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## Examiners' Report January 2011

### GCSE History 5HB03 3C

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## Introduction

This was the second opportunity for candidates to sit this Schools History Project Source Enquiry paper. The focus this series was on the impact of Government propaganda during the First World War.

Candidates generally made an attempt to answer all questions. The majority of candidates were able to attempt and gain at least some credit for all questions on the paper. There were a few blank responses to question 4 and more to question 5. However, there were far fewer of these in comparison to the June 2010 series. This suggests that although there were significant improvements since the last series, some candidates still faced problems managing their time in the examination. Candidates should be encouraged to ensure that they attempt all five questions. Care should also be taken to ensure that they allocate time proportionately to the number of marks available for each question. Few candidates attained only Level 1 in any of the questions, but equally few managed to achieve Level 4 in the final question. Candidates would be well advised to use the provenance given above each source, especially in tackling questions 2, 3 and 4. Another area worth focusing on is ensuring that candidates have knowledge of their own that reflects the syllabus coverage outlined in the specification. There was some evidence that a minority of candidates, by referring to 'the Nazis', 'Hitler', and the 'Second World War', failed to grasp that this paper was about the First World War. Questions on this paper can come from either conflict or even both. Questions are written to ensure that they meet the requirements of the specification.

## Question 1

This question was fairly well answered with many candidates achieving Level 3 marks by making supported inferences. However there was a tendency among some candidates to paraphrase the material contained in the source. Candidates need, at times, to select quotes from the source and add their own comments and inferences. A number of candidates attempted to use just own knowledge or analysis of the nature of the source, which was not relevant to this question. By ignoring the source candidates failed to attain the higher mark levels. Many candidates were able to identify that the Government's use of the advertising industry was successful due to the army, at least initially, being made up of volunteers. Effective inferences were also made about the use of Kitchener and the success of his recruitment poster.

### Answer ALL questions.

Look carefully at the background information and Sources A to G 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 Government's use of the advertising industry in Britain's war effort?

(6)

Source A shows that the use of advertisement to support war effort was an enormous industry which influenced the voluntary turn out of soldiers in 1914. The source also tells me that the British army was made up of volunteers from 1914-1916 showing that propaganda worked and it also tells me that "The talents of artists, designers and writers were used to make appeals for men to enlist in the armed forces." This quote tells me that in a time of unemployment people were being given jobs to advertise the army and sell it to the eager young men who bought the idea of fighting for queen and country without conscription. The source also tells me of an important source of propaganda used to recruit young and voluntary soldiers "the face of Kitchener, Britain's

War Minister, with his finger pointing and words 'want you' the words empowered people and gave the younger hope because he direct and only wanted you and that made people feel special because they had been chosen. The source shows that the government put a lot of power into propaganda to help interest.

in the war effort by giving jobs to artistic individuals he helped reduce poverty and by giving people the feel of importance by using words like 'wants you' they made the people take their part in the war effort emotionally.

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Examiner Comments

This response makes several valid inferences and provides effective support from the source itself. As a result, it was awarded a top level mark.

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Examiner Tip

It is important to make at least one, and better still two, inferences. These should be backed up with the use of the source in support.

## Question 2

Many candidates were able to achieve at least Level 2 on this question and a significant number Level 3. Some, however, misunderstood the focus of the question and wrote about why the artist produced the poster and not how the message was put across. There were some outstanding responses where candidates were able to select content to illustrate their answer, including comment on fonts, colours, facial expressions and composition ensuring that they attained higher level marks. Responses of a generic nature that failed to use the details of the poster itself did less well. Some candidates appreciated that the poster was aimed at women, whilst others said its appeal was directed at both men and women. There were a variety of interpretations of the message, but providing they were backed up with relevant evidence this was not an issue.

### 2 Study Source B.

How does the artist get the Government's message across in this poster? Explain your answer, using Source B.

(8)

In source B we can see a family (two women and a young child) looking out the window at a platoon of soldiers leaving. We can clearly see the ~~women~~ family do not want the men to go because of fears of them not returning but understand to win the war it is necessary and vital that they go. This propaganda poster appeals to both women and men. The men can see that the women can cope without them and the women understand that the men need to help the war. The artist does not portray the women as <sup>too</sup> upset or crying because it would make the public worry more. He uses vivid colours and a sunny day to show they should be proud and willing to let them leave. This poster is more aimed at women because the Government wants them to say "Go".



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Examiner Comments

This response shows it is not always necessary to write at considerable length to answer a question effectively. This response achieved a solid Level 3.



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Examiner Tip

To make full use of posters and drawings, extract detail from the source that helps convey the message. This is not simply what information the source contains.

### Question 3

This question was generally answered well up to Level 2. Most candidates were able to consider all three sources and extract valid content details from each source. In fact the focus of many candidate responses was content-led and many failed to bring their argument together in a balanced way. Some candidates simply went through each source in turn and then related each source to the question. What is often lacking is an overall judgement and a focus on 'how far' each source does or does not agree. Many candidates seem reluctant to use nature, origin and purpose and often answers failed to make cross-referencing explicit. The latter area would be improved if candidates compared sources and included the use of key words or phrase such as 'whereas', 'however', and 'while Source B suggests ... Source D does not...'. Where reference to nature, origin and purpose was used, much of it was of the simplistic learnt response variety such as 'it is from a newspaper' and then either 'so is biased' or conversely 'it is not biased'. Most candidates were able to comment that Source D would suggest that the use of posters does not seem that successful.

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

How far do Sources B, C and D suggest that the use of propaganda posters was successful? Explain your answer, using these sources.

(10)

~~Source B suggests that the use of propaganda posters were extensive, but not necessarily successful. However, the source states that "until 1916 the British army were recruited~~

Source B does not suggest, to a far extent, that the use of propaganda posters was successful, as the source shows only an example of a propaganda poster and does not give explicit information on whether or not it was successful. However, source C does give some information about the success of posters which source B does not. Source C states that "men in army uniforms are to be seen everywhere", which could be interpreted to mean that recruitment was increasing which could have been a direct result of propaganda posters ~~to the~~, which is emphasized with the phrase "as a result". ~~However~~ Source B comes from a national newspaper from the time so one could consider its reliability to be quite high, although the content could have been considered censored. However, by

contrast, Source A is very unreliable because it originates from the war-time government and has a purpose of persuasion and is, therefore, ~~is~~ very subjective ~~and~~. Source D gives further information ~~on~~ on the use of propaganda posters, with an inclination that they were not successful because the source states that "recruitment is very low this week" which would imply that propaganda was being unsuccessful but

there is <sup>no</sup> ~~not~~ stated link between the lack of recruitment and the success of propaganda posters. The source also states that "one strong chap... but not before", which could be interpreted to mean that people were not being motivated with the propaganda stated in Source C, like the slogans, so one could merge Source C and D together to conclude that propaganda posters were failing to motivate men to recruit. So, in conclusion, these sources ~~do~~ suggest very little about how propaganda posters were a success, but, instead, how they were failing and their lack of success in motivating people.



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Examiner Comments

This response shows understanding, cross-referencing and judgement and therefore achieved Level 3.



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Examiner Tip

Make sure you cross-reference the sources and use their content and nature, origin and purpose to make a judgement.



### Question 4

There was a tendency here, as well as elsewhere, to focus on the usefulness of a source in terms of its content rather than its nature, origin and purpose. However, most candidates were able to offer a judgement on a source's value, though these were not necessarily related to the historian mentioned in the question.

There seems to have been some confusion regarding what was shown in Source E. Only a minority of students indicated that the source illustrated alleged German atrocities against French or Belgian civilians. Many assumed that British soldiers or spies were being executed and indeed many candidates commented that the source was showing an incident by the Nazis during the Holocaust. Some candidates assumed that the source was a literal depiction of an actual incident and made no attempt to interrogate the source material. In relation to Source F, some candidates recognised that the Bishop had been affected by propaganda and many thought he was a reliable source because he was a bishop and would not say anything that was not true. There is a need for more practice at looking 'outside the source' at its nature, origin and purpose. Some candidates lacked understanding of the nature of propaganda, which was often revealed by the common assumption that if a source was biased it was of little or no use.

#### 4 Study Sources E and F.

Which of Sources E or F is more valuable to the historian who is investigating the use of anti-German propaganda during the First World War? Explain your answer, using Sources E and F.

(10)

Both sources E and F are valuable to the historian. However, the credibility and reliability of a source affects how useful it may be. Source E is a drawing that was published in "The War Illustrated" in October 1914. "The War Illustrated" was a British magazine. The image depicts German soldiers killing some men, with a caption reading: "Coward Work of Germany's Military Murderers". Source F is fairly unreliable because it was published in a magazine, meaning it was censored by the Government -

who only let the public see what they wanted them to see. Also, the magazine is British, meaning it will be biased towards the good of the British and the evil of the Germans. The ~~the~~ government and the magazine would have wanted people to see this and be enraged, causing them to turn against the Germans, fully support the and ultimately help in the war effort.

Source F is a church sermon by the Bishop of London in 1915. It states that "we must kill Germans to save world civilisation." This source is quite reliable. It stems from the time period and the information is first hand. The source hasn't been published by the media - meaning the Government haven't censored it either. Despite the source being quite shocking, it is a reliable example of what at least one person believes, however it does not represent many views.

In conclusion, Source E is more valuable to the historian as it is an

actual example of propaganda that would have reached many people. However Source F is still ~~not~~ useful, but would be more suited to research about one persons, or religious peoples views.

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## Examiner Comments

This response makes good use of both the sources content and provenance to make an effective judgement on their utility. As such it demonstrates the skills necessary to achieve Level 3.

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## Examiner Tip

Try to use use both source content and nature, origin and purpose to make a judgement.

### Question 5

The biggest element lacking in many candidate responses to this question was the use of own knowledge to support conclusions, often even in otherwise very good answers. This question is the only one that requires own knowledge - failure to provide own knowledge pegs any response to 10 out of 16 possible marks.

This lack of depth in historical knowledge was apparent from responses that could only comment on 'conscription'. There was little evidence of knowledge of the methods of propaganda used other than posters, and some candidates wrote about posters from the Second World War. What was encouraging were those candidates who made the attempt to balance what had been lacking in question 3. They used Source G to counterbalance the focus of the earlier sources and made valid conclusions. There was also valid comment about the start of the war as opposed to later in the war, when people were more aware of the reality of trench warfare.

Encouragingly there were far fewer blank responses to this question compared to the previous examination series, though responses were often less than the marks available would suggest.

#### \*5 Study Sources A, C and G and use your own knowledge.

'The use of propaganda by the Government in the First World War was the main reason why men volunteered to enlist in the armed forces.'

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

(16)

In some ways I do agree with this statement, however I do not think it was all to do with propaganda. Sources A and C show that propaganda was very useful in helping encourage men to enlist to the army, and show the posters and slogans were very persuading and encouraged men to go and fight for their country. However source G shows that it wasn't all down to propaganda that men joined the army. Source G shows that some men joined from a 'sense of adventure', and to 'escape personal problems', which shows that not all the men needed

propaganda to encourage them to enlist. It also says how men joined so they could fight for their country and the reason they joined was because of patriotism. Source D also shows that propaganda didn't appeal or encourage everyone to ~~join~~ enlist. I think that sources A and C back this statement up because they show the ways that propaganda was very effective

such as in source C, it explains how lots of men started to enlist and ~~many~~ men in army ~~had~~ uniforms began to be seen everywhere, because propaganda was put in nearly every shop window. Source A also shows how effective propaganda was because it shows a lot of effort ~~was~~ went into making the posters and ~~then~~ it shows that not only did posters be put up to encourage men to join, but they were also put up for women to encourage men to join. On the other hand, sources D and G explain how propaganda wasn't that effective in helping to enlist ~~men~~. In source D it explains how recruitment was low some weeks and that propaganda didn't continuously persuade men to enlist. Source G also doesn't back up

the statement, but in a different way, as its saying that men didn't join just because the propaganda persuaded them to, but for different reasons as well. To summarise, I ~~think~~ do agree with this statement, as propaganda ~~was~~ played a huge part in helping to enlist men, like stated in source C, but it was not the only reason that men enlisted and source D shows that propaganda wasn't effective all of the time, but I do agree that propaganda was a huge part in getting men to enlist, but it wasn't all down to propaganda.

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Examiner Comments

This response just achieved a mid-Level 3 mark and would have gained more if own knowledge had been used.

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Examiner Tip

Try to use the sources provided, as well as your own knowledge, to explain how much you agree with the view stated in the question.

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