

Examiners' Report
June 2016

GCSE History 5HB03 3B

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Introduction

This was the eleventh series of this specification and the second of the revised 2013 version. It is one of three similar Source Enquiries. Each unit follows a common pattern both in terms of the sources used, questions asked and the nature of their mark schemes. Centres seemed to have responded well to the paper. More emphasis is placed on the candidates' own knowledge of the topic and their ability to deploy it effectively in response to the questions asked. They should be able to use their own knowledge of the transformation, demonstrating their ability to analyse and evaluate historical sources. The mark scheme will reward both these attributes but specifically at the higher levels of questions 2, 3, 4 and 5. Generally all that changes each series is the context provided by the sources used and the particular focus of the questions set.

Question 1 focuses on comprehension and skill in making supported inferences.

Question 2 is targeted on why a representation of a past event was produced. Question 3 is now more solidly based on using the evidence of a source alongside the candidates' own knowledge to answer a question.

Question four focuses solely on the issue of reliability. A ceiling is imposed on responses that do not make use of additional knowledge of both sources and additional recalled knowledge. To access the highest marks of Level 3 and to access all of Level 4 both are needed.

There was, as in the last series, an increase in candidature in all three units 3A, 3B and 3C. This paper performed well and there is evidence that most candidates were able to demonstrate positive achievement on all questions. Many candidates demonstrated knowledge of the General Strike though some were confusing it with the Miners' Strike in 1984.

The focus of questions 2, 3 and 4 caused some candidates problems but fewer than in the comparable series last year. It was felt that the questions worked well and should have presented few problems for well-prepared candidates. Some of the work seen was exceptionally good. Responses to question 4 also produced some basic learnt responses such as all primary sources are reliable unlike material produced later. The most challenging question was the last question (no.5) but here there was much less evidence than in previous series of candidates failing to at least tackle this question. The lack of own knowledge in question 5 was as in previous series a problem to accessing the higher marks in Level 3 and all of Level 4. Many who just made use of the sources provided were unable to proceed beyond Level 3 and 10 marks. However few candidates scored very low marks on the paper. Failure to answer this question meant that candidates lost the chance to access 19 possible marks.

Question 1

There were a number of fairly sophisticated answers which remained at Level 2 because, although they were accurate, they failed to link their inferences to the source. Candidates need reminding that they need to show the evidence from the source to back up the inferences that they make, either in the form of a short quotation or by reference to a specific place in the source. This question was often done very well by candidates who are clearly comfortable with this style of question and the way that they should approach it. The majority of responses gained a level 3, suggesting that even less able students are able to achieve well on this question. Some candidates did struggle to achieve the very top of level 3 (6 marks) as this required two or more supported inferences, and many did not move beyond one supported inference. This question was often done very well by candidates who are clearly comfortable with this style of question and the way that they should approach answering it. The majority of responses gained a level 3, suggesting that even less able students are able to achieve well on this question.

Nearly all answers showed some understanding of the TUC's position of being 'forced' into the situation which was inevitably going to lead to a General Strike. Similarly, the vast majority of answers showed recognition of the fact that the TUC were absolving themselves from any responsibility for the impending industrial action. Some candidates struggled with the 'attitude' aspect of the question and merely copied out key parts of the text without making valid inferences and hence struggled to get out of Level 1. Most seemed clear on what was required and drew on the source's attribution as a good starting point for drawing inferences.

Question 2

Overall, candidates answered this question very well, demonstrating good comprehension and skill, with very few staying at L1.

At L2 a significant number of responses effectively demonstrated the message/purpose with supporting detail from the source. These often identified the main purpose of the cartoon was to thank volunteers. These responses with some support were given typically L2/4 marks and L2/5 with for responses showing good application or support.

At L3 many candidates were pegged at 6 marks as they were limited by not using clear additional own knowledge to move marks up. However, many did provide good analyses of the source to explain its purpose: e.g. 'Thank you sir', army of volunteers, kept the country going, and essential services.

At L3 7/8 marks candidates were more confident in using their own additional knowledge about the General Strike, as well as the use made of language and the image itself to build purpose. This was often seen as being to mock the strikers, the use of middle class volunteers, and the use made of the media to undermine the strike.

Some candidates wrote that the purpose was to support the miners and mock the government because Punch was ugly and some thought it thanking the strikers for working.

The best answers to this question contextualised the source in its historical time, and imagined/re-envisioned what it told a contemporary audience. They were thus able to describe the purpose of the source quite well. They usually achieved this by taking into consideration, and explicitly mentioning and making use of, the details in the caption to the source which related to its provenance: its production, form, date, and author e.g. These candidates clearly understood the difference between a contemporary audience of the source, and the 'modern historian' or reader of today.

In relation to this, candidates who wrote poor answers often misinterpreted who 'the audience' was and assumed it to be a modern-day historian. Thus they read the source for knowledge about the period and wrote about what the source tells or shows, without speaking of its purpose. They did not view the contents of the source as shaped by the purpose of the source for the contemporary reader/audience and they took no notice of the clues the caption of the source gave about its purpose.

Thus it appears that one major hurdle for pupils in answering this kind of question about purpose is a basic misunderstanding about any source's contemporary producer and audience. One major implication for teaching for this question therefore, is that in lessons on purpose teachers could inform pupils that when making statements about the purpose of the source, they must look carefully at certain aspects. These include 1) its date and how that relates to the historical period under study 2) its author 3) its form (e.g. book and newspaper). Pupils should be encouraged to think about which individual, or what organisation reads/sees /watches /hears this speech, article, or book. Pupils could then be told to answer the question 'what did the information in this source mean to the audience at the time it was produced?'

2 Study Source B and use your own knowledge.

What was the purpose of this representation?

Explain your answer, using Source B and your own knowledge.

(8)

~~This cartoon was used as propaganda to make the higher-class men volunteer in place of the strikers workers taking part in the General Strike.~~

~~Firstly,~~ This cartoon was used to ~~show the~~ thank the volunteers who took the place of workers taking part in the General Strike from the Government.

Firstly, at the bottom it says "Thank you sir." Mr Punch salutes the great army of volunteers who kept the country going."

The word 'sir' shows respect, honouring the men who volunteered. Secondly, the action of saluting is also very honourable. It ~~is~~ quite a militant action; suggesting that the volunteer has done something extremely brave. 'Kept the country going' is an exaggeration. This is to ~~to~~ compensate the volunteers and present them as heroes.

The word 'Essential' on the side of the truck shows that the volunteers played a key role in the General Strike. The Government was obviously thanking them in this cartoon presented in a high class expensive humour-magazine which only the higher class read, to further separate them from working-class.

This is all an over-exaggeration considering the Government still did most of the work. This was from Red Friday in 1925 when the Government stockpiled resources and trained the volunteers. Furthermore, considering the strike only lasted nine days the volunteers were not working for long.



ResultsPlus
Examiner Comments

This is a perceptive response that achieved a mark of 7 at the level 3 key mark point.



ResultsPlus
Examiner Tip

Effective answers start with a phrase that directly addresses the question, e.g. "The purpose of this cartoon was to" which makes it harder to simply describe details of the source.

Question 3

Candidates often responded well to this question and most answered showing that they understood the source in answering the role of violence in the General Strike. However many candidates struggled to reach level 3 in this question as relevant additional knowledge was sparse or non-existent. Many candidates had little knowledge of incidents of violence apart from what was presented in the source. Some were confused by the wording of the basic premise "exaggerated the lack of violence". Some weaker candidates wrote about the Miners' Strike of 1984. Stronger candidates tended to argue along the lines that uncontrollable violence, especially toward the end of the nine days, caused the TUC to end the strike, elaborating on the fear of Communism as a motivating factor. Others argued that, despite the claims of the source, violence played a relatively small part in the events of the Strike.

There were some responses which used limited detail of the sources and then focused in general on 'tit for tat' violence and the role of the media in exaggerating/not exaggerating the events of the strike. These responses stayed at 4 or 5 marks. Responses at 6 & 7 marks were well written with information from the source and some additional own knowledge – typically role of volunteers, the army and the police/special constables showing the government's role in the strike.

Few responses remained in L1. Significant answers were awarded L2/ 5 with use of the source and no Own Knowledge and L2 6/7.

In L2 most responses got L2/5-6 marks for either using just the source or limited OK.

Once this is learned, candidates could then be encouraged to look to the source for examples to illustrate the points they have made.

This would ensure that pupils are able to combine use of the sources, and own knowledge, thus enabling them to gain higher marks.

It would also demonstrate to pupils that they must have revised before the exam, and must be in possession of a certain amount of own knowledge upon which they can draw to answer the question effectively.

In relation to effective teaching about how to answer this question, teachers could begin by helping students practise answers which they construct on own knowledge alone.

3 Study Source C and use your own knowledge.

What part did violence play in the General Strike?

Explain your answer, using Source C and your own knowledge.

(10)

Although the General Strike of 1926 only lasted 9 days, it was a very intense strike and both sides, the industries and the government were very intent on succeeding in their objectives. There were a few major clashes during the strike because at this and most of them involved the police, the strikers and the strike breakers.

Source C shows us that people exaggerated the fact that there was little violence during the strike. It says as a whole, that there was violence during the strike and some aspects of this were in fact quite shocking. For example, it explains how there weren't always good relations between the police and strikers and in fact "buses were overturned" and "vital engine parts were removed from buses". This is important as it shows the destruction of the strike. Violence did play a key part but it is overshadowed by the fact that it only lasted 9 days without achieving any of its objectives.

From my own knowledge, I know that there were some major clashes between police and strikers, especially in places such as Newcastle and Bristol. In one case, a train was set on fire and some parts of it were derailed. This is a serious incident and it cannot be ignored. Source C also indicates that the ~~the~~ violence cannot be ignored as it lists a number of examples from both sides about how violence played a part.

Also, I know that many strikers formed militias to stop police interference of the strikes and to stop the volunteers of the OMS from continuing to help with the industries. This is why it says that "vital engine parts were removed from buses" because they wanted them to stop ~~transporting~~ transporting resources such as coal and oil. There were also mass pickets in many places which were likely to have caused small riots and these were most likely responsible for the fact that "windows were broken".

I know that the government used the 1920 Emergency Powers Act to introduce special police constables to help out with the strike. Because the General Strike was on a national scale, it was considered as a state of emergency which is why the army was also involved. This can support the fact that there ~~was~~ "violent behaviour" from these special constables. Violence did play a role in the strike as a whole but I don't believe it was significant compared to the media influence and the fact that there was widespread fear of communism.

As a whole, over 5000 strikes were created over the course of the 9 day strike for disorderly behaviour, violence and actions towards the OMS. This and the fact that "many people were injured, especially in the last few days of the strike" suggests that violence did play a reasonably large part in the General Strike. Source C supports this statement.



ResultsPlus

Examiner Comments

A solid level 3 response that makes effective use both of the source and additional recalled knowledge.



ResultsPlus

Examiner Tip

Make sure you make clear where you are using your own knowledge. Using a phrase such as '*From my own knowledge*' is a good idea. Where you are using the source say you are using a phrase such as '*Source C suggests*'.

Question 4

Comments on the reliability of the sources were often generic.

This was particularly true when assessing the reliability of the photograph in Source D where 'learned' responses (a photograph is reliable because you can see what really happened) were common.

There was a tendency to treat the usefulness of the sources for showing how life was disrupted rather than the reliability of what was being portrayed.

However, most candidates attempted to test reliability with reference to the provenance of the sources.

This was done much better for source E than source D.

Fewer candidates were aware that reliability can also be tested with appropriate additional knowledge.

It was often the case that candidates who offered a very critical appraisal of the provenance of the sources, could not access Level 3 because no additional knowledge was applied.

Candidates who struggled to answer the question on reliability failed to read the source captions properly, which gave crucial clues about provenance which had a bearing on reliability for the specific enquiry.

Therefore, teaching about reliability could focus, in the early stages, on introducing pupils to captions, and devising exercises to make them think about the often very important information a caption provides, e.g. analysis of the date, author, and form through precise questions and an analytical table listing 1) Who is the author of this source – a person or an organisation? 2) Where was that person living, or that organisation located? 3) When was this source written – at the time of the event or period of study, or 5, 10, 50, 100 years afterwards? 4) What does the date of this source mean in relation to the event/ period of history you are studying? 5) What kind of source is this? – a picture drawn by an artist, a photo, a written text, a report, a diary, a newspaper or magazine article, a journal article? 6) What do all these aspects mean for how we, as modern historians, read and understand this particular source, with this particular author, date and form?

Furthermore, even when some pupils mentioned the significance of provenance, they forgot to talk about the significance of a source's content when assessing reliability for a specific enquiry.

Reminding students of the importance to judge both sources based on content and NOP is also important for teachers to remember as it was impossible to get into L3 without this. Giving students clear formula advice will benefit them in improving their answers. It is very clear that the strongest answers had clear structure with paragraphs including at least 3 of the 4 criteria.

Use of ARK was something that enhanced answers when it was done successfully e.g. with source E making suggestions about why the use of volunteers weakened the impact of the strike, to corroborate the information shown in Source D about how essential services were maintained. This idea of corroboration is important and whilst many candidates attempted this it was not always done successfully. Many just wrote, 'This is supported by my own knowledge therefore it is reliable' without actually explaining what own knowledge they were referring to.

A few candidates misunderstood the question and focused either on utility of the sources for understanding disruption caused or merely wrote down everything they knew about the strike and therefore scored very few or no marks on this question. Using words from the question to frame the answer and encouraging students to use the question to come up with their own sentence starters would help weaker candidates to avoid this. In addition to this there was still a significant minority of candidates who

did not attempt this question at all. More practice at dealing with reliability questions might help to avoid this.

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

How reliable are Sources D and E as evidence of how much the General Strike disrupted normal life in Britain?

Explain your answer, using Sources D and E and your own knowledge.

(10)

Source D is a photograph taken in Central London in May 1926. This is a primary source as it is from the time in which the incident occurred. The source may not be reliable as the government controlled the media and, in doing so, would control the photographs that were taken. The source shows food trucks being escorted down the street by armoured vehicles for protection. The streets are crowded and have people on either side of the road. I know that resources had been stockpiled 9 months previous and that food trucks had to be brought in by volunteer workers who had also been trained 9 months previous. Source E is a primary source, from 1926, of the diary of a schoolgirl. The source ~~states~~ implies that her father is either a working citizen, one of the few who stayed, or a

volunteer who was brought in to do the jobs of those on strike. "He keeps a weapon on the seat beside him because many of the communist thugs like to show their anger towards hardworking citizens." The source is biased as she refers to those on strike as "communist thugs" implying that this is either an opinion of her's or of her father's. She also states that "People are ^{all} well protected ~~by~~ by police and special constables. Riots have been quickly stopped by baton charges" However, I know that the police and special constables were often the ones causing the trouble and instigating all the violence, hence the reason the source is biased.

Source D is unreliable due to the government controlling the press and, thus, the release of pictures taken.

Source E is ~~reliable~~ useful as it gives an insight into the way the General strike affected the lives of those working, however,

it is heavily biased and, therefore,
unreliable.



ResultsPlus

Examiner Comments

A Level 3 response that makes good use of the nature and provenance of both sources. Makes some telling comments on reliability and provides support from each source in turn.



ResultsPlus

Examiner Tip

Make sure candidates focus on reliability and not utility of both Source D and Source E.

Question 5

The majority of candidates were able to show understanding of the sources and were able to link them to the interpretation from source F, either showing support or challenge from the sources. There was also a lot of use of general ARK in the responses. Most responses fell into high L2 or L3 key mark. The difference between the two types of answer was that candidates who ended up in L2 did not clearly link what they were saying to the concept of the failure of the TUC to use its full power were by and large mechanically going through the sources using phrases like 'source D challenges this interpretation...'. Ability to explain what these things meant about other factors such as Government precautions was missing in many answers and again highlights the importance of linking points back to the question. Encouraging use of PEEL (point, evidence, explain, link) and using words from the question to frame each paragraph is an important skill to develop here. Many candidates spent too much time focusing on the role of the TUC only. This is what stopped many answers getting beyond L3 as the answers were unbalanced and did not answer the question. The question asked about the failure of the TUC wanting to be seen as reasonable and not too confrontational as opposed to other factors as a reason for the failure of the General Strike. The best candidates were able to use a measure of ARK about a range of other reasons why the General Strike failed, referring to Government actions to undermine the effectiveness of the strike, use of volunteers, and control of the media by the government as instances to form a more balanced argument explaining reasons for the failure of the strike. Reminding students to demonstrate the depth of their knowledge rather than being limited by the set of sources focusing on one aspect of surgery, is very important.

Very few candidates reached L4 standard in their responses. The ones that did were able to form a clear judgement, making clear links to the question throughout. These candidates had a significant demonstration of ARK as well as use of the sources. The concept, however, of 'How far..' was not successfully addressed by many candidates, and so giving candidates practice of writing conclusions that weigh up different factors is an important skill to impart to students. Using phrases such as 'Although there is merit to the idea that the TUC's lack of full support was a factor in the failure of the strike there were other important factors that were also important such as...'

Timing seemed to be an issue for many candidates when answering question 5. Many answers seemed rushed or incomplete and there were a significant number of candidates who did not attempt this question at all. Considering that this is the highest tariff question on the paper, especially as it contains SPAG marks, it is important that students are trained to spend enough time on this question.

Typical comments here included: 'Source E supports the interpretation in the question because... This source is reliable/ not reliable because...' and these were not linked to the question. A mechanical approach of this type does not benefit candidates as many of these do not get out of L2 because they are not addressing the significance of the TUC role in the General Strike.

*5 Study Sources D, E and F and use your own knowledge.

Spelling, punctuation and grammar will be assessed in this question.

Source F suggests that the main reason why the General Strike failed was because the TUC did not use its full power.

How far do you agree with this interpretation? Explain your answer, using your own knowledge, Sources D, E and F and any other sources you find helpful.

(16)

Source F, published post-strike in 1984, ~~the~~ suggests that the strike failed as a result of the TUC's withholding their maximum capability of power, however there are many other aspects which provide evidence for the failure of the General Strike, such as the preparation of the government in ~~the~~ dealing with the strike, which is seen in Source D. Therefore, the interpretation isn't accurate, as the failure of the strike was mostly due to the lack of preparation of many of the unions and the highly prepared government.

Firstly, Source D clearly ~~the~~ disproves the interpretation as it is a photograph showing armoured cars protecting a convoy of food trucks during ~~the~~ strike May 1926. The photograph shows the tank-like vehicles which are transporting food and other supplies, in preparation for the upcoming strike. This ~~the~~ was one of the tactics used by the government in order to prepare for the impact that the general strike may pose. Their method was to stockpile useful resources that may become slightly limited during the General Strike. This shows

that already, before the strike had begun, it was destined to fail, as the strikers wouldn't have enough of an impact on the public, to provoke a change in treatment for the miners, as the public would still be able to use most of the resources provided by workers on strike. Alongside this, the government also recruited many workers as volunteers to work in the "essential services" as seen in the cartoon in source B.

In addition, though there is an interpretation source F which presents the failure of the strike as a result of a lack of power, the more important factor seen in source F for the failure of the general strike was the lack of unity amongst the TUC. The unions that went on strike included members ~~the~~ from the entire country, therefore it would be quite difficult for the TUC to have absolute control over everyone, this ~~was~~ led to different reasons for members striking within the unions, as seen in the extract from a history textbook "there were some extremists in the trade union movement", "these extremists wanted the strike to overthrow the government." As a result of the large amount of members within the strike, it was easy for extremists who were anti-government or anarchists to enter, with the aims of removing the government, similar to what had previously happened in Russia with the communist

revolution less than 10 years before. The government was able to handle this by dividing the country into regions, making it easier to control and monitor the different striking unions. This shows the interpretation to be inaccurate to an extent as it portrays the failure of the strike as a result of disunity amongst the unions.

Source E is an extract from the diary of a school girl during the General strike, written on 7th May 1926. Though it shows the lack of violence and power used on behalf of the TUC, it also highlights the well prepared government and the vital role it played. For instance, it states "Riots have been quickly stopped by baton charges" and the "people are all well-protected by police and special constables". This shows that due to the high preparation of the government, such as the 1920 Emergency Power Act, which required special constables and strike-breakers, any attempts of violence from the TUC was quickly stopped and handed by the government. This shows that the failure of the strike was due to the immense preparation of the government.

To conclude, the interpretation of source F is not that accurate, as though source F does portray a lack of violence used by the TUC, that is not my disproof.

by Source C, which states "trams were overturned", "windows were broken", "many people were injured", but it also highlights another factor which leads to the failure of the strike, which is the disunity amongst the union members. However, the main reason for the failure of the 9-day strike was due to the highly prepared government, which was ready to deal with everything the strike could cause.



ResultsPlus Examiner Comments

This response provides a sustained argument with evaluation of how far the failure of the General Strike was simply the failure of the TUC to use its full power. Its weakness was a failure to take into account the strength of the evidence from the provided sources in coming to an overall conclusion.



ResultsPlus Examiner Tip

Students should use both the provided sources and additional recalled knowledge to access the higher level marks. Sufficient time should be allowed to reflect the 19 marks on offer.

Paper Summary

Based on their performance on this paper candidates are offered the following advice:

Make sure that you make at least one inference and preferably two. You must support your inferences using support from source A.

You must not just comment on what the source says or shows but comment on why it was produced.

You need to make use of your own knowledge of the topic and information provided by the source to answer question 3.

Ensure you explain how reliable both sources are in terms of nature, origin and purpose.

Make sure you leave enough time to do justice to question 5 which is worth 16 marks plus a possible 3 marks for spelling, punctuation and grammar.

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