

Examiners' Report

June 2015

GCSE History 5HA02 2C

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Introduction

Few questions caused difficulties this year, although knowledge of the impact of the Great Depression on farming (Question 2(a)) was rather patchy. Popular topics such as mass production and prohibition often resulted in very detailed responses, but candidates must keep in mind that Level 3 is reached by explanation (usually of the wider effects or causes), rather than by providing more detail.

To enable centres to continue to work on improving performance, it may prove beneficial to consider the demands of Question 2 and the revised Question 3 before looking at performance in the individual questions.

Both alternatives in Question 2 this year were on change. Candidates must, therefore, take care to ensure that they do not just write on what happened, but explain how the position was different from what had gone before. Sometimes this change may involve an intensification of an existing position (as in the question on farming) or concern both positive and negative change from what had gone before (as in the question on mass production). Where a question requires a discussion of what went before, candidates need not write in detail, but it is necessary to establish the original position in order to explain the change.

There was an amendment to Question 3 this year which resulted in only two stimuli, instead of the usual three. Examiners were instructed to limit reward within a level where candidates did not use additional knowledge (as per Ofqual's ruling). Whilst most candidates have looked to do this in the past, centres should note that it is now a requirement and Level 4 cannot be accessed without three explanations being given. As only two stimuli are provided, by definition, the use of a third explanation using additional knowledge is required.

Question 1 (a)

This question was generally well-answered, though surprisingly a number of candidates still do not seem to know what an inference is - or when they do, they often don't know how to support it from the source (or realise that this needs to be done for top marks). However, where inferences were made and supported (most commonly about people 'wanting to have fun') Level 3 was awarded.

The USA, 1919–41

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 modern world history textbook, published in 2001.

Jazz was a new form of music which developed from early kinds of black music. It was played in nightclubs like the well-known Cotton Club in New York, by black musicians such as Duke Ellington and Louis Armstrong. Jazz seemed wild and dramatic and it soon became a craze. It appealed to young people because it was often played in speakeasies. These bars were seen as daring and exciting places.

(a) What can you learn from Source A about the USA in the 1920s?

(4)

From source A I can infer that jazz music was taking over the 1920s very rapidly making it an extra exciting era to live in. I know this because the source says 'Jazz seemed wild and dramatic and it soon became the craze'. It cheered up the economy and made everyone happier.

I can also infer from source A that this was seen as an escape route for many people from ~~the great depression~~ ^{Prohibition}.

I know this because the source says 'it appealed to young people as it was often played in speakeasies'. Speakeasies were illegal underground bars ~~that~~ that sold alcohol secretly."



ResultsPlus Examiner Comments

There may be room for debate about whether the first paragraph is, in reality a paraphrasing of the source, but the second paragraph shows a clear inference (escape route) with support from the source. So full marks were awarded.



ResultsPlus Examiner Tip

Candidates need to bear in mind that the question is asking what can be learned from the source. So both the inferences and the source should come from the source, not own knowledge.

Question 1 (b)

A significant number of candidates this year seemed to provide good detail about one feature, but further features were described more weakly. The Klu Klux Klan was by far the most commonly described feature of racism and candidates showed good knowledge of its views and membership. Detail was also provided about the Jim Crow laws, and Sacco and Vanzetti - although the latter was often described as a relevant court case, but with the connection to racism left implicit.

(b) Describe the key features of racism in the USA in the 1920s.

(6)

One key feature of racism in the USA in the 1920's was the occurrence of the KKK. This was a racist 'hate' group that would commit crimes against black and other non-WASP'S (White-Anglo-Saxon-Protestant) such as Jews. Although this group were mainly based in the Southern States of America, other people all over the country were influenced by them and would share their ~~the~~ hatred of black people too. The KKK were the most notorious racist group in America and many ~~black~~ innocent black people were hurt or killed by the KKK.

Another key feature of racism in the USA in the 1920's was Segregation. This was a key feature as it kept ~~black~~ "Coloured" people away from the white people. For example, white people would have better and cleaner toilets in bars and diners than black people, there would be separate schools for white children, ~~the~~ the black people would be made to sit on the bus etc. This was a key feature of racism as it created a thought in many

people's minds that "coloured" people are different and should not be interacted with.

A final key feature of racism in the USA in the 1920s was the beliefs of people that had been passed down through the generations. Some teenagers or young adults may still have had relatives such as grandparents or great grandparents that were ~~around~~ during slavery. They may have passed these beliefs down the family line. People that had these beliefs may be furious that black people have rights and the fact ~~that they were no longer slaves~~ that they were no longer slaves. This would lead to people carrying out attacks on people. Attacks that could include things such as torture and mutilation such as the attack of Emmett Till.



ResultsPlus Examiner Comments

A slightly unconventional approach to the question, with some drifting outside the period. There is, however, sufficient correct detail for a good Level 2 mark to be awarded.



ResultsPlus Examiner Tip

This question tests knowledge, recall and selection, so candidates must make sure that they include as much detail as possible to support the features they have identified.

Question 1 (c)

Candidates found this question challenging. Perhaps the reasons for the Wall Street Crash and the impact of the Great Depression are better known, but candidates were not as familiar with the short term impact of the Wall Street Crash as expected.

There was some good knowledge of the immediate impact of banks (running out of funds) and on businesses (running out of investment capital), but many answers concentrated on the impact on individuals, rather than banks or business. Where candidates could explain the wider impact (the end of the American dream, the reversal of the cycle of prosperity), Level 3 was awarded.

(c) Explain the effects of the Wall Street Crash on banks and businesses in the USA in the years 1929–30.

(8)

Between 1929 and 1930 the effects of the wall street crash were evident in every major city and most rural areas of America.

Businesses who had lost money in the stock market had been forced into bankruptcy and closure and businessmen and stockholders who had invested money were soon over night millionaires to standing in a bread line. Businessmen who had lost everything were trying to sell cars and homes to get enough money to survive and those who many of those who couldn't get money chose to end their misery, the stock market crash saw hundreds of bankrupt businessmen kill themselves.

It was not only the business, businessmen and stockholders who suffered but even people who had no money invested

in the stock market lost. Banks invested the money people saved here in the 1920s. So they could earn a big profit, after the crash the banks who had invested money and given huge loans to people who could now no longer afford to pay them back, were also completely out of money and with no central 'umbrella bank' to bail them out the banks closed and people with money saved with the banks lost every penny of it - leaving many more hundreds of thousands of Americans with not little to no money.

The combined effects of the crash led to huge financial difficulties for a huge amount of people in the country and led America into a depression that would last through the 1930's.



ResultsPlus Examiner Comments

A common Level 2 type answer. The candidate is telling the story of the impact, but does not go on to explain the wider implications in terms of the changed mind-set within the USA.



ResultsPlus Examiner Tip

To receive award in Level 3 candidates need to take their answer 'to the second step'. So if the first step is that businesses began to suffer from overproduction and lack of capital to invest, what is the impact of that?

Question 1 (d)

Most candidates answered well, by explaining the economic impact of prohibition or how it affected society. More successful answers emphasised the way ordinary people were effectively forced to participate in crime/were criminalised or else noted that Prohibition intensified the problems by driving them underground/into the hands of organised crime, and thus had an effect on all society rather than individuals. This discussion of the need to end Prohibition to prevent unwanted change in society was marked at Level 3. The accounts of speakeasies and gangsterism remained in Level 2.

(d) Explain why many people in the USA were opposed to the policy of Prohibition in the 1920s.

(8)

Many Americans were opposed to the policy of prohibition because of the benefits that the brewing industry brought to the country.

Much opposition to prohibition came from government officials who argued that tax made from the Alcohol industry was a major source of income for the country and that to lose this would damage the economy, this proved out to be correct as bootleggers during prohibition made an estimated equivalent of two billion dollars in tax free illegal alcohol money that otherwise would have gone to the government.

Many people in the USA were also from an Alcohol drinking background such as European immigrants that came from large brewing nations such as Germany and Italy many of these people opposed prohibition as a large number of American breweries such as

Budweiser was owned by Germans.

Also the Catholic Church opposed the policy of prohibition as both them and also the Jewish use wine in their churches and other worship and although the valence not only how the production, transportation and selling of alcohol the churches would still not be able to obtain it. This led to huge opposition from many people with Catholic backgrounds such as immigrants from Ireland and Eastern Europe. As they saw this policy as a direct attack on their traditions and way of life, especially as the prohibition was pushed for by Protestant Christian groups such as the WCTU.



ResultsPlus Examiner Comments

A borderline Level 2/Level 3 answer. Although the candidate concentrates largely on detail, there is an attempt to explain how the impact on equality and personal freedom brought about opposition to prohibition.



ResultsPlus Examiner Tip

Candidates need to remember to always link their points back to the answer. It is one thing to say that prohibition was opposed because it led to gangsterism, but a much better thing to say why gangsterism was such a problem that a major policy shift (ending prohibition) might have been caused by it.

Question 2 (a)

This was not a popular question and there were few top level responses. What the examiners were looking for was an indication that life was tough for farmers in the late 1920s, but the impact of the Great Depression was to make it even tougher. So in this case, the change was from 'difficult to even more difficult'.

Many candidates concentrated on telling the story of agriculture from post-war times to the dust bowls of the 1930s. Where this was relevant to the period 1929-32, reward was given at Level 2. Where candidates were able to reflect on the degree of change explained by these events, then Level 3 was reached.

EITHER

2 (a) Explain how the Great Depression changed the lives of farmers in the years 1929-32.

(8)

OR

2 (b) Explain how mass production changed the US economy in the 1920s.

(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)**

- Couldn't sell crops.

- Drought

- Migration

The Great Depression had a very negative effect on farmers' lives from 1929 to 1932 because it ensured they had no chance of breaking even financially. Farmers were already struggling before the Great Depression, when tariffs limited their sales abroad and as the American people started to purchase short life food instead of grain. In fact, by 1924 farmers were earning \$50 a month, whilst factory workers were earning \$140 a month. Due to the depression, many people lost money through the falling prices of shares.

and ~~also~~ failing banks, thus they couldn't afford to spend money on surplus goods. As a result, farmers still couldn't sell their produce, and they continued to ~~lose~~ overproduce and lose money.

As a result of their inability to break even financially, many farmers were unable to pay ~~for their~~ for the mortgages for their farmland and their machinery, which many had purchased on hire purchase. As a result, many found themselves evicted and they were homeless. Thus, the Great Depression led to the increased loss of jobs for farmers.

Due to the lack of jobs and their ~~homelessness~~ homelessness, many farmers decided to migrate West, due to the ~~prosperous~~ prosperity of the farming of the region. From 1929 to 1932, approximately 2 million migrated West in search of homes and jobs. However, they were often treated with suspicion, and those in the West believed them to be hobos or criminals, thus they struggled to find homes and jobs in the West also. Thus, the Great Depression not only led to farmers losing their jobs and homes in their homeland, but also led to them being unable to find jobs and homes in the prosperous West.



ResultsPlus Examiner Comments

A rare, but impressive example of an answer explaining how farmers' conditions worsened during this period by establishing the low starting point.



ResultsPlus Examiner Tip

Candidates need to establish 'change' on this question to reach the top level. This involves establishing the initial position and then explaining the effect of the events during the time span given.

Question 2 (b)

This was very much the more popular of the Question 2 options. There was considerable detail on how mass production worked and how it brought about a rapid increase in the availability of consumer goods. Where candidates were able to explain how this created "the boom cycle/cycle of prosperity", the widening of the industrial base, or a culture of consumerism (as opposed to just asserting this to be the case), Level 3 was awarded.

One impressive argument put forward by some candidates was that mass production ultimately had a negative impact because it led to over-production and the economic crisis beginning in 1929.

Question 3 (a)

The new challenges presented on Question 3 have been discussed earlier. On this particular question the additional knowledge presented tended to be about the Emergency Banking Act, the Agricultural Adjustment Act and the Tennessee Valley Authority Act, though there were some impressive accounts of the social security measures in the Second New Deal. Some candidates wrote about the Second New Deal, but this could not be regarded as a 'Roosevelt measure'.

Level 2 answers concentrated on providing the detail of the measures, whereas Level 3 answers were able to explain the extent of the impact. Where candidates looked at 'how much' impact a measure had, this laid the foundations for a direct comparison between them - a requirement to reach Level 4.

Overall it is hard to pick the most important of without one of these things the others might not have been so effective. However I think the fireside chat was the most effective, not the CCC, because they tackled the problems that could be solved. Hopelessness and anger at the previous government whose scheme problems which the fireside chat did help to solve. Roosevelt help regain confidence in the government who previously were run by Herbert Hoover who many believed did not do enough. It also comforted people as Roosevelt spoke as though he was in the room, which calmed people and help helped them survive the depression. In retrospect it is clear that the all the alphabet agency only brought temporary benefit that ~~stop~~ stopped as soon as the agencies ~~had~~ did, the CCC helped the environment but it did not create permanent jobs and only helped very young men with families. The AAA also

only gave temporary economic benefit and only
to FARMERS not farms worked and so
only helped a very small amount of the
country. The Second world war really
faded the economic problem therefore I
believe Roosevelt's not effective way of
dealing with the depression and the
Fire Site chats.



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Examiner Comments

The extract from a candidate's answer follows detailed paragraphs explaining the impact of Roosevelt's measures. Although the Second World War is given as a measure, there are three other explained measures, so the answer qualifies for marks in Level 4 if there is valid prioritisation.

The extract shown does attempt to explain relative importance, so Level 4 was awarded.

Question 3 (b)

Knowledge seemed less secure on this question, though most candidates who went beyond Level 2 recognised that the Supreme Court was a challenge to Roosevelt because it had the power to rule his measures unconstitutional. Father Coughlin's challenge was mostly explained in the negative - that he didn't have the power to have a practical effect on the New Deal. When Huey Long and Francis Townsend were mentioned, the reasoning was similar and the most common argument was that Townsend's prosecution and Long's assassination reduced any real threat to Roosevelt's New Deal.

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 3(a) Question 3(b)

Many different groups of people were opposed to President Franklin D Roosevelt's New Deal, but all for very different reasons. The Supreme Court presented itself as arguably the most serious challenge Roosevelt faced. In 1934, the Schechter Poultry Corporation was accused of breaking the New Deal's NRA regulations by selling diseased chickens, filing false sales claims and exploiting workers. When they were taken to court however, the Supreme Court declared that the corporation could not be prosecuted under the reasoning the Roosevelt's NRA had been deemed unconstitutional. This angered Roosevelt the most out of every threat he faced and so he requested Congress give him the authority to appoint 6 new Republican judges who would be sympathetic to his cause. Although he was denied ^{and stepped down} ~~the~~ ^{the public's} ~~the~~ Supreme Court was shaken up slightly, ^{therefore perhaps} ~~by the public's~~ ^{reaction} ~~lessening the severity of their challenge slightly~~. On the other hand, their opposition could be seen as the most serious due to the fact that out of all Roosevelt's opposition, the Supreme Court was the one with the most power and was the only one to actually prevent Roosevelt from doing something.



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This first page of a candidate's example shows the difference between writing about a topic and explaining its role in answering the question. The candidate has clearly shown how the Supreme Court posed a challenge - and considered the extent of that challenge.



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Examiner Tip

Candidates must make sure that they avoid 'telling the story' by simply writing all they know about the given factors (or factors they introduce themselves). They should always explain how the factor relates to the question. In this case, how the various forms of opposition actually presented a challenge to Roosevelt.

Paper Summary

Based on their performance on 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(c) is always about effects).
- When addressing the issue of change in Question 2 make sure you show the position 'before' in order to show how what you are explaining is a change.
- Always take note of the dates given in a question (e.g. Question 1(d)). They are there to help you manage your time by limiting the material you have to address.
- 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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