills to live in their house people ended up living in shanty towns called Hoovervilles. Not only had they lost everything but people also lost their faith in Hoover. The public wanted to get out of the Great Depression. Hoover believed in Laissez faire and rugged individualism so he did little to help those as he thought they could help themselves. Peoples lives were changed as they no longer wanted Hoover they wanted the Roosevelt.



ResultsPlus Examiner Comments

The answer sets out the problems faced by individuals and then explains how these problems caused people to lose faith in 'the system', taking the answer into Level 3.



ResultsPlus Examiner Tip

This question is about change, so it is not enough to explain just what happened in this period. Candidates have to explain how change occurred and what difference it made.

Question 2 (b)

This was very much the less popular of the two options at Question 2 and some candidates lacked the knowledge to provide high level answers (though the topic 'the role of the outbreak of war in ending the Depression and the extent of recovery by 1941' is clearly set out in the specification).

Most candidates correctly focused on the US supplying Britain, France and Europe with both food and arms, with Level 3 answers going on to explain that this reinvigorated the economy which was still failing as a result of the Depression, and/or despite Roosevelt's agencies and investment. Some noted a resurgence of specific "older" industries, which had been failing, such as shipbuilding and the coal industry. Weaker answers described the US as sending soldiers to war, and expanding and supplying its own military, despite the time period, trying to explain that this increased employment.

The economy of the USA in the years 1939-41 changed by the Second World War firstly as they did not get involved until the last year. Instead they produced weapons, bombs, ships and planes in which their allies bought from them. The USA were only gaining money, not losing it because they did not need to fight, only trade with ~~their~~ it's allies.

As of this mass production of warfare ^{goods,} ~~weapons,~~ many jobs were created for both men and women. Unemployment was at a low as of this.

The economy was also changed as whilst the USA's prosperity was increasing, the World War was being fought in European countries meaning the USA did not have to pay for the rebuild of cities as nothing was damaged, they just created even more goods for their allied countries.

Their decrease in spending meant ~~the~~ the USA could also create their own weapons in case of

an attack, giving other countries a little chance of damaging their cities and their economy as of the expenses of rebuilding.

Also, if any serious damage was done or unjust fighting, the USA would not have to pay reparations as they were not involved, saving their economy even more.

Lastly, if the war had continued or another erupted, the USA would not have to get involved as it did not the first time meaning they would not have to produce ~~pro~~ weapons and bombs for their own ~~army~~ soldiers.



ResultsPlus Examiner Comments

Some factual errors, and perhaps some reference to the First World War. However, the paragraph on how the American economy benefited from Europe being at war is valid and takes the answer to a borderline Level 3.



ResultsPlus Examiner Tip

This question is about change, so it is not enough to explain just what happened in this period. Candidates have to explain how change occurred and what difference it made.

Question 3 (a)

Candidates had little difficulty bringing in the work of other agencies in discussing Roosevelt's work. The CCC, FERA, EBA, NIRA and HOLC were all common, though, technically, these were not all agencies. Relatively few candidates saw the wider impact of AAA and explanation was generally limited to how it 'helped farmers'. A surprising number of candidates felt that helping farmers was giving aid to a minority group and thus not important, although conversely some noted that farming was an issue in all states, whereas, for instance, the TVA only benefitted a number of states. NIRA was often well-described, but its importance not addressed. The way that agencies helped 'get the economy going again' was the main focus of whether they were important or not. Level 4 prioritisation was relatively rare.

Some candidates argued that 'none of the agencies on their own was most important, but all worked together...' without advancing to explain how this worked. Similarly, "false" prioritisation ('and so this was most important because it did an important thing') was reasonably common, without the additional step 'which this other agency didn't do...':

It can be argued that the AAA was the most important alphabet agency set up by Roosevelt. It meant that farmers had more money, and allowed them to make a profit on their crops. The AAA parcel meant that farmers were paid not to grow as many crops. This was because there was a low demand for crops, so prices had dropped massively. If farmers didn't grow as many crops, then demand for them would increase. Prices would go back up, and farmers could make a profit once again. The act also kept farmers farming; many had moved away because of agricultural decline and the Dust Bowl. Giving farmers money also meant they could keep up with payments on their land, as many rented their farmland.

It can also be argued that the TVA was the most important agency set up by Roosevelt in his first 100 days. The TVA meant that 20 dams were built to control flooding. It also meant hydroelectric power could be generated from the dams. The TVA also helped with reforestation and the building of new homes. These things were all useful in their own right, but they also meant massive employment. People had to be employed to build the dams, the homes, and to replant trees. This boosted the local economy, and meant money began circulating again. People could spend more, which could boost industry, and mean further employees needed in them.

Finally, it can also be argued that the CCC was the most important agency set up by Roosevelt in the years 1933-35. The CCC employed young people (often men) under the age of 25 to do environmental work. It gave people new skills, which may have helped them get a job after the CCC camp. People in the CCC were provided with clothing, food, and some money which was often sent home to their families. ^(boost local economy) The CCC employed 2.75 million people in the USA, (short term) which meant people had money

again. It boosted morale, and gave people confidence that employment rates would go back up.

In conclusion, I would say that the TVA was the most important agency set up by Roosevelt in the years 1933-35. It provided a lasting change, and didn't have many problems associated with it. On the other hand, the AAA was paying farmers to grow less when thousands of people were starving. The CCC was only a short term solution to unemployment: many people couldn't find work afterwards. Although the TVA's employment was also temporary, the dams hydroelectric power continued to help people, and is a renewable source of energy. Reforestation helps the environment, and more houses means less people are homeless. All of the agencies have their problems, but they all combine together to make the New Deal. The New Deal helped partially recover the economy, and keep it going until war broke out, and solved the economic issues. As the New Deal combined so many different areas of the economy, it helped everyone in some way.



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Examiner Comments

The answer provides explanations of three factors (though not strong explanation) and attempts to prioritise in the last section. The comparison of the TVA with the AAA is not valid, but that with the CCC is acceptable. The answer, therefore, achieves a borderline Level 4.



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Examiner Tip

It is important to explain why the factors being discussed contributed to the outcome in the question.

Remember also that to prioritise reasons there must be a direct comparison between factors. Why was one reason more important than another, e.g.?

Question 3 (b)

Some candidates attempted this question without understanding the link between the First World War and the factors given. Certainly, there were many good explanations of the impact of over-production in agriculture after the war, but some candidates ignored the war impact scope of the question, and talked about anything that had an economic impact in the 1920s, particularly hire purchase, advertising, Prohibition and the increasing popularity of the cinema.

It may be that the term 'mass-production' drew some candidates to this question. A lot of detail was provided on the work of Ford, but few candidates realised that mass production had developed significantly in the war to provide war goods and its impact continued in the 1920s to help produce the economic boom.

The most common additional factor was the decline of the traditional industries, following decreasing demand when the war was over, and some candidates managed to link isolationism as an economic impact of the war.

Paper Summary

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

- Make sure you are aware of the different skills tested in each question (e.g. Question 1(d) is always about causation).
- Make sure when explaining reasons in question 1d and Question 3, you always explain why the factor you are addressing brought about the stated outcome.
- Remember that the top levels are for explanation. That involves using factual knowledge to make your points, not just asserting that something is the case.
- In Question 3, you cannot reach the top of Level 2, or Level 3 (and cannot reach Level 4 at all), without bringing a factor additional to those in the stimuli into your answer.
- In Question 3 prioritisation involves direct comparison between at least two factors. It is not sufficient to explain why one factor was the most important without reference to other factors.

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