Examiners' Report
January 2013

GCSE History 5HA03 3B

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Introduction

It was pleasing to see a good standard of responses from candidates in the sixth session. 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) Q5. 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 that did not directly address the question. For example, some answers referred to the reliability of the sources in Q3 and Q5 without directly relating this to either the strength of support or challenge for the cross-referencing or the hypothesis.

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 effects of unemployment. The most obvious inferences were that working class men coped better with unemployment or that unmarried, unemployed men were badly affected by unemployment.

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 'Life for an unmarried man is dreadful' were copying the source, not making valid inferences and were marked at Level 1. Those who wrote that 'The source suggests that working class men coped better with unemployment' and then added 'I know this because the source says that, "unlike someone from the middle-class, he does not go to pieces under the strain of poverty"' were making a valid inference and supporting it from the source. Such answers were rewarded at Level 3.

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 effects of unemployment?

(6)

We can learn unemployment caused peoples standard of living*, the source mentions a man and his wife not far from the "starvation line", this tells us everyday life was difficult and this was a direct effect of unemployment.

We can also learn that life was also worse for unmarried men as the source states a unmarried man "cannot feed or look after himself properly", this shows us that alone it is very hard to cope and people, like in the other inference, may starve.

.Lastly we can learn that the middle class were more psycologically affected as the source states "unlike someone from the middle class", "the working-class does not go to pieces", showing us the working-class coped better.

this is renforced as the source states "A working-class man thinks nothing of getting married on the dole".

* to drop

Question 2

This question asks candidates to explain the purpose of a cartoon about unemployment. The majority of candidates were able to identify the message and support it from the source – the cartoon suggests that there is little hope for the unemployed because it shows an unemployed man sitting on a tree stump, looking miserable and downhearted. The cartoon shows his thoughts, which are pessimistic about the past and the future.

However, to reach Level 3 candidates had to explain the **purpose** of the source – what it was intended to make people think or do. The purpose of the poster is to try to publicise the plight of the long-term unemployed and encourage the government to do more to help. This is achieved through the message of the cartoon – that there is little or no hope of work for the many out of work, many of whom have given up hope of finding work. The cartoon reflects the attitude of many of the three million unemployed in 1932, many of whom had been out of work for years.

A minority of candidates confused the source's message (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' and 'persuade'.

2 Study Source B and use your own knowledge.   <u>I MP</u>

What was the purpose of this cartoon? Use details of the cartoon and your own knowledge to explain your answer.

(8)

Source B shows a man slumped on a tree stump looking very ~~miser~~ miserable. This suggests that things aren't going well for him. He is living through a tough time and I know this because it was published in 1932 which is just after the Wall Street Crash in 1929. From 1929 to 1930 unemployment rose from 1.5 million to $ 2.4 and at the time when this cartoon was published it was at a massive 3.4 million.

Some ~~All~~ of his words end in question marks ~~~~ such as "Does nobody want me at all?" This suggests a desperation for answers and a feeling of unwant and a lack of self worth. He has stopped seeking for work as "It's useless!" which suggests that people are giving up

and maybe starving on the dole. Is their only future?

The message that Source B is trying to get across is that there is no hope for the unemployed. The man is "thinking aloud" as thats the best he can do. The message is that nobody is listening and he's isolated with his own thoughts on how bad life is.

The purpose is to persuade the people (especially the higher class and the government) to understand and take action. The cartoon focuses very much on the man's thought therefore they want people to be persuaded to show empathy and support the poor.

Question 3

The question is asking candidates to decide how far Sources A and B support the evidence of Source C about the effects of unemployment. A number of candidates achieved higher Level 2 by identifying agreement and disagreement between the sources. The best candidates cross-referenced Source A to Source C and Source B to Source C and made reference to the content of the source to establish the extent of agreement and disagreement. Remember that to reach the higher marks in Level 2 and achieve Level 3, candidates have to identify similarities and differences or support and challenge. 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 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. Such candidates were able to access Level 2 but not Level 3. This question specifically asks candidates to cross-reference and make comparisons 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. Quite a common issue with this question was candidates getting sidetracked into assessing how far A and B disagreed rather than cross-referencing A to C and B to C.

3 Study Sources A, B and C.

How far do Sources A and B support the evidence of Source C about the effects of unemployment? Explain your answer, using the sources.

(10)

Sources A and B both agree with ~~Sources~~ support the
evidence of Source C about the effects of unemployment.

Source A ~~tells~~ supports source C

Source A partially ~~agrees with source~~ supports source C whereas
Source B fully agrees with Source C about the
effects of unemployment.

Source A partially ~~agrees~~ supports source C because a few points agree
with Source C but a few don't at the same time. The main
point that stands out in source A is the comment that
says 'However life for an unmarried unemployed man is
dreadful. He cannot feed or look after himself', this puts the
point across that the unemployed lived hard lives. Source C
puts the point across that the unemployed lived hard lives
as well. Source C says 'His face was lovely. Now he's skin
and bones and finds it hard to cope with unemployment'. ~~Both Sources~~ Although both sources agree on that point Source
A slightly disagrees with Source C because Source A
~~shows~~ puts the point that * even though you ~~have~~
are unemployed you don't actually loose all means to

being a human, Source A says 'He realises that losing your job does not mean that you cease to be a human being', source C disagrees by saying 'Theres no money for enjoyment' which shows that the unemployed mens life was basically ruined.

Question 4

For this question, candidates had to examine the utility of Source D, a photograph published in a national newspaper, and Source E, an interview given in the 1980s by a retired miner, both about the Means Test.

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. 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 full marks awarded to candidates who interrogated the sources most effectively.

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 utility. Others simply described the contents of each source – what they could see or read. In general, candidates handled Source E more confidently than Source D and did not always make effective use of the provenance of Source D 'a photograph published in a national newspaper'. On the other hand, there were a number of strong and balanced evaluations.

Some 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 utility of the contents of the sources and compared this to their contextual knowledge about the effects of the Means Test, but failed to evaluate the nature, origins or purpose of either of the sources with reference to utility.

Finally, although utility and reliability questions require the application of similar skills – evaluating the contents and nature, origins or purpose of the sources – candidates must ensure that they focus on utility. The question is not whether the two sources are reliable but whether they are useful.

Source E is also quite useful to in showing us the effects of the means test. It says tells us just how you could claim the benefit. The miner makes a kind of list when he says all the things that had to be sold. This suggests you had to do. some so much to get help like get rid of practically all your furniture as well as the humiliation of someone entering your home and judging it. The Source is from a retired miner who had been unemployed during the 1930s; this in my opinion makes the source very reliable. If he experienced it, he is not likely to forget any of the feelings or processes he had to go through to get

the money. This is despite the interview being given around 50 years later. Also, he says he had to depend on his two older working sons and the his family had 'frequent arguments', so he would not have forgotten those too easily either. Therefore, I find his account to be very useful in as evidence of the effects of the means test because it is reliable, accurate and he gives good information as to what he had to go through at the time.

Overall, I believe both of these sources can be used as pieces of evidence to show the effects of the means test.

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This is part of a very good Level 3 answer. Notice how the candidate first explains the contents of Source E and then evaluates the reliability of the provenance of the source. They do this in the context of utility and avoid the obvious generalisation that, because he was interviewed nearly fifty years after the Means Test, he would have forgotten about it.

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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. Do not confuse reliability and utility.

Question 5

There were a number of well-structured answers to this question, which asks whether the sources support the hypothesis that coping with the Means Test was the main problem faced by the unemployed in the 1930s. 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 was often overtly mechanical, making it difficult to ascertain the direction of an answer. The most effective use of provenance/reliability was woven 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 about the Means Test and the problems of the unemployed in the 1930s. 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.

*5 Study all the sources (A to F) and use your own knowledge.

Spelling, punctuation and grammar will be assessed in this question.

'Coping with the Means Test was the main problem faced by the unemployed in the 1930s'.

How far do the **sources** in this paper support this statement? Use details from the sources and your own knowledge to explain your answer.

(16)

There are sources to both disagree and agree with this statement; however it is clear that the Means Test was seen as a problem by many people along with other issues faced by the unemployed.

Sources D and E agree very strongly with the statement along with Source f that agrees to an extent. Source D is a clear demonstration that many people disliked the Means Test and felt it needed to change. We can see that they were very passionate about the cause as one poster says "Down with the starvation Means Test". This shows how people thought it perhaps did more harm than good. This idea is supported by source f that says "This situation was worsened by the introduction of the Means Test." This conveys the the idea that the test made things a lot more complex and difficult, thus agreeing with Source D. Source E talks in a very detailed manner of the problems caused because of the Means Test. It shows us how reluctant the government were to provide Public Assistance. It also

shows that not only were there financial and materialistic problems caused by the ~~dr~~ Means Test, but social issues within the family too as the parents were forced to depend ~~s~~ on their older children.

ResultsPlus
examiner comment

This is part of a strong Level 4 answer. The candidate had made supported judgements in support of and challenging the hypothesis using the contents of the sources. Notice how the candidate makes an explicit judgement on the strength of the evidence in Sources D, E and F using phrases such as 'agree very strongly', 'agrees to an extent'.

For SPaG this is a very clear example of an intermediate Level 2 response. It is well written, with meaning conveyed very clearly. Specialist terms are used, given the context of the question, such as 'Public Assistance', 'financial and materialistic' and 'social issues'. Punctuation was accurate. However, there were issues with paragraphs.

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Ensure that you use the sources to make judgements on the hypothesis. Do not simply summarise each source or use your own knowledge. Your overall judgement should be based on the weight of evidence given by the contents/reliability of the sources, not on your own knowledge. Leave enough time to write an answer to this question. Remember it is worth 16 marks, with an additional 4 marks for SPaG.

Summary

Based on their performance on this paper, candidates are offered the following advice on answering each of the five questions:

- **Q1.** Do not write too much. 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.

- **Q2.** Ensure that you 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. It is better to begin with the purpose and then support this with the message of the source.

- **Q3.** Focus on the style of a cross-referencing question and actually cross-reference the sources. You should identify support and differences and make judgements on the extent of support, based on the content and reliability of the sources.

- **Q4.** You should avoid simply describing the contents of the sources and evaluate both the information/contents in the context of either utility or reliability, as well as the nature, origins and purpose.

- **Q5.** Ensure that you focus only on using the sources to test the hypothesis. To achieve higher marks, make judgements on the extent of support and challenge to the hypothesis based on the weight of evidence given in the sources and/or their reliability.

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