

Examiners' Report

January 2013

GCSE History 5HA03 3A

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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 tanks at the Battle of the Somme. The most obvious inferences were that tanks were very effective at the Battle of the Somme or that they frightened the Germans.

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 'The tanks rolled over the barbed-wire entanglements and scared the guts out of the Germans' were copying the source, not making valid inferences and were marked at Level 1. Those who wrote that 'The source suggests that tanks were very effective on the Western Front' and then added 'I know this because the source says "The tanks rolled over the barbed-wire entanglements"' 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 tanks at the Battle of the Somme?

(6)

We can learn that tanks were very effective at fear mongering; Scaring away Germans. Source A supports this and says "They scared the guts out of the Germans, who ran away like rabbits".

We can also see that tanks were able to cross over areas where soldiers were not able to do so. This can be seen here in source A "The tanks rolled over the barbed-wire entanglements."

Finally we can learn that tanks were a relatively new addition to the army. Seen here in Source A "When our tanks first appeared, we didn't know what to think."



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examiner comment

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 the examiner, 'We can learn (from the source...)', and also signposts the support from the source, 'Source A supports this (because...)'. Remember that two supported inferences are enough for full marks.



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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 the purpose of a poster about tanks. The majority of candidates were able to identify the message and support it from the source, that tanks were very effective and successful. The poster shows a tank leading a British attack on the Western Front, successfully crossing no-man's-land and the barbed wire. The poster also suggests that it cuts through the wire and saves lives.

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 poster is trying to convince the public about the success of the tank in order to encourage more people to work in the factories that produce the tanks. The poster is typical of the propaganda methods used by the government during the war to encourage support and volunteers. It shows the success of tanks in creating a breakthrough in the trench system, and in bold letters stresses that it is a matter of pride to help to build the tanks especially as, up to the battle of Cambrai, November 1917, tanks had not been very effective, with many breaking down or getting stuck in the mud.

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.

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

(8)

Source B is a poster that was made in 1917 by the government. The poster is propaganda made by the government to try to encourage people at home to help build the tanks so that their loved ones will be saved. I know it is trying to get people to help build the tanks because it says 'it is a matter of pride to help to build tanks'. The poster I think the poster is also trying to show that tanks can be successful because the poster was made in 1917 which is after the tanks failed during the battle of the Somme in 1916. It describes the tank as a 'fortress' and says 'it saves lives' which will increase the moral at home because people will believe their loved ones can be saved by the tanks. The image shows two tanks charging forward and destroying the German front line whilst a British soldier stands in a trench watching. This is showing the people at home that their loved ones will be safer if more tanks are used.



ResultsPlus examiner comment

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



ResultsPlus examiner tip

Why not go straight to the purpose of the source? This is the key to Level 3. 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 C support the evidence of Source B about the use of tanks on the Western Front. 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 B and Source C 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 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 C disagreed rather than cross-referencing A to B and C to B.

3 Study Sources A, B and C.

How far do Sources A and C support the evidence of Source B about the use of tanks on the Western Front? Explain your answer, using the sources.

(10)

Source A largely supports source B about the use of tanks on the Western Front. Source A mentions that the tanks rolled over the barbed-wires' and in source B it shows the tanks rolling over the barbed-wires. This increases the support that source A has with source B. Source A mentions that the tanks were huge and fierce, as it 'swung rounds and went straight for the German line'. Source A corroborates source B as it shows the tanks as fearless and is like a shield as it goes through the explosions. Source A and B have a positive tone towards the use of tanks on the western front.



ResultsPlus examiner comment

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 then B and C and supports this with evidence from each source. Notice the use of judgement phrases such as 'largely supports'.



ResultsPlus examiner tip

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, an extract from the diary of a British officer, and Source E, an official photograph of a German trench during the Battle of the Somme. 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 D more confidently than Source E and did not always make effective use of the provenance of Source E ‘An official British photograph’.

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 about the effects of artillery attacks during the First World War 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~~ and ~~E~~ as evidence of the ~~effects of artillery attacks on the Western Front~~. Explain your answer, using Sources D and E and your own knowledge.

(10)

Source D is useful due to its content in showing ~~from~~ the effects of artillery attacks on the Western front because it says, "Another shell landed in a dug-out and tore one man's side clean away!" This is useful as it shows the power and force of the artillery, saying that it could ~~read~~ rip a man in two, showing the great impact of the shells. Source D is ~~useful due to its NOP~~ However it isn't useful as it says that by crouching down, you could avoid being hit directly, indicating that the effects weren't so bad. ↴

Source D is useful due to NOP because it is an account from a diary, meaning it wasn't written for anyone but himself to read. It was written at the time of 1916, when the war was taking place, giving 1st hand, primary evidence of the artillery effects. However, it could be limited as it is only one man's account and from one place, so it doesn't show the whole war, just one battle.



ResultsPlus examiner comment

This is part of a very good Level 3 answer. Notice how the candidate first evaluates the contents of Source D and then its nature, origins and purpose.



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. 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 new weapons were very effective on the Western Front during the First 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 new weapons during the First 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 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.

However, sources ^C and F disagreed with the statement to a large extent that new weapon were effective on the western front. Source C says that the tanks sank "bit by bit into the mud... it was a disaster", and source F says that "the shells... caused massive craters... and they slowed down attacks". Source F is the most reliable as it is from a history textbook ~~at~~ that is likely to have been written with objectivity, and be well researched. Source C is also reliable because it was written in 1920 which means the writer would have the benefit of hindsight, even though he was a British commander.

Overall, sources A, B, D, E and F support the statement that new weapons were effective on the western front during the war. However, only sources D and F are really reliable as source F is from a history textbook created in 1993 and source D is ~~not~~ a personal account of a soldier's experience. On the other hand, sources C and F oppose the statement and they are also quite reliable as source C would have been written with the benefit of hindsight. Although they have equal number of very reliable sources, the agreeing sources slightly support the statement slightly more than the disagreeing sources as it has more sources that corroborate each other and source E is fairly reliable. Therefore, the sources mostly support the statement.

that new weapons were effective on the western front, and this is supported by the strong ~~reliable~~ evidences of sources D, E and F and they are quite reliable.



ResultsPlus examiner comment

This is 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 Sources C and F based on their contents and reliability. Also the candidate uses the weight of evidence in the sources to make a final judgement on the hypothesis.

For SPaG this is a very clear example of a high performance Level 3 response. It is well written, with meaning conveyed very clearly. Specialist terms are used, given the context of the question, such as 'objectivity' and 'benefit of hindsight'. Punctuation and spelling are very accurate.



ResultsPlus 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, 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 their 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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