

Examiners' Report
June 2013

GCSE History 5HA03 3A

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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 Emily Davison. The most obvious inferences were that Emily Davison had damaged the cause of votes for women and that she was prepared to make great sacrifices for her cause.

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.

Candidates who stated that 'She did not interfere with the racing but she nearly killed the jockey' were copying the source, not making valid inferences and were marked at Level 1. Those who suggested that Emily Davison had damaged the cause of votes for women' and then added I know this because the Source says 'that a reckless action such as this is not regarded by the public as a qualification for the vote' 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 Emily Davison?

(6)

I learn from this source that Emily Davison was reckless and stupid for her actions at Epsom horse race, and that these actions did not help her increase the popularity of voter for women. The source says that Emily was "very wicked or mentally unbalanced". Also the source implies that ~~the~~ her actions will make the campaign for women unpopular, "unlikely to increase the popularity of the women's campaign." However the public showed a lot of support after this, as many people believed it was an accident and she only attempted to pin a suffragette brooch onto the king's horse as a publicity stunt.



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Examiner Comments

This candidate has made two supported inferences from the source. The candidate introduces the inference with 'I learn from', makes the inference and then supports it with evidence from the source using the phrase 'The source says..'

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, do three supported inferences.

Question 2

This question asks candidates to explain the purpose of a leaflet published for the funeral of Emily Davison. The majority of candidates were able to identify the message and support it from the source, the leaflet suggests that Emily Davison had achieved and sacrificed much for the WSPU and for women. The leaflet stresses her achievements in education with a photograph of her when receiving her degree and mentioning First Class honours at Oxford University.

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 leaflet is to win even more support for the cause of votes for women through the actions of Emily Davison. It stresses the sacrifices she made for the cause of votes for women especially imprisonment and forced feeding. This leaflet was used to publicise the aims and activities of the suffragettes. Emily Davison's death did achieve widespread publicity and sympathy from some people.

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 leaflet? Use details of the leaflet and your own knowledge to explain your answer.

(8)

One purpose of this leaflet was to evoke sympathy for Emily Davidson. The leaflet does this by stating all the horrible things Emily had done to her along with negative adjectives full of horrible connotations. 'Suffered imprisonment' and 'endured torture of forcible feeding' all these words bring out sympathy as the vivid description makes us imagine what she could have been through.

The ~~post~~ leaflet also has the purpose of making the vote for women campaign ^{seem like} a just cause. From the words 'for her Faith' it is implied that votes for women is so important and just that it is worthy doing something like what she did and that she had every reason to.

The source also makes a point of telling us the qualifications Emily had. This further makes the point that she was educated and knew what she was doing. Therefore it must have been a just cause. However it also shows people how clever some of these women were yet they didn't have the vote. A common argument of the suffragettes was that some women were brighter than some men yet weren't allowed to vote. A woman who was a doctor couldn't vote, but a male coalminer could.

Another purpose of the source was to show that a woman should deserve the vote. This is shown by listing everything Emily did for her cause 'imprisonment... forcible feeding... offered up her life! This shows how badly women wanted all this the vote and that they have done all these things for it, so maybe deserve it.



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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. The candidate begins with the purpose of the source and then supports this with evidence from the source. The candidate then gives a further purpose of the source with further evidence from the source. Finally, to support its purpose further, the candidate uses contextual knowledge towards the end of the source.



ResultsPlus Examiner Tip

To achieve Level 3, why not go straight to the purpose of the source? However, remember 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 actions of Emily Davison. 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 A 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 (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 focusing 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 A and B disagreed rather than cross-referencing A - C and B-C.

3 Study Sources A, B and C.

How far do Sources A and B support the evidence of Source C about the actions of Emily Davison? Explain your answer, using the sources.

(10)

Source B strongly supports the evidence of source C about the actions of Emily Davison. It portrays the act to be of high importance and almost heroic as source C says "Emily Davison's historic act", speaking of it fondly like in source B, "offered up her life for her faith". Although source B strongly supports source C it is not entirely reliable as it was produced by fellow members of the WSPU publically so may be used as propaganda to get the vote for women. Where as although source C was also produced published by a leader of the WSPU, it was later in 1959 therefore is slightly more reliable as it was 46 years later.



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Examiner Comments

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



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Examiner Tip

In addition to 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 reliability of Source D a source written by Millicent Fawcett and Source E, a sketch showing members of the WSPU smashing windows. 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, Millicent Fawcett is giving a reliable view of the activities of the WSPU because she is defending their actions even though she was the leader of a rival organisation.

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 the activities of the WSPU 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.

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

How reliable are Sources D and E as evidence of the activities of the WSPU? Explain your answer, using Sources D and E and your own knowledge.

(10)

Sources D and E are quite reliable ~~about~~ as evidence of the activities of the WSPU.

Source D was written by the leader of the NUWSS. Despite also being a women's rights group, the NUWSS took a very different approach to the WSPU. The NUWSS was non-violent. As this was written not long after the events took place, we can assume that this account of the WSPU is relatively reliable. The NUWSS openly disliked the methods used by the WSPU so would have no reason to want to protect

them. I know that it is true that, whilst the WSPU were violent, they never tried to kill or harm anyone physically, only themselves. Also, in the time period referenced, the WSPU were not using violent tactics, it was only because they were met with violence that they became violent themselves. Source D is very reliable as evidence of the activities of the WSPU because it has no reason ~~not~~ to be biased towards the WSPU and is obviously not biased against it.



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Examiner Comments

This is part of a very good Level 3 answer. The candidate comments on the reliability of the contents and the limitations of the provenance of Source D. In addition the candidate has made effective use of the provenance of Source D and contextual knowledge about Millicent Fawcett in making an evaluation of the reliability of this source.



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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 which asks whether the sources support the hypothesis that the activities of the WSPU did more harm than good in the campaign for votes for women. 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 the activities of the WSPU 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.

'The activities of the WSPU did more harm than good in the campaign for votes for women.'

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)

Source A agrees ~~with~~ strongly agrees with the statement because ~~it says in it~~ mentions what the WSPU did and the effect it will have. I know this because in the source it says 'An act of this kind is ~~not~~ unlikely to increase the popularity of the women's campaign.' This proves source A agrees with the statement. I also think source A is reliable because it was a news ~~article~~ article and ~~it~~ it was published ~~in~~ during the time.

Source B is strongly against the statement because it makes the deeds done by the WSPU out as heroic and they think it's helping their cause. I know this because in the source it says 'offered her up her life for her faith' which is trying to make out that everything they did was for a good cause. I also don't see this source as being reliable because it was a leaflet from Emily Davison's funeral and it was produced by the WSPU who will be biased because they are trying to get the vote for women.



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Examiner Comments

This is the first part of a strong Level 4 answer. The candidate had made supported judgements in support of and challenging the hypothesis using the contents and reliability of the sources. Notice however the candidate makes an explicit judgement on the strength of the evidence in Sources A and B based on their contents and reliability.



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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 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 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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