

Examiners' Report
January 2012

GCSE History 5HA03 3C

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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 that 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 attitudes to integration in the USA in the mid-1950s. The most obvious inferences were that there was strong opposition to integration and that Brown v Topeka had not been a success.

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 'It says that the Brown v Topeka decision set back progress at least fifteen years' were copying the source, not making valid inferences and were marked at Level 1. Those who suggested that 'It suggests that there was still strong opposition to integration. I know this because the Source says that feelings are deep on this issue' were making a valid inference and supporting it from the source. Such answers 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 attitudes towards integration in the mid-1950s?

(6)

I can learn from source A that changing attitudes took along time. This is because in source A Eisenhower says 'the supreme court decision has set back progress in the South by at least 15 years.'

In source A we can also learn that one topic around integration was quite touchy. This is because part of Eisenhower's comment states that 'feelings are deep on this issue'. This might also tell us that he has strong feelings so how he would like attitudes to change.

Source A you can also learn that the Government was trying to find the best way to change attitudes on intergration because he says 'any man who tries to tell me ^{that} you can do these things by force is just plain stupid.'



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Examiner Comments

This is a Level 3 answer. The candidate makes three inferences, each of which is supported by quotations from the source.

Notice how the answer signposts the examiner, 'We can learn that...'; and also signposts the support from the source, 'because he 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, give three supported inferences.

Question 2

This question asks candidates to explain the purpose of a manifesto signed by over 100 members of Congress from the southern states.

The majority of candidates were able to identify the message of the source, that the Brown v Topeka Case has worsened relations between black and white Americans, and to support this with evidence from the source.

However, to reach Level 3 candidates had to explain the purpose of the source (what it was intended to make people think or do) which was to encourage opposition to the use of the Supreme Court by the civil rights movement to challenge segregation and discrimination.

The provenance of the source and contextual knowledge would have helped to identify the message and purpose of the sketch – the manifesto was supported by 100 congressmen from the southern states where there was strong opposition to integration and the Brown v Topeka case.

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'.

Question 3

The question is asking candidates to decide how far Sources B and C support the evidence of Source A about the Brown v Topeka case.

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. Comments on the provenance of the source must compare the attitude and motives of the writers of the sources to be credited.

Source C does not agree much with Source Longley, disagrees with source A because C says that considers the case to be a great victory for black people's right, and Source A thinks this will prevent any kind of progress in Southern States for a long time to come. Sources B and C both agree that the Supreme courts decision will have a huge impact on life and this supports source A to some extent because Source A clearly suggests that there will be huge consequences based on what the Supreme Courts decision was. But Source C thinks the consequences will be positive while source C thinks they will be negative, as does Source A.



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Examiner Comments

This is the first 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.



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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

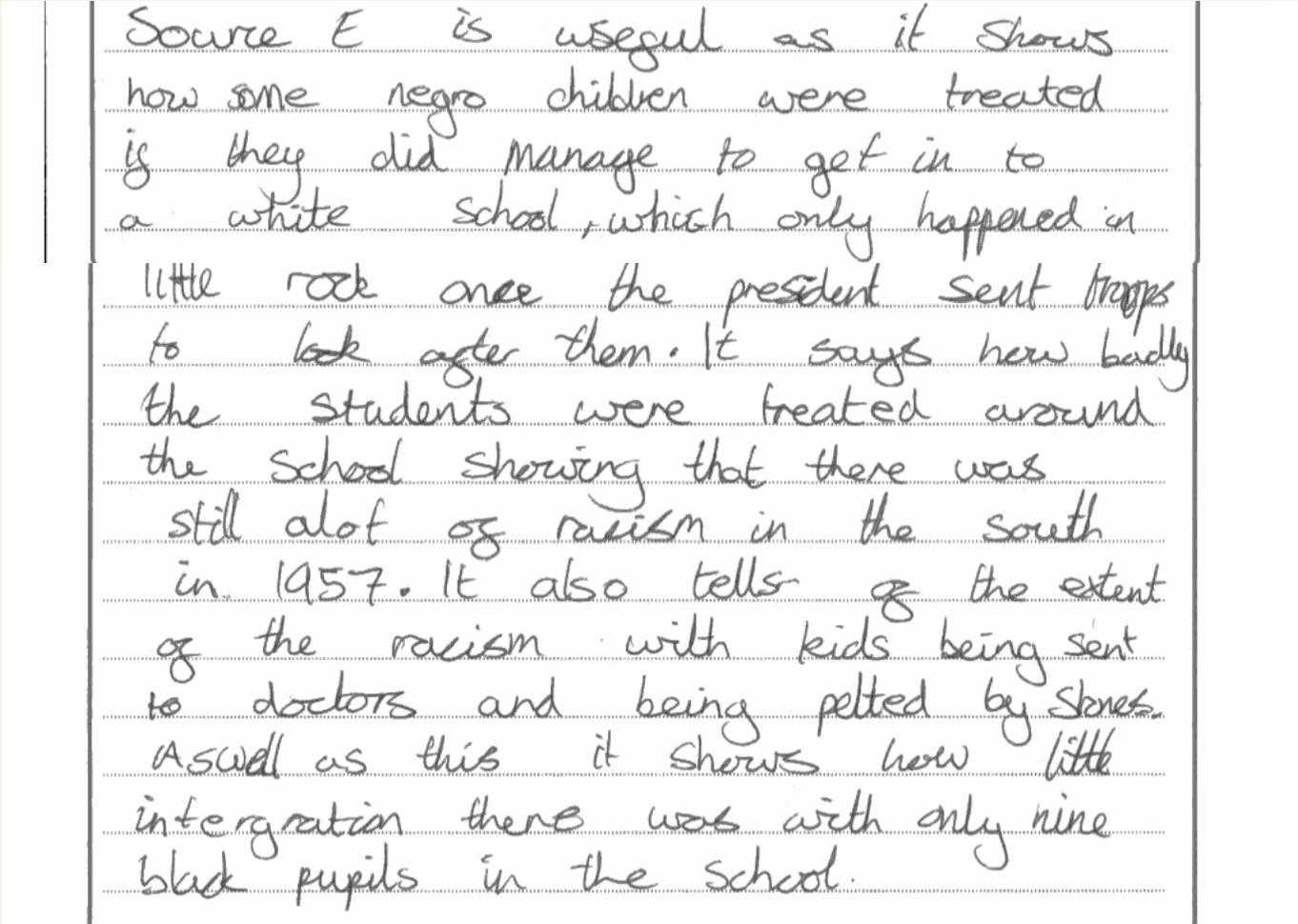
For this question, candidates had to examine the utility of Source D, a photograph of a school in Tennessee in 1957, and Source E, a newspaper article about Little Rock High School.

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. 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 Brown v Topeka, integration and events at Little Rock High School, 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 reliable but whether they are useful.



Source E is useful as it shows how some negro children were treated if they did manage to get in to a white school, which only happened in little rock once the president sent troops to look after them. It says how badly the students were treated around the school showing that there was still alot of racism in the south in 1957. It also tells of the extent of the racism with kids being sent to doctors and being pelted by stones. Aswell as this it shows how little intergration there was with only nine black pupils in the school.

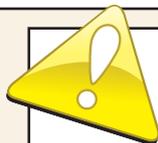
The main limitation of this source is that the person who wrote it is the editor of a paper, so wants to make the story look exciting which could lead to slight exaggeration of events. She was also involved in the campaign to get them in the school, so would strongly be on their side so may not show the whole story of what was going on. Because not the whole school was exist so they must of had some good experiences which do not get mentioned in the source.



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Examiner Comments

This is part of a very good Level 3 answer. Notice how the candidate comments on the utility 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 the Brown v Topeka case made a real difference to integration in schools in the USA in the years 1954-60.

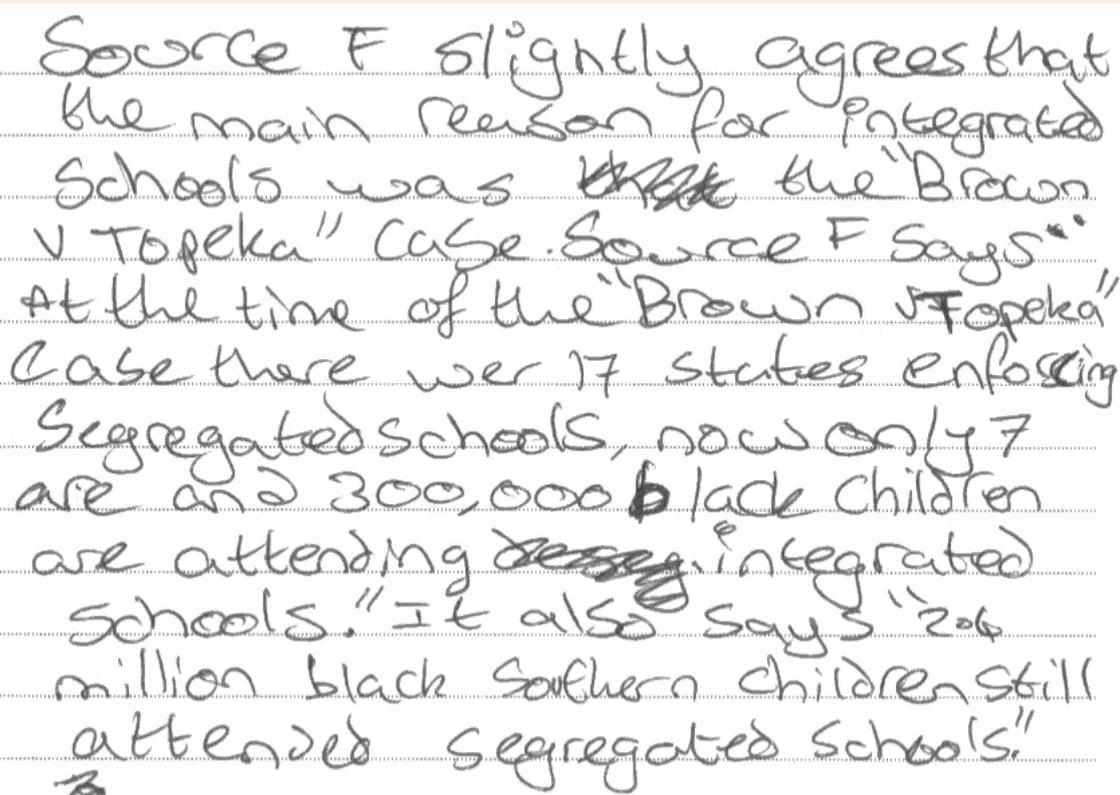
Some candidates were able to achieve at least Level 3 by addressing the issues inherent in the question and the extent to which the sources addressed them.

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 to explain whether the Brown v Topeka case and Little Rock made a real difference to integration. 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 F slightly agrees that the main reason for integrated schools was ~~that~~ the "Brown v Topeka" case. Source F says "At the time of the "Brown v Topeka" case there were 17 states enforcing segregated schools, now only 7 are and 300,000 black children are attending ~~segreg~~ integrated schools." It also says "206 million black southern children still attended segregated schools."

Overall source C agrees the strongest with the statement and that sources B and F agree with the statement. However sources A, D and E all disagree and source D and E do not mention the ~~States~~ "Brown v Topeka" case. Source C agrees the most as it suggests that the Jim Crow laws and segregation and that it helped Blacks in the fight for education.



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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 the candidate makes an explicit judgement on the strength of the evidence in Source F based on its content. Also the candidate uses the weight of evidence in the sources to make a final judgement on the hypothesis.



ResultsPlus 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.

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