

# Examiners' Report

## June 2013

### GCSE History 5HB03 3C

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## Introduction

This was the eighth series of this Schools History Project Source Enquiry on The impact of War on Britain c 1914-1950. The area of the enquiry was the evacuation of children during the Second World War. Its principal focus was on whether this evacuation was successful or not. Most candidates were able to demonstrate some knowledge and understanding of the topic. The great majority were able to produce responses that were worth at least some credit. There was evidence that more candidates were able to attempt all questions on the paper. As with earlier series achieving Level 3 on question 3 and Level 4 on question 5 proved more challenging. This was especially the case with the latter on this particular topic. Additional recalled knowledge is more evident in questions focusing on the Blitz and air raids. Often additional recalled knowledge was more generalised comment rather than developed knowledge of the period and topic.

There was further evidence that centres are responding to comments in earlier reports. Certainly there were fewer papers that presented blank responses to a question. Where this occurred it was generally concentrated on question 5. Question 5 has three additional marks for SPaG. Failure to answer question 5 therefore cost candidates a potential 19 marks. Many candidates also struggled to demonstrate effective cross referencing using the sources in response to question 3. Many who did not just trawled through each source in turn failing either to cross reference or focus on the question and often both. Few were able to deploy understanding of the value of source content alongside relevant comment on its provenance in evaluating source utility in question 4. Too many of the answers that commented on source utility focused on simplistic learnt responses with limited historical validity. Too many sources are dismissed as having no value because of bias or the person who wrote it was not there.

Timing was generally less of a problem for candidates than in earlier series. However some candidates still produced answers that were overlong in response to questions 1 and 2. This caused candidates difficulties completing developed answers to questions 3, 4 or 5. Responses from some candidates often have little reference to the mark total for the question. This alone should encourage candidates to ensure that they deploy their time more effectively.

## **Question 1**

Overall candidates answered this question well with very few staying at Level 1. Most candidates reached Level 1 with a minimum weak supported inference or Level 4 to 5 with a good supported inference or two slightly developed supported inferences. A good number of responses developed two well and supported one.

The majority of candidates were able to identify the inferences of the evacuation not being popular with everyone, people not co-operating and that it was not as successful as planned. Others identified the Government's concern to protect the more vulnerable or that it was applied inconsistently. They were also able to support their points clearly with the source and got 6 marks.

Poor responses to this question often involved candidates repeating sections from the source without making an inference. Responses that only managed to reach the bottom of Level 3 were characterised by weak and poorly developed inferences.

Some candidates seemed to really struggle with finding supported inferences. These unsupported inferences were often just facts that the candidate knew about the evacuation process.

Candidates need to be reminded what this question is asking of them. There were a number of candidates who attempted to address the issue of reliability, but could be given no marks for it. Candidates would be well advised to answer the question posed, not one they want to see.

To perform better on this question candidates need to be reminded to only raise points in their answer that are supportable from the source. If they cannot see evidence of something in the source then it should not be used within their answer.

Perhaps teachers might like to consider the impact of encouraging young people to write 'from this I can infer..'; this formulaic method of response only works if the candidate is able to draw ideas from a source. Unfortunately its use only serves to highlight the weakness of candidates who were only able to paraphrase the source.

From source A we can infer that evacuation wasn't as successful as the government had hoped. This is shown by that <sup>only</sup> one and a half million were evacuated when they wanted to evacuate three and a half million. Also we can infer that the Government were cared for the safety of the children as they organised evacuations to get the children safe and from the bombing of cities. Finally, from source A we can see infer that evacuation was voluntary and this is shown by the low percentages - like the 15% who were evacuated from Sheffield - the low percentages show that you could stay instead of going.



**ResultsPlus**

**Examiner Comments**

This is a concise answer that makes several inferences and supports them with reference to the source. It is a solid Level 3 response.



**ResultsPlus**

**Examiner Tip**

Two inferences with support from the source can get maximum marks.

Do not answer using your own knowledge or make comments on source reliability.

Make sure you know the focus of the question asked.

## Question 2

Overall candidates answered this question very well with very few staying at Level 1.

At Level 2 candidates had a good grasp of the author's message – that evacuation was in the best interests of the children and their parents and that the children would be taken care of and parents need not worry about them. There was some reference to the origins of the source and the use of propaganda but little analysis of selection/treatment to move into Level 3. Those that did combine descriptive content well with purposeful selection moved into Level 3.

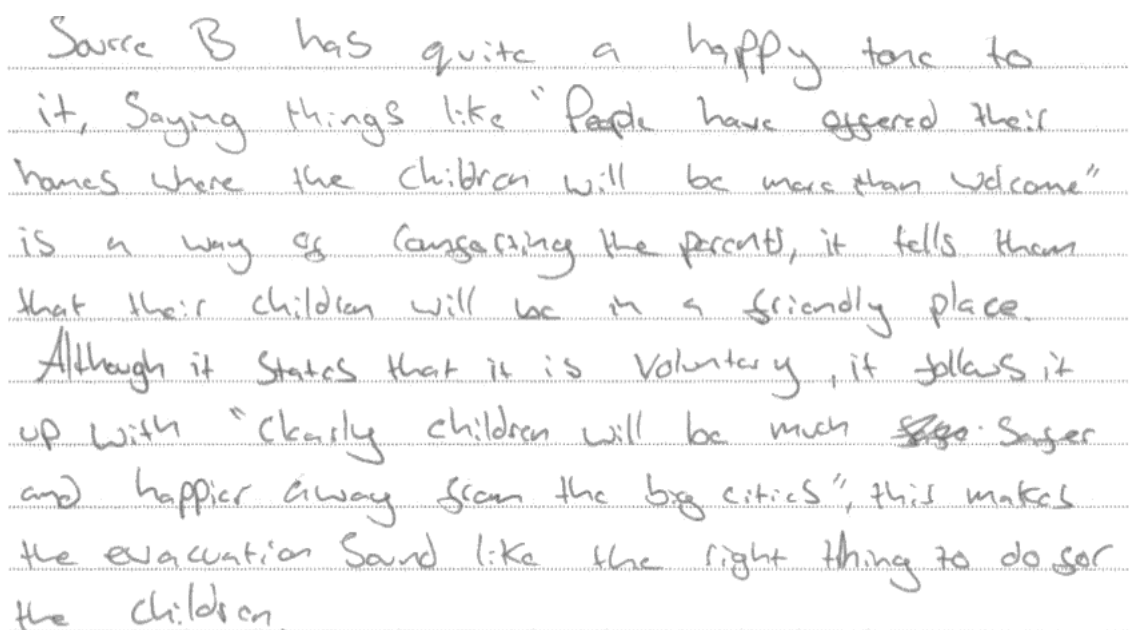
At Level 3 candidates added on to Level 2 responses by mainly demonstrating/analysing the author's impression through the selection/treatment of key words/methods of portrayal/selection and/or emphasised the biased nature of the source and hence selection/treatment of the evacuation process portrayed.

This is done deliberately to show that evacuation was the best for all concerned by using words such as safer, happier, and phrases such as 'more than welcome', 'well looked after' and 'remove one of your worries.'

At the top of Level 3 candidates systematically demonstrated how the author deliberately used a variety of techniques – negative words/tone/repetitive emphasis/lists/ etc to build up and reinforce and enhance the message put across.

Only very few candidates secured Level 1 and had therefore been taught how to avoid an overly vague and general approach. The vast majority therefore understood how to attempt this generic type of question, especially demonstrating an understanding of how to elicit 'inference/s' from the source.

However too many candidates stayed at Level 2 because they used a simple formulaic approach, and they failed to advance beyond 'listing' content from Source B or 'telling' the reader what Source B 'said' as a means of revealing the author's message. Additionally Level 2 and Level 3 answers were often over reliant upon use of content rather than the nature of the source, indicating that candidates might be better prepared for answering this and other questions on the paper (especially at the highest Levels), if they developed a better understanding of the value of 'provenance' when evaluating a source. A simple aide memoire or two along the lines: 'Who wrote this and why?' and 'What factors might have influenced the way in which the author wrote?' might be a better way of diagnostic questioning when addressing the issue of provenance.



Source B has quite a happy tone to it, saying things like "People have offered their homes where the children will be more than welcome" is a way of reassuring the parents, it tells them that their children will be in a friendly place. Although it states that it is voluntary, it follows it up with "clearly children will be much ~~safer~~ safer and happier away from the big cities", this makes the evacuation sound like the right thing to do for the children.

The author is appealing to the side of the parents that know they should do what's best to keep their children safe. ~~They~~ <sup>They</sup> provide comfort by saying "The schoolchildren will have their teachers"; this tells the parents that the children will be in safe hands with someone they can trust.

The fact that it says "Schooling will continue" gives you the idea that they can then carry on with their lives in safety.

"Don't wait to register your children" sounds like an order, it must be done immediately, this provides a sense of how immediate the danger is.

It explains how they understand the "heartbreak to be separated from your children" but they "will be well looked after". This adds to the idea that it is the right thing to do for the children even though they are separated from their parents.

It finishes with "That will remove <sup>one of</sup> your worries", this telling the parents they should be less worried about leaving their children.

The author has pointed out all the good points of evacuation and shown that they understand what the parents will go through. This provides them with the comfort that their children will be safe.

The point of this leaflet is to get parents to sign up their children for the evacuation.



**ResultsPlus**

**Examiner Comments**

This is a solid Level 3 response that focuses on the message to get people to allow their children to be evacuated and explains how the author attempted to achieve this.



**ResultsPlus**

**Examiner Tip**

Use information from the source to indicate how they create the impression or support the message.

Comment on relevant details of the language used or images created.

Be aware of the difference between how an image is created and what impression /message is given.



### **Question 3**

Question 3 was more problematic for candidates. Many did not refer to all three sources.

The majority of candidates that achieved a Level 2 did so because they failed to come to a balanced judgement.

Another problem was that the majority of students struggled to cross-reference the source which also would have kept them out of the top marks.

The following are taken from different students' answers but they highlight the same mistakes made by many candidates:

'Source A might not be reliable as it was published in 1989 after the war which is bad as they weren't there.'

'Source C is reliable as in was in August 1939, 1 month before the war so that it was at the time and is accurate.'

Many candidates believe that a source taken at the time of the war is valid and one taken more recently is not. They simply dismiss it as unreliable for that reason alone.

The key to this question is cross referencing. Candidates are not able to access Level 3 without it, and very few answers even attempted it, suggesting candidates are not at all comfortable with what this question is really asking of them or how to achieve it. The majority of candidates are taking the sources one at a time (eg 'Source A says... Source C says... Source D says...'), even extending this to their conclusion (eg 'Overall Source B says... Source C says... Source D says...'). Merely summing up what you have already said in a conclusion does not count as cross referencing. Some candidates are also often using connectives while still in Level 2, which suggests they are getting good at technique, but still do not have the actual skill of cross referencing. This is a question that would benefit from repeated practise with teachers, because there is a significant portion of marks available (10) and the majority of answers stay in Level 2.

The same is true of some lovely detailed answers which thoroughly deconstruct the content and the NOP of the sources in quite a sophisticated way, but fail to cross reference.

Some candidates attempted to cross reference each source with the question. This was not a valid approach, and candidates should focus instead on cross referencing the sources with each other.

The majority of Level 2 answers were descriptive, whereas Level 3 answers were using the sources to support an argument they were making. This is a skill which centres would benefit from teaching their candidates, as it will help candidates access higher levels in not only this question, but also question 5.

Where only NOP or content was addressed, it was nearly always content that candidates covered. Candidates are clearly still very unsure how to effectively deal with NOP in a way that goes beyond simple statements of reliability based on primary/secondary evidence being reliable/not. It would benefit candidates on this question, and later questions, to be made more familiar with how to effectively look at the reliability of a source.

There is still some confusion over the layout of the paper, with question 3 pages being filled with question 4 answers. Centres should ensure that candidates are familiar with the paper before the exam takes place to help avoid this.

Source C agrees with the statement as the evacuation was well organised this is because in the content shows ~~pea~~ children rehearsing which suggests they are practising for the proper evacuation making the get it right, as they look calm and not panic suggest things will be alright, this on photograph so it is accurate and reliable however as it is rehearsal it cannot be trusted as this not the real evacuation, this photograph could be taken as propaganda to encourage parents to make the correct decision to send children away. Similar to source C, source A agrees to an extent as source C shows people organising and need to go source A suggests that planning was made before for the evacuation, however many people didn't send the children away as ~~it was~~ 3/4 million were supposed to go but only 1/2 million went and although the evacuated some cities but not all so Plymouth, Bristol were bombed badly but no children had been evacuated and so this was unprepared. Similar to source A, ~~source B~~ is a book ~~from~~ so it can be ~~so~~ can be reliable as it is from a history and also written long after the war had finished gives you the fuller picture, suggests it commences like, as

(Question 3 continued) Source C shows people ~~have~~ organised a prepared which is a very narrow thought as not all things were like that. On the other hand source D completely contradicts with both A, and C, source D shows that evacuation was confusing as people were turning up where they shouldn't be and there weren't enough places for the evacuees to live, shortage of

housing for people, they needed their help from people from other areas, this shows evacuation in a different light this source is accurate and its from a history website which is there to educate so has to be accurate and reliable however its not comprehensive as many places did have things organised and there were enough places for the evacuees to stay. Overall Source C, supports the statement that evacuation was well prepared as the rehearsal to make sure everything ran smoothly. Source A, supports it is an expert as it shows they did organise but people disagreed with sending the children away and source D contradicts completely with a statement which creates evacuation has being hectic confusing and people weren't prepared for it.



**ResultsPlus**

**Examiner Comments**

A very good response that combines effective cross-referencing and both nature and content to make a balanced assessment of the suggestion. This is a good Level 3 response.



**ResultsPlus**

**Examiner Tip**

Do not just describe each source in turn.  
Cross reference between the three sources not just the question posed.  
Look at the overall impression provided by all three sources.

## Question 4

The majority of candidates attained Level 2 between 4 and 6 marks and were typically writing good content for both or discussed nature/authorship of both or a mixture. Those that got Level 2/7 often did both elements on one source but not enough origin/nature of the other source to get in into Level 3.

At Level 3 the responses used good mixture of content and reliability and made good effort to test value of the sources for investigating tactics. However it was largely the nature / authorship of Sources E and F that was mainly responsible for moving a response into Level 3.

A significant number of candidates are clearly struggling with both technique and time on this question, as there were a number of blank, Level 1, and low Level 2 answers, more than on the other questions. As this question is worth 10 marks, it may benefit centres to work with candidates on finding a technique for approaching this question that works for them. Candidates most often fall down on their ability to address the NOP of both sources. It is here we most often see Level 1 type answers (primary=good as was there; secondary=good as has used many sources), which keep candidates in Level 2. While a number of good answers are able to address the content of both, and the NOP of one, examining the NOP of the second source often seems just beyond their capability.

For candidates who are able to achieve Level 3, the integration of content and NOP required for 10 marks seems beyond reach of many. Candidates should move beyond the formulaic answer of a paragraph on the content of each and another paragraph on the NOP of each and move towards a more fluent and integrated essay style of writing on this question.

Some high level candidates were able to pick out the use of language in E as having definite implications for the reliability of the source. This sort of high level reasoning and analysis should be encouraged among higher ability pupils to help them do well on this question, as well as others on this paper.

A number of high Level 2 answers left a lot of questions when read through, which, if answered, could lead to the candidate making Level 3, eg 'E is from an interview and could therefore be problematic', leaving the question of why this would be problematic. If candidates could be encouraged to search their work for these, it may help them move answers from a high Level 2 to a Level 3 response.

Source E is useful as it shows how the children are sitting around the table, and all seem to look well behaved. The lady is called 'Grannie ~~Horries~~ Norris' which implies she was seen as a Granny Figure to these children. It is taken in 1943, so is useful as it captures ~~what~~ evacuation at the time it happens, so is not so it is so it ~~is~~ genuinely shows how children felt and acted at the time.

(However, there are some limitations

~~to the source~~ → The fact she ~~ea~~ got a 'British Empire Medal' is also useful as it implies that this lady ~~gen~~ really was as kind as the photo makes out she was.

However there are limitations. It was taken by an 'official war photographer' and due to DORA, this image was chosen on the basis that it shows the children all looking positive. So it may not actually be representative of every evacuee's behaviour. It is, however, unlikely to be staged, as the lady did win a medal for her work, but the photographer may have been

(Question 4 continued) selective in the people he chose to photograph. Furthermore, this is only showing the behaviour of 6 evacuee children so again is not necessarily representative of children everywhere. Also the lady only, it seems has a few to look after, and so children in large groups may have been more out of control.

Source F ~~on the other~~ is also useful as it contrasts Source E by saying evacuees were in fact not well behaved, as they are referred to as "little criminals." The sorts of things they ~~are getting~~ got up to such as smashing windows portrays the children as tyrants. This source is likely to be reliable as it is from a 'diary entry', so it is not used for propaganda so is more likely to be honest as a diary entry is not meant to be shared. Again it is from the

time of evacuation (1944) so captures their behaviour from the time, and therefore the person ~~body~~ is not likely to have forgotten any aspects. But then again, it is for the 'Mass Observation' so she may perhaps be ~~or~~ exaggerating events to make it sound worse than it is, as ~~they~~<sup>is they</sup> could be clouded by emotion.

Overall I think Source F is more useful, as it is from someone's own

(Question 4 continued) perspective, so firsthand, we can witness how an ordinary person felt about ~~the~~ evacuees behaviour, and even though it was collected for the Mass Observation, it is not being used as propaganda, but just for the authorities to see themselves citizen reactions.



### ResultsPlus Examiner Comments

This response successfully combines comments on both content and nature to produce a logical judgement of relative utility. This is a Level 3 answer.



### ResultsPlus Examiner Tip

Do not just describe what the sources show comment on their nature, origin and purpose.

Make sure you relate your answer to that set in the question.

It is better to give strengths and limitations of sources rather than simply stating they are good and reliable.

## Question 5

It was clear from the number of incomplete or blank question 5 answers that candidates struggled with time management on this paper. It should be stressed to them that this question is worth 16+3 marks, and should be reached with plenty of time to ensure they have the best opportunity possible of gaining those marks.

Candidates need reminding that while own knowledge is required for higher level answers, so is use of sources. Some otherwise excellent answers full of own knowledge were let down by the fact they hadn't used the sources even implicitly.

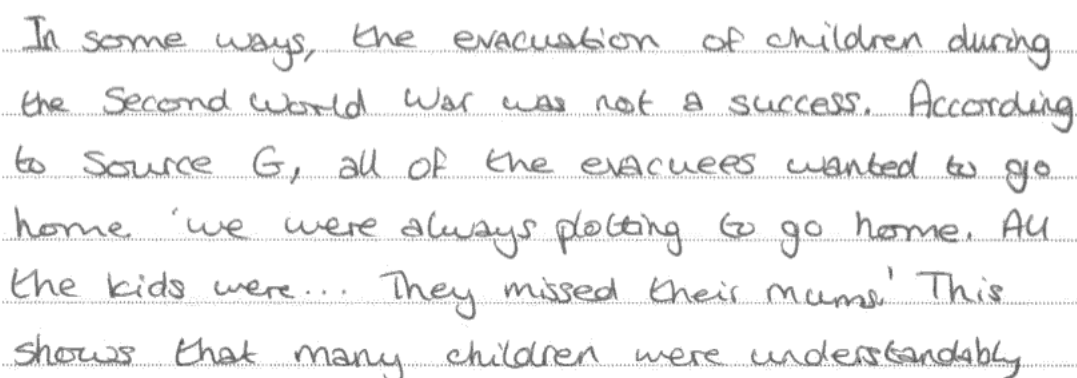
Most candidates made a good attempt at this question and majority were able to answer confidently at Level 2 using supported answers with sources or own knowledge and typically at Level 3 with both. As usual there were well written answers with excellent reasoning and analysis but no ARK and these responses had to stay at Level 3. A minority of candidates answered using historical own knowledge of the event and sustaining their argument and reaching a good balanced conclusion to reach Level 4. The phoney war, the three waves of evacuation with dates and the impact on the foundation of the Welfare State/ NHS were the best examples in support.

There was no weighing up of each source against the hypothesis or attempts to reason and analyse to come to a conclusion. Sources were taken at their face value. Some candidates used own knowledge without references directly to the sources or used other sources on the paper.

At the top end of Level 3 and bottom of Level 4 - ARK and good reasoning was used to support detailed source evidence. Responses reached top marks in Level 4 by providing weight of reliability or testing strength of evidence of sources in their conclusion.

Higher level candidates were able to use the sources to support an argument they already had. Lower level candidates often seemed to describe the sources and then decide on their answer at the end of their descriptive answer. Finding ways to teach candidates to use the sources to support an argument as opposed to describing them could benefit some candidates who are on the cusp of higher levels. Centres need to encourage more able students to have debates that are driven by points and **then** supported by evidence from source/ARK, rather than lead with the sources.

Of the answers thought to be Level 4 standard, the majority did not attain the key point, and were stuck at Level 4, simply because there was no weighting of evidence. This was, in general, the only block from attaining 15 or potentially 16. Students awarded the highest marks brought in reliability of evidence. For those students looking to attain the highest marks, teachers need to remind them that effectively all of the skills being assessed in the previous four questions are being tested here, and they must not forget to look at the nature of sources, and explore how the strengths of one can be used to support their argument, whilst acknowledging those that do not whilst pointing out their weaknesses to negate it.



In some ways, the evacuation of children during the Second World War was not a success. According to Source G, all of the evacuees wanted to go home. 'we were always plotting to go home. All the kids were... They missed their mums' This shows that many children were understandably,

homesick and, even if they knew they were safer in the countryside, would have preferred to go home. This suggests they weren't completely happy in their new homes. Source H also creates the impression that evacuation was unsuccessful. It says that 'host families were glad to be rid of unpleasant visitors... and evacuees were glad to leave host families who treated them badly.' This shows that the evacuees were unwanted<sup>by host families</sup> and that the evacuees didn't want to be there. This suggests neither party were happy with the arrangement, thus implying the evacuation of children was not a success. It also says that 'In some homes, evacuees were treated like slaves or inmates in a detention centre!'

This suggests evacuees were sometimes treated ~~very~~ extremely badly in the places they had gone to be safer, leaving the question of whether evacuees were better off staying at home with the risk of bombs, or moving somewhere where they could potentially be kept like slaves. From my own knowledge, I know that evacuation began in September 1939, with talks starting in August of that year, right at the beginning of the war. I also know that the Blitz didn't start until a full year later, on 7<sup>th</sup> September 1940. This gave the British public a year to start thinking that evacuation wasn't necessary, and some families started bringing their children back to cities. This meant that they were there



when the bombing started, meaning that evacuation didn't keep all children safe.

In contrast, Source B suggests that evacuation was a success. It says 'children will be much safer and happier away from big cities', suggesting it would protect the children. It also says evacuees would be 'more than welcome', and says it's the best thing to do, even if parents would miss their children. Source G ~~also~~ says that evacuation improved the quality of living for many children. It says it was 'a pleasant change from the poverty I'd known in London', showing it improved their lives. It also says 'the food was good, there was lots of it,' and that 'I soon looked different, fatter with rosy cheeks'. This shows the health of evacuees improved when they were evacuated, showing evacuation improved lives as well as saved them. From my own knowledge, I know that evacuation did in fact save the lives of many children, meaning that it was, in the broadest sense of the word, successful. I also know that evacuation as a whole helped to improve equality in the country. This is because many people who lived in the countryside weren't aware of ~~how~~ ~~back~~ the levels of poverty in inner cities. When they realised this, ~~they~~ some people started pushing for change, helping to improve the lives of many

people in the country showing it was successful.

The sources I have looked at cannot just be taken at face value. Source B is a government leaflet, therefore it is likely to be biased towards evacuation as it was the government idea. It may have been used as a method of propaganda and could have left out facts. Also, it was published in 1939, before evacuation had really started, so ~~it's~~ it doesn't really include any information on how successful evacuation turned out to be. Source G is ~~an~~ 'The Memories of Reginald Baker', and is a book published in 2004. It's reliable because it includes real account of what happened from an actual evicuee, but it only covers what happened to him and a few others in one village, so doesn't cover the bigger picture. In addition it was published in 2004, so some experiences may have been remembered incorrectly. Source H is from a book published in 2000, long after the war, meaning it may not be accurate as it's not from the time. However, lots of research probably went into it.

To conclude, I don't agree with the statement 'the evacuation of children during the second world

war was not a success' because it saved lives, which is what it was supposed to do. It wasn't a great experience for everyone involved, but some people's lives were improved, and many ~~the~~ lives were saved, which I think makes it a success.



**ResultsPlus**

**Examiner Comments**

This is a solid if somewhat lengthy Level 4 response that produces a sustained argument, making effective use of both sources and additional recalled knowledge (ARK).



**ResultsPlus**

**Examiner Tip**

Time make sure you have enough to do justice to a question which has 16 marks for content and 3 for SPaG. Analyse the question, plan your answer, review the sources required and add your own ARK on the topic.

## **Paper Summary**

Based on their performance in this paper, candidates are offered the following advice:

- make sure you attempt all five questions, especially question 5
- spend more time and thought on question 5, which has many more marks than earlier questions
- remember to make two inferences and support them using the source in question 1
- make sure you use all three sources and cross reference them in question 3
- comment on both sources in response to question 4, using source content and nature.



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