



Cambridge Assessment  
International Education

# Example Candidate Responses Paper 4

## Cambridge IGCSE™ / IGCSE (9–1) History 0470 / 0977

For examination from 2020



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## Introduction

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The main aim of this booklet is to exemplify standards for those teaching Cambridge IGCSE/IGCSE (9–1) History 0470 / 0977, and to show how different levels of candidates' performance (high, middle or low) relate to the subject's curriculum and assessment objectives.

In this booklet, candidate responses have been chosen from March 2020 scripts to exemplify a range of answers.

For each question, the response is annotated with a clear explanation of where and why marks were awarded or omitted. This is followed by examiner comments on how the answer could have been improved. In this way, it is possible for you to understand what candidates have done to gain their marks and what they could do to improve their answers. There is also a list of common mistakes candidates made in their answers, where relevant.

This document provides illustrative examples of candidate work with some examiner commentary. These help teachers assess the standard required to achieve marks beyond the guidance of the mark scheme. Therefore, in some circumstances, such as where exact answers are required, there will not be much comment.

The questions and mark schemes used here are available to download from the School Support Hub. These files are:

**0470 March 2020 Question Paper 42**  
**0470 March 2020 Paper 42 Mark Scheme**

Past exam resources and other teaching and learning resources are available on the School Support Hub:

[www.cambridgeinternational.org/support](http://www.cambridgeinternational.org/support)

## How to use this booklet

This booklet goes through the paper one question at a time, showing you the high-, middle- or low-level response for each question. The candidate answers are set in a table. In the left-hand column are the candidate answers, and in the right-hand column are the examiner comments.

Example Candidate Response – Question 3, middle		Examiner comments
Question	Part	
3	<p>1 Hitler used two methods - terror and propaganda, to control people and these methods were carried out by various organisations. He also used the education system to win the hearts and mind and loyalty to himself - Hitler. In fact this was his goal.</p> <p>Due to people being informed by the informers who were the people living around them, it created fear in their mind and lead to breaking trust between communities. Due to the fear of being reported many people started to follow what Hitler was saying to cross</p>	<p>1 The candidate begins with a generalised introduction that acknowledges the focus of the question which is about control. Mention of informers would have focused the introduction more directly with the factor in the question.</p> <p>2 The candidate hints at giving a balanced response. This would be more explicit by commenting on the factor in the question and comparing it against alternative</p>

**Answers** are by real candidates in exam conditions. These show you the types of answers for each level. Discuss and analyse the answers with your learners in the classroom to improve their skills.

**Examiner comments** are alongside the answers. These explain where and why marks were awarded. This helps you to interpret the standard of Cambridge exams so you can help your learners to refine their exam technique.

## How the candidate could have improved their answer

- The main body of the response was well-structured and organised in a logical and balanced way with some precision to the factors discussed. Contextual knowledge was relevant and deployed appropriately throughout, although some sections of the answer provided more depth and breadth in terms of detail and examples than others. The candidate could have given precise and accurate examples to support some of the explanations and conclusions made which would have substantiated their

This section explains how the candidate could have improved each answer. This helps you to interpret the standard of Cambridge exams and helps your learners to refine their exam technique.

## Common mistakes candidates made in this question

- Some candidates made the error of misinterpreting the term informers and related the term to the SS or Gestapo rather than the general population who were used to spy on and inform the security services.

Often candidates were not awarded marks because they misread or misinterpreted the questions.

Lists the common mistakes candidates made in answering each question. This will help your learners to avoid these mistakes and give them the best chance of achieving the available marks.

## Question 3

### Example Candidate Response – middle

### Examiner comments

Question Part

Question	Part
3	
	<p>Hitler used <del>two</del> two methods - terror and propaganda, to control people and these methods were carried out by various organisations. He also used the education system to win the hearts and mind and loyalty to <sup>2</sup>himself - Hitler. In fact this was his goal.</p> <p>Due to people being informed by the informers who were the people living around them, it creates <sup>3</sup>fear in their mind and lead to breaking trust between communities. Due to the fear of being reported many people started to follow what Hitler was saying as they did not want to cross or oppose any rules which might get them reported. Hence due to reports Hitler could make people follow his as the people did not want to be reported <sup>4</sup>to the informers because they did not follow.</p>

**1** The candidate begins with a generalised introduction that acknowledges the focus of the question which is about control. Mention of informers would have focused the introduction more directly with the factor in the question.

**2** The candidate hints at giving a balanced response. This would be more explicit by commenting on the factor in the question and comparing it against alternative factors that helped Hitler control the people in Germany after 1933. An evaluation of the relative importance of these factors is also missing and this would improve the start of the answer and set out a clear and reasoned structure for the essay.

**3** The candidate explicitly focuses on the factor in the question. There is some explanation of how informers helped Hitler keep control, although this is not well-developed.

**4** The candidate repeats some of the previous material here. The factual knowledge deployed is appropriate, although depth and detail could be included, for example, by reference to the effect of children informing on their parents.

## Example Candidate Response – middle, continued

## Examiner comments

Also as a result of the informers the other organisations like the Gestapo and concentration camps created more terror <sup>5</sup> among the people. Due to informers the danger of being reported to Gestapo and hence being sent to the concentration camps became more real. Also due to the informers the Gestapo could function better and hence, showed <sup>6</sup> it had much more power than it seemed it had. Therefore the strength, fear and the danger of

being sent to the concentration camps and reported to the Gestapo became a important fear in people's. Due to ~~in~~ short Overall the informers were the reason for installment of extra fear among the people and made the concentration camps and Gestapo look more dangerous. As a result <sup>7</sup> people started to follow Hitler due to fear, and whoever did not were often self reported, leading to all the people who did not ~~or~~ support to be either a supporter or be sent to the concentration camps.

<sup>5</sup> The candidate provides an explicit link to broader context here in terms of how informers worked with the Gestapo and the concentration camp system.

<sup>6</sup> The candidate draws a conclusion here, although it is not well-developed and remains unsubstantiated. This could be improved with additional knowledge and examples to support the explanation.

<sup>7</sup> The candidate's explanation and conclusion drawn about the informers and the Gestapo is partially developed, although the conclusions remain unsubstantiated.

Example Candidate Response – middle, continued

Examiner comments

<p>9</p>	<p>However the use of propaganda was also very <sup>8</sup> important. All the news papers were carrying pro Nazi messages and any film had to carry a pro-Nazi message too. Any Jew artist or performers were killed out. Any In general any other views except the Nazi's were not allowed. Due to this people could not find any other views to believe in and hence they had no other choice but to listen to Hitler. <sup>10</sup> Also there were cheap radios available as well as public radios in <sup>11</sup> a cafes and restaurants, which only could catch receive the Nazi radio station were installed. And due to this people were slowly being brain washed <sup>12</sup> into listening to Hitler.</p>
<p>13</p>	<p>They The Nazis also used to organised massive rallies which displayed law and order and gave people a sense of belonging. Due to this people believed and supported Hitler even more.</p>

- <sup>8</sup> The candidate explicitly provides balance to the response by examining the importance of propaganda which is a valid alternative factor linked to control in Nazi Germany.
- <sup>9</sup> Relevant contextual knowledge is deployed here, although it lacks specific and accurate examples to develop the material further.
- <sup>10</sup> The candidate draws a valid conclusion but asserts that 'people' in Germany had no choice but to listen, which is partially substantiated showing that only pro-Nazi messages were available.
- <sup>11</sup> The candidate deploys further relevant knowledge which adds some breadth and depth to the comments being provided.
- <sup>12</sup> The candidate provides an assertion about the importance of propaganda here; this is unsubstantiated without evidence in the form of contextual knowledge to support the conclusion.
- <sup>13</sup> The candidate provides a further piece of relevant information here with some explanation which is relevant, although it lacks a specific example such as the Nuremberg Rallies to develop the comment further.



## Example Candidate Response – middle, continued

## Examiner comments

14 All of these mainly affected the elders of the society mainly and only a little impact on the young ones. Hence Hitler controlled the schools, where subjects like Maths, Science, biology<sup>15</sup> and history were twisted to help fit the Nazi message and hatred towards Jews and the November Criminal in their brains. Due to this, the students and the young ones completely<sup>16</sup> supported Hitler. This also ensured a long term control for Hitler as he controlled the youth and was winning their hearts and minds.

Not only the schools but Hitler arranged other programmes to brainwash and ~~say~~ win support outside schools. He made outside school activity like the Hitler youth and the League<sup>17</sup> of German Maidens which carried all the things that the boys need to learn. ~~It~~ for being a<sup>18</sup> soldier and for girls to become a mother. Due to this ~~the~~ most of the youth was completely brainwashed and not supported and were-

14 This comment by the candidate is unsubstantiated and asserts the relative impact and importance of propaganda on the elderly and youth. Evidence does suggest that the youth were more prone to the effects of propaganda than the elderly.

15 The candidate examines another alternative factor linked to control; the use of the education system in Nazi Germany. Relevant and accurate contextual knowledge is provided in the form of a list of examples.

16 The candidate attempts to draw a conclusion and explain the importance this had on the control of young people in Germany; however, the comment made is unsubstantiated and could be improved with an example such as a statistic to support the explanation.

17 The candidate adds some breadth to the section on young people by examining the importance youth organisations in Germany had on control, generally demonstrating a well-organised and structured response.

18 Some relevant contextual knowledge is given to demonstrate the candidate's understanding of these youth organisations and their motives.

Example Candidate Response – middle, continued

Examiner comments

19 loyal to Hitler from before their family. This created a very good control over the future of the Nazis.

Hitler also used schemes to get the message and get what he wanted from the people. For workers, he banned 20 trade unions and he made the working conditions better for the workers. He also decreased the price of the food and cinema so that they can afford it and made them save money to buy volks wagen car. Due to this he gave a dream to the workers and made their job more likeable and hence did control them. 21

He also used prizes like a gold cross and gave financial aid to the German woman who had 8 kids. 22 This gave the women an incentive to have more children and hence made them stay at home and take care of the family. Also he made all the working women from their jobs so that they could become a house wife and have six children. Due to this he had good support 23 from the women and could control them.

It was a mixture of terror, propaganda and schemes which lead Hitler to win hearts and -

19 The candidate gives a partial explanation with some assertion here; this remains unsubstantiated and undeveloped.

20 Another alternative factor linked to control is examined in this paragraph. The candidate assesses how the control of the workers helped Hitler maintain authority in Germany by banning unions and providing amenities in and out of the workplace.

21 The candidate's explanation here is undeveloped and lacks substantiation. Greater detail of how this would impact the workers and examples to support could improve this conclusion.

22 The candidate's answer provides further breadth here by examining how Hitler used medals to control women and convince them to bear children. A valid factor, although it is mainly descriptive and the explanation is implicit in terms of how important it was in terms of controlling the German people.

23 A common error is made here where the candidate views support and control as the same thing. There is some validity to say that support helped Hitler control the German people, but it was not a method of control. Hitler did not rely on support by this point in the regime's history as elections had been banned and a dictatorship established.

## Example Candidate Response – middle, continued

## Examiner comments

	<p>mind of the people and at the same time <del>also</del> eradicate any opponents.</p>
	<p>Hitler also used the legal system to control, as the courts were biased, the judges <sup>24</sup> were Nazi and all the police officers higher posts and commanding posts were occupied by the Nazis. This due to this people <sup>25</sup> resisted <del>to</del> cross Hitler. Also the SS were another group who displayed order and law and <del>disciplined</del> discipline <sup>26</sup> for the people. They were also only Aryans and used force, hence portraying a good image of Aryans. Also</p>
	<p>In conclusion I would say that the informers were important <del>ways</del> to report any opponents and opposers. They were the very important <del>to</del> reason for the installment of fear in the German people. However terror <sup>27</sup> was not the only method that Hitler used to control. He also used propaganda, <del>and</del> schemes and programmes to win the hearts and mind of the people. If they just used terror then they <del>not</del> would not have complete support of the people. There would always be some <del>as</del> the other opposition to them -</p>
	<p>the Nazis. And even after doing all this there was hence his other schemes, programmes and propaganda were important <del>new</del> methods for gaining complete control of the people. Hence the use of informers in allowing Hitler to control <del>germ</del> German people after 1933 was <sup>28</sup> somewhat important, as other factors were also playing a important <del>role</del> role and only informers <del>would</del> would not create <del>such</del> such a huge difference.</p>

<sup>24</sup> A valid and often overlooked factor is discussed here by the candidate. The control of the legal system and its officials is a valid piece of contextual knowledge to deploy.

<sup>25</sup> The candidate's statement about the importance of the use of the legal system remains undeveloped and is only partially explained.

<sup>26</sup> The use of the SS was a key factor in Hitler's control of Germany and its people. The candidate could improve their response by analysing the information and developing an explanation to reach conclusions about their importance.

<sup>27</sup> The candidate's concluding paragraph provides a summary of the answer and does not really develop any of the explanations or conclusions about relative importance any further.

<sup>28</sup> The candidate attempts to reach a judgement here and the comment is balanced, but lacks substantiation.

**Total mark awarded =  
19 out of 40**

## How the candidate could have improved their answer

- The main body of the response was well-structured and organised in a logical and balanced way with some precision to the factors discussed. Contextual knowledge was relevant and deployed appropriately throughout, although some sections of the answer provided more depth and breadth in terms of detail and examples than others. The candidate could have given more precise and accurate examples to support some of the explanations and conclusions made which would have substantiated their comments better.
- The candidate did provide some structured descriptions and explanations in the response, although the conclusions made were often unsupported or implicit. More detail was needed to develop these comments in order to address the relative importance of each factor discussed.
- The concluding paragraph lacked development and provided more of a summary of the entire response than any valid judgements and conclusions about relative importance. Much of what was said could have been used in the introduction, which would have setup the balance and overall structure of the essay and created a more well-reasoned answer and line of argument.

## Common mistakes candidates made in this question

- Some candidates made the error of misinterpreting the term 'informers' and related the term to the SS or Gestapo rather than the general population who were used to spy on and inform the security services.
- Some responses defined control and support as the same issue. This meant some candidates gave irrelevant material in their answers or provided inaccurate explanations and conclusions.
- A few candidates did not stay within the chronological parameters of the question. Instead they examined events before 1933 and focused on Hitler's rise to power rather than the methods used by Hitler after he was in power to control the German people.
- Some responses provided a narrative of the events after 1933 and Hitler's appointment as Chancellor in January. Events were examined in chronological order without assessment of their relative importance in helping Hitler keep control of the German people. This led to descriptive responses, while analytical responses included both valid explanations and conclusions.
- Candidates sometimes failed to address relative importance in their paragraphs when they developed their explanations, which was explicit in the question. This led to partial or undeveloped comments.

## Question 8

### Example Candidate Response – high

### Examiner comments

8	<p style="text-align: center;"><i>United States of America</i></p> <p>During the early 1920's, the USA was facing a severe great depression that started in 1929. This great depression had severe economic consequences on the USA, which needed to be resolved soon. So, in 1933, president Roosevelt introduced a New Deal to tackle these economic issues. Some of the ways he hoped to do so were through the alphabet agencies, <sup>2</sup> the banking reform, the ending of prohibition and his fiscal check. Out of these, the alphabet agencies were only <sup>3</sup> slightly significant in dealing with the economic problems during the 1930's.</p> <p>During the 1930's, the agricultural industry suffered. The Agriculture - Adjustment Administration (AAA) was an alphabet agency created to tackle these issues like overproduction. In order to do so, they paid farmers cash subsidies to produce less food. They killed pigs and cattle and forced farmers to burn their extra crop, in hope to drive food prices up. While this successfully managed <sup>5</sup> to double farm incomes, the AAA was only limited to farmers who grew 7 special crops (wheat, maize etc) and also encouraged rich farmers to lay off or fire poorer sharecroppers and tenant farmers. Hence, the work of the AAA was only <sup>3</sup> slightly significant in dealing with the economic problems in the USA as it benefited and revived only a very small portion <sup>6</sup> of the farms in the USA.</p>
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- 1 The candidate focuses on the demands of the question, although this is mainly background material.
- 2 The candidate acknowledges the factor in the question and provides balance by listing other alternative factors that are significant.
- 3 The candidate gives some evaluation in the introduction and produces a partial line of argument to make a judgement about the relative significance of the alphabet agencies. This could have been improved with further development by briefly explaining which other factors were more significant.
- 4 Alphabet agencies are focused on initially and one agency or sector of the economy (in this case agriculture) is discussed per paragraph which demonstrates good organisation and structure by the candidate.
- 5 The candidate provides good detail and accurate supporting contextual knowledge about the AAA.
- 6 The candidate provides a well-developed and reasoned explanation to justify their conclusion about the relative significance of the AAA in solving the USA's economic problems.

Example Candidate Response – high, continued

Examiner comments

Lack of money circulating in the economy due to unemployment and poverty was another very important problem the US economy faced. To tackle this, the ~~Conservative~~ Civilian Conservation Corps (CCC) and the Public Works Administration (PWA) ~~was formed~~ were alphabet agencies formed in 1933. These agencies worked to reduce unemployment and provide US citizens with money to spend in the economy. The CCC paid members \$1 per day and the PWA paid ~~workers~~ \$15 per week to carry out state like road building, park construction etc. This money provided by these agencies meant that citizens had more ~~money~~ disposable income, which would <sup>be</sup> spent on American goods. Hence, the work of the CCC and PWA were very significant in dealing with the economic issues in the USA as it <sup>directly</sup> increased the amount of money circulating in the economy.

8 Another economic issue the USA faced was in industries. These industries suffered from overproduction which caused a drop in prices and in turn caused a reduction <sup>in</sup> wages. The ~~National Recovery Act~~ National Industrial Recovery Administration (NIRA) was an alphabet agency also created in 1933 to tackle the issue faced by American businesses. They encouraged company owners to raise wages, send commodity prices and even provided employers with the NIRA badge (blue eagle) which meant that <sup>businesses</sup> were seen as "ethical". Over 2 million employers joined the NIRA, and their business flourished as more people were buying their goods, as they were "ethically" produced. However, membership was voluntary and most companies

7 The pattern and structure of the response remains succinct and structured. The candidate examines the issue of unemployment and the relevant agencies set up to tackle the problem, keeping the answer well-focused on addressing the question.

8 Sound knowledge of the agencies is provided, although this could be improved with more detailed examples of the work of the CCC.

9 The candidate follows the same formula as the first paragraph and provides a valid explanation of the significance of these agencies in dealing with the economic problems in the USA. This explanation could have been developed further by providing a more developed conclusion about how consumer spending would have helped regenerate the economy.

10 In the last section on alphabet agencies, the candidate examines how they helped industry in the form of the NIRA, although there is a small factual error here as the NIRA refers to the Act rather than the agency which is the NRA.

11 Strong contextual knowledge is used by the candidate to describe the work of the agency which supports the subsequent explanation and conclusion about its significance.

Example Candidate Response – high, continued

Examiner comments

refused to join the NRA; whose people suffered as they were not seen as ethical. Hence, the work of the NRA was not very significant in dealing with the economic problems in the USA as they put the Federal government in direct competition with private businesses and companies (who suffered).

There were many other, more significant aspects of the New Deal which handled the economic problems faced in the USA.

Roosevelt's "Fireside Chats" were one of these. During these Fireside Chats which started during the '100 days', Roosevelt addressed his people through the radio. He ~~used~~ used this as a platform to reassure people about his policies, to gain support for the New Deal, and, most importantly, to restore confidence in the economy. He addressed over 60 million Americans, ~~who~~ every Sunday evening, who were now more willing to spend money in the American economy, which helped get ~~the~~ the economy back on its feet. Roosevelt was also able to ~~the~~ gain funding and support for his other schemes to tackle the economic problems in the USA. Hence, the Fireside Chats were an incredibly significant in dealing with American economic problems as it restored confidence and made people more willing to invest in American goods and American-businesses.

One of the main economic problems the USA faced during the New Deal was the banking

crisis. People had lost faith in banks and over ~~12,000~~ 11,000 had become solvent. To solve this, Roosevelt implemented the Emergency Banking Act in March 1933. During this, all banks were forced to shut down for 4 days.

12 The candidate provides a very convincing conclusion which is well-supported by the knowledge they use about the work of the agency and its impact on the economy. This is a very balanced evaluation of the significance of the different alphabet agencies.

13 Here, the candidate makes it clear that they are going to examine alternative factors, other than the agencies, which were significant in dealing with the USA's economic problems.

14 The candidate examines Roosevelt's 'Fireside Chats' and provides accurate knowledge about its impact.

15 A valid explanation and conclusion is reached here and demonstrates the candidate's broader knowledge of the issues and the interrelationships between them.

16 Banking is discussed next, specifically the significance of the Emergency Banking Act (EBA). It is a common error by some candidates to confuse this act with an agency. The EBA was legislation and did not set up an alphabet agency.

Example Candidate Response – high, continued

Examiner comments

<p>17</p>	<p>Roosevelt allowed only trustworthy and government funded banks to reopen on March 9, 1933. This managed to instill the people's confidence in banks. Within a month of the Emergency Banking Act, over \$1 billion was redeposited in banks, which meant that they now had money to lend to businesses and people. Hence, the Banking reform was <sup>one of</sup> the most significant aspects of the New Deal in solving the economic problems as it not only restored confidence 18 and it also stabilized the economy as it allowed businesses and banks to survive.</p>
<p>19</p>	<p>Roosevelt also ended prohibition in 1933, as a part of the 21<sup>st</sup> amendment. Alcohol was now legal to brew, and this meant that the government could not extract taxes from alcohol production. The total amount of the total tax revenue collected from alcohol increased from 2% to 9% during 1933. The ending of prohibition also meant that America 20 could be employed. <del>and the</del> Sale of spirits rose by 67% during 1933 and employed over 1 million Americans, which meant that other people now had disposable income to spend on American goods. <del>then</del> Hence, the ending of prohibition was fairly significant in dealing with US economic problems as it gave the government money to spend on other schemes that would help economic recovery.</p>
<p>21</p>	<p>Finally, the work of the Works Progress Administration (WPA) was also important. It provided over 7 million Americans with \$52 per week wages. This administration 22 was a part of the Second New Deal, and is hence, not an alphabet agency. 7% of the WPA's budget was used to provide money to</p>

- 17 The candidate demonstrates strong contextual knowledge and understanding of how the Act worked, supporting the subsequent explanation of its significance.
- 18 The candidate provides a focused explanation here and starts to make a judgement in their concluding sentence concerning relative significance. Making this judgement in the introduction would have helped to give a more sustained line of argument throughout the response as it identifies the most significant factor. This would allow for a more well-reasoned answer overall.
- 19 The candidate provides further breadth to their response by addressing the repeal of Prohibition and how it helped the economy. This factor is often overlooked by candidates.
- 20 The precisely selected and accurate knowledge adds depth to the explanation.
- 21 The candidate develops a supported conclusion in the explanation which directly addresses the focus of the question.
- 22 The candidate's final choice is to examine the WPA. The candidate mistakenly defines the WPA as separate from the alphabet agencies whereas, in fact, it is an alphabet agency that was set up in the Second New Deal rather than the 'Hundred Days'. Nonetheless, the factor is relevant to examine.



Example Candidate Response – high, continued		Examiner comments
	<p><del>artists</del> to painters, artists and musicians, hence, it which allowed them to pursue their goals<sup>23</sup> and also gave them money to spend on American goods. This also led to increased innovation. Hence, the work of the WPA was very significant as it helped the people who did not benefit</p>	<p><b>23</b> The candidate demonstrates some precise knowledge about the WPA, although it could be improved with greater detail and examples.</p>
8	<p>from the 1<sup>st</sup> New Deal <del>or the</del> (the alphabet agencies)</p> <p>To conclude, I believe the alphabet agencies were only a slightly significant in dealing with American economic problems as it only provided immediate relief to the people of America. Employment in agencies like the CCC<sup>and PWA</sup> were<sup>24</sup> temporary, and hence did not solve the economic problems faced by the USA. When Roosevelt cut government spending in 1937, the USA were dragged into another economic recession which shows that the alphabet agencies did not really help resolve the economic problems faced in the USA. On the other hand, acts like the Emergency Banking Act were a lot more significant in dealing with the economic issue faced by the USA. Roosevelt<sup>25</sup> was the most significant in solving the economic problems as it restored confidence in the economy, which was lost following the Wall Street Crash in 1929, which allowed the economy to survive. Furthermore, the <del>EE</del> Emergency Banking Act also solved the banking crises, which was arguably the most severe economic problem the USA were facing, making it the most significant in dealing with the economic problems during the New Deal.</p>	<p><b>24</b> The candidate's concluding paragraph demonstrates a solid structure and organisation to this response. The evaluations follow the pattern and arguments made earlier in the essay and provide some extra development. It is a common error in the final paragraph to just supply a summary of what has already been stated earlier rather than providing additional reasons as to why factors are or are not significant.</p> <p><b>25</b> The candidate's conclusion demonstrates a clear balance in its evaluation and compares the relative significance of the EBA versus the alphabet agencies. This does provide a well-reasoned and well-supported argument overall.</p> <p><b>Total mark awarded = 30 out of 40</b></p>

### How the candidate could have improved their answer

This candidate provided a reasoned, well-structured, and balanced response which focused on the question. The explanations and conclusions were well-supported for the most part, using detailed contextual knowledge and precise, accurate examples which added depth and breadth to the answer. The overall response lacked a focused introduction which only briefly addressed the issue of significance. Evaluations made about the relative significance of the different factors were only argued in any depth and clarity later in the response rather than from the beginning, which would have made for a much more sustained and well-reasoned answer. The level of detail in the contextual knowledge varied in depth in some parts, and better supported some explanations more than others. Furthermore, very little was made of reforms such as the Wagner Act and Social Security Act which were set up as part of Roosevelt's Second New Deal in his second term as President, as well as new alphabet agencies which were set up to provide economic assistance.

### Common mistakes candidates made in this question

- Candidates confused alphabet agencies with abbreviated legislation, e.g. Emergency Banking Act (EBA).
- Some candidates disregarded alphabet agencies set up in the Second New Deal such as the WPA, RA and FSA.
- Candidates did not read the question carefully or note the chronological parameters of the question. In this case, the whole New Deal era was relevant to examine and discuss in the response.
- Candidates provided a narrative of the legislation and agencies without explaining their significance.
- Candidates examined the background to the New Deal and reasons why it was introduced which was not relevant to this question.

**Example Candidate Response – low** **Examiner comments**

8.		<p>The 1930s saw one of the biggest world wide economic slumps of history. Many events and failures led to the economic crash of the 1930s, like the wall Street Crash, banking failures, weaknesses in the American society, like failures in old industries, <del>large</del> <del>big</del> <del>difference</del> <del>in</del> <del>wealth</del> unequal distribution of wealth, etc</p> <p><del>Herbert Hoover</del> <sup>was</sup> <del>became</del> <sup>from</sup> president <del>in</del> <sup>1929</sup>, <del>to</del> <sup>1933</sup>. He was a republican and believed <del>strongly</del> <sup>devoutly</sup> in the republican policies of 'rugged individualism'. <sup>2</sup> Like many others believed that the slump will pass quickly and refused to act on the issues in the country as he believed the American economy will revive itself. However, he was bitterly wrong and by the time he could do anything serious the situation had worsened beyond control. Almost all Americans <del>hated</del> <del>dis</del> <sup>3</sup> <del>respected</del> <sup>resented</sup> him by the time the 1933 presidential election came about.</p>
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- 1 The candidate's introductory paragraph is mainly background and does not address the question which is focused on the significance of the alphabet agencies during the New Deal era. This material is about the consequences of the Crash and the Depression. This material, however, could have been incorporated into a focused response as to how the New Deal and its agencies tried to deal with these problems.
- 2 The candidate continues to focus on the pre-New Deal period under Hoover's presidency. This represents further background information that does not directly address the question.
- 3 The candidate could have improved this response by not including so much background material at the start of their response and only focusing on the issue raised in the question. This is a common error with some questions as the essay focuses on information outside of the chronology of the question and is therefore largely irrelevant.

Example Candidate Response – low, continued

Examiner comments

His ~~opp~~ competing candidate Roosevelt won a landslide victory of almost 7 billion votes. Hoover had only won in ~~6 best~~ states. Roosevelt had been <sup>4</sup> the senator of New York and had managed to implement government measures to provide aid to his people. <sup>already</sup> His persona <sup>radiated</sup> charisma and enthusiasm. This helped the people trust him. He was completely different from Hoover who was very distant from the public. He was also seen as a sort of ~~hero~~ hero after he had contracted polio and still went on to become a president. ~~He~~ He also made sure to be accessible to the public. He used the new technological advancements to do this. By the 1930s almost 70% of the American population owned radios. He broadcasted his 'Fireside chats' on the radio. Through this he ~~let~~ let people know of his plans and various other details. Through this he was able to restore hope and faith to the people <sup>6</sup> whose confidence had been utterly crushed. More and more people started trusting him. They regained some confidence in the American economy. Some ~~was~~ even started spending money. However, this did not help the ~~poor~~ economic condition to a large scale.

5

6

One of the first things Roosevelt did after coming to power was to shut down all banks ~~across~~ ~~across~~ ~~the~~ America. ~~He announced the Emergency Banking Act. He~~ ~~stop~~ All banks were inspected and only the ones that were capable <sup>7</sup> were allowed to continue. He introduced the ~~the~~ Emergency Banking Act, through which he loaned the banks money. The banks were able to continue business with the loaned money and provide loans to ~~the~~ the people as well. This also <sup>8</sup> helped the Americans boost their confidence. Not only that but economic condition for many improved.

7

8

4 The candidate furthers the descriptive narrative by commenting on Roosevelt and what he promised to do. The focus of the answer however is more on how and why Roosevelt won the election rather than the significance of the alphabet agencies he set up to deal with the economic problems in the USA.

5 The candidate begins to recall some relevant information, although it is not deployed with precision here. The chronology of the narrative is unclear and could be more precise.

6 The candidate's narrative begins to focus on the question of the significance of the chats on the confidence of the USA population and the economic effects it had. The paragraph could have been improved with better structure and with more relevant organisation of the information so that it explicitly addresses the question from the start.

7 The candidate examines another alternative factor here by discussing the significance of the EBA. Some limited, although relevant, contextual knowledge about the Act is deployed to support the comments.

8 The candidate offers a partial conclusion about the significance of the EBA on the economy, but this is undeveloped in terms of detail and explanation.

Example Candidate Response – low, continued

Examiner comments

some wealthy Americans gave money to charities and other such organisations. This money was used to set up soup kitchens <sup>9</sup> which fed ~~and~~ the homeless. This money was also used to help the homeless further by getting them some of the most basic requirements. However, this did not help the homeless <sup>or the economic situation</sup> ~~as~~ much as they ~~were~~ <sup>needed</sup> ~~to have~~ <sup>and</sup> ~~some~~ <sup>1</sup> ~~kitchens~~ <sup>and</sup> they couldn't even earn money. ~~and~~ <sup>and</sup> ~~that~~ <sup>and</sup> had no choice but to be reliant on the government's aid. <sup>But it is undeniably that</sup> ~~the~~ <sup>condition</sup> ~~help~~ <sup>prevent</sup> ~~starvation~~ <sup>and</sup> ~~and~~ <sup>death</sup> among homeless people.

During the 1930s one of the biggest problems was ~~the~~ unemployment. This was mainly due to factors like mechanisation of industries, fall in demand of goods, etc. <sup>11</sup> ~~that~~ <sup>11</sup> Roosevelt introduced various agencies in ~~the~~ 1930s to help the situation. ~~one~~ <sup>11</sup> of the Civilian Conservation Corp or the CCC gave jobs to ~~many~~ single men under the age of 25 ~~jobs~~. Although the pay was less, they lived in government camps ~~and~~ <sup>12</sup> ~~took~~ <sup>12</sup> care of the lodging and food. ~~the~~ <sup>12</sup> jobs also gave them new skills that would help them find a better job later. ~~that~~ <sup>12</sup> However, the CCC failed to help many African-Americans. ~~Only~~ <sup>13</sup> ~~about~~ <sup>13</sup> ~~75,000~~ <sup>75,000</sup> African-Americans benefited from ~~this~~ <sup>13</sup> ~~and~~ <sup>13</sup> they still faced ~~segregation~~ <sup>segregation</sup> at CCC. Another agency was the Public Works ~~Agency~~ <sup>Administration (PWA)</sup>.

**9** The candidate discusses the significance of charity organisations in dealing with the economic problems in the USA; a rare but valid factor to discuss.

**10** The candidate provides some balanced assessment of their significance in the explanation, although it could be improved by including an example.

**11** The candidate focuses on the factor in the question; the alphabet agencies, which provides some balance to the overall response. The essay has a noticeable structure here, but the material is not always deployed effectively or precisely.

**12** Some assessment of the significance of the CCC is provided at this point by the candidate and is supported by some accurate and relevant contextual knowledge.

**13** A focused explanation of the significance is made by the candidate who notes the shortcomings of the agency; however, this could have been improved by assessing the positive as well as the negative impact the agency had on economic problems which would have provided a better balance to the conclusion.



Example Candidate Response – low, continued

Examiner comments

The National Recovery Agency focused on the industries. It tried to help the ill-treated employees by trying to standardize ~~the rest of a position~~ wage of employees. It also tried to win the employees ~~the~~ right to form <sup>20</sup> trade unions and collectively bargain for wages from their employees. ~~However,~~ <sup>Although</sup> the larger industries tended to marginalise smaller industries ~~by setting lower prices of goods, the~~ employees <sup>21</sup> were extremely happy with the conditions of the NIRA or National Industrial Recovery Act. It stopped employers from unfairly giving employees low wages and paying them off unfairly. This means that ~~more~~ <sup>more</sup> than ~~more~~ <sup>more</sup> were more people earning money and could invest in the American economy. It also means that the unemployment level will fall.

In conclusion, the Alphabet Agencies provided immediate ~~relief~~ <sup>relief</sup> ~~and~~ <sup>and</sup> measures for the situation and ultimately sped up the recovery process. However, most of the other <sup>22</sup> policies of Roosevelt ~~greatly~~ <sup>only</sup> guaranteed relief ~~at a~~ in the more distant future, and not ~~at~~ <sup>during</sup> the New Deal. It was also more focused on the ~~the~~ <sup>the</sup> most pressing economic problems ~~the~~ <sup>the</sup> threatening the country. Although not all the people benefited greatly from it, it was a ~~very~~ <sup>very</sup> successful step towards economic ~~the~~ <sup>the</sup> recovery in the US.

**20** The candidate makes an assertion here about the impact of the NIRA; the assessment is not backed up by supporting evidence.

**21** The candidate attempts to further develop their conclusion about the NIRA, but the explanation provided is unsubstantiated and the conclusion drawn lacks verification by factual evidence.

**22** The concluding paragraph provides some overall assessment and demonstrates that the answer was partially balanced, although the details and explanation were primarily about the agencies rather than alternative factors. Overall, the answer could have been improved with a more structured and organised response that addresses the agencies individually and then examines alternative factors in more detail and depth.

**Total mark awarded =  
12 out of 40**

## How the candidate could have improved their answer

The candidate gave a partially balanced response to the question, although the information provided was much stronger when examining the significance of the agencies compared to alternative factors. The candidate needed to avoid providing too much background material and narrative at the start of the response, as this did not explicitly address the question and demonstrated a lack of precision and structure to the overall answer. There were some strong, structured descriptions in places and supporting contextual knowledge was relevant and accurate in some sections, but limited in breadth and depth in others, leading to only partial, implicit, and unsupported assertions being made by the candidate. This meant that the conclusions the candidate drew in their assessment of significance only partially addressed the question. The candidate needed to structure their response more succinctly so that a breadth of factors was examined to demonstrate a clear balance in their approach. It is often good practice to begin the response by examining the factor in the question first and then assessing its relative significance against alternative factors which aids the making of judgements and evaluations in the conclusion. The candidate needed to provide more precise evidence and supporting contextual knowledge to substantiate some of their explanations and conclusions.

## Common mistakes candidates made in this question

- Candidates sometimes provided narratives of the events rather than an analytical response to the question which focused on significance or importance.
- Candidates sometimes provided material in their response which was outside the chronological parameters of the question. In this case, the question was focused on the New Deal era, not the years before.
- Some confusion was evident over the acronyms for the different alphabet agencies, and mistakes were made when they were confused with acronyms of legislation such as the NRA (an agency) and the NIRA (legislation).
- Answers on questions set in the New Deal era sometimes only focused on either the First or Second New Deal. Both periods were relevant to this question and should have been discussed to add breadth and scope to the answer.

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