

Examiners' Report
January 2012

GCSE History 5HA03 3B

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Introduction

It was pleasing to see a good standard of responses from candidates in the fourth 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) question 5. This was due to mismanagement of timing often as a result of writing overly 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.

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 quotation. 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 Liberal welfare reforms. Ensure that candidates focus only on using the sources to test the hypothesis. Achieving the highest marks requires candidates 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.

Question 1

Candidates were asked to make inferences about conditions for land girls during the Second World War. The most obvious inferences were that the conditions were primitive for land girls and that land girls were well looked after.

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 'she had to get up at 4.30 in the morning to milk the cows' were copying the source, not making valid inferences and were marked at Level 1. Those who suggested that 'The source suggests that conditions were often primitive for land girls' and then added 'I know this because the Source says that I had a candle for a light and the loo was outside' were making a valid inference and supporting it from the source. Such answers were rewarded at Level 3.

1 Study Source A

What can you learn from Source A about conditions for land girls during the Second World War?

From source A I can learn that⁽⁶⁾ the work the women had to do was tough. I know this as it says "In the winter my hands became raw and it was very painful when I milked the cows".

As well to this, I can also learn that the women still had a lot of fun. I know this as it says "The Land Army Days were some of the best years of my life".



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Examiner Comments

This is a Level 3 answer. The candidate makes two supported inferences, each of which is supported by quotations from the source. Notice how the answer signposts the examiner, 'I can learn from the source...', and also signposts the support from the source, 'I know this because ...'.

Remember that two supported inferences are enough for full marks.



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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, give three supported inferences.

Question 2

This question asks candidates to explain why a land army poster was widely publicised.

The majority of candidates were able to identify the message and support it from the source: that the land girls enjoyed their work and they are shown smiling and looking quite glamorous with a very pleasant rural scene in the background.

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 was to encourage more women to volunteer for the Land Army. This is because it is an official poster from the government, suggesting that the land girls are having a really good time and enjoying their work as shown by the smiling girl, well dressed, and in a very idyllic rural setting. The photograph was published because the government needed to produce more food throughout the war and was trying to encourage young women to join the Land Army.

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' and 'persuade'.

2 Study Source B and use your own knowledge.

Why was this poster widely publicised during the Second World War? Use details of the poster and your own knowledge to explain your answer.

(8)

This poster shows a land army girl happy at work. It is a recruitment poster ~~to~~ produced by the government ~~to~~ with the intentions of bringing more women to work.

This was publicised massively due to many men being conscripted leaving the simple jobs like farming and factory work empty. Without these the economy would suffer and citizens would suffer dearly (not mentioning the World War!). Women were therefore needed to take over these jobs and keep Britain running. This poster would raise awareness which was vital.

The slogan "for a healthy, happy job" makes this certain job much more appealing and would entice women to work. Also the fact that women actually wanted to help boosted the government's mission. The poster also sends out the message about equality, women were just as useful as men. This poster would have made women feel more equal and ~~it~~

would unite the nation which in these times are vital.

The poster shows the women looking back in admiration at her work and this would show women that what they could do was immensely useful and they would make the difference. It raised morale.



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Examiner Comments

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



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Examiner Tip

The key to Level 3 is to 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 B and C support the evidence of Source A about the work of land girls.

A number of candidates achieved higher Level 2 by identifying agreement and disagreement between the sources. The best candidates cross-referenced Source B to Source A, 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. To be credited, comments on the provenance of the source must compare the attitude and motives of the writers of the sources.

Quite a common issue with this question was candidates getting side tracked into assessing how far B and C disagreed, rather than cross-referencing A to C and A to B.

Source C, in many ways disagrees strongly with source A. Although both accounts describe how hard life was, source A almost implies that the work was redeemed by the food and the idea that they were working for a good cause. However source C does not mention any good points about the job, and also describes living and working hours to be worse, and brings up costs of lodgings and wages, which source A does not touch on.



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', 'partly agree', '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 reliability of Source D, a painting of an engineering factory by an official war artist, and Source E, an interview with a woman who worked in a factory during the Second World War.

Most candidates achieved Level 2 by examining the contents/information given in each source or by 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 painting by an official war artist'.

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 reliability of the contents of the sources and compared this to their contextual knowledge about working conditions for women during the Second World War but failed to evaluate the nature, origins or purpose of either of the sources with reference to reliability.

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 reliability. The question is not whether the two sources are useful but whether they are reliable.

Source E is an interview given in 1999 by a woman who worked in a factory during the Second World War. She gave the interview for a history book. As this is a first hand source

it is reliable as she experienced what working in a factory was like during the Second World War. She seems to give a clear description of things like the toilets being revolting and the canteen facilities being poor, this making the source seem more reliable. As she was doing the interview for a book about home front we also understand that her memories may be quite correct and useful making it seem more reliable. As the interview was taken many years after in 1999 her memories of working in a factory may have been vague and slightly vivid making the source a little bit less reliable.



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Examiner Comments

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



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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.

Question 5

There were a number of well-structured answers to this question that asks whether the sources support the hypothesis that women were pleased to do men's jobs in the Second World War.

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 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 working conditions for women during the Second World War to discuss the hypothesis.

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 their own additional 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.

~~Source~~ Finally Source A partly disagrees and partly agrees with the statement. ~~is~~
Joyce Watts disagrees partly with the statement by describing the hardship of early mornings and hard work of land girls but mostly agrees on the fact that she was pleased to be doing the work - she describes her years in the women's land army as "some of the best" in her life. We should take Joyce Watts's evidence as fairly reliable as she experienced it

First hand but also ~~not~~ consider that many years later when the interview was given, she may have less than accurate memories of the details.

Overall, the sources mostly agree that women were pleased to do men's jobs. Although 3 sources describes bad conditions & hard work, at least 2 sources (A and F) believe women partly ~~at least~~ enjoyed their work.

Even though 2 sources which agree are propaganda, they still show a small piece of information about the work and even though source A describes a lack of facilities etc. it does mention good memories and good food which suggest land girls were well cared for.

Mostly I believe, from the evidence given in the sources, that ~~many~~ women were pleased to be doing the work of men in the 2nd world war.



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Examiner Comments

This is the last part of a strong Level 4 answer. The candidate has made supported judgements in support of, and challenging, the hypothesis using the contents of the sources. Notice, however, that the candidate makes an explicit judgement on the strength of the evidence in Source F based on its contents and reliability. Also the candidate uses the weight of evidence in the sources to make a final judgement on the hypothesis.



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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 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.

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