

# ResultsPlus

## Examiners' Report June 2010

### History 5HB03 3D

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## Introduction

This was the first opportunity candidates had to sit this Schools History Project Source Enquiry paper of the new specification. Most candidates were able to produce responses to questions that were worthy of at least some credit. Few candidates failed to achieve less than ten marks but none was able to achieve maximum marks. Many candidates found it difficult to access the highest levels in response to questions 4 and 5. In this the first series there was some evidence that candidates experienced some difficulty with time especially so with question 5. In many cases this was because candidates wrote excessive amounts in response to questions such as Question 1 which carried significantly fewer marks than question 5. Candidates should allocate the amount of time they spend on an individual question to the mark tariff the question carries. Experience of tackling questions under examination conditions would help improve the ability of candidates to respond appropriately.

### Question 1:

In the majority of cases this was answered reasonably well. However a small number of candidates used the background information, instead of using Source A as asked by the question. Many candidates were able to make one or more inferences and use details from the source in support. Weaker candidates tended to paraphrase the source or repeated what was written in the source. The more perceptive responses focused on the extent of push factors in Jamaica and Pull factors in London in terms of opportunities and jobs. Many inferred that to make such a change conditions must have been very in Jamaica. Furthermore excessive length here meant that some had less time to deploy on other questions later in the paper. However some simply relied on regurgitating the details of the source without making any effective inference. To do well in this question candidates need to provide one or more inferences with support from the source itself.

What can you learn from Source A about the *Windrush* passengers?

(6)

I learn from Source A <sup>that</sup> ~~about~~ the *Windrush* passengers have spent a very long time living in Britain and have worked really hard in the contribution of rebuilding the country. I learn this from the section that says they can recall the chilly morning 50 years ago when they arrived. Another evidence that they have lived a long time and worked hard in Britain is at the beginning when the source mentions that they are mostly retired and greying now.

This information also shows that these passengers have all come to Britain about the same time

From the source I can understand how much the urgency to be employed in Jamaica was. As Jamaica is far from Britain and the source states that they spent a month on the journey to Britain, the Jamaicans were willing to travel this large distance just to be employed.

They had also accepted the large differences between the two countries such as the climate (which the source says) to be employed.  
I understand from the source that the Windrush passengers were determined and hard working.

This response made several inferences from the source as well as using it for support. Because of this it achieved level 3



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#### Examiner Comments

The candidate was aware that the arrivals lasted a long time in Britain and were prepared to put up with a long voyage for the chance to get a job. It also indicates the shock of coming to grips with a different climate.



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#### Examiner Tip

Avoid just giving detail from the source. Remember to make at least one inference and support it from the source itself.

*Question 2:*

In this question those candidates who achieved good marks recognised that the newspaper article was concerned to an impression that these new arrivals were welcomed and needed. Many of them had good qualifications and Parliament took an interest in them as did the local MP. They would be treated as "honoured guests". The reasons why this article was so glowing, was to allay fears and make the new arrivals really welcome. Those who were also able to give an adequate assessment of the nature article and its tone were able to access the higher Level marks especially those who felt the article was so glowing as it was designed to convey a number of positive points about the new arrivals

### *Question 3:*

Many candidates failed to make an overall judgement on "How far" the three sources suggested that the new arrivals were always made welcome" Many responses were by nature methodical with Source B says, Source C says and Source D says. Having gone through each source individually there was a tendency to attempt to cross reference at the end. However although many appreciated the need to cross reference fewer were able to do so confidently or effectively. Very few offered an opinion as to why Source C could be trusted more than the others. Some actually mistook Source c as being against the new arrivals rather than recording what had actually happened. Generally there was little in the way of valid comparison of which source(s) were more or less useful or reliable than the others. Many emphasised the limitations of newspaper article or the staged photograph. The latter was sometimes cited as an example of poor treatment by some whereas to others it was looking after them well. While many analysed each source in turn cross referencing was often focused on the nature of each source. Again much of this was of the simplistic learnt response variety. Commentators such as the author of Source D are not it would seem very useful or reliable. In many responses they are secondary sources and they were not there and therefore can not be relied upon. A number of the responses were excessive in detail but many were able to access Level 3 and the higher marks.

**3 Study Sources B, C and D.**

How far do Sources B, C and D suggest that the West Indian immigrants were always made welcome? Explain your answer, using these sources.

(10)

In these sources it is clear to see that at first all the immigrants were greatly welcomed and honoured, however as more and more Jamaicans came flooding in, it started to affect the employment of the British citizens, this caused conflict and disrespect between the 2 races.

Sources A, B and C all claim that the Windrush passengers were in some way greeted. Source D shows the coloured men being served food by British women this suggests that the British were seen 'below' the Jamaicans. Source B states a 'public welcome' and C a 'warm welcome'.

However Source C then goes on to claim that 'the new arrivals found the general public less keen to welcome them' this was probably because the British were starting to struggle for employment as it had all



been taken by migrants. Finally, Source C states 'Violence broke out' ~~the~~ white mobs attacked the hostels where West Indians were staying? here it is clear to see that the migrants were no longer welcome.

All these sources have reliable and usefull content, however ~~as~~ the newspaper articles were often one sided and they only looked at ~~what~~ what was happening at that particular time. Where as the book extract in Source C very much looks at the bigger picture.

In conclusion, sources B and D suggest that the imigrants were made welcome, however they only showed one occasion <sup>← not always.</sup> Where as in source C it states the imigrants became less welcome over time. ~~As the~~  
~~source E is the most usefull source~~  
this is also very valid information.

This response demonstrated an ability to cross reference combined with an effort to comment how the type and nature of the source can influence the value or otherwise of its content.



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Examiner Comments

A reasonable effort that managed to achieve Level 3 marks. It demonstrated that the arrivals were not always made welcome though all three sources mention that they were welcomed at least at the outset.



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Examiner Tip

Avoid going through each source in turn simply describing what each says.

#### *Question 4:*

“Which of these sources E or F is more valuable to the historian?” type question. Sources should be evaluated here in terms of their usefulness in answering a specific question as well as commenting on their nature, origin and provenance. This type of question did cause some candidates real problems. This question requires the evaluation of evidence in context in order to achieve higher-level marks. Questions require candidates to examine the nature (type of source), origin (who produced it and when) and purpose (what reason explains why it was produced). Candidates who did well tended to see sources having value but some more than others. Some candidates spent time on the identification of primary and secondary sources accompanied by rather simplistic learnt responses concerning value. Overall responses varied a great deal but this question generally produced the weakest responses of any question on the paper. Many candidates just dealt with one source only, or wrote a list of what was in the sources without linking it to the question asked. Judgements, if present were often simplistic “Therefore I think Source is more useful because it is primary” or “the camera cannot lie”

Many candidates did little more than produce a good deal of paraphrased source material. Most students seemed to be in the L2 range for analysis of content but tended to struggle with the evaluation of its nature, origin and purpose. In terms of Source E many commented on the fact that it came from a Windrush survivor but was 50 years later than the events described. Some confused utility with the issue of reliability. Candidates would do well to consider what a historian needs to do and bear in mind when investigating an aspect of the past. Students would benefit from an examination of a wide range of sources and encouraged to comment on their strengths and limitations to any historical investigation.

## 4 Study Sources E and F.

Which of Sources E or F is more valuable to the historian who is enquiring about the experiences of West Indian immigrants settling in Britain? Explain your answer, using Sources E and F.

(10)

~~Source E~~

It's difficult to determine ~~what~~ whether Source E or F is more valuable to the historian who is enquiring about the experiences of West Indian immigrants settling in Britain.

Source E is ~~rather~~ gives ~~info~~ a first hand account of what it was like to be a West Indian immigrant in Britain and details how many officials commented that they weren't ~~not~~ really welcome in Britain. ~~Source E~~ That source E is an interview is interesting because, although the source is not necessarily a primary one, it still gives a detailed ~~account~~ account of the interviewee's experiences. The account is from Sam King, ~~an~~ an immigrant from the Windrush, who later became the Mayor of Southwark. While this achievement shows that he was accepted into the community, it also ~~to~~ ~~strongly~~ suggests that his experiences may not be entirely representative of the reception ~~to~~ to the immigrants as a whole because his situation seems exceptional. I think that, because the source was intended to inform people, its information is unlikely to be

very one-sided.

Source E is a photograph showing a young Jamaican who is searching for accommodation being confronted with a sign that says 'Rooms To LET - NO COLOURED MEN'. This suggests that the source's reaction to the immigrants was hostile. There are, however, some factors that limit this source's value. For example, the source shows just one door displaying this sign and may not truly represent people's overall reaction to the immigrants. The photo is also probably intended to persuade the audience to help the immigrants, so it may be one-sided. The photographer is there, they may have set up the photograph.

In conclusion, I believe that the source which would be most useful to the historian who is enquiring about the experiences of West Indian immigrants settling in Britain is Source E because, not only does it give a more well-rounded account, rather than just showing one event in the man's life.

This well balanced response achieved Level 3. It provided a mixture of content and nature examined, to give an overall judgement.



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Examiner Comments

The candidate demonstrated an awareness of the importance of questioning how representative each source. It shows an awareness of the value but also of possible limitations of each source. An overall judgement is made identifying E as being more valueable as it is more rounded and less likely to be distorted.



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Examiner Tip

Combine both content and nature in an evaluation of both sources.  
Remember to make a judgement as to which source is more valueable.

### *Question 5:*

Seeing this was the last question it was often tackled in a variety of ways some more successful than others. Some responses showed evidence of running out of time. Many candidates answered this question purely on what was in the sources and provided little information of their own. This use of other sources was often in ways that did little to enhance their answers to the question asked. Many concentrated on the difficulties or provided lists of research that could be used. In terms of the latter this rarely went beyond newspapers, diaries, interviews and the internet but a number produced thoughtful and informed examples appropriate to the issue to be researched. Better responses made effective use of their own knowledge as well as the sources but many tended to trawl through the sources one after the other.

Too many responses on this question were very brief and were as a result only able to access the lower ranges of the mark scheme; primarily, this may have been due to pressures of time. Time management in exam situations is a key factor in achieving the levels of response a candidate's knowledge and understanding deserves. The best answers here demonstrated a sense of historical understanding, quality of judgement and writing skills that did the students credit.

**\*5 Study Source G and use your own knowledge of the work of the historian.**

This source suggests that West Indian immigrants who arrived after 1945 were poorly treated.

Explain the difficulties in finding evidence to support this and suggest other research the historian could do to check this claim about the treatment of these immigrants.

(16)

There will always be reasons not to trust evidence, whether it is because of the date of the source or the way the source was made. It would be difficult to find ~~out~~ ~~about~~ other sources that agreed with source G because when an ~~was~~ unusual event occurs, it is recorded through various methods, however a normal everyday event would not be. Racism in Britain was not as bad as in America but that doesn't mean racism in England was unusual. The way the West Indian migrants were treated may have just been common to Brits, therefore not worth recording. 55 years have passed since the event happened so interviewing or questioning people that were there is a lot more difficult. This could be due to the major change in society, ~~no more~~ racism is no longer accepted so people may be reluctant to admit they had been ~~extremely~~ extremely racist in the past. Trying to find video evidence of the event ~~is also~~ ~~is~~ could be seen as a very useful way of actually seeing the event take place. However film clips and ~~total~~ and documentaries would not always give the full story as they are heavily edited to show what people want to see. The historian could read every book ever published and would still be nowhere near a conclusion because it is simply the past. Nobody will ever be able to conclude ~~where~~, whether they



were all treated poorly or not. They will always be sources in favour of it, and those which question it. Asking people that were there allows you to find out about how one individual felt but not what others felt. Statistics give a true idea on what really happened but do not allow you to find out about people's feelings or emotions, maybe even memories of the event. Internet research is a good way of finding information but it is very difficult to find out exactly what you are questioning because the internet is so ~~narrow~~ broad. History books are also a good way of finding out information, how because they ~~contain~~ contain both accounts from people who were there and statistics. But overall, it is will always be impossible to come to a definitive conclusion because of the variety, reliability and whether a source is typical or not. A historian can always find sources on an event but it still may not get them any closer to a conclusion. From sources A to G there is evidence that supports and questions that the immigrants were treated ~~poorly~~ poorly, and this will be the case with any research. Sometimes you just need to come to a conclusion that you cannot conclude the question.

This answer managed to get to Level 4 with a well argued explanation of the problems of getting a balanced view of something that happened 50 years earlier.



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### Examiner Comments

The candidate was able to identify problems such as changing attitudes in society and a reluctance to admit to racism. The limitation of other evidence interviews, film clips and the media are commented upon as is the limitations of research through the internet. Although a range of other sources could have been cited the understanding shown warranted a high level mark.



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### Examiner Tip

Need to identify the strengths and limitations of a variety of historical sources as part of an Historical enquiry.

## Grade boundaries

Grade	Max. Mark	A	B	C	D	E	N
Raw mark boundary	50	40	34	28	23	18	13
Uniform mark scale boundary	100	80	70	60	50	40	30

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