

Examiners' Report  
June 2015

GCE History 5HA03 3C

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## Introduction

It was pleasing to see a good standard of responses from candidates in the first session of the new specifications which requires the use of much more own knowledge in four of the questions but especially in questions 3 and 5. The paper requires candidates to answer five questions in 75 minutes and some candidates managed to write at considerable length in this time. However, it was noticeable that a number of candidates failed to complete (in some cases even start) question 5. This was due to mismanagement of timing often as a result of writing over long answers to previous questions. Centres should note that the amount of space provided in the booklet for answers, is more than we would expect any answer to take, not a recommendation of the amount candidates should write.

There were strong answers to all questions although, in some cases, there were formulaic responses which did not directly address the question. For example, some answers referred to the reliability of the sources in question 5 without directly relating this to either the strength of support or challenge for the cross referencing or the hypothesis.

A number of candidates go through the nature, origins and purpose of the sources without explicitly answering the question, whether it is utility or reliability.

There was also a noticeable increase in the number of candidates who wrongly labelled the source they were referring to especially in question 4 with Source E being confused with Source D.

An example response from the examination is given for each question in the report. Please note that in some cases part answers only are given as exemplification, not full answers.

## Question 1

Candidates were asked to make inferences about life in Britain in the 1960s. The most obvious inferences were that that people had a very good lifestyle in the 1960s and that there were job opportunities especially for the young.

The key to answering this question is to make the inference and use the wording of the source only as the support for the inference. An inference should not be made using the words of the source, as that is likely to produce paraphrasing.

So candidates who stated that the Swinging Sixties was a great time to be alive were copying the source, not making valid inferences and were marked at Level 1. Those who wrote that people had a very good lifestyle in the 1960s and then added I know this because the Source says the cost of living was cheap were making a valid inference and supporting it from the source. Such answers were rewarded at Level 3.

### Answer ALL questions.

Look carefully at Sources A to F in the Sources Booklet and then answer Questions 1 to 5 which follow.

#### 1 Study Source A.

What can you learn from Source A about life in Britain in the 1960s?

Source A infers that society <sup>(6)</sup> had changed in the 60s. I know this because the source states 'it was the time to break away from all traditions and start to create new ones' as society started to liberalise throughout the 60s.

Source A also infers that Britain was economically stable. I know this because the source states 'the cost of living was cheap and no one had heard of inflation' as people enjoyed a high standard of living in the 60s.



### ResultsPlus Examiner Comments

This a Level 3 answer. The candidate makes two supported inferences, each of which is supported by quotes from the source. Notice how the answer signposts the examiner, 'I know this because the...'. Remember that two supported inferences are enough for full marks.



### ResultsPlus Examiner Tip

To gain higher marks you must make two inferences supported from the source. Why not say 'I know this because the source says...'? Do not write too much although, if you have time, do three supported inferences.

## Question 2

The mark scheme for this question has changed for these new specifications. The question still asks candidates to explain the purpose of a poster. The majority of candidates were able to identify the purpose of the source and support it with details from the contents of the source, for example the candidate who wrote the purpose of the poster was to convince people to visit London and especially the boutique in Carnaby Street.

This is supported by the message of the poster which shows that London is a really exciting place to live and visit. The poster shows Mick Jagger, the lead singer of the Rolling Stones, Twiggy, who was a leading model of the time, as well as key places to visit in London including Carnaby Street and Piccadilly Circus.

However to achieve level 2 this needs to be supported with own knowledge. For example Carnaby Street had become popular because of the boutiques which sold the latest fashions in young men and women.

However, to reach Level 3 candidates have to explain the purpose by analysing the representation in other words the treatment or selection of the content of the representation. For example the candidate who wrote that the purpose of the representation is to convince people to visit London and more especially the new fashionable clothing boutiques on Carnaby Street, the King's Road and the boutique which produced the poster. The poster has carefully selected images of swinging London including Mick Jagger, the lead singer of the Rolling Stones, one of the most popular rock groups of the mid-sixties would achieve a low level 3 mark. For a higher mark in Level 3 the candidate needs to support this explanation with their own knowledge. For example, in addition it focuses on fashion for the young, advertising Carnaby Street and the Kings Road which had become popular streets because of the boutiques which sold the latest fashions in young men and women. The poster also shows Twiggy who, in the mid 1960s, became one of the first popular international super models.

### 2 Study Source B and use your own knowledge.

What was the purpose of this representation?

Use details of the poster and your own knowledge to explain your answer.

(8)

This poster was published by a clothing boutique in Carnaby Street, London. Carnaby Street was where the 'Swinging sixties' were centred and refers to the life and exploits of a small group of models, photographers, designers and other well known faces. A few of these supposedly influential people are shown on the poster including Mick Jagger.

The sixties were seen as a time to be proud to be British; there was the British invasion of the US pop charts and for a while, London was the global trendsetting capital. This is reflected in the poster. It features lots of Union Jacks and has a print of Prince Charles' face surrounded by gold and flags. There is also an image of the then prime minister, Harold Wilson. These two people were ~~the~~ <sup>considered</sup> the most British people and they are featured on the poster to show that being British is cool.

The purpose of this presentation is to make people proud to be British and proud to be from London. It was also made to ~~also~~ advertise the boutique as the boutique would have sold the most 'British' styles. By making people proud to be British they will be more likely to buy the 'British' styles at their store.

The poster has 'Swinging London' at the top. This shows that most of the 'revolution' was centred in London and that if you weren't there then you didn't get the full scale of the 'swing'.

This could mean that <sup>other</sup> areas were too poor to live like the others.



**ResultsPlus**

**Examiner Comments**

This is Level 3 answer in which the candidate explains the purpose of the poster and supports this with reference to how London is portrayed in the poster. Moreover the candidate includes relevant own knowledge about the swinging sixties.



**ResultsPlus**

**Examiner Tip**

The key to Level 3. Why not go straight to the purpose of the source? Remember, however, that this must be explained fully by reference to the selection and treatment of the representation and must be supported with own knowledge.



### Question 3

This question asks candidates to use Source C and their own knowledge to explain the growth of comprehensive schooling in Britain in the 1960s.

Source C does provide some possible factors more especially growing concern about the '11 plus examination and the action taken by the Labour Education Secretary, Anthony Crosland, to encourage councils to introduce comprehensive education. A number of candidates were able to further develop these and other reasons using their own knowledge of the topic. Indeed, the best answers began with evidence or a quote from the source and then turned this into a developed, explained reason through the effective use of their own knowledge.

Some candidates used source and knowledge separately. A lot of candidates used quotes from Source C such as 'concern about the use of the '11 plus examination' and then did not use own knowledge to provide further explanation about the shortcomings of this examination. Centres need to be aware that to get above 5/10 there must be own knowledge. However, many candidates did demonstrate excellent knowledge especially about the shortcomings of the '11 plus examination and the divisive nature of the tripartite system of secondary schooling.

#### 3 Study Source C and use your own knowledge.

Use Source C and your own knowledge to explain the growth of comprehensive schooling in Britain in the 1960s.

(10)

From source C explains to us the growth of comprehensive schools in the 1960s. The source says that there was concern from "the Labour party" about the "11+ exam". This explains to us that the Labour party were concerned about the 11+ exam. This was causing many people to want a comprehensive system rather than the old 'tripartite' education system. From my own knowledge, I knew that many thought the 11+ exam favoured the middle class, and was not a fair way of selecting pupils, as many bright working class children were not being given the opportunity to go to a grammar school. I also know that secondary modern schools were often run down and not as well equipped as



grammar schools, which was ~~more~~<sup>triple</sup> encouraging people to dislike the ~~comprehensive~~<sup>tripartite</sup> system, and want the comprehensive system.

Secondly, source C explains that the labour education secretary asked authorities to "submit plans to introduce comprehensive schools", and that the majority of councils agreed, and started to make plans for comprehensive schools. From my own knowledge, I know that the labour government issued a document called circular 10/65 which called for a comprehensive system, ~~which encouraged~~ the and ~~the~~ only gave funding to comprehensive schools, which would have also encouraged the growth of the comprehensive system.



## ResultsPlus

### Examiner Comments

This is part of a level 3 answer in which the candidate explains two developments in the growth of comprehensive education. Notice how the candidate begins each paragraph with a reference to a development mentioned in the source and then explains this development more fully with the effective use of own knowledge.



## ResultsPlus

### Examiner Tip

For this question use the source to stimulate own knowledge. For example, you could begin each paragraph with a quote from the source and then develop this further with your own knowledge. Therefore, the examiner will be aware that you are making effective use of the source and your own knowledge. Remember, however, that you can also explain factors which are not mentioned in the source. Two explained factors, as long as they include the use of the source and your own knowledge, will achieve a level 3 mark.

## Question 4

For this question, candidates had to examine the reliability of Source D, an interview given in 2011 about the experiences of an immigrant arriving in London in the 1960s, and Source E, a cartoon published in the weekly magazine *Punch*. Source E was primarily about the problems of increased car ownership in Britain in the 1960s and, more especially traffic jams. However, valid alternative interpretations of the message of this cartoon were accepted.

Most candidates achieved Level 2 by examining the contents/information given in each source or commenting on the nature, origins or purpose of the sources, but the top mark in this level was for those candidates who supported this with their own knowledge. Many candidates were able to interrogate the sources effectively commenting on both their content and provenance. Candidates who were able to do this effectively with both sources could score Level 3 with higher marks in the level awarded to candidates who supported this with relevant own knowledge. Candidates were generally confident with the provenance of both sources. However, a number of candidates used formulaic responses in which they went through the nature, origins and purpose of each source without making direct reference to how these affected reliability. Others simply described the contents of each source - what they could see or read.

Many candidates therefore made effective use of contextual knowledge including the fact that Britain was not as welcoming as they expected to immigrants. Some trade unions did complain about immigrants taking jobs from whites by accepting work at lower wages.

with reference to Source D, and statistics about increased car ownership and the lack of careful planning and road improvement with reference to Source E. A small number of candidates focused on utility rather than reliability. Remember this question will always ask candidates to evaluate the reliability of two sources.

### 4 Study Sources D and E and use your own knowledge.

How reliable are Sources D and E as evidence of problems in Britain in the 1960s?

Explain your answer, using Sources D and E and your own knowledge.

(10)

Source D can be deemed reliable as it highlights the main problems going on in Britain at the time. Many people from the West Indies were migrating on the ship *Windrush* and were named the *Windrush generation*. They had been offered many jobs and even companies, like such a ~~the~~ Transport For London, were sending representatives to scout for people to work in England. Also, ~~the~~ economic situations in the West Indies were very hard, which ~~made~~ drove people out. The British *Chronicle* act of 1954 ~~was~~ stated that people from British colonies ~~could~~ had the right to come to Britain. The source can also be seen as reliable as it shows the white people's side as well, noting the 'poor housing and bad landlords' which shows that

not only black people faced problems in Britain at the time.

However, the source is taken from an interview in 2011 which means it is also for entertainment purposes and could be exaggerated. Also, the words are coming from the granddaughter of the woman who experienced this which means that information could've been omitted as it was passed down two generations. The source also forgets to mention the Notting Hill riots ~~there~~ where racial discrimination was at its worst and was a very big problem.

Source E ~~can~~ is reliable to an extent. The poster shows ~~a cartoon~~ <sup>a cartoon</sup> of many cars which seem to be in a traffic jam. This is true because at the time cars were very affordable as you could get ~~one~~ a very decent car for £80. This meant more people could get cars, which then caused overcrowding on roads.

However, the cartoon comes from a magazine, which means its purpose is to please and entertain its readers. Therefore, we cannot say that the source is 100% reliable as the cartoon may have overexaggerated the problem. Also, the caption for the picture states that "the magazine mocked social and political issues and events of the time". This means that the issue of traffic was being mocked so we cannot ~~trust~~ trust this source entirely.

Both sources are reliable to an extent in presenting the problems Britain faced in the 1960's, but cannot be deemed 100% reliable.



## ResultsPlus

### Examiner Comments

This is a very good Level 3 answer. Notice how the candidate comments on the reliability of both the contents and the provenance of Sources D and E and supports this evaluation with own knowledge with reference to the contents of each of the sources.



## ResultsPlus

### Examiner Tip

Remember to mine and interrogate each source. Make judgements on the information/contents as well as the origins, nature and/or purpose of each source and support this with relevant own knowledge.

## Question 5

There were a number of well-structured answers to this question which asks how far you agree with the interpretation that the sixties were not 'swinging' for many people in Britain, using your own knowledge, Sources A, D and F and any other sources you find helpful to explain your answer. The majority of candidates utilised Sources A, D and F. A minority utilised B and E. A lot of candidates relied heavily on the source material and struggled to reason from the evidence to address the question. A lot were able to construct an argument but lacked additional knowledge to support that argument. The best candidates produced structured balanced responses that answered the question bringing in support from the sources and their own knowledge such as supporting the view by explaining the prejudice and discrimination suffered by many immigrants some of which were highly educated but were forced to take on low-skilled employment or to challenge the view with the idea that a new youth culture encouraged young people to expect a good social life and it seemed that Britain, especially London, was leading a cultural revolution to answer the question. They weighed the evidence (sources and own knowledge) to make an overall judgement.

## Paper Summary

A general summary for improvement in the approach to question types (which are common across the three options) may prove of benefit to centres:

- Question 1. Candidates often wrote too much for inference. It is sufficient to make the inferences and support them from the source, often with a direct quote. The reliability of the source is not a relevant issue.
- Question 2. Ensure that candidates' analysis of the treatment or selection of the content of the representation is used to explain its purpose, not just the message. This should be supported with evidence from the source itself and own knowledge. It is better to begin with the purpose and then support this with the message of the source.
- Question 3. Ensure that candidates utilise the source and own knowledge together to explain at least one and preferably two factor. A lot of candidates used source and knowledge separately and/or used quotes from Source C and then did not use own knowledge to provide further explanation.
- Question 4. Candidates should avoid simply describing the contents of the sources. They should evaluate both the information/contents in the context of reliability as well as the nature, origins and purpose and support this evaluation with their own knowledge.
- Question 5. The best candidates produce structured balanced responses that answer the question, bringing in support from the sources and their own knowledge to answer the question. They weigh the evidence (sources and own knowledge) to make an overall judgement based on the weight of evidence given in the sources and/or their reliability as well as their own knowledge.

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