

Examiners' Report

June 2016

GCSE History 5HA03 3B

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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 the 'Special Areas'. The most obvious inferences were that the situation in the Special Areas improved and the Special Areas were manufacturing centres.

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 Parliament has voted £5 million for the Special Areas were copying the source, not making valid inferences and were marked at Level 1. Those who wrote that the situation in the Special Areas improved and then added I know this because the Source says that unemployment fell by 26 per cent in two years were making a valid inference and supporting it from the source. Such answers were rewarded at Level 3.

Look carefully at 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 'Special Areas'?

(6)

From source A I can infer that the government gave out a lot of money to the 'special Areas'. I know this because it says that 'the government has agreed to give £5 million to the special areas'. This shows that the government gave a lot of money to these areas as £5 million was a huge amount back then.

Another inference I can make from source A is that the government helped to reduce unemployment from these areas. 'As a result of these Government actions, the number of unemployed in the special areas has fallen by 26 per cent'. This shows that through the changes made by the government, unemployment fell.



ResultsPlus Examiner Comments

This is 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, 'I know this because...'. 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. The question still asks candidates to explain the purpose of a cartoon. The majority of candidates were able to identify the purpose of the cartoon and supported it with details from its contents to achieve a mid-Level 2 mark. For example, the candidate who wrote the purpose of the cartoon was to increase opposition to the Means Test and this is supported by the message of the cartoon by comparing what is earned by members of the Royal Family including £470,000 a year by the King and Queen to the £1.30 given to a man and his wife on the dole. In order, to achieve higher Level 2 this needs to be supported with own knowledge. For example, this was not enough for those on the dole to live on and was well below the average wage of the time. In addition, 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 the cartoon had deliberately selected the theme of the Silver Jubilee which was very popular at the time, to highlight the plight of the unemployed by comparing the amount given to members of the Royal Family to the £67.60 given to a man and his wife on the dole, 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 cartoon was published by the NUWM which had been set up in the 1920s to help the unemployed and had organised a number of hunger marches.

2 Study Source B and use your own knowledge.

What was the purpose of this representation?

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

(8)

The purpose of source B was to make the general public aware of how truly poor some unemployed people were during the mid 1930s. In the cartoon, you can see a cartoon of the Royal family parading around with bags of money that say '£470,000' and '£66,000' on them. In 1935, this would have ~~took~~ been an awful lot of money. The purpose therefore of this source is to, whilst celebrations are being made for the King's silver Jubilee, bring to light how dire some people in Britain's situations

were and that perhaps the public were focusing on the wrong thing; the rich people who could afford to celebrate the King's Jubilee when they should have been focusing on the people who can't even afford to eat. This is further supported by the origin of the source, the National Unemployed Workers Movement (NUWM) which was led by Will Hannington, who was known to be a Communist sympathiser, ~~which~~ hence why perhaps this poster may be targeting the Royals as communism is known as a form of government that opposes monarchy.

Furthermore the purpose of this source (to make the public aware of people's suffering) is further supported by the language at the bottom of the page; not only does it compare King George's £9,470 a week to the wage of the working class of £1.30 a week (a startling comparison) but it calls the Royals "parasites" which clearly shows that the NUWM was clearly anti-monarchy as otherwise they

would not dare to describe them as 'parasites'. This perhaps shows that an alternative purpose of this source was to make people turn against the monarchy, which again shows that the NUWM was sympathising with communists as they are notoriously anti-monarchy.



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Examiner Comments

This is Level 3 answer in which the candidate explains the purpose of the cartoon and supports this with reference to how the Royal Family and those on the dole are portrayed. Moreover, the candidate includes relevant own knowledge about the NUWM.



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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 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 there was a march from Jarrow to London in 1936. Source C does provide some possible reasons more especially to make the government aware of the unemployment situation in the town and to get sympathy from the public. 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 source and knowledge separately. A lot of candidates used quotes from Source C such as, "to get wide publicity and win the sympathy of the general public" and then did not use own knowledge to provide further explanation such as details on why and how this was to be achieved. Centres need to be aware that to get above 5 marks out of 10 marks there must be own knowledge. Many candidates did demonstrate excellent knowledge especially about the plight of Jarrow and its families in the mid-1930s due to the closure of Palmers.

3 Study Source C and use your own knowledge.

Use Source C and your own knowledge to explain why there was a march from Jarrow to London in 1936.

(10)

One reason why the Jarrow march took place was to bring attention to the unemployment crisis and its effects on Jarrow. This is because the source states ² that the march was organised to "make the Government aware of the unemployment position in the town of Jarrow". Using my own knowledge, I know that Jarrow had previously had jobs in steel, shipbuilding and iron making (but mostly shipbuilding) and these ~~industries~~ industries were amongst those hardest hit by the Great Depression in the 1930s. Therefore nearly the whole of Jarrow had lost their jobs and marching would draw attention to the extremity of the crisis in Jarrow, as shipbuilding had been reduced from over 2 million tonnes of ship material made to just over 100,000 tonnes,

showing the precariousness of the jobs in Jarrow.

Additionally, another reason why the Jarrow march took place was to gain public support and to attempt to unite the working class. This is because the source states that the marchers had hoped to "get wide publicity and win the sympathy of the general public". I know that the unemployment crisis was at its worst here, with over 50% of people out of work, so ~~therefore~~ the Jarrow march was executed to unite these people and try to gain strength in numbers to show the Government the true amount of people who were suffering. This was done in numerous ways, for example, calling the march a 'crusade' and dressing smartly, which caused members of the public to treat them better, ~~gaining~~ gaining public awareness and support.

To conclude, one reason why the Jarrow march took place was to inform the public and the Government of the severity of the crisis in Jarrow, but also to gain public support in order to be stronger and have a united working force.



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Examiner Comments

This is a level 3 answer in which the candidate gives two explained reasons for Jarrow March. Notice how the candidate makes explicit reference to the source 'this is because the source states' 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 why' or 'additionally, 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 newspaper showing unemployed men standing on a street corner in 1936, and Source E, from an interview given by a medical officer of health to the Pilgrim Trust in 1935. 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 that for the first week or so, unemployed men treated unemployment as a holiday, got up early, put on their best suits and went to the Labour Exchange. After a few weeks, they became resigned to their fate and hung around street corners or in local libraries to support the evidence of Source D. 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.

Source E is fairly reliable as it shows how men were physically harmed by the effects of unemployment. Source E ~~is~~ tells us that it caused healthy men to become disillusioned and weak when they were out of work. It states that "chest choking and pain in the head", were common effects of unemployment, mainly down to the stress of the daunting fate many families felt when thinking about their future. I know from my own knowledge that many people (especially men) were unemployed for over 5 years and ~~2.7~~^{2.7} million were unemployed by 1934. This source was a passage from an interview in 1935. This makes it more reliable as it was in the time of highest unemployment but because he was being interviewed, and giving it to a charity organisation, he could have exaggerated

his facts, to gain more support and public sympathy. This source was created to get support and help for these men who were becoming ill due to unemployment.

Overall source D is the most reliable as it shows the reality of the unemployed men and how they became lost without being occupied with work. Source E isn't as reliable as it was created for a charity so it most likely exaggerated to gain



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Examiner Comments

This is the second 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 impact of long term unemployment.



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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 and support this with relevant own knowledge.

Question 5

There were a number of well-structured answers to this question which asks how far do you agree that the National Government did little to help with the problem of unemployment in the 1930s. Use your own knowledge, Sources A, B and F and any other sources you find helpful to explain your answer. A minority utilised D and E. A lot of candidates relied heavily on the source material and struggled to reason from the evidence to address the question. A number of candidates 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 (the Special Areas Act, the Import Duties Act, the Means Test and its effects) to answer the question. They weighed the evidence (sources and own knowledge) to make an overall judgement.

Overall I do agree with source F that the National Government did little to help with the unemployment because they introduced import duties. Which ~~discouraged~~ discouraged trade and harmed the economy.

And also ~~the only reason~~ the only reason why majority of the ~~group~~ people in Britain had jobs was because the country was preparing for WW2 which began in 1939.

Source A is reliable as it is in a British magazine and ~~the money~~ it raised money for unemployed, however it is not reliable because it could be biased as it is a 'British magazine'.

Source F is reliable because it is from a history textbook which gives different viewpoints.

Source B is reliable because we know how everyone hated the means test and that

people earned low wages. However it is not reliable ~~because~~ because it is from a communist organisation who wanted the ~~more~~ march to happen. Also nobody knew the exact amount of money a



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Examiner Comments

This is the first part of a strong Level 4 answer. Notice that the candidate makes explicit judgements on the question itself as well as the strength of the evidence in sources A, B and F based on their reliability and supports this with relevant own knowledge.



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

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