

Examiners' Report  
June 2016

GCSE History 5HB03 3C

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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. Candidates seem to have responded with mixed success to the paper. The main reason was that many lacked depth of knowledge of the role of the Second World War in improving welfare and health provision, improving medical services, and implementing Beveridge-Labour welfare reforms 1945-51. More emphasis is now 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, 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 4 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. The paper was broadly comparable to other units and was sat once again by more candidates than was the case in the last series.

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 tended to do well in understanding and using sources but some found it difficult to respond to aspects of questions requiring additional recalled knowledge, especially with regard to the role of Beveridge. 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 merely made use of the sources provided were unable to proceed beyond Level 3 and 10 marks. The same lack of knowledge of the Beveridge report and changing attitudes to welfare caused problems on questions 2 and 3. 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

Generally, as is the case every year, this question was reasonably well done by most candidates. Many candidates were able to reach Level 3 and most supplied at least one clear, supported inference. Candidates tended to focus on the need to continue making 'another, fine, big effort' after the War, and a 'lovely Day Tomorrow' was frequently quoted. Students identified that hard work was needed and that the general mood was optimistic. Some focused on the need to build a better future for children. Quite a few candidates were confused about the origins of Britain's social problems, thinking they were the result of the War, rather than writing about the slums, for example, or the depression of the interwar period, or with origins that were earlier than that.

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.

As has happened in previous years, a number of good candidates over-write on this question, assessing the reliability and provenance of the source or giving own knowledge, again often accurately, but unnecessarily spending time that could be used on other questions. All that is required for this question is two clearly stated and supported inferences, such as:

One thing I can learn from Source A about the impact of war on people's attitudes to the future is that people are hopeful. This is shown by the quotation: 'It has to be a Lovely Day tomorrow', which shows optimism towards the end of the war and post-war life. Another thing that I can learn from Source A about the impact of war on people's attitudes to the future is that people were determined to change Britain. They demanded 'no more slums' and 'no more filthy, dirty backstreets'. This suggests that the people of Britain wanted their country to look strong by having good housing conditions, as well as winning the war and having a strong empire.

### 1 Study Source A.

What can you learn from Source A about the impact of the war on people's attitudes to the future?

Firstly, people were more positive and optimistic about the future after the War as they want it to be a "Lovely Day Tomorrow". This suggests that people are tired ~~by~~ by the hardships of war and want to live in a prosperity and peace. The War has made them more appreciative about the ~~good~~ things they previously took for ~~grants~~ granted. In addition, people demanded social change and became less tolerant of injustice, and poverty.

in society as they want "no more slums". This suggests that the war has made people go through difficult times so people now can empathise with other experiencing difficulties and want it to stop so they demand social equality and justice.



**ResultsPlus**

**Examiner Comments**

This is a concise but very effective response. There are two clear inferences that are supported using evidence from the source.



**ResultsPlus**

**Examiner Tip**

Students should start by making an inference and then encouraged to support directly from the source. This should then be followed by an explanation of the inference.

## Question 2

Again, as with question one, this question was quite well answered. There is some evidence that candidates are beginning to have a better understanding of the use of cartoons as evidence. Most candidates reached at least Level 2 by explaining the meaning of the cartoon, that the Beveridge Way offered an escape to civilisation for the social bus out of the mud that it was stuck in.

However, there was some confusion. Some candidates confused the Beveridge Way with beverages and thought the cartoon was warning against the perils of alcohol in wartime. Others over-specified about the crowd in the bus, thinking it was full of children, or the upper classes were upstairs, while the working classes were downstairs. Some saw the over-crowding on the bus as symbolic of over-crowding in the cities. Some spent space explaining the nature of the mud, whether it was dirt, water, a puddle or a swamp. Some of the best candidates were able to use details from the cartoon to support their analysis, as in the case below:

The cartoon that makes up Source B is a representation of the Beveridge Report, published in the same year the report was published, 1942, where Beveridge outlined his plans to tackle the 'five giants' that hindered British society. Its purpose is to persuade people that the Beveridge Report is the way to go for Britain in the future.

This purpose is shown in the cartoon, as the bus is depicting British civilisation as 'civilisation' is written on a plaque on the bus. The bus looks to be struggling a lot, as it is trying to drive through what looks like very thick mud, as it is nearly halfway up one of the tyres of the bus. However, right next to the mud is a perfectly smooth road, described as 'Beveridge Way' by a sign that is presumably being held up by Beveridge himself. This suggests that at the moment, British civilisation is really struggling, and not making much progress, and the only way it can progress and thrive is by following the suggestions outlined in the Beveridge Report.

Another way the cartoon shows its purpose is through the detail the artist gives to the components of the cartoon. The mud in the cartoon has a lot of detail, and as a result, looks very thick, troublesome and disgusting. In contrast, as there is little detail on the road that is Beveridge Way, it makes the road seem significantly smoother in comparison to the mud, showing the purpose of the report, as it is trying to show that if British civilisation stays on its current path, it will struggle, and they are on a disgusting path, and only by turning onto 'Beveridge Way', which is a much more attractive path, being much smoother, it will allow Britain to progress and be a good country to live in.

The majority of responses were able to pick up on the purpose of the representation and highlight the key points of the representation that support it, such as the sign, the idea that they are currently stuck and the fact the report offers a better alternative. However, there were a significant number of responses that misunderstood the representation as they focused on the idea that it criticised the Beveridge report, that the Beveridge report was tough to get to or that it is not about the Beveridge report at all, but about evacuation or conscription. Some also struggled to grasp the concept of the 'social bus' or 'civilisation'. As a result some struggled to score highly on this question. The responses that managed a level 3 were able to evaluate the source fully and include some ARK as part of their answer, although overall this could have been better embedded as part of their response and developed further. The ARK typical for this answer includes the date of the report, what the report was about (tackling the five giants) and the solutions.

If anything, what held candidates back on this question was a lack of own knowledge, an issue which arose on other, later questions. By far the most common own knowledge shown was a mention of the five giants and sometimes these were specified.

## 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.

38

51

all

24  
3  
13  
5

(8)

The purpose of this representation was to show the people of Britain that the Beveridge report and the outcomes of it would help the country to develop socially and economically.

The cartoon was published in a British newspaper. During the war, newspapers were censored to boost the morale of people and give them hope. Since it is a newspaper, it will be bought and seen by many people throughout the country. It will therefore have a key message to put across.

The source was published at the end of 1942. This was the year that the Beveridge Report was made.

The cartoon depicts a bus, driving on a road. The road is awfully made, with a rocky, bumpy surface. It is dark, as if it has been freshly made with tar. The bus has two labels on it: 'civilisation' and 'social bus'. However, there is another road drawn in the cartoon - it is labelled as 'Beveridge Way'. It is heavily contrasted with the other road that the bus is

driving on; this road is smooth, clear and has no obstacles.

This cartoon was made to show Britain how their quality of life would improve after the Beveridge Report implemented their findings. The rocky, dull road represents the current path that social reforms were taking; it is difficult to move and progress. The people on the bus are the people of Britain. ~~At the~~ Ahead of them lay more obstacles (poverty, disease, ignorance) but the 'Beveridge Way' promises hope for the future.

Indeed, the Beveridge Report did help people. It encouraged the set up of the Welfare State. Several Acts were passed, such as the Education Act, to help create a fairer and more equal society after the war.

The Report identified problems in Britain (i.e. the bumpy road), but with laws and the welfare state, it was able to overcome these problems.



### ResultsPlus Examiner Comments

This is an effective level 3 response that focuses on the purpose of the representation supported by effective use of the source.



### ResultsPlus Examiner Tip

Students should clearly focus on the purpose of the representation, on why it was produced or made. Simply commenting on what the representation shows fails to address the question's focus.

### Question 3

By far the biggest problem with answers to this question was a lack of own knowledge. Sometimes this was shown by candidates not even attempting to answer it.

Those without knowledge fell back on a discussion of the source and frequently 'People hope that great developments in housing, education and health will all be undertaken' was quoted from the source in lieu of own knowledge. Candidates also erroneously used Churchill's testimony to suggest that the British population was to be disappointed after the War by the Government having made false promises. Sometimes this was clearly the result of candidates confusing the outcome of the First World War with that of the Second. There was also some irrelevant discussion, for this particular question, of whether what Churchill said was reliable or not. There were some good answers which actually explained the Beveridge proposals very well, but failed to make use of the source; this kept them at Level 2. A lot of candidates were able to elaborate well on some, but not all, of Beveridge's proposals.

Overall, this question contained the weakest responses on the paper. This was because many responses did not focus on the question and looked at the idea that the report provided false hope instead and that tackling the key issues listed would be unrealistic. Some responses also showed a lack of understanding of the term welfare reforms and mere rewording of the source which keeps them in the lower levels. Some of those that did extract some of the key issues listed in the source were able to gain level 1 marks. The responses that did focus on the question often gave a general idea about the reforms, but lacked any specific ARK about what they were, and linked them to comments such as 'unemployment and low wages will be abolished' or 'developments in housing, education and health' which capped them at 4. The better responses sometimes missed out the source all together and merely focused on the ARK, or it wasn't very well integrated into their answer, though they often picked up on the date and the 5 giants. The highest answers were able to be more specific about the different reforms.

The general lesson to be learnt from answers to this question is that there needs to be recognition that the less well-known aspects of the syllabus are examinable.

### 3 Study Source C and use your own knowledge.

What were the key features of the Beveridge proposals for welfare reforms?

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

(10)

Firstly, ~~the~~ one key feature of the Beveridge report for welfare reforms was to eliminate the Five Giant Evils and the problems that came with them. There was the attack on squalor, idleness, disease, ignorance and want that the report gave ideas of how to remove these issues. "Developments in housing" would be achieved by the New Towns Act which aimed to rebuild houses in order to remove slums and have ~~to~~ people

in more sanitary living conditions. "education" would be achieved by the Education Act 1944 which gave young school children up to the age of 14 rights to education. "health" was part of the medical reforms and the NHS which was said ~~to~~ <sup>to</sup> provide free medical healthcare check-ups for all - not just the rich who could afford a doctor.

From my own knowledge I know that another key feature of the Beveridge Report was that people would be taken care of 'from the cradle to the grave' meaning they would be protected throughout their lives and would not have to live in poverty. This would improve the lives of especially the poor who would be better taken care of as the New Towns Act also offered council houses for people to live in.

The Prime Minister believed that such proposals offered in the Beveridge Report for welfare reforms were giving people "false hope" as all the money and resources were being invested into the war however from my ~~own~~ own knowledge I know that people would queue for ages in order to get their hands on a copy of the ~~book~~ report as it may've helped to boost morale at the ~~thought~~

thought of a better life once the war e  
was over.



**ResultsPlus**  
Examiner Comments

A clever response that uses the headings of Source C to add with additional own knowledge to outline the key features of the report. It represents a solid Level 3 response.



**ResultsPlus**  
Examiner Tip

Additional own knowledge does not include information gained from other sources on the paper.

## Question 4

It seems that candidates who answer this question find it easier to deal with the sources' content rather than their provenance. This year, on the whole, candidates were better with Source E than with Source D. There was evidence that candidates had learnt strategies to help answer this question, as these were frequently written out before the answers began.

On provenance, as always, there were a large number of superficial responses focusing on the bias of newspapers or the forgetfulness of witnesses over time, and going no further. A lot of candidates, erroneously, considered that newspapers were unreliable in 1948 because the Government was imposing censorship; sometimes they suggested that Source D was mere propaganda. Some candidates did no more than spell out what the sources said. However, candidates also often recognised the shortcomings of D because it was written at the point that the NHS was introduced and, therefore, could not know of its future progress. Some supported D's usefulness by stating that it was accurate because it did state accurately what the NHS was to provide. Better candidates went on to list the way the service was modified into the 1950s with dental and prescription charges introduced.

Comments on E tended to be more sophisticated, noting issues of memory, that it was only the memories and experience of one pharmacist who, because of his professional standing, would at least know what he was talking about, but that the experience of working only in Liverpool might limit his experience.

Here is a particularly thoughtful example of an analysis of Source E, blending both the content and the nature of the source:

Source E is from the memory of a Liverpool pharmacist of the time. Being from memory, the source may not be very reliable because human memory is not perfect, and details such as "there had been 50 prescriptions...the highest ever had been about 20" could be inaccurate. However, it could be argued that because some of the details are so specific, the memory of Frank Walsh is very clear, and this makes the source more reliable. I know that the evidence of how people almost took advantage of the NHS, taking much more than they needed, was true, as I know from my own knowledge that costs became very high, very quickly for the NHS, and it didn't take long for prescription charges to be introduced – and when they were, the founder, Aneurin Bevan, resigned. Therefore, from this it could be said that the content of the source is indeed reliable. Furthermore, since Frank Walsh was there at the time of the NHS, the evidence of the impact presented in the source is likely to be more reliable.

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

How reliable are Sources D and E as evidence of the impact of the National Health Service in 1948?

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

(10)  
Source D is from a newspaper article from July 5 1948. This means it is reliable because newspapers want to sell and people will not buy it if it went against their opinion and so source D shows a common public opinion. It is not reliable however, because it is written

before the changes were introduced and so cannot tell us ~~how~~ the impact of the ~~source~~ <sup>event</sup> if it was from before because of this it is not as reliable as source E which is from after the changes were introduced because of this it can tell us about the impact and so it is more reliable. It is a memory by a ~~man~~ pharmacist who was working at the time, this makes it reliable because they were there and so witnessed what occurred, however he may only remember negatives and so we may not be getting the whole picture, also it is only one person's opinion in one area of the country, this makes it less reliable compared to a national newspaper.

In source E it says "there had been fifty prescriptions and from my own knowledge I know that at this time all prescriptions were free, it wasn't until later prescription charges were introduced, because of this people did go "overboard" and got many prescriptions they ~~we~~ might not have got before. Because of this, this source's content is reliable.

The purpose of source E is to inform and so ~~the~~ ~~pharma~~ Frank Walsh would not lie on purpose,

this makes the source reliable. The purpose of source D is ~~also~~ <sup>also to</sup> inform meaning from a purpose standing <sup>^</sup> the source is reliable.

In source E it says "it will provide free care and services". NHS treatment is still free and so this is true making it reliable for people trying to learn about the features of the NHS however it does not really show the impact. The source's tone is one of excitement though and this tells us that <sup>some</sup> people were excited for the NHS this makes it <sup>^</sup> reliable in this respect because from my own knowledge I know people were excited, however there were also many opposed to the NHS and neither source E or D show this so neither are completely reliable.

To conclude over all source E is reliable and useful to a historian studying the impact of the NHS even though it does not show that many were opposed to the NHS. Source D is also reliable but not as useful because it was created before the NHS came into service. Source E is more reliable than source D because of this, but source D does show that it (the NHS) had an impact and what

that impact was before it was used and is reliable because of that.



**ResultsPlus**  
Examiner Comments

A response that uses both source content and that attempts to address the question set. However, insufficient use of additional knowledge resulted in a basic level 3 mark.



**ResultsPlus**  
Examiner Tip

Make use of both sources and remember to focus on the issue of reliability, not utility.

## Question 5

Again, as with earlier questions, answers to this question suffered from a lack of own knowledge. Some candidates failed to answer the question, although these were less than in earlier years, and there is some evidence that candidates missed out other questions, especially question three, in order to answer question five.

The majority of candidates could reach Level 2, often going through the sources in turn and giving an evaluation of the extent to which each supported the views expressed in Source F. Some candidates did well here, but were pegged at the bottom of Level 3 owing to a lack of own knowledge. When own knowledge was supplied, candidates could write reliably about the increasing role of the state, during World War Two, mentioning the Emergency Powers Act, and drawing on the comments made in Source F about how rationing improved the diets of the poor and how evacuation introduced the middle classes to poor children from the cities. Some went further and mentioned how the needs of the War created more of a spirit of equality and how the War helped destroy laissez-faire attitudes to welfare that were already under attack in the interwar period. Some recognised that the welfare state was introduced immediately after World War Two by a new Labour Government.

While it is true that some students confused the aftermath of the First with the Second World Wars and seemed sometimes aware of the austerity of the post-Second World War period, some candidates cleverly used what they knew about pre-war social reform, going back to the turn of the twentieth century, to reinforce the reasons for the coming of the welfare state:

I believe it was not just the Second World War which changed people's attitudes but also the Boer War (1899-1902) and the First World War (1914-1918) which increased the Government's role in providing welfare. For example, after the Boer War there were the Liberal welfare reforms, which included the School Meals Act of 1906, the Old Age Pensioners Act of 1908 and the National Insurance Act of 1911. All of these and the reforms after the First World War increased the Government's role in providing welfare.

At their best these kinds of comments showed an understanding and a sense of the continuity of welfare reform throughout the first half of the twentieth century, with the experience of the Second World War providing the final push. These candidates certainly deserved reward, although without something on the immediate post Second World War period could not earn the very highest marks.

Generally the lesson for this year is that most candidates need to ensure that they have their own knowledge of the less obvious parts of the syllabus. Also, there is still the need to time their responses to each question so that they gain the maximum credit possible.

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

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

Source F suggests that the Second World War changed people's attitudes to the government's role in providing welfare.

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

(16)

To a large extent I believe that the Second World War did change people's attitudes to the government's role in providing welfare.

Firstly, Source F explains that many people became more 'aware of the conditions of the poor' due to 'evacuation'. The Emergency Power Act allowed Britain to do what they want in for the welfare of their citizens. This law was passed in 1940 and included the evacuation of children. Many families in the countryside allowed people to realise that children lived in bad and poor conditions. This increased the awareness of those that lived in the Countryside and this allowed the standards of living for those that moved from the city to the countryside to increase. This allowed the government to take complete control and power of their citizens and allowed them to introduce and provide welfare.

Similarly, Source A implies that during 1941 many people didn't want any 'slums' or 'filthy, dirty backstreets'. This implies that British citizens wanted to have better standards of living in World War II so that they could have a better future. Due to the destruction of World War II many people had lower self-esteem, confidence and morale. This meant that they had no hope for

the future. This encouraged the British Government to provide welfare for their citizens by providing the NHS to ensure that standards of living rose and that they had a higher ~~NHS~~ morale.

However, Source C explains that the government didn't want to 'raise any false hopes'. This meant that there was no change in attitudes in the Second World War and that there was continuity. During the Second World War many people had low morale due to destruction and the loss of loved <sup>ones</sup> and therefore believed that Britain wouldn't be able to rebuild itself even if they did introduce the Beveridge Report in 1942. The Prime Minister Winston Churchill believed that the government would not be able to reform and therefore the low morale and depressed atmosphere continued in World War II.

On the other hand, Source F presents that 'rationing actually improved poor people's diet'. This meant that the poor were receiving more food than they used to and were therefore becoming healthier and

pitter. The use 'of rationing' at the start of World War II implies that there was a decrease in social division and that there was a sense of unity and togetherness. This clearly shows that by providing a simple system ~~that~~ <sup>such as</sup> rationing people's lives improved and the standards of living increased. The system of rationing was introduced at the start of the World War II to ensure that there was no shortage in food and perhaps even used to increase the morale and unity of different social classes.

Overall, to a large extent I believe that the Second World War did change people's attitude towards the government's role in providing welfare. However, to a small extent I believe that there was continuity in the attitudes towards the welfare of British citizens.



**ResultsPlus**  
Examiner Comments

A solid Level 4 response that produced a sustained argument but did not pass the reserve mark.



**ResultsPlus**  
Examiner Tip

Leave enough time to produce a response that is warranted in a 19 mark question.

## **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.

## **Grade Boundaries**

Grade boundaries for this, and all other papers, can be found on the website on this link:

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