

# Examiners' Report

## June 2014

### GCSE History 5HA03 3B

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June 2014

Publications Code UG039121

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## Introduction

It was pleasing to see a good standard of responses from candidates in the last session of the current specifications. 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) 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.

A number of candidates go through the nature, origins and purpose of the sources without explicitly answering the question, whether it is utility or reliability.

There was also a noticeable increase in the number of candidates who wrongly labelled the source they were referring to especially in question 4 with source E being confused with source D.

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 public's attitude to the Beveridge Report. The most obvious inferences were that the majority of the public welcomed the report and that all aspects of the report were not fully supported.

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 'Ninety-five per cent of the public had heard about the Beveridge Report and there was great interest' were copying the source, not making valid inferences and were marked at Level 1. Those who wrote that 'The source suggests that the majority of people welcomed the Beveridge Report' and then added 'I know this because the source says 'there was general approval for the main features of the Report and overwhelming agreement that it should be put into effect'' 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 public's attitude to the Beveridge Report?

(6)

From the source I can infer that there was great enthusiasm for the Beveridge Report and that a wide group of people agreed to an extent that it would be beneficial. This is because the source says, "There was overwhelming agreement that the Beveridge Report should be introduced."

From the source I can infer that not everyone was in agreement to it being introduced the way it currently stood as some people wanted some reforms to the report to help the elderly, as this was a widely respected group of people. This is because the source says, "criticism of the amount of money to be paid for the Old Age Pension."



#### ResultsPlus Examiner Comments

This is a Level 3 answer. The candidate makes two supported inferences, each of which is supported by quotes from the source. Notice how the answer signposts the examiner, 'This is because the source says...'. 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...'? Do not write too much although, if you have time, do three supported inferences.

## Question 2

This question asks candidates to explain the purpose of a speech. The majority of candidates were able to identify the message and support it from the source,

is that there is almost universal support for the Beveridge Report which will bring an end to 'want'. This is shown in the sentence 'In the armed forces, in the factories, abroad, at home' the word 'Beveridge' means a symbol of hope. The message is also that the authorities are not as enthusiastic about the report.

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 speech is to encourage further support for the implementation of the Beveridge Report at a time when the support of the coalition government was lukewarm. This is achieved through the first part of the speech in which the member of the Lords carefully selects his words to show that there was universal support for the Report 'in the armed forces, in the factories, abroad and at home'

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'.

### 2 Study Source B and use your own knowledge.

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

(8)

The message of the source is that the Beveridge Report <sup>was</sup> ~~is~~ very popular amongst the people of Britain. This is suggested where the source says, "the term 'Beveridge' means a symbol of hope in the future." Another important message is the fact that the word 'Beveridge' was ~~the~~ Beveridge Report was no longer a ~~report~~ just a Report, or a suggestion for improvement, that now it was seen as more than that, that it was becoming a beacon for ~~po~~ the poorer classes in Britain and that it meant change, this is shown where the source states, "It means confidence that people can be free from wants and that there will be no more poor people."

The purpose of this source is to encourage other members of the ~~to~~ House of Lords to support the Report and push for ~~its~~ its installment. This ~~is shown as the source says~~ "is because it now

means so much to the public and that it has very quickly become hugely popular.<sup>20</sup> This is shown where the source says "in a few short weeks the word 'Beveridge' has come to mean a great deal more than the name of a man or a Report." The fact that the source is a speech supports this, as speeches are used to persuade others. The main, clear purpose of the source is to push through with the Beveridge Report, the speaker is looking to give people hope, particularly the armed forces, as it is during the war, that there will be improvements for Britain, "The hope at home, in the factories and among the armed forces, that the plan will be carried out has recently been severely damaged." The speaker is encouraging other members of the House, to rectify the situation.



### ResultsPlus Examiner Comments

This is Level 3 answer in which the candidate focuses in on the purpose of the poster and supports this with evidence from the source especially the selection and treatment of the source.



### ResultsPlus 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 how far sources A and B support the evidence of source C about the recommendations made by the Beveridge Report. A number of candidates achieved higher Level 2 by identifying agreement and disagreement between the sources. The best candidates cross referenced source C to source B and source C to source A and made 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. 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 side tracked into assessing how far A and B disagreed rather than cross-referencing C-A and C-B.

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

How far do Sources A and B support the evidence of Source C about the recommendations made by the Beveridge Report? Explain your answer, using the sources.

(10)

source A partially supports source C as it suggests there were many positive points to the Beveridge Report as it says "there was general approval for the main features of the Report" which supports some parts of source C which says "Health, yes. Education, yes. Old Age Pensions, yes." this suggests there were good features. Also source A makes a criticism which can be seen as a recommendation, "the amount of money to be paid for the Old Age Pension, which many thought was not enough" this

disagrees with source C as source C thinks there should be cuts. source A is taken from a public opinion poll so it can be seen to be balanced and reliable whereas source C was taken from a letter ~~to~~ from Vita Sackville-West to her Labour MP husband who served in the government. source C makes you think wealthier people weren't as supportive of the Beveridge Report as they felt people were getting for nothing.



### ResultsPlus Examiner Comments

This is part of a level 3 answer in which the candidate makes an explicit judgement on the extent of support between Sources A and C and supports this with evidence from each source.



### 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 cartoon which was published in a national newspaper in December 1942, and Source E, the views of a newsagent given for Mass Observation in January 1943. 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 (9/10) 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 cartoon published in a national newspaper in December 1942', in other words during the war itself.

On the other hand, there were a number of strong and balanced evaluations. 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 utility of the contents of the sources and compared this to their contextual knowledge the Somme offensive 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 useful to see views on the  
D overidge report as it shows one view of a

person living at the period and how she felt that the  
Report was "another case of taxing people who work  
all hours of the night" and so showing how useful the  
source is to show un-popular opinion on the report.  
Despite this though it is also poor in terms of  
content as it reveals only 1 persons view of the  
report and so gives no indication of the view of  
society as a whole and so it can't be used to show  
the opinion of ~~the~~ everyone, just this one mans

~~After the source for~~ Despite this the source does have a good reliability as although it is only 1 man's view and so subject to biased based on personal experiences it is his own opinion and hasn't been edited and it was conducted by Mass Observation, a company looking to give independent and true thoughts that people had at the time and so what has been changed or covered to not give a popular opinion and so it is reliable to see one man's view.



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#### Examiner Comments

This is part of a very good Level 3 answer. Notice how the candidate comments on the utility of the contents and the limitations of the provenance 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

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

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

'There was great enthusiasm for the Beveridge Report.'

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)

Sources A, B and D agree with this statement to an extent, where as C and E oppose the statement and source F can be seen to agree and disagree.

Source A strongly agrees with the statement as it indicates that there was 'general approval' for the Report's features and its introduction showed an 'overwhelming agreement'. However, the source does state that 'criticism' was shown over 'Old Age Pensions', weakening the source's agreement to the statement. The source can be seen as reliable as it is a 'public opinion poll'.

Source B also mostly agrees strongly with the statement as it is being shown as a 'symbol of hope' and proves large popularity as it has become 'a new word in our vocabulary'.

However it states that it has been 'severely damaged' perhaps proving some opposition. The reliability of the source can be low as it is a speech in Parliament and may be one-sided.



**ResultsPlus**

**Examiner Comments**

This is the first part of a strong Level 4 answer. Notice however the candidate makes an explicit judgement on the strength of the evidence in sources A and B based on its contents and reliability.



**ResultsPlus**

**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 not on your own knowledge. Leave enough time to write an answer to this question. Remember it is worth 16 marks.

## Paper Summary

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. It is better to begin with the purpose and then support this with the message of the source.

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 Beveridge Report.

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/or their reliability.

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