

Examiners' Report
June 2016

GCSE History 5HA03 3C

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Introduction

It was pleasing to see a good standard of responses from candidates in the second session of the new specification which requires the use of much more own knowledge in four of the questions but especially in questions 3 and 5. 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 question 5 without directly relating this to either the strength of support or challenge for the cross referencing or the hypothesis. A number of candidates go through the nature, origins and purpose of the sources without explicitly answering the question, whether it is utility or reliability.

There was also a noticeable increase in the number of candidates who wrongly labelled the source they were referring to especially in question 4 with Source E being confused with Source D.

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 capital punishment. The most obvious inferences were that capital punishment was the wrong punishment for Ruth Ellis and that capital punishment itself is far too brutal. 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So candidates who stated that it is something out of date were copying the source, not making valid inferences and were marked at Level 1. Those who wrote that capital punishment was the wrong punishment and then added I know this because the Source says that this was a crime of passion under severe provocation were making a valid inference and supporting it from the source. Such answers were rewarded at Level 3.

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 capital punishment?

(6)

The Source suggests that capital punishment has been used for a very long time in the past. I can see this because the source says, describes capital punishment as an "out-of-date scrap of the law."

The Source also suggests that using capital punishment is quite medieval and not many upper class people would use it. I can see this because it says, "I have been tormented for a week at the idea that highly civilised people should put a rope round the neck of Ruth Ellis."

Source A suggests that Britain's use of capital punishment is quite ruthless. I can see this because the source says, "No other country in the world would hang this woman."



ResultsPlus Examiner Comments

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, 'I can see this because...'. Remember that two supported inferences are enough for full marks.



ResultsPlus 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's mark scheme has changed for the new specification. The question still asks candidates to explain the purpose of a cartoon. The majority of candidates were able to identify the purpose of the cartoon and support it with details from the contents of the cartoon. For example, the candidate who wrote the purpose of the cartoon was to win public support for the abolition of the death penalty. This is supported by the message of the cartoon that capital punishment should be abolished. In the cartoon, the supporters of capital punishment are shown holding placards with unpleasant words such as 'Hang 'em' and 'Keep the Gallows' would achieve a mid-Level 2 mark. However, to achieve higher level 2 this needs to be supported with own knowledge. For example Carnaby Street had become popular because of the boutiques which sold the latest fashions in young men and women. To reach Level 3, candidates have to explain the purpose by analysing the representation in other words the treatment or selection of the content of the representation. For example, the candidate who wrote that the purpose of the cartoon was to win public support for the abolition of the death penalty. The cartoonist has carefully selected how to show the supporters and opponents of the death penalty in order to achieve this purpose. The supporters of capital punishment are depicted in the cartoon as angry and unpleasant people holding placards with unpleasant words such as 'Hang 'em' and 'Keep the Gallows' would achieve a low Level 3 mark. For a higher mark in Level 3 the candidate needs to support this explanation with their own knowledge. For example, in the 1950s and early 1960s there were an increasing number of people who worked in prisons, governors and prison officers, as well as judges and MPs, who opposed the use of capital punishment which they believed did not act as a deterrent.

2 Study Source B and use your own knowledge.

What was the purpose of this representation?

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

(8)

In this cartoon, we can see a crowd of upper class people, ganging up on St Patrick. The nature of this article is in a British Newspaper, and judging by the cartoon, it's probably a very left-wing orientated artist. The fact that the mob are full of upper-class people, suggests that the artist is trying to show that it is only people with riches and titles that want to keep the death penalty. Also tying into this point, we see a well-dressed gentleman on the Church (presumably Big Ben) twisting the clock

backwards. This is perhaps to show that it is the people of the past, who agree with imperial rule - not modern day democracy - who want to keep Capital Punishment. Which means the purpose of this cartoon is perhaps to show people that the Death Penalty is of the past, and has no place in modern day society. It belongs to the old ways not the new. The fact that the artist uses words such as "hang 'em" is perhaps to show that the people who are campaigning to keep the Death penalty are quite vulgar and

belligent. This ties into the fact that, at the time, the majority of the public were starting to agree with life sentences after the Bentley and Ellis cases. It is also at around 1962 (when the cartoon is drawn) that the Labour prime-minister, Harold Wilson, got in. Which means that the Death penalty now faced abolition and it was only right-wing people who wanted to keep, whereas the majority who were left wing as of the 60s, wanted it gone.



ResultsPlus

Examiner Comments

This is a Level 3 answer in which the candidate explains the purpose of the cartoon (about half way down the first page) and supports this with reference to how the supporters of capital punishment are portrayed in the cartoon. Moreover, the candidate includes relevant own knowledge about attitudes towards capital punishment in the 1960s.



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Examiner Tip

The key to Level 3. Why not go straight to the purpose of the source? Remember, however, that this must be explained fully by reference to the selection and treatment of the representation and must be supported with own knowledge.

Question 3

This question asks candidates to use Source C and their own knowledge to explain why abortion was legalised in 1967. Source C does provide some possible factors more especially due to the side effects of the drug thalidomide and illegal or backstreet abortions. A number of candidates were able to further develop these and other reasons using their own knowledge of the topic. The best answers began with evidence or a quote from the source and then turned this into a developed, explained reason through the effective use of their own knowledge. Some candidates used the source and knowledge separately. A lot of candidates used quotes from Source C such as 'the side effects of the drug thalidomide' and then did not use own knowledge to provide further explanation about the shortcomings of this examination. Centres need to be aware that to get above five marks out of ten marks there must be own knowledge. However, many candidates did demonstrate excellent knowledge especially about the effects of illegal abortions and the impact of the new contraceptive pill.

3 Study Source C and use your own knowledge.

Use Source C and your own knowledge to explain why abortion was legalised in 1967.

(10)

The reason abortion may have been legalised in 1967, as outlined by Source C, was that "illegal abortion was still killing, or ruining the health of, many women". Indeed at the time "backstreet abortions" as they were often called had a devastating effect on women's health as they were performed by unhygienic and unqualified "doctors". These abortions often used crude tools and ended with the woman becoming ill, injured or in some cases dying. Because of this, the decision to make abortions legal was introduced as legal abortions would be performed properly by clinics and would therefore be safer with little or no risk to the mother.

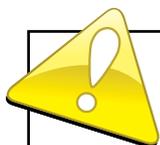
Secondly, abortion was legalised in 1967 because of the drug thalidomide. "Support for abortion grew due to the side-effects of the drug thalidomide, which caused thousands of babies worldwide to be born with malformed limbs". The drug had not been tested properly and so when it was used to help pregnant women who were suffering from morning sickness,



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Examiner Comments

This is part of a Level 3 answer in which the candidate explains three reasons for the abolition of abortion. Notice how the candidate begins each paragraph with a reference to the question e.g. 'One reason abortion may have been legalised', then refers to evidence in the source and supports evidence this with own knowledge.



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Examiner Tip

For this question use the source to stimulate own knowledge. For example, you could begin each paragraph with a quote from the source and then develop this further with your own knowledge. Therefore, the examiner will be aware that you are making effective use of the source and your own knowledge. However, remember that you can also explain factors which are not mentioned in the source. Two explained factors, as long as they include the use of the source and your own knowledge, will achieve a Level 3 mark.

Question 4

For this question, candidates had to examine the reliability of Source D, a photograph published in a newspaper in 1953 showing supporters of Derek Bentley asking people to sign a petition, and Source E, an interview given in 1998 with Albert Pierrepoint about the Derek Bentley case.

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, but the top mark in this level was for those candidates who supported this with their own knowledge. 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 higher marks in the level awarded to candidates who supported this with relevant own knowledge. 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 reliability. Others simply described the contents of each source - what they could see or read. Many candidates therefore made effective use of contextual knowledge including the fact that there was strong support for Bentley as most people felt he should not hang because he was an epileptic with a mental age of 11 and was not directly involved in the murder. A small number of candidates focused on utility rather than reliability. Remember this question will always ask candidates to evaluate the reliability of two sources.

3 Study Source C and use your own knowledge.

Use Source C and your own knowledge to explain why abortion was legalised in 1967.

(10)

One reason abortion may have been legalised in 1967, as outlined by Source C, was that "illegal abortion was still killing, or ruining the health of, many women". Indeed at the time "backstreet abortions" as they were often called had a devastating effect on women's health as they were performed by unhygienic and unqualified "doctors". These abortions often used crude tools and ended with the women becoming ill, injured or in some cases dying. Because of this, the decision to make abortions legal was introduced as legal abortions would be performed properly

by clinics and would therefore be safer with little or no risk to the mother.

Secondly, abortion was legalised in 1967 because of the drug thalidomide. "Support for abortion grew due to the side-effects of the drug thalidomide, which caused thousands of babies worldwide to be born with malformed limbs". The drug had not been tested properly and so when it was used to help pregnant women who were suffering from morning sickness,

nobody knew about the side effects. This made people realise that babies could be deformed and this could harm them greatly - "thalidomide babies" as they were known developed short arms or legs or hand or foot deformities which meant they could not walk or live their lives fully. As a result of this people's support for abortion grew as they saw that it was unfair to force these deformed people to live with such pain. Abortion was legalised in 1967 partially because of this when it was unfair to deformed children.

Finally abortion was legalised in 1967 because of women's changing roles within society. During the war they were needed to do "men's" work which meant that after the war they were

treated with more respect, both at home and in the work place, and were given more freedom. Indeed "birth control became more widespread with the availability of the contraceptive pill" and at the same time women were campaigning for better treatment in the workplace, which would have its effect in 1975 when the Equal Pay Act was passed. This idea that women were becoming more important within society meant that



ResultsPlus Examiner Comments

This is part of a very good Level 3 answer. Notice how the candidate comments on the reliability of both the contents and the provenance of Source D and supports this evaluation with own knowledge with reference to the contents of the source.



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 and support this with relevant own knowledge.

Question 5

There were a number of well-structured answers to this question which asks how far do you agree that the main reason for the abolition of the death penalty was the role of Parliament. Use your own knowledge, Sources A, E and F and any other sources you find helpful to explain your answer. A minority utilised B and D. A lot of candidates relied heavily on the source material and struggled to reason from the evidence to address the question. Most candidates were able to construct an argument but lacked additional knowledge to support that argument. The best candidates produced structured balanced responses that answered the question bringing in support from the sources and their own knowledge such as supporting the view by explaining that in 1957 Parliament limited the number of cases which carried the death penalty and eight years later, in 1965, death penalty by hanging was abolished for a trial period of five years, to answer the question. They weighed the evidence (sources and own knowledge) to make an overall judgement.

Paper Summary

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 quote. The reliability of the source is not a relevant issue.

Question 2. Ensure that candidates' analysis of the treatment or selection of the content of the representation is used to explain its purpose, not just the message. This should be supported with evidence from the source itself and own knowledge. It is better to begin with the purpose and then support this with the message of the source.

Question 3. Ensure that candidates utilise the source and own knowledge together to explain at least one and preferably two factor. A lot of candidates used source and knowledge separately and/or used quotes from Source C and then did not use own knowledge to provide further explanation.

Question 4. Candidates should avoid simply describing the contents of the sources. They should evaluate both the information/contents in the context of reliability as well as the nature, origins and purpose and support this evaluation with their own knowledge.

Question 5. The best candidates produce structured balanced responses that answer the question, bringing in support from the sources and their own knowledge to answer the question. They weigh the evidence (sources and own knowledge) to make an overall judgement based on the weight of evidence given in the sources and/or their reliability as well as their own knowledge.

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