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Examiners' Report
June 2011

GCSE History 5HA03 3B

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Introduction

It was pleasing to see a good standard of responses from candidates in the third session of this modular unit. 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 small 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 questions 3 and 5 without directly relating this to either the strength of support or challenge for the cross referencing or the hypothesis.

Contextual knowledge is essential for ensuring understanding of the provenance and meaning of the sources as well as underpinning answers to all the questions.

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. However, 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 identify the underlying purpose of the source, not just the message. This could be what the source is trying to make people think or do. This should be supported with evidence from the source itself and/or contextual knowledge.

Question 3. Ensure that candidates focus on the style of a cross referencing question and actually cross reference the sources. They should identify support and differences and make judgements on the extent of support based on the content and reliability of the sources.

Question 4. Candidates should avoid simply describing the contents of the sources. They should evaluate both the information/contents in the context of utility or reliability as well as the nature, origins and purpose.

Question 5. A small number of candidates made little or no reference to the sources and instead wrote extensively about the reasons for the Labour victory in 1945. Ensure that candidates focus only on using the sources to test the hypothesis. Highest marks require them to make judgements on the extent of support and challenge to the hypothesis based on the weight of evidence given in the sources and their reliability.

Question 1

Candidates were asked to make inferences about the General Election of 1945 from the memoirs of Harold Macmillan. The most obvious inferences were that the Labour Party victory was due to the failings of the Conservative Party and Churchill, the appeal of the Labour Party and the desire for change.

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 British people did not want to trust Churchill and the Conservatives' were copying the source, not making valid inferences and were marked at Level 1. Those who suggested that the victory was due to the failings of the Conservative Party because the source says 'It was because of the memories of the 1930s and unemployment' were making a valid inference and supporting it from the source. Such answers were rewarded at Level 3.

On this question, some candidates brought in their own knowledge, either to make the inference or to provide a historical context. This is not a correct approach to the question. Both inferences and support must come from the source. Candidates should make two supported inferences to reach top marks.

Answer ALL questions.

Look carefully at the background information and 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 General Election of 1945?

(6)

We can learn several things about the General Election of 1945 from Source A. Firstly, we can learn that there was not a lot of popularity for the Conservative Party, from the British people. We can see this as the source stated "The British people did not want to trust Churchill and the Conservatives." If the people did not want to trust the party, they obviously did not believe in the Conservatives. We also learn that the British people had more hope in the Labour Party than they did in the Conservatives. This can be seen when the source says "people had been persuaded that under Labour there would be prosperity in a world of peace." This shows that the British people believed more in the Labour party as they must have been successfully

"persuaded" they buy them. From the source we also learn that the bout of 1930's unemployment had a big impact on the British society. We ~~the~~ see this as the source states "it was because of the memories of the 1930's ~~unemployment~~ and unemployment, not because of Churchill, that the Conservatives lost the 1951 election". This statement shows people were finding it hard to forget the unemployment, it had had an impact on them, and due to this the people lost hope in the government at the time.



ResultsPlus Examiner Comments

This candidate has included at least three supported inferences. Notice how the answer signposts the examiner with the phrase 'We can learn...'. In addition there is further signposting of the support from the source with 'the source states...'. However, 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...'?

Question 2

This question asks candidates to explain why the Conservatives used the election poster. In other words, the purpose of the poster. The majority of candidates were able to identify the message of the source, which was to promote the achievements and personality of Churchill, especially his successes as a wartime prime minister. They were able to support this with details from the source and contextual knowledge about these achievements.

However, to reach Level 3 candidates had to explain the purpose of the source - what it was intended to make people think or do. This was to encourage support for Churchill and persuade people to vote Conservative. This was supported with evidence from the source itself and/or contextual knowledge about the achievements and popularity of Churchill.

A minority of candidates confused the message of the source, (the point it is trying to put across), with its purpose, (what the message is trying to achieve). The best candidates made effective use of discourse markers such as 'suggests', 'persuade'.

The message of this poster is that Churchill can "finish the job" and bring security to Britain again. It is highlighting his competence and now, if re-elected, he could restore Britain to its glory days. It also places responsibility on the British public's shoulders when it says "help him" as ~~it~~ ~~is~~ he cannot ~~do~~ do anything if he isn't in power.

Therefore, it's purpose is to get people to vote for him to be re-elected as Prime Minister. We know he was a good war-time leader and people trusted him to get them through hard times. This message is trying to draw on that thought and convince people that he has started working to fix Britain and he should be able to continue and ~~finish~~ completely

fix Britain by having people re-elect him.



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Examiner Comments

A low Level 3 answer in which the candidate identifies the message of the source and supports it with the evidence from the poster and then gives the purpose of the poster, with further evidence from the source. For higher marks in Level 3, there could have been more emphasis on how the poster focuses on the image of Churchill and/or contextual knowledge about his wartime successes.



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Examiner Tip

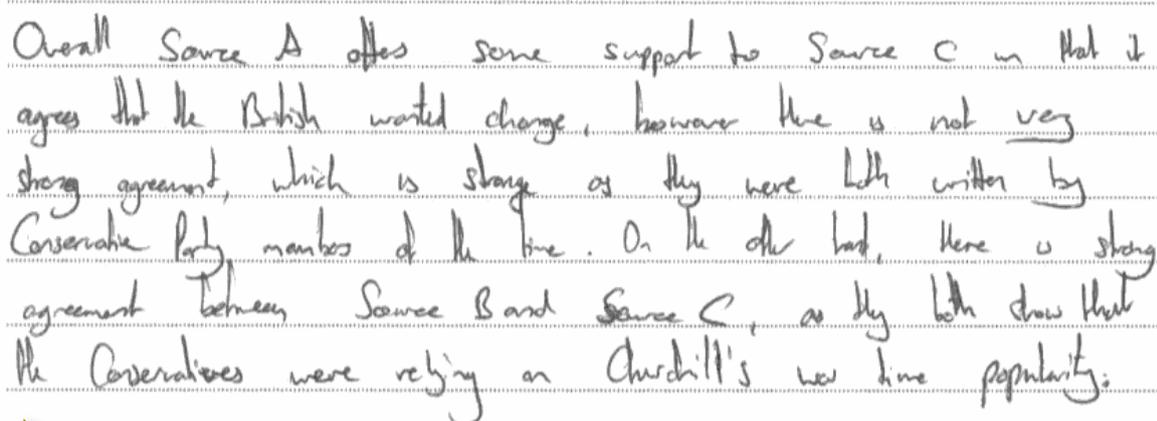
The key to Level 3. Why not go straight to the purpose of the source? Remember, however, that this must be explained fully by reference to the source itself and/or contextual knowledge. Try to do both to ensure top marks.

Question 3

The question is asking candidates to decide to what extent Sources A and B support the evidence of Source C about the General Election of 1945. A number of candidates achieved higher Level 2 by identifying agreement and disagreement between the sources. The best candidates cross referenced Source C with Source A and Source C with Source B, making reference to the content of the source to establish the extent of agreement and disagreement. Again, well prepared candidates were able to make skilful use of discourse markers ('similarly', 'on the other hand', 'by contrast', 'to some extent') to get their point across. Candidates who were able to cross reference effectively and comment on the extent of agreement/disagreement were able to access Level 3 and could achieve Level 3 (9 marks) or even full marks.

Some candidates, however, gave formulaic comments on reliability and did not use these to address cross referencing and the extent of support. Others compared each source to the view given in the question and showed little or no evidence of cross referencing between the sources.

Again, a minority of candidates demonstrated a tendency to make comments on the provenance of the source without focus on the question. While candidates were not penalised for doing this it often resulted in time management problems later on in the paper. Comments on the provenance of the source must compare the attitude and motives of the writers of the sources to be credited.



Overall Source A offers some support to Source C in that it agrees that the British wanted change, however there is not very strong agreement, which is strong as they were both written by Conservative Party members of the time. On the other hand, there is strong agreement between Source B and Source C, as they both show that the Conservatives were relying on Churchill's war time popularity.



ResultsPlus Examiner Comments

This is the last paragraph of a Level 3 answer. Notice how the candidate comes to a final judgement about the extent of support between Source C and Source A and Source C and Source B, including agreement and disagreement, and makes relevant reference to the provenance of Sources A and C.



ResultsPlus Examiner Tip

As well as comparing each source to the given view, ensure that you cross reference between the sources and give evidence of support and challenge. Remember to identify and explain agreement and disagreement between the sources. Make explicit judgements about the extent of support/challenge throughout your answer and especially in your conclusion based on the contents and reliability of the sources. Use judgement phrases such as 'strongly agree', 'partial agreement', 'totally disagree'. Ensure that reliability is used to judge the extent of support between the sources.

Question 4

For this question, candidates had to examine the utility of Source D, a Labour Party election poster of 1945, and Source E, an extract from the Labour Party manifesto. 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. Those that reached Level 3 had based their judgements on both the contents and the origins, nature and/or purpose of each source. Indeed there were a number of strong, balanced evaluations.

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 (9/10) with full marks awarded to candidates who interrogated the sources most effectively.

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 utility. Others simply described the contents of each source - what they could see or read. Weaker candidates paraphrased the sources or made simplistic comments or learned responses about the sources, often referring to them as biased or as primary/secondary sources. Such responses were confined to Level 1. A number wrote at great length about the value of the contents of the sources and compared this to their contextual knowledge about the election campaign of the Labour Party in 1945 but failed to evaluate the nature, origins or purpose of either of the sources.

4 Study Sources D and E and use your own knowledge.

How useful are Sources D and E as evidence of what the Labour Party intended to do if elected? Explain your answer, using Sources D and E and your own knowledge.

(10)

Source D is useful in showing what Labour intended to do if elected as the poster suggests that they plan to bring prosperity and peace. ~~as the poster~~ This message is supported by the fact that in the poster, the word 'peace' is underlined to reinforce this message. Also the source depicts lots of houses, suggesting that Labour intend to rebuild many homes, and that they are directly addressing the fact that many were homeless due to the fact that their houses had been bombed during the Blitz. The source is reliable in depicting what Labour were telling the public they intended to do as it was a ^{Labour} campaign poster.

However Source D is slightly limited in utility because it doesn't mention any of their other policies such as reforming education or introducing a national health service. The source is also limited in ~~utility~~^{reliability} as ~~because~~ it is a Labour campaign poster, ~~its reliability~~^{its reliability} ~~is low~~ so it will only focus on their popular policies, and will exaggerate these in order to encourage people to vote, which limits its ~~reliability~~^{utility} in giving a complete view of all their policies.



ResultsPlus Examiner Comments

This is the first part of a strong Level 3 answer. Notice how the candidate provides a balanced evaluation of both the contents and the nature, origins, purpose of Source D, supported by contextual knowledge. This was followed by an equally balanced evaluation of Source E.



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.

Question 5

There were a number of well structured answers to this question which asks whether the sources support the hypothesis that the unpopularity of the Conservative Party was the main reason for the Labour victory of 1945. Some candidates were able to achieve at least Level 3 by addressing the issues inherent in the question and the extent to which the sources addressed them. At Level 4, candidates were able to select, draw inferences and use extracts from the sources to address the question set. The best candidates were able to weigh the evidence from each source, based on contents and/or reliability, and use their conclusion to make a final judgement based on the weight of evidence given in the sources for or against the hypothesis.

Use of provenance/reliability varied in quality and often was overtly mechanical making it difficult to ascertain the direction of an answer. The most effective use of provenance/reliability was weaved into the wider argument of whether or not the source supported or challenged the hypothesis, with candidates making explicit judgements about whether the reliability of the source weakened or strengthened it as evidence. In a minority of cases, time management issues undermined candidates' responses to this question.

A small number of candidates failed to make sufficient use of the sources and used their own knowledge to explain whether the unpopularity of the Conservative Party was the main reason for the Labour victory of 1945. Remember that this is a source enquiry question. Candidates are being asked to evaluate the strength of the evidence in the sources themselves - in their content and reliability. Candidates should not bring in additional own knowledge to support or challenge the hypothesis but should use their contextual knowledge to identify the issues involved and to evaluate the provenance of the sources.

A number of candidates failed to use Source F in spite of the instruction to turn over the page at the bottom right hand corner of the Sources Booklet. Moreover, candidates should now be aware that Source F is there to provide alternative views which can challenge the hypothesis. However, candidates can achieve Level 4 and even full marks by making effective use of most but not all of the sources.

Overall Source A, ~~a writing put~~ and source C agree to a small extent the Labour

party came to victory due to victory in the 1945 election was due to the conservative party unpopularity however source A and source B are not extremely reliable as both sources are written by Conservative MPs and published many years after the election and their main purposes are to sell therefore may be exaggerated to entertain. Source E strongly disagree, as like

Source A and B, shows the main reason the Labour party came to victory, was due to the offer of 'change' they presented to nation with, which was what people wanted. Source E is an manifesto published at the time therefore is extremely reliable as it is a first hand account of the campaign. Source D also strongly disagrees with the statement and too is very reliable as it is a first hand example of the campaign.



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Examiner Comments

This is the last part of a well developed, focused and balanced Level 4 answer in which the candidate makes explicit judgements about the reliability and contents of the sources. All that is lacking is a final judgement on the hypothesis based on the overall weight of evidence.



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Examiner Tip

Ensure that you use the sources to make judgements on the hypothesis. Do not simply summarise each source or use own knowledge. Your overall judgement should be based on the weight of evidence given by the contents/reliability of the sources.

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