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Examiners' Report June 2010

GCSE History 5HA03 3B

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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.

Exemplar candidate responses are given for each question. 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 the landings on Omaha Beach. The most obvious inferences were that the landings were difficult, the Americans suffered heavy casualties or that the Germans were prepared.

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 they joined up because 'men were hit as they came down the ramps' were copying the source, not making valid inferences and were marked at Level 1. Those who suggested that the Germans were ready for the landings and supported it with 'it came from the pill-boxes and cliffs above the beach' 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.

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

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 the D-Day landings on Omaha Beach?

(6)

From source A about the D-Day landings on Omaha Beach we can learn that the Americans suffered a strong defence by the Germans. We know that as it says, 'Men were hit as they came down the ramps of the landing craft.'

The German defence was well organised as they used, 'machine gun shelling machine gun fire and rifle fire'. They also used mines which dealt damage to the ~~enormous~~ landing craft near the beach.

Also, we can learn that the Germans had the superior position during the landings at Omaha Beach as it says, 'that the Germans fired from, 'the pill-boxes and cliffs above the beach', and 'the enemy... started shelling the beaches, --- full of US soldiers.'

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Examiner Comments

The candidate has made several inferences and supported them from the source. For example 'the German defence was well organised' supported with 'shelling, machine-gun fire and rifle fire'. In addition the candidate has 'signposted' the inferences and support making it easy to mark. (6)

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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 British newspaper headlines about the D-Day landings. The majority of candidates were able to identify the message of the source, which was to suggest that the landings have gone well and been a success. They were able to support this by using evidence from the source itself, especially headlines such as 'We win beachheads'. In addition some answers made reference to the importance of these first landings to put the message in context. 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 could be to keep up morale in Britain. 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 delays in the landings and concerns about the strength of German defences..

2 Study Source B and use your own knowledge.

What was the purpose of these newspaper headlines? Use details of the newspaper headlines and your own knowledge to explain your answer.

(8)

The purpose of these newspaper headlines is to inform the British people that D-Day was a success for the British by saying 'We win beachheads'. The message given out by the headlines is that the war is going well and 'All going to plan'. This will keep up the morale of British citizens so they don't lose enthusiasm for the war. Instead they'd be positive for the war as they are aware of the victories.



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Examiner Comments

The candidate has referred to both purpose and message but confused these two. There is limited use of evidence from the source and use of contextual knowledge. (4)



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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 what happened during the D-Day landings. 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 B and C agreed that the landings went well whilst Source A disagreed by suggesting there were heavy casualties. 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.

3 Study Sources A, B and C.

How far do these sources agree about what happened during the D-Day landings?
Explain your answer, using the sources.

(10)

Sources B and C both agree with each other very strongly that the D-day invasions were going to plan and that the attack was very efficient and well organised.

Source B says "France: All going to plan" and source C says "The Germans had been taken by surprise. There seemed little resistance." This means that both sources agree very strongly that the attacks are a success.

Source A disagrees very strongly with sources B and C because Source A is saying how much of a struggle the invasion was. For example it says. "As the landing craft reached the beach they faced heavy shelling, machine gun fire and rifle fire." This is a complete disagreement with source B ~~and~~ which says "We win Beachheads." It is also a strong

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disagreement with source c which says "Wave after wave of allied troops reached the shore almost unopposed." This shows source A ~~dis~~ disagrees strongly with both sources B and c.



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Examiner Comments

In the first paragraph the candidate explains agreement between B and C supported by evidence from both sources. The second paragraph focuses on the disagreement between B/C and A and is well supported from the source. Furthermore, the answer makes judgements about the extent of support between the sources with phrases such as 'very strongly' and 'disagrees strongly'. (10)



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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 utility of Source D, a photograph showing the first soldiers to cross the Rhine, and Source E, an extract from the diary of William Shirer. 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 D as useful as evidence of the success of the Allies in crossing the Rhine Others suggested limitations on typicality by suggesting it may have posed for and 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 utility. On the other hand, there were a number of very strong and balanced evaluations.

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

How useful are Sources D and E as evidence of the advance towards Berlin in 1945?
Explain your answer, using Sources D and E and your own knowledge.

(10)

Source D is useful as it is a photograph. We can see for ourselves the soldiers crossing the Rhine. This is historically accurate. Source E is a diary entry from a US journalist. All his dates are historically accurate. He was there on the front.

However, we have to consider reliability. Source D is an OFFICIAL US photograph taken on behalf of the US government for propaganda purposes. The reliability is slightly impeded as this is but one photograph of thousands. We have hindsight and can say this is what happened. But, back then, could we safely say this official photograph represents the whole situation? No, in the future, can say so. But not back then. This photograph has been taken merely to make Americans and the world think the Rhine crossings were going smoothly. They were, but the Americans cannot take this photograph's word for it.

Source E is far more reliable. Though it comes from a US journalist, who may slightly bend the truth, he has no-one to lie to. This is a personal diary, something he confides in. All his dates are accurate. This is more reliable than Source D and the more useful as evidence of the Allied advance to Berlin. However, the diary was published, which is a slight drawback of the reliability.

All in all, as these two sources are historically accurate, they are useful for finding out about the Allied advance.



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Examiner Comments

The candidate has explained the value and limitations of each source by reference to reliability or nature, origins and purpose. To achieve Level 3 there would need to be some evaluation of the information/contents of each source. (7)



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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 for the defeat of Germany in 1945 was the success of the D-Day landings in 1944'. 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 D-Day was not the only or necessarily 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 the reasons for the success of the D-Day landings. 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.

However, although sources D and E partially agree with the statement, they are also disagreeing by suggesting an alternative reason for the defeat of Germany: the ~~advance~~ advance on Berlin in the last few months. "The largest tactical bridge built" as part of the advance would also have contributed to the eventual defeat of Germany; Source E implies that Russia also contributed to Germany's defeat because they were "within 3 miles of the heart of Berlin", causing the city to go up in flames", and forcing Hitler to commit suicide on May 1st. ~~the~~

Source A outright disagrees with the source because it describes a difficult D-Day landing where "craft were sunk", "men were hit" and the Allies "faced heavy shelling". The failure of the landing suggests ~~that~~ Germany was aware of the D-Day attacks and so the D-Day landings were not as crucial to their defeat.



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Examiner Comments

The candidate focuses well on the question, using evidence from the sources. Moreover, the answers makes judgements about the extent of support with phrases such as 'partially agree' and 'outright disagrees'. (Level 4)



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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.

A promising start to the new unit with many candidates displaying very good source enquiry skills.

Grade Boundaries

Grade	Max. Mark	A*	A	B	C	D	E	F	G	U
Raw mark boundary	50	42	38	34	30	26	22	19	16	0
Uniform mark scale boundary	100	90	80	70	60	50	40	30	20	0

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