

Examiners' Report

June 2015

GCSE History 5HB03 3B

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Introduction

This was the tenth series of this specification but the first of the revised 2013 version. It is one of now three similar Source Enquiries. Each unit follows a similar pattern both in terms of the sources used, questions asked and the structure of their mark schemes. In the 2013 revision there were some significant changes both to the qualifications content and the nature of the questions asked and how they relate to a revised mark scheme. Much greater emphasis is now placed on the candidates own knowledge of the topic being assessed and their ability to deploy it effectively. They should be able to use their own knowledge of the specifications content and its historical context alongside their ability to analyse and evaluate historical sources. The mark scheme will reward both but at the higher levels of questions 2, 3, 4 and 5.

Question 1 on this unit remains unchanged with its focus on comprehension and inference. Question 2 is focused on why a representation of a past event was produced. The old cross referencing question 3 is replaced by a question requiring use of a source and additional knowledge of the topic deployed in answer to a question. It is impossible to attain more than 5 marks without the use of both additional knowledge and the use of the specified source. Additional knowledge does not include using information lifted from other sources contained in the paper.

Question 4, which used to focus on a range of questions based on utility, focuses squarely on the issue of reliability. A limitation is placed on responses that do not make use of additional knowledge at both levels 2 and 3. Question 5 also requires the use of additional knowledge of the focus of the question for the highest marks of Level 3 and to access all of Level 4 as well as the three sources specified at the higher marks. The paper was broadly comparable to other units. The Paper performed well and there is evidence that most candidates were able to demonstrate positive achievement on all questions. The focus of questions 2, 3 and 4 caused some candidates problems. Question 5 demonstrated responses that made good use of the sources. The deployment of additional knowledge of the Miners' Strike was often balanced and impressive. Other questions were straightforward and should have presented few problems for well-prepared candidates. Some of the work seen was exceptionally good. There was much less evidence than in previous series of candidates failing to at least tackle Question 5. The use of own knowledge in question 5 was, as in previous series, a problem to accessing the higher marks in Level 3 and all of Level 4. Many who just made use of the sources provided were unable to proceed beyond Level 3 and 10 marks. However few candidates scored very low marks on the paper. Evidence based skills and use of sources was often better deployed than the candidates own knowledge of the topic and subject area. In terms of the reliability questions there are still a significant number of candidates who produce simplistic learnt responses such as primary sources are more reliable and therefore of more use than secondary ones.

Question 1

Many students continued to answer this question well scoring full marks in many cases which was pleasing. There were very few responses that were only able to achieve Level 1. Most reached Level 3 4-5 with a minimum weak supported inference or a good supported inference about government attitudes. A good number were able to develop two well supported inferences. However, there were a relatively large number of papers from students who had no real idea what an inference was or who had misunderstood inferences. Several merely copied out huge chunks of the source, some inserted lots of own knowledge writing virtually 2 pages in some cases – this means that lots of valuable exam time must have been wasted on what should be a simple, fairly brief process of giving 2 inferences and providing quotes to support them allowing them more time to spend on the higher mark questions later in the paper. The latter was less common than it had been in previous series.

A range of valid inferences were seen, e.g. Scargill was viewed as "radical", "a revolutionary"; the government saw him as "a threat", "predictable", "reckless", "they feared him", "they weren't scared" and many more. A few weaker candidates, but also some well informed candidates, attempted to answer the question solely using their own knowledge.

Look carefully at 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 government's attitude to Arthur Scargill?

(6)

Source A says that Margaret Thatcher wanted Lord Walker to 'deal' with an attempt from Arthur Scargill. This suggests that the government were preparing to deal ~~for~~ with any problem that Scargill may cause because she was 'sure' ~~that~~ he will have an attempt at a major strike. From this I can infer that the government saw Arthur Scargill as a problem. From my own knowledge I know that Arthur Scargill was head of the National Union of Miners so if he caused a strike it would be a problem because coal was essential at the time.

Source A also says that 'he wanted to destroy both the economy and a democratically elected government'. I can infer that he was seen as a political threat to the government since he wanted to 'destroy it'. From my own knowledge, I know that Scargill had links with

Communism" therefore he would be a threat to a capitalist government.



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Examiner Comments

A response that has two clear inferences - Scargill as a problem for the government and a political threat to the economy and capitalism. This response was worthy of maximum marks.



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Examiner Tip

If you only make two inferences and do not make use of the source in support the most you can get is Level 2 and three marks.

Question 2

Overall candidates answered this question very well with very few staying at Level 1. A number of responses did however demonstrate a face value approach to comprehending the representations message/purpose. Here they stated that the purpose of the cartoon was to encourage the miners to strike. A few thought that the NCB were on the side of the NUM rather than the government. These misunderstandings affected marks adversely so that some only reached low Level 2. Some stressed the NCBs attempt at neutrality given the conflict between striking and working miners and NCB attempts to unite them – “help us secure your future”. This nuanced interpretation could get Level 3 6/7 marks with good use of the source.

However most candidates had a good grasp of the purpose re: encouraging striking miners to return to work – e.g. pointless, persuading them the NCB had their best interests at heart, threatening – it’s the last offer and many were already returning to work.

At Level 2 some candidates remained at 4 marks due to lack of additional own knowledge but a significant amount got 5 due to good content and some support from their own knowledge.

At Level 3 a lot of candidates were pegged at 6 marks as they were limited by not using clear additional own knowledge to move marks up but did very good analysis of the source to explain the purpose.

At Level 3 7 – 8 marks – additional own knowledge was used about the decline in the number of strikers numbers due to the failure to ballot members and the ballot and seizing of funds leading to poverty and the loss of benefits, the bitter conflict between the 2 types of miners, the aim of the NCB and government.

Students need generally to include more contextual knowledge but also more analysis of the source. The skill of analysing representations is something that candidates need to develop and refine.

2 Study Source B and use your own knowledge.

What was the purpose of this representation?

Explain your answer, using Source B and your own knowledge.

(8)

The purpose of this source is to try and get striking miners to go back to work. Source B suggests this by using persuasion and empathy. 'Help us secure your future' ~~was used~~ ~~no~~ ~~direct~~ implies that by striking the miners are jeopardising their future. This ~~was~~ ~~used~~ ~~to~~ ~~convince~~ miners into going back to work so they can 'secure [their] future'.

Moreover, the ~~poster~~ advertisement is not mocking or insulting the miners in anyway showing a mature and strategical approach to the sensitive situation. However, the difference ~~bet~~ between the kinesics of the two men in the advert ~~&~~ highlight that being back at work is better. The ~~the~~ striking miner is hunched over with his hands in his pockets ~~book~~ which makes ~~more~~ him look as though he's not doing much whereas the working miner is stood straight with his arms folded as if he is proud to be a miner.

'68000 NUM members are not on strike' this technique would be effective in persuading miners to go back to work. As a lot of pits weren't closing such as the Nottingham pits. There were many miners not phased by the strike as it didn't affect them. A striking miner would feel more comfortable working if there were many others working too. Although, flying pickets and vandalism from strikers was very intimidating ~~and~~ and often forced people to strike out of fear.

Overall, the purpose of this sense is to persuade miners to go to work. It lures them in with a mature tone and the 'if you scratch

my back, I'll scratch yours' attitude leading the strikers to believe they're better off at work. Though it fails to mention the thousands of jobs that will be lost.



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Examiner Comments

Correctly identifies this advertisement as an attempt to get striking miners back to work. Cleverly it suggests that the only thing separating the miners and their ambitions for the industry is the fact that the striking miners are not working and working miners are better off. A solid level 3 response worth maximum marks.



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Examiner Tip

When the focus of this representation is its purpose it makes sense to address this at the very start of the response.

Question 3

This new style of question was accessible for students. However, lack of experience on how to approach this sort of question was in evidence. Many candidates used the source well, but then fell down because they didn't include any or very little of their own knowledge which limited their mark to Level 2 and 5 marks. Most students were able to access Level 2 as they could use the source to describe the different roles of the Flying Pickets. In Level 2, most responses got Level 2/5 -6 marks for either using just source or limited OK. There was much focus on the general violence of the "Flying Pickets" at this level without specific precise knowledge as to why Orgreave or Nottingham were significant. Many were able to make general comments about the Flying Pickets stopping coal movement or the role of the media in portraying miners badly which lost support, but no developed explanation.

In Level 3, there were some good developed explanations of the significance/role/impact of the role of Flying Pickets in relation to government response e.g the role of the police police and increase in tensions and violence, scabs in Nottingham and how Orgreave was portrayed in the BBC footage and the media etc. However, very few were awarded 9 or 10 marks as only one role/part was explained in a developed way using precise knowledge whilst other parts/roles were more in Level 2 with generalisations.

3 Study Source C and use your own knowledge.

What part did flying pickets play in the miners' strike?

Explain your answer, using Source C and your own knowledge.

(10)

Flying pickets are when someone goes to another person's workplace and stops the workers from going to work. Flying pickets played an important part in the mines strike for various reasons.

Source C states that "sending ^{flying} pickets across the country to force working miners out on strike" was one of the strikers "two strategies". This suggests that flying pickets played an important part in trying to ~~get~~ ^{write} all mines and get everyone out on strike because it was one of two main strategies adopted by unions.

Source C also states that "there was increasing violence" at flying pickets, which would have decreased their support from the public and turned forced public opinion to be negative towards them. There was a particular case of a taxi man being killed by the ^{picketing} miners who threw a piece of concrete on his car. The taxi man was trying to take a working miner to work, through the pickets. This was a turning point in the miners campaign, as the public lost sympathy and turned on the miners, who were now shown to be very violent.

Therefore, flying pickets played an important part in decreasing public support for the miners cause.

Source C states that "the police drafted in an extra 8,000 officers from around the country and set up blockades to prevent pickets getting into Nottinghamshire". This implies that the ~~goverment~~ government took flying pickets very seriously and tried to prevent them in every way possible. A major tactic used by Margaret Thatcher (prime minister) was to use police officers from other places who didn't know the flying pickets and therefore wouldn't treat them with sympathy or be light handed with them. Also, blockades were used to physically stop & flying pickets so this also suggests that the government were quite heavy-handed in their approach to stopping flying pickets. Therefore,

flying pickets contributed to heavy-handed policing and were taken very seriously by the government.

Overall, flying pickets ~~was~~ played an important part in decreasing public support, increasing brutality from the government and police but also trying to unite the mines, and get everyone out on strike.



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Examiner Comments

This response which achieved Level 3 marks did so by making good use of Source C as well as additional knowledge of the use of Flying Pickets.



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Examiner Tip

Make use of both Source C and your own knowledge of the topic to access more than 5 marks.

Question 4

Although most candidates discussed both Sources D and E, as is often the case, there was more discussion of the content than the nature of the sources. Most candidates recognised the potential for bias within Source D and E. Better answers also explained in detail how this would weaken or strengthen the evidence. However, some would just regard it as not reliable. Some candidates were able to comprehensively acknowledge the strengths and weaknesses of the cartoon and the diary entry using the provenance to justify their argument. A common response recognised the failure of Arthur Scargill as the leader of the NUM and were able to discuss or explain the tension between Scargill and the government. Furthermore, many explained the reason for the portrayal of the cartoon as it came from the Daily Express who were in support of the government.

A large majority of candidates interpreted the evidence and were able to at least say whether it was reliable or not. The best responses to this question retained a clear focus on the particular enquiry in the question. Some exceptional responses recognised that Source D and E presented how both sources were limited as they agreed that both sources were against the leadership of Scargill. This was further consolidated with the use of their own knowledge that centred on Scargill's leaderships and the context of the strike. However, the majority offered suggested reasons of why Scargill's gamble on calling for a strike was like 'playing Russian Roulette'.

Top responses were available to offer a combination of why each source was and wasn't reliable. This was further supported through their own knowledge and the abilities to provide comparisons of the purpose of the sources to support or challenge the focus of the question. Responses that reached the top level were often restricted to the middle of the level because of a weak own knowledge, often in relation to nature, origin, purpose. A significant number of responses only reached Level 2. There were a couple of main reasons for this. Many only discussed content of the source or just used their own knowledge often losing focus of the question. Others attempted to discuss the provenance of the sources but were only able to offer simple statements built around assumed bias; "Source D is biased because it was the Daily Express newspaper that was on the side of the government."

Most responses were in Level 2 mid to top range 6 to 7 marks but also quite a few were in Level 3, 8 and 9. At Level 2 the majority focused on what the source tells us i.e. content as opposed to reliability/nature/origin/purpose. Candidates found it easy to explain the value of the satire of the cartoon which was depicted in Source D whilst acknowledging the reasons why Source E was portrayed in such a way as it was often discussed the reliability of a diary account of Bill Key as the leader of the Printworkers' Union. Most candidates recognised that the sources were biased and limitations of both sources.

A common approach by many candidates was to discuss the utility of the question only. In some instances, candidates failed to use their own knowledge. At times candidates replicated answering question 3 in Unit 1 discussing why the sources were 'useful to a historian'.

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

How reliable are Sources D and E as evidence of the decisions Arthur Scargill made about the miners' strike?

Explain your answer, using Sources D and E and your own knowledge.

(10)

Source D was ~~was~~ published by the Daily Express. This initially makes it slightly subjective as it will want its readers to think a certain way about the strike. The cartoon portrays Scargill as a fool who is naive and doesn't know what he is doing. Scargill is slowly breaking the mining industry whilst Margaret Thatcher and Ian MacGregor watch him fail. It is a cartoon and so exaggerates the truth. It may also manipulate your thoughts so that you take the side of the publisher. However from my own knowledge I know that Scargill was not playing it safe. He called a strike with no ballot. He was striking illegally and had no plan. Unlike the government who ~~were~~ had stock piled for 2 years before and were prepared for a full blown national strike. This shows how it has the right facts it just may not be completely accurate and exaggerates the truths.

Source E is a diary entry. This makes the source very opinionated and only gives one point of view. Despite this the writer is giving a very two sided argument. He is trying to help the TUC end the

strike but also sees the bad lack of support. Unlike in the General Strike the Miners Strike was not a sympathy strike and not even the TUC were fully behind the NUM. ~~After just~~ The source may also be a bit biased. The opinions portray Scargill as an unplanned spontaneous sort of man. Scargill as the leader failed to organise a successful strike. He had little control over his strikers and didn't have much of a plan himself.

However as Bill Keys is part of a Union he is also not a fan of the government. Thatcher wanted to reduce the power of trade unions and so the writer has bad feelings towards both sides making the source more objective. The writer mentions that the hostile government provoked the miners. I know this is true as in the Battle of Orgreave many of the strikers were innocent and only defended themselves against the violent attacking police.

So to conclude I think source E is more reliable to source D as the writer is being completely honest as it's a diary ~~entry~~^{entry} and gives both sides to the strike. Whereas source D is very much one sided and made just for the purpose of gaining support from the anti-strike community.



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Examiner Comments

A response that addresses reliability in terms of both provenance and content. It also combines use of the sources with a good grasp of the historical context behind Scargill's decisions.



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Examiner Tip

Make sure candidates focus on the question of reliability and make sure they make use of both sources in terms of content and provenance.

Question 5

This question differentiated well and allowed a full range of responses from the basic and generalised to the analytical and well supported. The majority of candidates tended to reach either Level 2 or Level 3. The main reason was that they tended to treat the question as a source analysis question. A more effective approach was to construct an argument that allowed them to develop an answer that challenged or supported source F. Although many used their own knowledge, this wasn't often sufficient to provide a sustained analysis and evaluation throughout the enquiry. Often, many candidates found it difficult to construct a coherent argument which considered strength of the evidence in reaching an overall conclusion. However, most candidates were able to answer confidently at Level 2 by using the sources and /or their own knowledge.

Most marks were given in the range Level 2, 8 to Level 3, 10 as own knowledge typically at Level 3 was limited. Some students stayed at Level 2 by failing to use the sources and only using their own additional knowledge. Candidates who reached a Level 3 often remained at Level 3, 10 as they were not able to use additional knowledge which they should deploy to support their answer.

Most candidates used the three suggested sources A, E and F with some confidence. Others also used other sources notably C and D to reinforce their answers. Level 2 typically candidates made supporting statements to agree or disagree. At the top end of Level 3 candidates were able to evaluate the importance of government preparation in the defeating the miners' strike. The majority of responses tended to agree with the statements whilst others were able to cite other factors that contributed to the failure of the strike. Level 4 responses remained mainly were 13 or 14 marks. These were typically sustained, balanced answers which looked at both sides and tended to conclude that other factors played a part such as the lack of support from other trade unions and also the impact of Scargill's, leadership. Many of the solid responses often concluded that the strike was doomed to fail as a ballot was not held undermining the strikes legality. Typical examples of own knowledge included the "Government changed power stations to oil/government always had more power/the upper hand/were one step ahead of the miners and lots of media problems (death of Wilkie/Battle of Orgreave etc.). Not many candidates mentioned the poor timing of the strike i.e. spring not winter but many wrote about the hardship and poverty of the miners.

*5 Study Sources A, E and F and use your own knowledge.

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

Source F suggests that the government's preparations were the main reason for the failure of the miners' strike.

How far do you agree with this interpretation? Explain your answer, using your own knowledge, Sources A, E and F and any other sources you find helpful.

(16)

Planning:

Agree

Disagree

Conclude

- | | | |
|------------------------------------|--|---|
| • OMS, stockpiling | • "more carefully" | • Scargill's fault: |
| • police training pickets | • S.F. blames Scargill for short sightedness | - lack of support |
| • hostile government | • Source D. | - lack of planning |
| • Thatcher knew & prepared for it. | • didn't have support | - no method |
| | | however government would not have given in. |

The failure of miners strike can be blamed on several critical factors like the lack of any planning or structure, as well as a constant attack from the "hostile" ^{Source E} government, who had predicted and prepared for the strike.

As Source F shows, the government had stockpiled coal and trained their police in preparation for a strike, in accordance to Thatcher's prediction in Source A. Both of these methods did stop the government from having to bow to the miners pressure since it

allowed them to put strain on the mines since there was no need for them for many months. It also ensured that the police could deal with potentially effective techniques like flying pickets, had the police not have been trained to spot and deal with them. These ~~methods~~ factors ensured that the strike could not go on effectively, since not all mines were on strike, and those that were had no guarantee of the government holding due to demand for energy, so they ~~had~~ were looking at an indefinite strike.

Once the government seized all the assets from Arthur Scargill, life became even tougher for miners since there was no money coming in. This continued to the point that they relied on charity to ensure they had enough to eat.* This once again shows how it was the government's actions that eventually led to the failure of the miners strike.

*This knocked the miners' morale and made them less likely to continue pushing ~~to~~ on with the strike.

On the other hand, it can be argued that if Scargill had planned for the strike more effectively himself, none of the government's efforts could have stopped it. As Source F shows, the government had prepared "more carefully". This was because Scargill had made rash choices (like ~~the~~ shipping a ballot to avoid losing) which ended up in no long-term solutions.

This idea is further supported in source F where Scargill is questioned for his lack of foresight. The fact that ^{the writer of the source} ~~he~~ was the leader of another union means that he was likely to be able to sympathise with the effects of the strike, however since he still criticized it, it seems more like Scargill was at fault.

Source D once again blames Scargill, showing him holding a strike-labelled gun to the Mining Industry. The caption says he's playing Russia's Roulette. This source shows that Scargill was about to blow the industry up by his own hands, therefore showing that it was all his fault.

On the contrary another idea could be that it was in fact the small figures to the left: Thatcher and MacGregor who intended for this to happen, since they are simply standing by and waiting for him to shoot.

This further supports the early notion that the government had no intentions of allowing the mines to stay open, and so even if Scargill had planned all possibilities, it would still be in vain. It is for that reason that we can conclude it was the government's preparations that ultimately foiled Scargill's plan, since with no need for coal and no pickets, the strike had no hope of success.



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Examiner Comments

A response that makes good use of the sources and additional knowledge that discusses the relative importance of government preparations as opposed to other factors involved in the failure of the miners' strike. A solid level 3 response with three marks for SPaG.



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Examiner Tip

Need to make a judgement on the question set at the outset. Important to make use of both sources and own additional knowledge.

Paper Summary

Based on their performance on this paper candidates are offered the following advice:

- Make sure that inferences are made in Question 1 and not simply lifted quotes from the source.
- Ensure that the purpose of the source is directly addressed and avoid just commenting on the information it provides.
- Make sure you use both information from source C and your own knowledge in answering question 3.
- Explain each source's reliability in terms of its content and provenance in question 4.
- Avoid excessive length on earlier questions to allow enough time to do justice to the 19 marks on offer in Question 5.

Grade Boundaries

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