

Examiners' Report  
June 2015

GCSE History 5HA03 A3

## Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications come from Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at [www.edexcel.com](http://www.edexcel.com) or [www.btec.co.uk](http://www.btec.co.uk).

Alternatively, you can get in touch with us using the details on our contact us page at [www.edexcel.com/contactus](http://www.edexcel.com/contactus).

## ResultsPlus

### Giving you insight to inform next steps

ResultsPlus is Pearson's free online service giving instant and detailed analysis of your students' exam results.

- See students' scores for every exam question.
- Understand how your students' performance compares with class and national averages.
- Identify potential topics, skills and types of question where students may need to develop their learning further.

For more information on ResultsPlus, or to log in, visit [www.edexcel.com/resultsplus](http://www.edexcel.com/resultsplus). Your exams officer will be able to set up your ResultsPlus account in minutes via Edexcel Online.

### Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: [www.pearson.com/uk](http://www.pearson.com/uk).

June 2015

Publications Code UG041809

All the material in this publication is copyright  
© Pearson Education Ltd 2015

## Introduction

It was pleasing to see a good standard of responses from candidates in the first 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 General Strike. The most obvious inferences were the General Strike was to help the miners and that the government saw the General Strike as a serious threat.

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 the trade unions are fighting to save the miners' standard of living were copying the source, not making valid inferences and were marked at Level 1. Those who wrote that 'the General Strike was to help the miners' and then added I know this because the Source says that the trade unions are fighting for one thing only, to protect the miners' standard of living were making a valid inference and supporting it from the source. Such answers were rewarded at Level 3.

I can learn from this source, about the General Strike that the unions are fighting for one thing and that is the miners standard of living. I know this because, in the source, it says: "The trade unions are fighting for one thing, and one thing only, to protect the miners standard of living."

I can also learn from this source, about the General Strike that the prime minister thinks that the General Strike is a challenge to the way Britain is run. I know this because, in the source, it says: "The prime minister insists that the General Strike is a challenge to the way Britain is governed."

I can also learn from the source, about the General Strike that the prime minister also thinks that the General Strike only asks for the miners wages and hours are safe. I know this, because in the source, it says: "It only asks only that the miners

cages and hauls are safeguarded.



**ResultsPlus**

**Examiner Comments**

This is a Level 3 answer. The candidate makes three 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 mark scheme has changed for these new specifications. The question still asks candidates to explain the purpose of a poster. The majority of candidates were able to identify the purpose of the source and support it with details from the contents of the source. For example the candidate who wrote the purpose of the cartoon was to turn the public against the General Strike.

This is supported by the message of the cartoon that direct action such as a general strike was a threat to parliament and the Constitution. Arthur Cook, a leader of the miners, is shown crushing the much smaller figure of parliament would achieve a mid-level 2 mark. However to achieve level 2 this needs to be supported with own knowledge. For example the cartoon was published in 1925 at a time when, because of the events of Black and Red Friday, there was a distinct possibility of a general strike.

However, to reach Level 3 candidates must have explained 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 cartoonist has selected the large figure of Arthur Cook, a leader of the miners, crushing the much smaller figure of parliament, making him look very threatening 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. The cartoon was published in 1925 at a time when there were still problems in the coal industry and the possibility of further cuts in wages, which could encourage the TUC to call a general strike.

The purpose of this source is to persuade members of the British public that AJ Cook and the whole idea of a ~~general~~ General Strike as evil. I know this because the source presents ~~at~~ a situation which would scare many Britons - a dictator ~~squats~~ literally squashing Parliament and its powers. The fact that Cook has "direct action in his back pocket" demonstrates that the moment he does not get his own way with the government, he can easily "whip out" a General Strike, bringing the ~~government to~~ government to ~~its~~ its knees. At the time, trade union memberships were growing so Parliament felt as if it was losing power. This is ~~for~~ represented by Big Ben ~~being~~ depicted as an ~~unhappy~~ unhappy face. ~~The idea of a~~ ~~retho~~ Scaremongering, the newspaper is obviously trying to show the ~~strike~~ ~~an~~ idea of a General Strike and AJ Cook as unpatriotic and evil. The general British public would be influenced by this due to the exaggeration of Cook being physically taller than ~~at~~ ~~Parit~~ Parliament - in other words ~~at~~ more powerful.



**ResultsPlus**

**Examiner Comments**

This is Level 3 answer in which the candidate explains the purpose of the cartoon and supports this with reference to how Cook is portrayed in the cartoon. Moreover the candidate includes relevant own knowledge about the growth in trade union membership.



**ResultsPlus**

**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 were problems in the coal industry after the First World War. Source C does provide some possible reasons more especially the falling demand for coal at home and abroad, competition from cheaper American coal and other forms of power. A number of candidates were able to further develop these and other reasons using their own knowledge of the topic. Indeed, 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 "there is competition from other forms of power" and then did not use own knowledge to provide further explanation...such as gas and oil. Centres need to be aware that to get above 5/10 there must be own knowledge. However, many candidates did demonstrate excellent economic awareness when answering this question especially the impact of falling demand on revenues, profits, costs and wages.



### 3 Study Source C and use your own knowledge.

Use Source C and your own knowledge to explain why there were problems in the coal industry after the First World War.

(10)

One problem in the coal industry after the war was mine owners weren't receiving as much revenue in their businesses. This is shown in the source where it says 'coal is falling at home and abroad' suggesting the prices of coal have decreased because the demand has fallen within Britain and overseas. I know that this is true as from my own knowledge I know that the mine owners were struggling so they decreased the wages of their workers (almost 50% in 1921) because they weren't earning enough in order to pay them, hence why they wanted to increase working hours so that they could get more to sell.

A second problem in the coal industry is shown in source C is that coal is difficult to obtain. This is shown twice in the source where it says 'American coal is easy to obtain' which gives the impression that British coal is considerably harder to and 'British coal is expensive to mine. I know from my own knowledge that British coal was expensive to mine

because the prices/value of it had fallen due to cheaper resources from elsewhere and the fact that mines demanded higher wages after the war since it wasn't matching the quality of life vs other lines of work meant they were mining small, worthless amounts with the expenses to pay for the workers added on, suggesting it was incredibly expensive for mine owners to obtain and sell.



### ResultsPlus

#### Examiner Comments

This is part of a level 3 answer in which the candidate gives two explained reasons for the problems of the coal industry. 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 'the first reason' or 'the second reason'.



### ResultsPlus

#### 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. Remember, however, 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 a demonstration by strikers in the north-east during the General Strike, and Source E, some of the headlines shown in the *British Gazette*, during the General strike. 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 the derailing of the Flying Scotsman, anecdotal accounts of football matches between police and strikers as well as the fact that the some parts of the country were less peaceful than others during the General Strike. 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 the activities of the strikers during the General Strike?

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

(10)

Source D is not very reliable as evidence of the activities of the strikers during the general strike. Source D is reliable because it shows a group of strikers holding up placards with the words, "Not a penny off the workers wage," and "not a penny off the dole," therefore shows how the strikers did demonstrate in protest to the cuts to their wages. However, Source D has its limitations because although it presents the strikers as being peaceful during the General Strike, it does not show the other aspect of aggression. For example, due to the fact that people were volunteering to fill in the gaps, there were angry clashes between strikers and volunteers and many buses were set on fire. Furthermore, the police made baton-charges on strikers in Hull, Middlesbrough, Glasgow, Newcastle and Preston, therefore showing how the activities of the strikers did turn violent. The nature of the source is a photograph, therefore makes the source less reliable because

it gives a very limited view of the activities of the strikers. The origin of the source ~~is~~ is a British newspaper which supported the TUC, & therefore makes the source less reliable because this newspaper would be biased towards the strikers. The purpose of the source is to get more people to support the TUC, therefore makes it less reliable because the ~~the~~ photographs it publishes will try to make the ~~the~~ strikers activities appear good.



**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 some of the violence carried out by the strikers.



**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 how far do you agree with that the General Strike did threaten to bring about revolution in Britain, using your own knowledge, Sources A, B and F and any other sources you find helpful to explain your answer. The majority of candidates utilised Sources A, B 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. A lot 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 (middle class fear of communism and the Zinoviev letter) to answer the question. They weighed the evidence (sources and own knowledge) to make an overall judgement.

Source F shows that despite having the ability to initiate a revolution, the strikers did not do this. The workers were told to 'avoid threatening behaviour'. This is because during the strike, a revolution was not wanted but the strikers did want to reach their goal and if a revolution was necessary then it would happen as the 'TUC leaders' had great control. The content of this source is reliable as the historian who published it would give a balanced view and show the information clearly and accurately. Therefore, source F mostly agrees with the hypothesis and I know from my own knowledge that despite being told to be peaceful, many strikers acted violently perhaps to ignite a revolution.

Source A strongly disagrees with the

hypothesis. In the TUC's point of view, the strike is there to safeguard 'wages and hours', not to start a revolution. However, despite this, source A suggests that some workers are being 'mislead' and are believing their aim is to start a revolution and not to act peacefully. I know this is true as many workers tried to destroy food supplies and attacked police officers. Nevertheless, due to this source being from the trade unions at this time then their aims were accurate and suggests that this source disagrees with <sup>the idea of</sup> a revolution.



**ResultsPlus**

**Examiner Comments**

This is the first part of a strong Level 4 answer. Notice however the candidate makes explicit judgements on the strength of the evidence in sources for or against the view 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.



**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 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.



## **Grade Boundaries**

Grade boundaries for this, and all other papers, can be found on the website on this link:

<http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>

Ofqual



Llywodraeth Cynulliad Cymru  
Welsh Assembly Government



Pearson Education Limited. Registered company number 872828  
with its registered office at 80 Strand, London WC2R 0RL.