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Examiners' Report June 2010

GCSE History 5HA03 3A

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Introduction

It was pleasing to see a good standard of responses from candidates in the first session of this new modular unit. The paper requires candidates to answer five questions in 75 minutes and it was pleasing that some candidates managed to write at considerable length in this time.

However, it was noticeable that some candidates failed to complete (or even start) question 5. This was due to mismanagement of timing often as a result of writing over long answers to the 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 the 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 questions 3 and 5 without directly relating this to either cross referencing or the hypothesis.

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

Question 1. Candidates often wrote too much for the 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 identify the underlying purpose of the source, not just the message. This could be what the source is trying to make people think or do. This should be supported with evidence from the source itself and contextual knowledge.

Question 3. Candidates should identify both support and differences between the sources and make judgements about the extent of support.

Question 4. Candidates should evaluate both the information/contents of the sources as well as the nature, origins and purpose

Question 5. A number of candidates made little or no reference to the sources and instead wrote extensively about the Red Scare. Ensure that candidates focus only on using the sources to test the hypothesis. Highest marks require them to make judgements on the extent of support or challenge to the hypothesis based on the weight of evidence given in the sources and their reliability.

Question 1

Candidates were asked to make inferences about about why men volunteered for the armed forces during the early months of the war. The most obvious inferences were that this was because of government propaganda or pressure from peers.

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

So candidates who stated that that they joined up because 'they became too ashamed to walk down the street' were copying the source, not making valid inferences and were marked at Level 1. Those who suggested that men volunteered because of the use of government propaganda such as the film about boys marching off to France were making a valid inference and supporting it from the source. Such answers were rewarded at Level 3.

On this question, some candidates brought in their own knowledge, either to make an inference or to provide a historical context. This is not a correct approach to the question. Both inferences and support must come from the source. Candidates should make two supported inferences to reach top marks.


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Examiner Comments

This is a strong answer. An inference is made immediately 'government propaganda' and then is supported by the quote 'at the end of the show they put on a film.'. The candidate then makes another inference 'pressure from friends' and supports it from the source 'too ashamed to walk down the street'. Two supported inferences. (6)

Answer ALL questions.

Look carefully at the background information and 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 why men volunteered for the armed forces during the early months of the war?

(6)

From source A we can see that men would join the armed forces due to government propaganda "at the end of the show they put on a film of our boys marching off to France... by the end of the evening tears were running down my eyes" The government used these films to inspire patriotism - this was a form of propaganda. From the source we can also infer that men joined the army due to pressure from peers, friends and family. Join the British soldier claims that his "mates joined up later that week. They said they became too ashamed to walk down the street." We can also infer that the government put on big shows on purpose in order to encourage big groups of men to go and watch displays which would act as a piece of propaganda from the government asking for support. "There was a big show at the Hippodrome. I went with a couple of mates."


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Examiner Tip

To gain higher marks you must make two inferences supported from the source. Why not say 'I know this because it says...?'

Question 2

This question asks candidates to explain the purpose of a poster produced by the British government in 1914. The majority of candidates were able to identify the message of the source, which was to suggest that the boy who has not volunteered is letting down those that have. They were able to support this by using evidence from the source itself, more especially the use of the 'Little Piggy' rhyme as well as the image of the boy left behind. In addition some answers made reference to the government use of conscience posters. However, to reach level 3 candidates had to explain the purpose of the source by reference to the source itself and/or their contextual knowledge. Remember that purpose is the intention of the message - what is it trying to make people think or do. In this case, it is to encourage more men to volunteer for the armed forces. Reference to purpose alone is not enough to achieve level 3. This has to be developed through detailed reference to the source and/or contextual knowledge. This could include comments on the need to reinforce the BEF early on in the First World War.


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Examiner Comments

The candidate successfully identifies the message of the source with support from the source itself. There is some reference to purpose and contextual knowledge in the last paragraph but not enough explanation for level 3. (5)

2 Study Source B and use your own knowledge.

What was the purpose of this poster? Use details of this poster and your own knowledge to explain your answer.

(8)

Source B is government propaganda, it shows a street corner. down the street a small army of troops are marching. On the wall is a recruitment poster. leaning against the wall is a young boy dressed as a man and who is smoking. Below him some text reads "This little pig stayed at home".

The message of this source is to make people feel ashamed. Like many of the propaganda posters, the little pig represents the young boy who hasn't gone to fight and stayed at home; this poster is trying to make people join that may have second thoughts.

The purpose of this source is to get men to join the army, due to the heavy losses on the western front, and the estimated length of the war. *


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Examiner Tip

The key to level 3. Why not go straight to purpose. Remember, however, that this must be explained fully by reference to the source itself and/or contextual knowledge. Try to do both to ensure top marks.

Question 3

This question is asking candidates to decide to what extent the first three sources, A, B and C, agree about the reasons why men volunteered in the early months of the war. A number of candidates achieved higher level 2 by identifying agreement and disagreement and supporting this from the sources. For example they suggested that Sources A and B agreed about the use of government propaganda whilst Source C disagreed by suggesting alternative reasons. Some achieved level 3 by making judgements about the extent of support between the three sources. These judgements could be based on the contents of the sources and/or their reliability. Some commented on reliability without making it relevant to judgements on the extent of support.



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Examiner Comments

In the first paragraph the candidate identifies agreement between A and B and evidences this from the sources and disagreement from Source C with evidence from the source. In the second paragraph the candidate begins to make judgements about the extent of support with the phrase to some extent. A good level 3 answer.

3 Study Sources A, B and C.

How far do these sources agree about why men volunteered for the armed forces in the early months of the war? Explain your answer, using the sources.

(10)

I think sources A & B agree that the reason men volunteered for the armed forces was because of Government propaganda and the pressure layed on from the ~~Government~~ ^{public}. Source A tells us how his friends would have been too ashamed to walk down the street if they hadn't have volunteered. Source B just reinforces this as the character looks embarrassed to show his face and is hiding behind a wall. // However source C tells us that the reason Robert Graves enlisted to the war was to delay his going to Oxford University, this doesn't really agree with the other ~~to~~ two sources as the priorities are wrong. // Although source A & C agree to some extent as they both give the impression that they would be proud to serve their country, source A says, '... and I knew I had to volunteer' whilst source C says, 'I was also outraged to read of the Germans' invasion of neutral Belgium.' Both these quotes show the reader the dedication men had at the time of the war and why they signed up.



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Examiner Tip

Ensure that you identify and explain agreement and disagreement between the three sources. Make judgements on the extent of support by using judgement phrases such as 'Strongly agree' 'Partially agree'. Ensure reliability is used to judge the extent of support between the sources.

Question 4

For this question, candidates had to examine the reliability of Source E, an extract from memoirs, and Source D, a photograph of volunteers outside of a recruitment office. Most candidates achieved level 2 by examining either the information given in each source or making comments on the nature, origins and purpose of the sources. Those that reached level 3 had based their judgements on both. For example many saw Source E as reliable because it showed a great number of volunteers queuing in June 1915, at a time when Kitchener was calling for more recruits. Others questioned its reliability on typicality by suggesting it may have been one particular example used by the government for propaganda purposes.

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 this affected reliability. On the other hand, there were a number of very strong and balanced evaluations.


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Examiner Comments

This candidate focuses well on the question and attempts to give a balanced evaluation for Source D. However, both paragraphs are principally examining the reliability of the NOP of Source D. To achieve Level 3, the candidate would also have to make judgements on the information/contents of the source. (7)

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

How reliable are Sources D and E as evidence of voluntary recruitment in the first year of the war? Explain your answer, using Sources D and E and your own knowledge.

(10)

Source D is reliable to an extent because it is a photograph taken in 1915. It also tells us where it was taken (Southwark Town Hall). The reasons why it is reliable is that it is a photo and shows a real event. Lots of men are shown queuing to volunteer and they are from lots of different backgrounds.

Source D might be unreliable, however, because it is an official photograph. This means the photo is made by the government and might be why all the people in the picture are smiling; they know their picture is being taken and may have been told to smile. The government are using the photo to suggest that joining up is popular, so wouldn't want to show a photo where everyone looked miserable.


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Examiner Tip

Remember to make judgements on the information/contents as well as the nature, origins and purpose of each source.

Question 5

The candidates were asked how far the sources supported the view that 'the main reason that men volunteered for the armed forces was government propaganda'. There were many well structured answers here. Many candidates were able to achieve at least level 3 by addressing the issues inherent in the question and the extent to which the sources addressed them. At Level 4 candidates were able to select, and draw inferences from, extracts within the sources and use them to address the question set. The best candidates were able to weigh the evidence in the closing paragraph to reach an overall conclusion. Use of provenance varied in quality and often was overly mechanical making it difficult to ascertain the direction of an answer. The most effective use of provenance was weaved into the wider argument of whether or not the source supported or otherwise the idea that propaganda was the main reason. In a minority of cases time management issues undermined candidates' responses to this question.

A minority of candidates failed to sufficient use of the sources and used their own knowledge to explain why men volunteered for the armed forces. Remember that this is a source enquiry question. Candidates are being asked to evaluate the strength of the evidence in the sources themselves - in their content and reliability.

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Examiner Comments

This candidate does make relevant reference to reliability but also makes a judgement with reference to the hypothesis. Notice also that there are issues with spelling. Quality of written communication is one of the criteria applied to question 5. However, it will not decide the level of the answer but may influence the mark within the level. (Level 4)

This therefore proves that propeganda was successfull in getting men to inlist however some of these sources may not be reliable as one is a government foto and may have been posed but then that suggests that it was propeganda in its self. Source E could also be unreliable as it is a memory of a man written 55 years after so it may not be true to what actually happened. Dispite this they do all support the idea that goverment propeganda was the main reason for men inlisting in WWI.

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Examiner Tip

Ensure that you use the sources to make judgments on the hypothesis. Do not simply summarise each source or use own knowledge. Your overall judgement should be based on the weight of evidence given in the sources and their reliability.

Grade	Max. Mark	*A	A	B	C	D	E	F	G	U
Raw mark boundary	50	40	36	32	29	25	22	19	16	0
Uniform mark scale boundary	100	90	80	70	60	50	40	30	20	10

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