

Examiners' Report
June 2016

GCSE History 5HA03 3A

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Introduction

It was pleasing to see a good standard of responses from candidates in the second 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 recruitment for the armed forces. The most obvious inferences were recruitment methods were successful and that the government used different methods to recruit volunteers.

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 Source A tells me that Lord Kitchener and Jack Johnson went to Colchester in 1915 were copying the source, not making valid inferences and were marked at level 1. Those who wrote that 'recruitment methods were successful' and then added 'I know this because the source says that many in the village joined up' were making a valid inference and supporting it from the source. Such answers were rewarded at level 3.

What can you learn from Source A about recruitment in Britain for the armed forces in 1915?

(6)

From Source A, I can learn that recruitment methods used were very effective. This is because the source ~~and~~ states that 'many' men from the village joined up, ~~it is also suggested that this~~ shows that recruitment had a big impact on small communities.

~~Source A~~ From the source I can also learn that Lord Kitchener was an important figure in recruitment campaigns in 1915 in Britain. I can tell this because ~~of 2 things firstly~~ ~~the~~ source A clearly states that "Kitchener was on all the posters." ~~This shows that Lord Kitchener was an imp~~



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, 'This is because the source states...'. 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

This question's mark scheme has changed for these new specifications. However, the question still asks candidates to explain the purpose of a poster. The majority of candidates were able to identify the purpose of the poster and supported it with details from the contents of the poster. For example, the candidate who wrote the purpose of the poster was to encourage recruitment to the armed forces and supported this by the message of the poster which shows the damage done by the German raid on Scarborough in December 1914 including a damaged house which appears to have left the girl holding the baby, homeless and without parents, would achieve a mid-level 2 mark. In order to achieve a higher level 2, this needs to be supported with own knowledge. For example, there was considerable anger with the effects of this German raid on the British east coast. 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 'it achieves its purpose through the selection of the scene showing the girl and baby standing in front of the damaged house suggesting they are homeless and orphans which would encourage sympathy and anger', 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, the government had used anti-German propaganda since the start of the war, including exaggerating German atrocities in Belgium, in order to encourage more men to volunteer.

2 Study Source B and use your own knowledge.

Message - Home
Purpose - Do
Outcome

What was the purpose of this representation?

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

(8)

I believe that the message of this representation was to try and encourage men of the working class to enlist. The poster strongly emphasises the fact that many women and children were involved, the source states that "78 women and children were killed" and "228 women and children were wounded".

It puts emphasis on the young and innocent. Also, the source states that one of the casualties from the raid was a "working man". I think that this poster ~~was~~ is targeting the working class men, because if they know that one of their own was killed, it would make them empathise with the cause.

I think that as the purpose of this poster is to encourage men to join up, the use of women and children will make men feel that they have a duty to protect their wives, sisters and children, so have to join up to protect their honour. Also, the fact that these innocent people were killed by the enemy, "German Raiders", would make these men have the initiative to have their revenge.



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Examiner Comments

This is a level 3 answer in which the candidate explains the purpose of the poster and supports this with reference to how the attack on Scarborough was portrayed. Moreover, the candidate includes relevant own knowledge about early recruitment for the armed forces.



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Examiner Tip

The key to level 3. Why not go straight to the purpose of the representation? 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 why the British government introduced rationing of food in early 1918. Source C does provide some possible reasons more especially the effects of the U-boat attacks and the failure of voluntary rationing. A number of candidates were able to further develop these and other reasons using their own knowledge of the topic. 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 information from the source and knowledge separately. A lot of candidates used quotes from Source C such as "hardly any food could get through because of the German U-boats" and then did not use own knowledge to provide further explanation... such as the impact of these U-boat attacks. Centres need to be aware that to get above 5/10, there must be own knowledge. Many candidates did demonstrate excellent understanding of the impact of the U-boat attacks as well as the reasons for the failure of voluntary rationing when answering this question.

3 Study Source C and use your own knowledge

Use Source C and your own knowledge to explain why the British government introduced rationing of food in early 1918.

(10)

One reason why the British government introduced food rationing in early 1918 was because of German U-boats sinking British merchant shipping. In 1917 Germany had 200 U-boats and were sinking 1 in 4 merchant shipping bound for British ports though depth charges and sailing in Royal Convoy solved the problem by 1917 (April); the UK has 6 weeks of food left. So on the 1 January 1918 the government was forced to introduce rationing and butter and margarine were banned. Due to German submarines Britain had no other option than to ration food. If they didn't then food would be dried up due to a short supply and they wouldn't be able to survive and Germany could starve them into submission. Rationing prolonged food, gave

people a healthier diet and ensured Britain was winning the war and its people not starving.

Another reason why the British government introduced food rationing in early 1918 was due to a limiting food supply. Some



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Examiner Comments

This is part of a level 3 answer in which the candidate gives two explained reasons for the introduction of rationing. Notice how the candidate begins each paragraph with a reference to a reason mentioned in the source and then explains this reason more fully with the effective use of own knowledge. In addition, the candidate signposts the answer by beginning each paragraph with 'one reason' or 'another reason'.



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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. However, remember 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, a photograph published in a British newspaper in August 1914 showing volunteers outside a recruiting office in London, and Source E, part of an article in a local newspaper by a recruiting sergeant in January 1916. 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 for Source D, this was typical of many recruiting offices in the first few months of the war. The government asked for 100,000 volunteers but nearly 750,000 joined the army in the first month. 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 recruitment in Britain for the armed forces in the years 1914-16?

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

(10)

Source D is quite reliable as evidence of recruitment in Britain as it shows people waiting outside a recruitment office in London. In the source it shows many men waiting outside a police office that is being used for a recruitment centre. It appears to be very crowded with volunteers. Due to the efforts of Lord Kitchener, over 175,000 men volunteered to join the army at the start of the war. However it does not show how many men opposed the war and objected to recruitment.

What makes this source quite reliable is that it ~~is~~ is a photograph so it must have happened. However it only captures a moment in one place. These may have been the only recruits all over London, as recruitment may have

had regional differences. Also it was produced by a British newspaper which would have had to make the government look good, and it was only made in August 1914, a time at which many thought the war would be short.

Source E is more reliable than Source D ~~as evidence~~ as evidence for recruitment in Britain. The source says that "Recruitment is very low" and has ~~some~~ men who aren't recruiting for multiple reasons, one being that the man



ResultsPlus Examiner Comments

This is part of a very good level 3 answer. Notice how the candidate comments on the reliability of both the contents and the provenance of Source D and supports this evaluation with own knowledge about the number of volunteers for the armed forces in the early months of the war.



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, 'Source F suggests that government methods to recruit volunteers for the British armed forces were eventually unsuccessful in the years 1914-16. How far do you agree that government methods to recruit volunteers for the British armed forces were eventually unsuccessful in the years 1914-16, using your own knowledge, Sources A, E and F and any other sources you found helpful to explain your answer.' The majority of candidates utilised Sources A, E and F. A minority utilised C and D. A lot of candidates relied heavily on the source material and struggled to reason from the evidence to address the question. Furthermore, a number 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 (early enthusiasm for the war and recruitment which had greatly diminished by early 1916) to answer the question. They weighed the evidence (sources and own knowledge) to make an overall judgement.

*5 Study Sources A, E and F and use your own knowledge.

Spelling, punctuation and grammar will be assessed in this question.

Source F suggests that government methods to recruit volunteers for the British armed forces were unsuccessful.

How far do you agree with this interpretation? Use your own knowledge, Sources A, E and F and any other sources you find helpful to explain your answer.

(16)

Source ~~A~~ E and F agree that the governments methods to recruit volunteers for the British armed forces were ~~not~~ unsuccessful because both sources state, that 'Recruitment levels were very low; 'Recruitment is very low this week' (Source E); and 'the number of volunteers had fallen dramatically (Source F)'. The sources agree with my own knowledge, which suggests that the government methods to recruit volunteers for the British armed forces were unsuccessful because it is true that the recruitment levels had dropped due to the increase in conscientious objectors and the high numbers

of casualties; from my own knowledge I know that the introduction of 'pals Battalions' was ~~an~~ ^{an} successful government method because there were high numbers of casualties which led to ~~lots of men from the deaths of~~ ~~lots of men~~ high numbers of dead men in one city, for example in the Leeds Battalion lost 750 men out of the 900 Leeds pals.

Secondly, the 'number of volunteers did not meet the required total,' so the Government introduced conscription and many tribunals denied conscientious objectors the right to not go to war.

Sources A and D disagree with the idea that the government's methods to recruit volunteers for the British ~~and~~ armed forces were unsuccessful. This is because Source A

says that 'my only brother - was the first of many from our village, including myself to join up! This suggests that the government's methods were successful because the source says 'of many'. Furthermore ~~many~~ I know that many men did enlist because of the Mother's Union which told mothers to persuade their sons to go to war

and the mother's union gave white feathers to men who didn't enlist as a symbol of cowardice. Source D disagrees because it shows an image of hundreds of men queuing to enlist and play their part, which supports my own



ResultsPlus Examiner Comments

This is the first part of a strong level 4 answer. Notice how the candidate makes judgements on the sources and supports this with relevant own knowledge. The candidate also makes judgements on the strength of the evidence in the sources based on their reliability, more especially Source F.



ResultsPlus Examiner Tip

Ensure that you use the three stated sources and your own knowledge to make a balanced judgement on the view given in the question. Do not simply summarise each source and/or totally depend on the sources. In addition, weigh up the strength of evidence from the sources themselves based on their reliability. Leave enough time to write an answer to this question. Remember it is worth 16 marks.

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 contextual knowledge. It is better to begin with the purpose and then support this with the message of the source.

Question 3. Ensure that candidates use the source and own knowledge together to explain at least one and preferably two factors. 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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