

Examiners' Report  
June 2013

GCSE History 5HA03 3B

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## **Introduction**

It was pleasing to see a good standard of responses from candidates in this 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 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.

An exemplar response from the examination is given for each question in this 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 rationing in Britain during the Second World War. The most obvious inferences were that rationing was not carried out in a fair way and that there was little variety in the foods available. 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.

The candidates that stated 'Our meals are expensive and difficult to come by because of rationing' were copying the source, not making valid inferences and were marked at Level 1. Those who suggested that 'rationing was not carried out in a fair way' and then added 'I know this because the Source says that 'she has not seen an egg for months yet other parts of the country seem to have a reasonable supply' were making a valid inference and supporting it from the source. Answers such as these were rewarded at Level 3.

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 rationing in Britain during the Second World War?

(6)

From Source A, I can learn that rationing was hard for people during the war because it says "our meals are expensive and difficult to come by because of rationing"

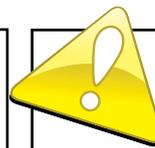
I can also learn that during the war, people didn't have luxury items like they would want because it says "what wouldn't I give for orange juice, steak and onions, chocolate or apples and cream!"

A final thing I can learn is that generally food was available because it says "Many other parts of the country seem to have a reasonable supply"



### ResultsPlus Examiner Comments

This is a Level 3 answer. The candidate makes three supported inferences, each of which is supported by quotes from the source. Notice how the answer signposts, 'From Source A I can learn...', and also signposts the support from the source, 'because it says ...'. Candidates do not need to write too much to achieve level 3; two supported inferences are enough for full marks.



### ResultsPlus Examiner Tip

To gain higher marks candidates must make two inferences supported from the source. Candidates could do this by saying 'I know this because the source says...'. Do not write too much, although if there is time, do three supported inferences.

## Question 2

This question asks candidates to explain why a photograph published in a British newspaper was widely publicised. The majority of candidates were able to identify the message and support it from the source. The message given by the photograph is that there is a plentiful supply of tinned meats in 1941. The shopkeeper is shown holding tins of spam and stacking shelves which are full of tins of various meats. The shop seems well stocked.

In order to reach Level 3, candidates had to explain the purpose of the source, that is, what it was intended to make people think or do. The photograph was widely published in 1941 as propaganda by the government in order to keep up morale at a time when there was growing concern about food shortages. The photograph was published in a national newspaper which would have been censored.

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.

Why was this photograph widely publicised in 1941? Use details of the photograph and your own knowledge to explain your answer.

(8)

The purpose of this photograph being publicised in 1941 is evident. It served as a piece of propaganda for the British public and would have ~~boosted~~ boosted their morale. From my own knowledge I understand that the Rationing period was difficult for many people and also heightened during the war time. Therefore this photograph would have somewhat reassured people that there is food such as 'Spam' left and available.

Moreover, the smile on the woman's face stacking the spam, increases the sense of morale and ~~so~~ manipulates the people into thinking there is enough food which, evidently, in reality there was not. Furthermore, this picture also exaggerates the amount of food available. People would have only been allocated a certain amount of food anyway as their rationing cards would have made it clear whether or not they had too much, thus

the picture makes people falsely believe that they could receive more.

Most importantly, the ~~pic~~ photograph

was published in a 'British Newspaper'. Therefore we can understand that the picture would have been sensationalised and used to the advantage of selling the newspaper.



**ResultsPlus**  
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.



**ResultsPlus**  
Examiner Tip

The key to Level 3 - go straight to the purpose of the source. However, this must be explained fully by reference to the source itself and/or contextual knowledge. Candidates should try to do both to ensure top marks.

### Question 3

This question is asking candidates to decide how far Sources B and C support the evidence of Source A about food supplies in Britain during the Second World War. 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 A to Source B 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. Candidates that provided this type of response 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 being side tracked into assessing how far B and C disagreed rather than cross-referencing A-C and A-B.

Support - cross reference.

3 Study Sources A, B and C. <sup>yes</sup> <sup>not enough</sup> <sup>not enough</sup>

How far do Sources B and C support the evidence of Source A about food supplies in Britain during the Second World War? Explain your answer, using the sources. (10)

Source A ~~say~~ suggest that there was only <sup>foods</sup> tinned ~~meat~~ and vegetables. It also suggests that there wasn't enough of ~~meat~~ <sup>eggs</sup> <sup>only</sup> in London and how bland food became very boring.

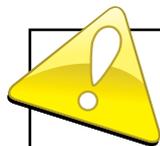
Source B ~~partially~~ <sup>strongly</sup> agrees with this. It agrees with the source as all you can see in ~~the~~ <sup>the</sup> picture is tinned meat. ~~and~~ <sup>There is</sup> no trace of fresh foods such as 'orange juice' and 'steaks'. However source A puts a negative feeling on it whereas Source B shows that is a good thing. However the newspapers were biased by the government as it was made to boost morale.

Source C ~~does not agree~~ <sup>strongly disagrees</sup> with ~~the~~ <sup>source</sup> A as Source ~~it~~ <sup>A</sup> is a diary entry from London and Source C is ~~a diary~~ <sup>a interview</sup> from the village conditions. Source A talks about not having enough food as it is 'expensive and difficult to come by'. Source C on the other hand talks about it not being bad, and it 'not affecting' them 'very much' as they had a large vegetable garden, fresh supplies of fruit and meats. Although the living standards



### 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 B and A and C and supports this with evidence from each source.



### ResultsPlus Examiner Tip

In addition to comparing each source to the given view, candidates should ensure that they cross reference between the sources and give evidence of support and challenge. Remember to identify and explain agreement and disagreement between the sources. Candidates should make explicit judgements about the extent of support/challenge throughout their answers and especially in their conclusions 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 photograph showing allotments in the centre of London and Source E, part of a broadcast by the Ministry of Agriculture as evidence of the Dig for Victory campaign. 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 although a number did not make effective use of the provenance of the two sources. For example, Source D was published in a national newspaper and would have been used to promote the Dig for Victory campaign.

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. These types of responses were confined to Level 1. A number of candidates wrote at great length about the utility of the contents of the sources and compared this to their contextual knowledge about the Dig for Victory campaign 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.

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

How useful are Sources D and E as evidence of the 'Dig for Victory' campaign? Explain your answer, using Sources D and E and your own knowledge.

(10)

Source D is useful as evidence of the "Dig for Victory" campaign because it shows how even in the centre of a city as busy and industrialised as London, especially in that time, agriculture still had huge significance and importance. The provenance also tells us that "firefighters" were working on the allotments which helps to emphasise the enthusiasm and morale of all types of people in Britain and their willingness to rally round during such tough times. It also shows the determination of the government to make the campaign a success as they're putting

allotments anywhere and everywhere; even "in the centre of London". However, Source D was "published in a British newspaper" and therefore would've been used as propaganda; not everywhere in Britain, or even everywhere in London, was ~~so~~ necessarily as effectively organised for successful ~~of~~ growth in the rate of agriculture and not everybody was necessarily so eager to help either. This photo would've been used to create a positive, successful image of the campaign, ~~and~~ however it is still useful evidence.



**ResultsPlus**

**Examiner Comments**

This is part of a very good Level 3 answer. This candidate evaluates the utility of the contents and the provenance of Source D.



**ResultsPlus**

**Examiner Tip**

Candidates should 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 government measures to deal with food shortages in Britain were successful during 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 was often 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 about government measures 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 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.**

'Government measures to deal with food shortages in Britain were successful during the Second World War.'

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)

These sources in the paper differ in opinion on this statement.

~~Source B~~ Source A mainly disagrees with this statement. This woman got meals that were "expensive" and bland and she became "bored". Her quality of life declined as her happiness declined as she yearned for more exciting foods. As the source states there was inequality as she hadn't seen an "egg" but other parts of the country had "a reasonable supply". This suggests that food shortages were not entirely dealt with everywhere. The source slightly supports

she stated as the reason was not "hungry" but just very bored which suggests although food was short people were not starving. This source has limitations as its reliability can be questioned. As it is a diary it may tend to sensationalise some events and also only represents one person's opinion within London and not the whole population. Therefore its reliability can be questioned.



## ResultsPlus

### Examiner Comments

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



## ResultsPlus

### Examiner Tip

Candidates should ensure that they use the sources to make judgements on the hypothesis. Candidates should not simply summarise each source or use their own knowledge. Overall judgement should be based on the weight of evidence given by the contents/reliability of the sources not on candidates' own knowledge. Candidates should leave enough time to write an answer to this question as it is worth 16 marks, with an additional four marks for spelling, punctuation and grammar.'

## Paper Summary

Based on their performance on this paper, candidates are offered the following advice for each question:

- 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. 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. Focus on the style of a cross referencing question and actually cross reference the sources. Candidates should identify support and differences and make judgements on the extent of support based on the content and reliability of the sources.
- Question 4. Avoid simply describing the contents of the sources. 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. Focus only on using the sources to test the hypothesis. In order to score the highest marks judgements should be made 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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