

Examiners' Report
June 2013

GCSE History 5HA03 3C

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Introduction

It was pleasing to see a good standard of responses from candidates in this session. 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 questions 3 and 5 without directly relating this to either the strength of support or challenge for the cross referencing or the hypothesis.

An exemplar response from the examination is given for each question in this 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 women in the USA in 1963. The most obvious inferences were that women were making progress in the workforce and that there had been discrimination against women in pay before 1963. 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.

Candidates that stated 'One out of three workers is a woman' were copying the source, not making valid inferences and were marked at Level 1. Those who suggested that 'Women becoming more important to the workforce' and then added 'I know this because the Source says that 'the US economy depends upon women and their number was rising faster than the number of men' were making a valid inference and supporting it from the source. Such answers were rewarded at Level 3.

Source A suggests that previous to the Equal pay act in 1963 women were discriminated against within work. This can be seen in Kennedy's statement "The Equal pay act of 1963, which makes it illegal to discriminate against women in the payment of wages". This quote suggests that previous to the act it was perfectly legal to discriminate against women in the workplace as regards to the payment of wages.

Source A also suggests that women had become a much needed labour force for the US. This can be seen in the quote "Our economy today depends upon women in the labour force". This quote may suggest that the US Government had no choice but to pass the act as the threat of female strikes could cripple the US.



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, 'Source A suggests...', and also signposts the support from the source, 'This can be seen ...'. Two supported inferences are enough for full marks.



ResultsPlus Examiner Tip

To gain higher marks candidates must make two inferences supported from the source. Candidates could do this by saying 'I know this because the source says...'. Do not write too much, although if there is time, do three supported inferences.

Question 2

This question asks candidates to explain the purpose of a speech given during a meeting of NOW. The majority of candidates were able to identify the message and support it from the source. Source B suggests that women were not well paid and got the worst jobs and do not have equal opportunities in employment. The speech says that women get the worst paid jobs, the jobs that nobody wants.

In order to reach Level 3 candidates had to explain the purpose of the source - what it was intended to make people think or do. The purpose of this speech was to win support for NOW's campaign for equal opportunities in employment and pay for women and by showing the continued second class position of women in both areas. The speech says that women get the worst paid jobs, the jobs that nobody wants. It says that they earn even less than black workers.

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'.

The purpose of the speech was to encourage women to carry on fighting for equal female worker rights even though the Equal pay act had been approved and ~~that~~^{to convince} people ^{that} not enough action had yet been taken.

I know this as throughout the speech, these things are constantly mentioned.

"We have the Equal pay Act and the Civil Rights Act and one third of all women work. Moreover, they work in the worst possible sense of the word."

This suggests that women are still mistreated in employment and so supports my conclusion of what the purpose of the speech is.

Another part of the speech that supports my reasoning for the purpose of

The speech are the shock tactics used.

"They work mainly in the service occupations, in jobs that no-one else will take."

This sentence is designed to shock women and persuade them that in employment, women are still second to men.

"As for earnings, [E]ven black male workers earn more than women."

Even though men earning more than women shouldn't come as a surprise given the circumstances and purpose of the speech, I know that this would be shocking as through my own knowledge, I understand that at the time (1968) even though the civil rights act had been put in place, there was still a lot of racism (especially in the south), so a black man earning a higher wage than a white woman would still come as a surprise.



ResultsPlus Examiner Comments

This is a Level 3 answer in which the candidate focuses in on the purpose of the speech and supports this with contextual evidence and evidence from the source especially the selection and treatment of the source.



ResultsPlus Examiner Tip

The key to Level 3 - go straight to the purpose of the source. However, this must be explained fully by reference to the source itself and/or contextual knowledge. Candidates should try to do both to ensure top marks.

Question 3

The question is asking candidates to decide how far do Sources A, B and C agree about the employment of women in the USA. A number of candidates achieved higher Level 2 by identifying agreement and disagreement between the sources. The best candidates cross referenced A to B and/or B to C or C to A and made 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. Candidates that provided this type of response 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.

Sources B and C strongly agree about women's employment in USA. In Source B, it reveals women do not have well paid jobs because they do 'jobs no one else will take'. This is strongly reinforced in source C which shows that only 14.1% of women were managers, and only 1.3% of women were skilled trades in 1960. Hence, this reinforces that women do not get authoritative jobs. Furthermore, Sources B and C also strongly agree that women want to change their role in society about employment. In source B, Skellomith Firestone in 1968 is demanding for women to change jobs and get jobs such as 'businesswomen' roles. The use of Firestone's questioning shows her demand for a change. Furthermore, source C reveals the ~~also~~ transformation in statistics between 1960 and 1970. It shows that females

in 1960 ~~man~~ earned £1,261 and in 1970
they earned \$2,237, highlighting a better standard
of pay, leading to a better standard of living.
However, source A and B disagree
strongly, because in 1963, President Kennedy



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Examiner Comments

This is the first part of a level 3 answer in which the candidate makes an explicit judgement on the extent of support between Sources B and C and supports this with evidence from each source. This candidate uses judgement phrases such as 'strongly agree'.



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Examiner Tip

Candidates should ensure that they cross reference between the sources and give evidence of support and challenge. Remember to identify and explain agreement and disagreement between the sources. Candidates should make explicit judgements about the extent of support/challenge throughout their answers and especially in their conclusions 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 showing members of the Women's Liberation Movement protesting outside the Miss America contest and Source E, part of an article written by a member of the Women's Liberation Movement. 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. 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. 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 utility. Others simply described the contents of each source - what they could see or read.

In general candidates handled source E more confidently than source D although a number did not make effective use of the provenance of the two sources.

On the other hand, there were a number of strong and balanced evaluations. 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. These types of responses were confined to Level 1. A number of candidates wrote at great length about the utility of the contents of the sources and compared this to their contextual knowledge about the Woman's Liberation Movement but failed to evaluate the nature, origins or purpose of either of the sources with reference to utility.

Finally, although utility and reliability questions require the application of similar skills -evaluating the contents and nature, origins or purpose of the sources, candidates must ensure that they focus on utility. The question is not whether the two sources are reliable but whether they are useful.

Source D is useful ^{as evidence} because it shows women protesting outside the Miss America beauty contest. This helps us to see that women feel as though they are treated badly as women parade around and be judged on their beauty. It shows that they don't agree with the beauty contest in Atlantic City, ~~see~~ with boards saying things like 'everybody is beautiful' and 'lets judge ourselves as people'. This shows that they don't agree with the ways that women ~~do~~ are paraded around and judged. The source also shows women taking action for themselves for equal rights.

However, the source has its limitation because the source is a photograph that was published in a national newspaper, its content may have been exaggerated

slightly to be used as propaganda. This would probably have been used to whip up feelings amongst women, to gain more support for the women's liberation movement. This means that it doesn't show the way in which women were actually treated but wanted to be seen as treated.

Source E is a good source of evidence to ~~show~~ attitudes towards women to a certain extent. The source is a speech from a leading member of the women's liberation movement and it clearly highlights the ways in which women were discriminated against. I know from my own knowledge that the facts about women ~~not~~ being 'the last to be hired, the first to be fired' were indeed correct at the time. The source briefly sums up how badly women were treated because of people's attitudes.

However, source E has its limitations. The source is a speech by a leading member of the women's liberation movement. This means that it would have been exaggerated, as well as carefully written to sound like women were treated really badly. The speech would have been used to gather support for the movement and so some aspects might not have been true in all cases. I know that although women were treated badly in certain situations they were treated well in others.



ResultsPlus Examiner Comments

This is part of a very good Level 3 answer. The candidate has commented on the utility of the contents and the limitations of the provenance of both of the sources.



ResultsPlus Examiner Tip

Candidates should 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 women's movement was successful in the USA in the years 1960-70. 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 was often 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 about the women's movement to discuss the hypothesis. 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.

Sources A, ~~and~~ ^{D and} F support this statement, ^{to varying extents (16)} while
Sources B, C, ~~E and G~~ ^{and} ~~H~~ ^{strongly} all disagree.

Source A supports the statement to considerable extent. President Kennedy brings up ~~several~~ several points about how the situation ~~is~~ ~~was~~ has improved for women in employment, claiming that 'our economy today depends upon women in the labor force'. He goes onto say 'one out of three workers is a woman' which is putting across the message that the situation has considerably improved. However source A was a statement in June 1963 and so the source cannot acknowledge the changes in the

following years. Due to the fact source A covers a 3 year spectrum, the reliability is questioned.



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Examiner Comments

This is the first part of a strong Level 4 answer. The candidate had made supported judgements in support of and challenging the hypothesis using the contents of the sources. The candidate makes an explicit judgement on the strength of the evidence in Source A based on its contents and reliability.



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Examiner Tip

Candidates should ensure that they use the sources to make judgements on the hypothesis. Candidates should not simply summarise each source or use their own knowledge. Overall judgement should be based on the weight of evidence given by the contents/reliability of the sources not on candidates' own knowledge. Candidates should leave enough time to write an answer to this question as it is worth 16 marks, with an additional four marks for spelling, punctuation and grammar.'

Paper Summary

Based on their performance on this paper, candidates are offered the following advice for each question:

- 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. 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. It is better to begin with the purpose and then support this with the message of the source.
- Question 3. Focus on the style of a cross referencing question and actually cross reference the sources. Candidates should identify support and differences and make judgements on the extent of support based on the content and reliability of the sources.
- Question 4. Avoid simply describing the contents of the sources. 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 Liberal welfare reforms. Focus only on using the sources to test the hypothesis. In order to score the highest marks judgements should be made on the extent of support and challenge to the hypothesis based on the weight of evidence given in the sources and/or their reliability.

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