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Examiners' Report
June 2011

GCSE History 5HA03 3C

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Introduction

It was pleasing to see a good standard of responses from candidates in the third session of this modular unit. 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 small number of candidates failed to complete the paper. Indeed, in some cases, some candidates did not 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 questions 3 and 5 without directly relating this to either the strength of support or challenge for the cross referencing or the hypothesis.

Contextual knowledge is essential for ensuring understanding of the provenance and meaning of the sources, as well as underpinning answers to all the questions.

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 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 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/or contextual knowledge.

Question 3. Ensure that candidates focus on the style of a cross referencing question and actually cross reference the sources. They should identify support and differences and make judgements on the extent of support based on the content and reliability of the sources.

Question 4. Candidates should avoid simply describing the contents of the sources. They should evaluate both the information/contents in the context of utility or reliability as well as the nature, origins and purpose.

Question 5. A small number of candidates made little or no reference to the sources and instead wrote extensively about the student movement, especially the protests against the war in Vietnam. 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 and 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 Free Speech Movement (FSM) from an interview given in 2003 by one of its leaders. This question was well answered with students often making several supported inferences. The most obvious inferences were that the FSM was of great importance to the student movement, that it was well supported and that the movement was successful and/or determined in its aims.

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 wrote 'The Free Speech Movement was the very first time that students had been arrested in protest' were copying the source.

Those who suggested the FSM was very effective because the source says 'half the students turned out and paralysed the university for several days' 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 the 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.

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 student protest?

(6)

From source A I can tell that the students caused an amount of trouble during the Free Speech Movement as it says "students had been arrested" this tells me that the authorities had to get involved as they ~~was~~ were causing trouble. I can tell that the student protests were effective as they "paralysed the university for several days." This shows me that the protests were effective enough to disable a university for about a week. Source A also tells me that some of the protests were successful as it reads ~~the~~ "The strike lasted until ... finally voted in our favour." I can tell from this that some protests actually achieved their goal. Another thing source A tells me is that the protests continued to form new ones when it says "The following spring, we began to organise the first mass anti-war movement." This line says how new movements were made since others were successful.



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Examiner Comments

This answer included several supported inferences including 'Source A tells me that the protests were successful'. This answer illustrates that candidates do not have to write at great length to secure full marks.



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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 the source says...'?

Question 2

This question asks candidates to explain the purpose of a petition drawn up by students at the University of California, Berkeley. The majority of candidates were able to identify the message of the source, which was to suggest that the Free Speech Movement is justified and that the authorities are wrong to suspend its leaders. They were able to support this with details from the source.

However, to reach Level 3 candidates had to explain the purpose of the source - what it was intended to make people think or do. This petition was drawn up to win even more support for the Free Speech Movement and to help those students who had been suspended. This was supported with evidence from the source itself and/or contextual knowledge about the activities of the student movement in the early and mid-1960s.

A minority of candidates confused the message of the source, (the point it is trying to put across), with its purpose, (what the message is trying to achieve). The best candidates made effective use of discourse markers such as 'suggests', 'persuade'.

2 Study Source B and use your own knowledge.

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

(8)

~~In 196~~ The purpose of this source was to persuade the University of California's governing body to finally vote that the students freedom of speech should not be restricted.

During the 60's student protests were 'taking off' and the university's tried to stop sit ins, strikes ect. The students viewed this as a breach of the Constitution. Everyone in America should have free speech.

The Source talks about how free speech can only exist in an atmosphere of trust on both sides.



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Examiner Comments

This is part of a candidate's answer. The candidate immediately identifies the purpose of the source and then supports it, in the second paragraph, with contextual knowledge about the student movement, and further supports it, at the beginning of the third paragraph, with evidence from the petition.



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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 source itself and/or contextual knowledge. Try to do both to ensure top marks.

Question 3

The question is asking candidates to decide to what extent the first three sources, Sources A, B and C, agree about the Berkeley Free Speech Movement. A number of candidates achieved higher Level 2 by identifying agreement and disagreement between the sources. The best candidates cross referenced all the sources (Source A to Source B, Source C to Source B and Source C to Source A) making reference to the content of the source to establish the extent of agreement and disagreement. Again, well prepared candidates were able to make skilful use of discourse markers ('similarly', 'on the other hand', 'by contrast', 'to some extent') to get their point across. Candidates who were able to cross reference effectively and comment on the extent of agreement/disagreement were able to access Level 3 and could achieve Level 3 (9 marks) or even full marks.

Some candidates, however, gave formulaic comments on reliability and did not use these to address cross referencing and the extent of support. Others compared each source to the view given in the question and showed little or no evidence of cross referencing between the sources. The report for the January 2011 series made the same comments about a very similar style of question. Such candidates were able to access Level 2 but not Level 3. This question specifically asks candidates to cross reference and make comparisons between the sources.

Again, a minority of candidates demonstrated a tendency to make comments on the provenance of the source without focus on the question. While candidates were not penalised for doing this it often resulted in time management problems later on in the paper. Comments on the provenance of the source must compare the attitude and motives of the writers of the sources to be credited.

3 Study Sources A, B and C.

How far do these sources agree about the Berkeley Free Speech Movement? Explain your answer, using the sources.

(10)

Source C completely disagrees with Source B about the Berkeley Free Speech Movement. Source C suggests that it was violent and certainly not peaceful, as it says that the protestors used "civil disobedience" and "blocked police cars." In contrast, Source B suggests that the movement was peaceful and non-violent as it says the "movement consists of responsible students." The reason for this disagreement is that Source B is a petition and it was made by the protestors, so it is making the movement seem peaceful so that the University will accept it. However, Source C is from an interview with the President of the University so he will probably not have been happy about the movement and protests, so is purposefully trying to make it seem violent and disruptive.



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This is part of a lengthier answer. The candidate immediately makes judgements about the extent of support between Sources C and B and supports this with evidence from the contents of each of the sources as well as comparing the provenance of the two sources.



ResultsPlus Examiner Tip

Ensure that you cross reference between the sources and give evidence of support and challenge.

Remember to identify and explain agreement and disagreement between the sources. Make explicit judgements about the extent of support/challenge throughout your answer and especially in your conclusion based on the contents and reliability of the sources. Use judgement phrases such as 'strongly agree', 'partial agreement', 'totally disagree'. Ensure that 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 of students burning their draft cards, and Source E, an interview with a student. 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. Those that reached Level 3 had based their judgements on both the contents and the origins, nature and/or purpose of each source. Indeed there were a number of strong, balanced evaluations.

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 (9/10) with full marks awarded to candidates who interrogated the sources most effectively. 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 utility. Others simply described the contents of each source - what they could see or read. Weaker candidates paraphrased the sources or made simplistic comments or learned responses about the sources often referring to them as biased or as primary/secondary sources. Such responses were confined to Level 1. A number wrote at great length about the value of the contents of the sources and compared this to their contextual knowledge about the anti-Vietnam War protests with only passing or no reference to their nature, origins or purpose.

Source E is useful because it was an interview with a student ~~at~~ in 2005, so he would have remembered the events clearly, making it useful and somewhat

reliable. However, because he was an expert ~~ness~~, his point of view is subjective, making it less reliable and useful.

The purpose was to recall events of the past, and Matruka does, making it fairly reliable and useful.

Overall, E provides some useful support as he was there at the time, representing views of some at the time, but not all which is why it is less reliable + useful.



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Examiner Comments

This is the last part of a very balanced answer in which the candidate evaluates the contents and nature, origins and purpose of Sources D and E. This last section shows a balanced evaluation of the nature, origins and purpose of Source E.



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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.

Question 5

There were a number of well structured answers to this question which asks whether the sources support the hypothesis that the Free Speech Movement was the main reason for student protest. Some 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, draw inferences and use extracts from the sources to address the question set. The best candidates were able to weigh the evidence from each source, based on contents and/or reliability, and use their conclusion to make a final judgement based on the weight of evidence given in the sources for or against the hypothesis.

Use of provenance/reliability varied in quality and often was overtly mechanical making it difficult to ascertain the direction of an answer. The most effective use of provenance/reliability was weaved into the wider argument of whether or not the source supported or challenged the hypothesis, with candidates making explicit judgements about whether the reliability of the source weakened or strengthened it as evidence. In a minority of cases, time management issues undermined candidates' responses to this question.

A small number of candidates failed to make sufficient use of the sources and used their own knowledge to explain whether the Free Speech Movement was the main reason for student protest. 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. Candidates should not bring in additional own knowledge to support or challenge the hypothesis but should use their contextual knowledge to identify the issues involved and to evaluate the provenance of the sources.

A number of candidates failed to use Source F in spite of the instruction to turn over the page at the bottom right hand corner of the Sources Booklet. Moreover, candidates should now be aware that Source F is there to provide alternative views which can challenge the hypothesis. However, candidates can achieve Level 4 and even full marks by making effective use of most but not all of the sources.

***5 Study all the sources (A to F) and use your own knowledge.**

'The Free Speech Movement was the main reason for student protest.'

How far do the **sources** in this paper support this statement? Use details from the sources and your own knowledge to explain your answer.

(16)

Source A, B and C all agree with the statement 'The free speech movement was the main reason for student protests.'

Source B and C both strongly agree that the free speech movement was dominant in student protests. Source B suggests this as it shows is evidence of the students' determination, and hard work and passion as they created a petition and had over 700 signatures. In addition, Source C gives the impression that the Free speech movement was dominant and taken very seriously as it says 'I misjudged the Free speech movement's willingness to use this tactic.' In reference to their use of 'civil disobedience' the source shows they went to extreme lengths to fight for something they felt passionate about which therefore suggest the Free Speech campaign was the main protest reason. Source



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Examiner Comments

This is the first part of a strong answer in which the candidate immediately focuses on the question and makes supported judgements about the extent to which the content of Sources B and C support the hypothesis. This was followed by focused judgements on how far the reliability of these sources affected the strength of their support for the hypothesis. The candidate made similar judgements on the content and reliability of the sources which challenged the hypothesis and made a final judgement based on the weight of evidence overall provided by the sources.



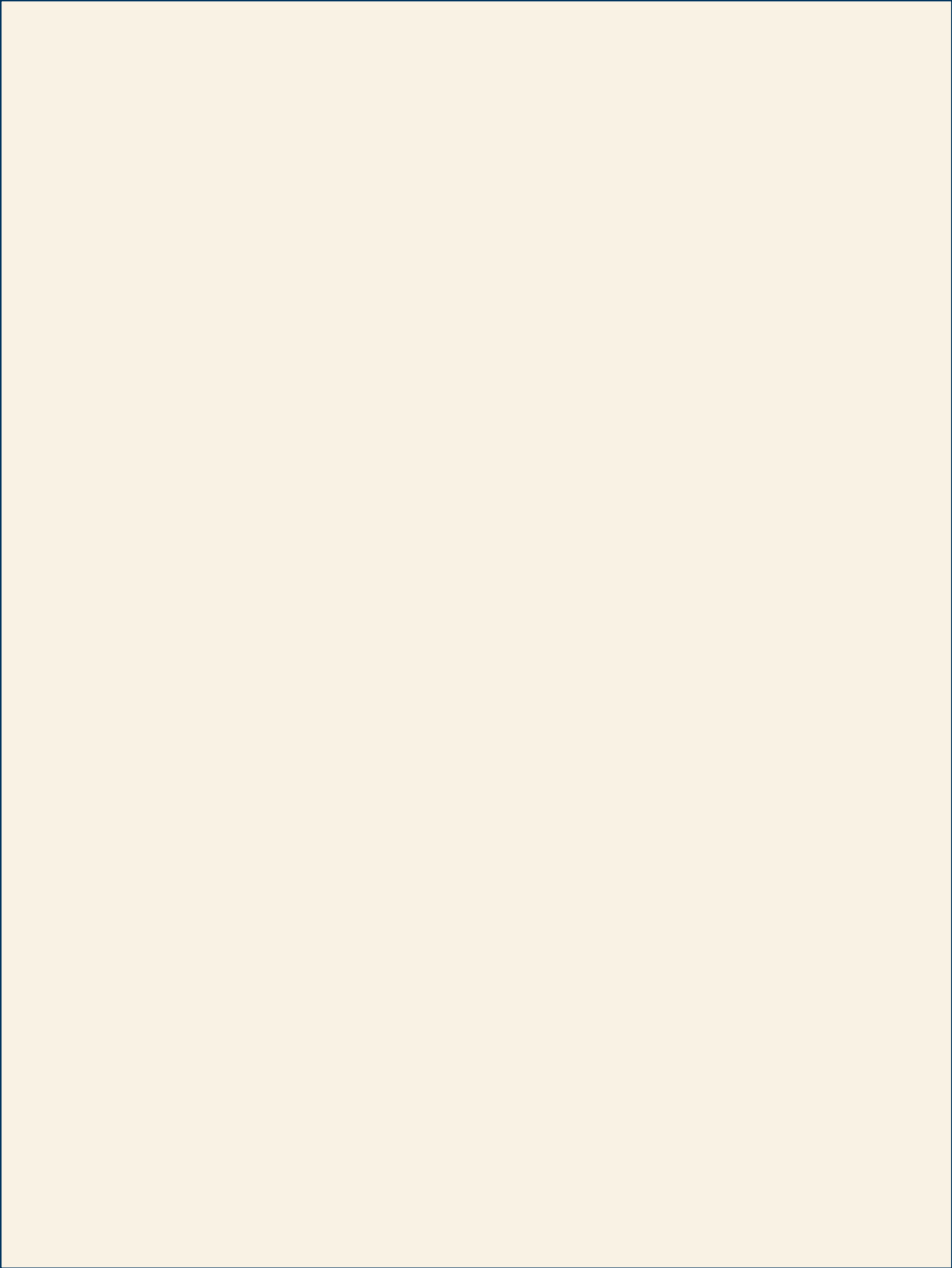
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Examiner Tip

Ensure that you use the sources to make judgements 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 by the contents/reliability of the sources.

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