

# ResultsPlus

## Examiners' Report June 2010

### GCSE History 5HB03 3C

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June 2010

Publications Code UG024152

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## Introduction

This was the first opportunity candidates had to sit this Schools History Project Source Enquiry paper of the new specification. Most candidates were able to produce responses to questions that were worthy of at least some credit. Few candidates failed to achieve less than ten marks but none were able to achieve maximum marks. Many candidates found it difficult to access the highest levels in response to questions 4 and in this first series there was some evidence that candidates experienced some difficulty with time especially so with question 5. In many cases this was because candidates wrote excessive amounts in response to the earlier questions which carried significantly fewer marks. Candidates should allocate the amount of time they spend on an individual question to the mark tariff the question carries. Experience of tackling questions under examination conditions would help improve the ability of candidates to respond appropriately.

### *Question 1*

Question 1: In the majority of cases this was answered reasonably well. Many candidates were able to make one or more inferences and use details from the source in support. Weaker candidates tended to paraphrase the source or repeated what was written in the source. The more perceptive responses focused on the extent of preparations prior to the war itself though some thought that the war had already started. Many inferred that the preparations were thorough and extensive. Others commented that the Government had obviously benefited from the lessons learnt during the First World War. A good number wrote at length using their own knowledge which was often not relevant to the question asked. Furthermore, excessive length here meant that some had less time to spend on other questions later in the paper. However, some simply relied on regurgitating the details of the source without making any effective inference. To do well in this question candidates need to provide one or more inferences with support from the source itself.

### *Question 2*

Question 2: In this question those candidates who achieved good marks recognised that the photograph was a practice and not a response to a real emergency. The reasons why this photograph was published during the war were varied. Some mentioned DORA and the use of censorship which did not apply in this case because it gave the enemy no help and increased morale among the population of Britain. Others believed it may have been published to encourage other people to volunteer either for the Home Guard or other war time services. Some identified that the authorities expected considerable casualties and the use of an underground hospital indicated that many buildings would be damaged and destroyed. Those who were also able to give an adequate assessment of the nature of the image provided were able to access the higher level marks, especially those who felt the photograph was deliberately staged to serve a variety of purposes. The use of the photograph as propaganda was often cited and that the photograph was not to be seen as an accurate snapshot. There were a few of the simplistic learnt responses such as the "camera never lies"

This response managed to achieve level 3 by demonstrating an awareness that it was probably produced to reassure people that the Government was doing all that was possible to protect people. It was aimed at raising the morale of the general public.

## 2 Study Source B.

Why do you think this photograph was allowed to be published in 1940? Explain your answer, using Source B.

(8)

I believe that the photograph from Source B was used in order to ensure the British people that the local defence volunteers were preparing themselves for any potential casualties in the future. Therefore, boosting the public's morale as they (after seeing the photograph) would know that they would be helped and taken to hospital should anything happen to them.

The British government would have wanted the photograph to have been published because they would have thought that the public would become less worried after seeing it as it would convince them that the government were making preparations to ensure their safety. This is why <sup>it is possible that</sup> ~~the photographer~~ the photographer was told to get a picture showing the local defence volunteers practising, it is also

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Examiner Comments

The candidate is able to put forward a logical argument that it was published as part of a propaganda campaign and that the photograph was probably staged.

possible that the photographer could have told the people in the picture what to do, this would have made the image propaganda.

During world war two, lots of propaganda was issued in order to try to ~~be~~ raise the public's morale about the war effort. This photograph would have been issued to do this, therefore making it likely that it is not a 'real' image but propaganda instead.

Whether this photograph is a propaganda image or not, it would have been published so that those who saw it could be confident that the country was preparing itself for war casualties, therefore, boosting their morale and ensuring them that any incidents would be taken care of efficiently during the outbreak of war.

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Examiner Tip

Identify what the source shows and combine this with an analysis of its nature to make a reasoned judgement on its purpose.

### *Question 3*

Question 3: Many candidates failed to make an overall judgement on “How far” the three sources supported the view “that people cooperated with the programme of evacuation”. Many responses were by nature methodical with Source B says, Source C says and Source D says. Having gone through each source individually there was a tendency to attempt to cross reference at the end. However, although many appreciated the need to cross reference, fewer were able to do so confidently or effectively. Very few offered an opinion as to why Source D could be trusted more than the others. Generally there was little in the way of valid comparison of which source(s) were more or less useful or reliable than the others. Many emphasised the limitations of newspaper articles or posters and propaganda. While many analysed each source in turn cross referencing was often focused on the nature of each source. Again, much of this was of the simplistic learnt response variety. Historians such as the author of Source D are not, it would seem, very useful or reliable. In many responses they are secondary sources and they were not there and therefore cannot be relied upon. A number of the responses were excessive in detail but many were able to access Level 3 and the higher marks.

This source achieved a level 3 through a careful examination of each source to indicate the extent to which it showed cooperation with the process of evacuation.

### 3 Study Sources C, D and E.

How far do Sources C, D and E suggest that people cooperated with the programme of evacuation? Explain your answer, using these sources.

(10)

Each of the sources shows cooperation with the programme of ~~evacuation~~ evacuation but some also show the reactions against it.

Source C talks about ~~to~~ how the evacuees ~~was~~ 'remained cheerful throughout the day' and 'over 1,700 children had been moved from the evacuation area'. This suggests that the people involved with ~~the~~ evacuation were only too happy with the scheme and cooperated well. ~~the~~ However where it says 'the difficulties and anxieties of such an occasion' suggests that it was a difficult experience for people and they may not have been all that likely to cooperate.

Source D is one person's description to the reactions to evacuation in 1939. The extract suggests that there were ~~a~~ mainly negative feelings about evacuation. People ~~was~~ were getting impatient and began to think the ~~exercise~~ whole exercise was pointless. It says '~~a~~ ~~the~~ a widespread desire to call the whole thing off'. This quote shows a reluctance to cooperation with evacuation and suggest a great opposition towards it. ~~the~~ On the other



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Examiner Comments

The response put each source in context and can indicate the purpose that might lay behind it. The Poster in Source E is cited to show that many people were starting to doubt whether evacuation was really necessary.

Rehand it also says 'Months ~~were~~ went by' and ~~that~~ 'children went on missing their parents'. This shows that the cooperation with the programme not only meant that children were in fact evacuated but even when there were no bombs they stayed there for months.

Source E is a government poster ~~about~~ aimed at mothers of evacuated children. The poster depicts a woman sitting in the country with her children while Hitler, pointing to the city. It tries to persuade her to take them back. The sheer fact that this poster was made shows a reluctance to cooperate with the government's evacuation programme and that mothers ~~are~~ were getting prone to wanting their children back. However it also proves that people cooperated with the scheme in the first place and the poster propaganda may have persuaded them to carry on doing so.

On balance I'd say that for the most part shown in source ~~E~~ they there was wide cooperation with evacuation but also shown in sources D and E people began to get restless after there were no bombings and their cooperation ~~started~~ wavered.

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Examiner Tip

Although this answer deals with each source in turn and does it well, it is better to develop skills of cross referencing such as Source E shows.... but B and C present a different view.

### *Question 4*

Question 4: “Which of these sources B or F is more useful to the historian?” type question. Sources should be evaluated here in terms of their usefulness in answering a specific question as well as commenting on their nature, origin and provenance. This type of question did cause some candidates real problems. This question requires the evaluation of evidence in context in order to achieve higher-level marks. Questions require candidates to examine the nature (type of source), origin (who produced it and when) and purpose (what reason explains why it was produced). Candidates who did well tended to see sources as having value but some more than others. Some candidates spent time on the identification of primary and secondary sources accompanied by rather simplistic learnt responses concerning value. Overall responses varied a great deal but this question generally produced the weakest responses of any question on the paper. Many candidates just dealt with one source only, or wrote a list of what was in the sources without linking it to the question asked. Judgements, if present, were often simplistic “Therefore I think Source is more useful because it is primary” or “the camera cannot lie”.

Many candidates did little more than produce a good deal of paraphrased source material. Most students seemed to be in the L2 range for analysis of content but tended to struggle with the evaluation of its nature, origin and purpose. In terms of Source F, many commented on the fact that it came from a Government Minister who wanted people to save their aluminium for constructing planes but we can't tell if it is useful because we don't know if they did. Some confused utility with reliability. Candidates would do well to consider what a historian needs to do and bear in mind when investigating an aspect of the past. Students would benefit from an examination of a wide range of sources and are encouraged to comment on their strengths and limitations to any historical investigation.

### *Question 5*

Question 5: Seeing as this was the last question it was often tackled reasonably well though some showed signs of running out of time. Many candidates answered this question purely on what was in the sources but failed to get to even level 3 because they failed to offer any valid judgement on whether they thought the preparations were really effective. Too many responses were of the nature of "yes, there was because they built shelters and evacuated children. However, source G says there were examples where more could have been done and wasn't". Better responses made effective use of their own knowledge as well as the sources but many tended to trawl through the sources one after the other. Far fewer candidates were able to merge content and nature in their source analysis in the extended question.

Too many responses on this question were very brief and were as a result only able to access the lower ranges of the mark scheme; primarily, this may have been due to pressures of time. Time management in exam situations is a key factor in achieving the levels of response a candidate's knowledge and understanding deserves. The best answers here demonstrated a sense of historical understanding, quality of judgement and writing skills that did the students credit.

A well argued answer that indicates that preparations were extensive and covered a wide range of activities from rationing and air raid precautions to evacuation.

**\*5 Study Sources A, C and G and use your own knowledge.**

'Preparations to protect Britain in the years 1937-40 were very effective.'

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

(16)

Role of Government  
Rationing ✓  
Evacuation ✓  
Blitz ✓

In Britain, in the ~~second~~ second world war, the government made sure that windows were taped to avoid explosions; sandbags were built up around the houses and buildings to avoid major damage; air raid shelters were built in the gardens and identification cards were given out. However, most buildings had bombs dropped directly on top causing major disaster and the buildings collapsed. Fires broke out so firemen - and even women of the Auxiliary service - had to bring down the fires which was a major trouble; Water mains also broke out of control and there was no way of controlling it because of the lack of men. The only men what were left in the cities were those who were working in the industrial factories. Women also helped out where men used to work it was a way for the women to prove themselves that they were equal to men after the radical suffragettes and the peaceful suffragists protested for the right to vote. They were allowed in the Army - WRAF (women's royal airforce), WRNS (women's royal navy service), ~~WRNS~~ and examples of the groups formed for women - but were only allowed in the offices and not out fighting on the front line. Women who were working in the industrial factories took their work very seriously and they were credited well by the bosses with pay rises however the men



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Examiner Tip

This question more than any other requires candidates to demonstrate knowledge of their own that is not contained in the sources.

who also worked with them would sometimes refuse to coach the women and would be angry that the women were becoming more equal to them.

The evacuations were for the major cities which were main targets to the German aircrafts. It was only allowed for those who were venerable: old elderly people, children, teachers and pregnant women. Most were transported out to the countryside and there were some cases of children who were evacuated to Australia (only last year were they ~~given~~ apologised to for the harsh conditions they lived in).

Most children were cheerful for separating their families to move out to the countryside. Even though they did not know whether their ~~parents~~ remaining family would still be their or whether they would see them again. Most children were sent to rich class homes but they, themselves, were most likely not from that kind of class. The high class people were shocked at how ~~poor~~ ~~poor~~ and malnourished most of the children were but they realised their were other classes than their own.

Rationing was where equal amounts of food was given out to everyone who had a rationing card. It was found to make those who had all the right proportions healthier and the richer people found themselves starving from the lack of food they were used to.

The government's role changed and Defense of the Realm Act (DORA) was created to restrict the people's

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Examiner Comments

One of the strengths of this response is its detailed use of own knowledge. The latter was more often than not conspicuous by its absence. Although details such as reference to the suffragettes were off focus there was enough here to achieve level 3

rights - and also to gain more power over the country. DORA may seem very harsh but the people thought it was very patriotic of themselves to follow on as it was seen as their part of the effort of the war. An example is censorship. Censorship is where anything in newspapers, letters from soldiers or even radio was edited so if it was captured by any German, it wouldn't be much use. It also made sure that the ~~war~~ countries morale remained high. Daily Worker was a regular newspaper agency but it was suddenly banned for having personal comments from socialists who might cause a stir by judging the war and that mean the morale would decrease, and the British people would have no faith in the government.

The government also began to create all sorts of propaganda such as in films, leaflets, posters, newspapers, radio reports. Some propaganda ~~brainwashed~~ manipulated the ~~country~~ <sup>country</sup> into believing that Germans were, for example, killing prisoners of war camps and burning them to make soap. Propaganda was seen in films and a classic example ~~was~~ was 'the battle of Somme'. It made people believe that that it was a patriotic heroic battle even though many were brutally killed. Propaganda was also used to ~~assist~~ to recruit people into the war but those refused to fight for political or religious beliefs were called conscientious objectors.

I believe that all this implies that the preparations were moderately successful but in

places the ~~general~~ government failed to control, for example, the inequality between men and women.

## Grade boundaries

Grade	Max. Mark	*A	A	B	C	D	E	F	G	U
Raw mark boundary	50	38	34	30	27	23	20	17	14	0
Uniform mark scale boundary	100	90	80	70	60	50	40	30	20	0-19

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Order Code UG024152 June 2010

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