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Examiners' Report January 2011

GCSE History 5HA03 3B

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Introduction

It was pleasing to see a good standard of responses from candidates in the second session of this new modular unit. 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 small 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 questions 3 and 5 without directly relating this to either the strength of support or challenge for the cross referencing or the hypothesis.

An example response from the examination is given for each question in the report. Please note that in some cases part answers only are given as exemplification, not full answers. However, a general summary for improvement in the approach to question types (which are common across the three options) may prove of benefit to centres:

Question 1. Candidates often wrote too much for inference. It is sufficient to make the inferences and support them from the source, often with a direct quote. The reliability of the source is not a relevant issue.

Question 2. Ensure that candidates identify the underlying purpose of the source, not just the message. This could be what the source is trying to make people think or do. This should be supported with evidence from the source itself and/or contextual knowledge.

Question 3. Ensure that candidate focus on the style of a cross referencing question and actually cross reference the sources. They should identify support and differences and make judgements on the extent of support based on the content and reliability of the sources.

Question 4. Candidates should avoid simply describing the contents of the sources. They should evaluate both the information/contents in the context of utility or reliability as well as the nature, origins and purpose.

Question 5. A small number of candidates made little or no reference to the sources and instead wrote extensively about the Jarrow March. Ensure that candidates focus only on using the sources to test the hypothesis. Highest marks require them to make judgements on the extent of support and challenge to the hypothesis based on the weight of evidence given in the sources and their reliability.

Question 1

Candidates were asked to make inferences about the Jarrow March from a speech made by the Prime Minister, Stanley Baldwin. The most obvious inferences were that the Prime Minister was not keen on the March, would give little or no support for the March, that it was likely to fail, or had little chance of success.

The key to answering this question is to make the inference and use the wording of the source only as the support for the inference. An inference should not be made using the words of the source, as that is likely to produce paraphrasing.

So candidates who stated that 'Government ministers have decided that encouragement cannot be given to the marchers' were not making valid inferences and were marked at Level 1. Those who suggested that the government and Prime Minister were not keen on the March because it 'can do no good for the cause it has undertaken' were making a valid inference and supporting it from the source. Such answers were rewarded at Level 3.

On this question, some candidates brought in their own knowledge, either to make the inference or to provide a historical context. This is not a correct approach to the question. Both inferences and support must come from the source. Candidates should make two supported inferences to reach top marks.

Answer ALL questions.

Look carefully at the background information and Sources A to F in the Sources Booklet and then answer Questions 1 to 5 which follow.

1 Study Source A.

What can you learn from Source A about the Jarrow March of 1936?

(6)

From source A, we can learn that the government didn't support the Jarrow crusade. In the source, Prime Minister, Stanley Baldwin said "marches such as that which started at Jarrow, can do no good to the causes for which they are undertaken." This suggests that the government never intended on helping the Jarrow crusade or any marches like it. We can also infer that the Jarrow crusade was strenuous and affected the people who took part in them both mentally and physically. This is suggested in source A when Baldwin says "They are liable to cause unnecessary hardships to those taking part in them." In source A, Baldwin

of the marchers from Jarrow."
We can learn from this that the government took a strong stance against the Jarrow crusade and wouldn't let any of its members even meet the representatives of the Jarrow marchers. From source A we can learn that they had little or no government support.

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Examiner Comments

This is part of an answer in which the candidate makes two valid inferences and supports them from the source. The first is that the government did not support the march and the second is that the Jarrow March was strenuous and affected the people both mentally and physically.

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Examiner Tip

To gain higher marks you must make two inferences supported from the source. Why not say 'I know this because the source says',...?

Question 2

This question asks candidates to explain why the petition was widely publicised during the Jarrow March. The majority of candidates were able to identify the message of the source, which was to highlight the plight of Jarrow, more especially the high levels of unemployment. They were able to support this with details from the source, especially the numbers out of work due to the closure of the shipyard.

However, to reach Level 3 candidates had to explain the purpose of the source - what it was intended to make people think or do. The petition was meant to encourage public support and sympathy for the plight of Jarrow and to ensure that the government would intervene to provide some help for the town. This can be supported with further details from the source and/or contextual knowledge, which provides further information about the economic and social situation of Jarrow as well as the march.

The petition was widely publicised during the Jarrow march because doing so would increase support for the men from the public and draw attention to their cause from the government. The petition showed the great hardships that many men and their families were undergoing as a result of unemployment. It shows the scale of unemployment and the number of people that have been affected in Jarrow, stating that 'Where formerly 8,000 people were employed, only 100 men are now employed on a temporary scheme'. This ~~shows~~^{is} that the huge percentage of the population and the numbers would probably shock the public and cause them to support the unemployed men. By having ~~large~~^{lots of} support from the public, the ~~likelihood~~ likelihood of support from the government will increase and the demands that 'work should be found without delay' are more likely to be met. This is because the public will be interested in discovering the government's response to the petition and they will expect to see something done about the lack of work. This public interest puts pressure on the government to make a decision in favour of the marchers, on top of the pressure already created by the 11,000 signatures.

Source B is very reliable because it is taken straight from the petition presented to parliament by the marchers.



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Examiner Comments

This is the first part of an answer. The candidate immediately explains the purpose of the source and then supports it with details from the petition.



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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 source itself and/or contextual knowledge. Try to do both to ensure top marks.

Question 3

This was generally well answered with candidates able to identify differences between Sources A and C and similarities between Sources B and C. Some gave a more generalised response in which they compared A and B together with Source C. It is much better in this style of question to deal with each comparison in turn. In addition, candidates must provide evidence from each source to back up their comparison.

A number of candidates also made judgements on the extent of support between the sources based on contents and/or reliability. A small number, however, gave formulaic comments on reliability and did not use these to address cross referencing and the extent of support.

3 Study Sources A, B and C.

How far do Sources A and B support the evidence of Source C about the Jarrow March? Explain your answer, using the sources.

(10)

Source A disagrees with some of the points of evidence given in Source C. Such as when Source A states "can do no good to the causes for which they are undertaken." Therefore the Government is suggesting they can do nothing and seem to be in a fine situation for the Government to do nothing. However in Source C it states "We showed poverty to the people who didn't know poverty existed and didn't know what it meant" suggesting they wanted others and the Government to see the poverty they were living in. While the government just seemed to deny it. However Source A could be deemed as highly reliable as it was a speech which was spoke out during the year of the march. Although certain parts could have been censored or left out. While Source C is an interview taken from one of the marchers many years later remembering what happened. Making the Source not very reliable.

Suggesting the house of Commons may have taken the march into consideration and tried to help. Meaning source 1 disagrees with source C.

Source B ~~also~~ completely agrees with the evidence given in source C. As source C states "We showed poverty to the people who didn't know it existed"

This is supported by the statement "Jarrow has passed through a period of depression without parallel in the towns history" in source B. Meaning both sources show the amounts of depression and unemployment Jarrow has faced and showing source B agrees with the evidence in source C.

However source B describes all the effects it has had on just Jarrow. While source C shows a Jarrow Marcher saying they were marching for more than just Jarrow. This is supported by "We were more or less crusaders for all the distressed areas of the country, not just Jarrow". Meaning source B doesn't completely agree with source C in the aspect of Jarrow's unemployment problems.

Source B is also a fairly reliable source as it gives facts and figures. However it was published by the marchers to gain support so certain points could have been exaggerated making the source less reliable.

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Examiner Comments

This is the first part of an answer. The candidate begins by making a judgement on the extent of support between Sources A and C. This is then supported with evidence from each source. The candidate did the same on Sources B and C: 'Source B strongly supports the evidence of Source C' - the supported judgements made this a Level 3 answer. Notice also that the candidate comments on the reliability for Source A and did the same with Source B. However, in neither case was it related explicitly to the degree of support between the sources.

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Examiner Tip

Remember to identify and explain agreement and disagreement between the sources. Make explicit judgements about the extent of support/challenge throughout your answer and especially in your conclusion based on the contents and reliability of the sources. Use judgement phrases such as 'strongly agree', 'partial agreement', 'totally disagree'. Ensure that reliability is used to judge the extent of support between the sources.

Question 4

For this question, candidates had to examine the reliability of Source D, a photograph of the Jarrow Marchers, and Source E, a newspaper account of the march. Most candidates achieved level 2 by examining either the information given in each source or making comments on the nature, origins and purpose of the sources. Those that reached level 3 had based their judgements on both. For example they saw Source E as reliable because it was written by an eyewitness but question its reliability on both information given and purpose. For example the report comments on the success and that 'the march was going strong'. As some candidates pointed out this was early in the march and was not necessarily the case in the later stages. Moreover, the reporter was a known supporter of the march who was trying to gain sympathy and may have been selective in what he reported.

A number of candidates used formulaic responses in which they went through the nature, origins and purpose of each source without making direct reference to how these affected utility. Others simply described the contents of each source - what they could see or read. In addition, some strayed into utility. Reliability is whether the candidate can believe/trust what is being written or shown. On the other hand, there were a number of strong and balanced evaluations.

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

How reliable are Sources D and E as evidence of the Jarrow March? Explain your answer, using Sources D and E and your own knowledge.

(10)

Source D is a photograph of the marchers, in ~~March~~ October 1936 ~~see~~ is a primary source, this makes it reliable as it was there at the time. however source D is a photograph, so this makes unreliable as it could have been staged. Also it is unreliable as it was taken mainly at the MP of Jarrow; Ellen Wilkinson, so it could be used to gain support for marches from the public or ad from the Government.

Source E is an article written by a journalist, this makes it unreliable as journalists are ~~known~~ known for exaggerating and making things up, also it was published in a newspaper this makes it unreliable as some newspaper favour

Certain things, like political parties, so could be bias also it ~~could be~~ used for propaganda & support for the Jarrow marchers. However the source is a primary source so was published at the time, this makes it reliable.

But source E is unreliable as it states that the Jarrow march is going to be an easy win and that it will help the country. Not only is it bias it is also incorrect as the Jarrow marchers ~~has~~ failed to persuade the government into doing anything.

Source D is the most reliable ~~even~~ though it is a picture source and could be staged for as the men look too happy but it was taken at the beginning of the

trip so they would be happy & it doesn't say
it was used for propaganda

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Examiner Comments

This is the first part of an answer. The candidate focuses almost entirely on the nature, origins and purpose of Source D. Moreover the first comment is very generalised: 'this makes it reliable as it was there at the time'. There is some attempt at balance - commenting on unreliability. This is better because the candidate mentions the focus on Ellen Wilkinson and the purpose of the source. Both of these require further explanation. The candidate did much the same with Source E. There is enough on nature, origins and purpose for Level 2 but not enough development for Level 3.

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Examiner Tip

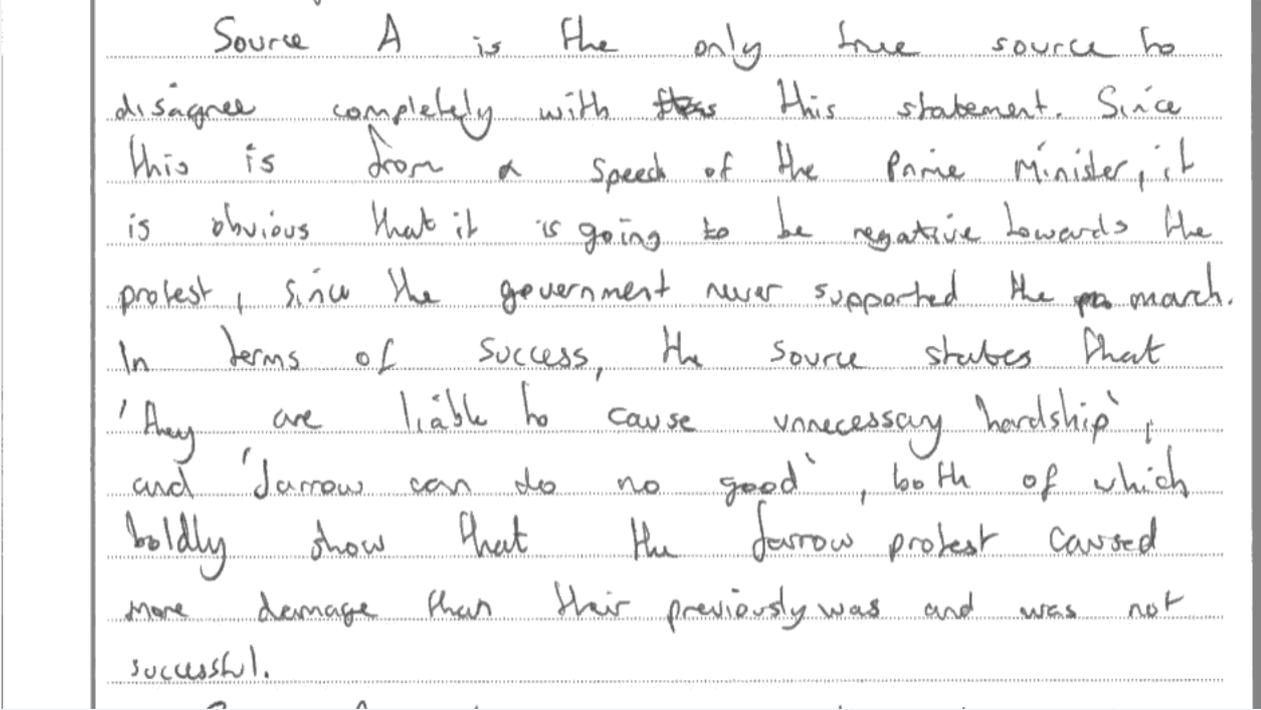
Remember to mine and interrogate each source. Make judgements on the information/ contents as well as the origins, nature and purpose of each source in relation to reliability.

Question 5

There were a number of well structured answers to this question which asks whether the sources support the hypothesis that the Jarrow March was a great success. Some candidates were able to achieve at least Level 3 by addressing the issues inherent in the question and the extent to which the sources addressed them. At Level 4, candidates were able to select, draw inferences from, use extracts from the sources to address the question set. The best candidates were able to weigh the evidence from each source, based on contents and/or reliability, and use their conclusion to make a final judgement based on the weight of evidence given in the sources for or against the hypothesis.

Use of provenance/reliability varied in quality and often was overtly mechanical making it difficult to ascertain the direction of an answer. The most effective use of provenance/reliability was weaved into the wider argument of whether or not on the source supported or otherwise the idea that the Jarrow March was a success. In a minority of cases, time management issues undermined candidates' responses to this question.

A small number of candidates failed to make sufficient use of the sources and used their own knowledge to explain the success and failures of the Jarrow March. Remember that this is a source enquiry question. Candidates are being asked to evaluate the strength of the evidence in the sources themselves - in their content and reliability. Contextual knowledge is important in helping them to identify the issues involved. Indeed those with strong contextual knowledge are able to make much more effective use of the contents and provenance of the sources.



Source A is the only true source to disagree completely with ~~the~~ this statement. Since this is from a speech of the Prime Minister, it is obvious that it is going to be negative towards the protest, since the government never supported the ~~pro~~ march. In terms of success, the source states that 'they are liable to cause unnecessary hardship', and 'Jarrow can do no good', both of which boldly show that the Jarrow protest caused more damage than their previously was and was not successful.

protest, which would have certainly driven the marches to carry out their protest.

Source C does contain evidence of success, since the source creator explains how 'we showed poverty to the people', showing that Jarrold accomplished its task of at least spreading the word of how badly Jarrold was coping. However, this source does not contain the outcome of the protest, making it unclear of whether the protest was a true success (depending on what would class the march as 'successful').

Source D is difficult, since it does not contain any factual, or even opinionated evidence towards the success of the march. It ~~is~~ is therefore down to the viewer's interpretation. I believe that Source D greatly shows the march as successful since the protest contains a considerable amount of marchers, all of whom appear presentable and formal and all of whom appear determined to at least confront the government.

Source E most definitely supports the statement the most to the greatest extent, with the opening sentence reading: 'The march is a great success' (Following ~~proceeding~~ 'there can be no doubt that')

Overall, the vast majority of these sources agree that 'the Jarrow March was a great success'. Source A disagrees with this fully, since this comes from the government, and Source F is open to interpretation. Nevertheless, most sources show that, in terms of will power

and determination, the Jarrow March was successful.



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Examiner Comments

This is the second and last paragraph of an answer which spanned over three pages. Notice in the first paragraph how the candidate immediately makes a judgement on the support from Source A for the hypothesis and exemplifies this with evidence from the Source and comments on its provenance. This continued with each of the sources.

In the second paragraph (conclusion) the candidate makes a final judgement based on the weight of evidence from the sources themselves - not as a number of candidates do, based on their own knowledge.

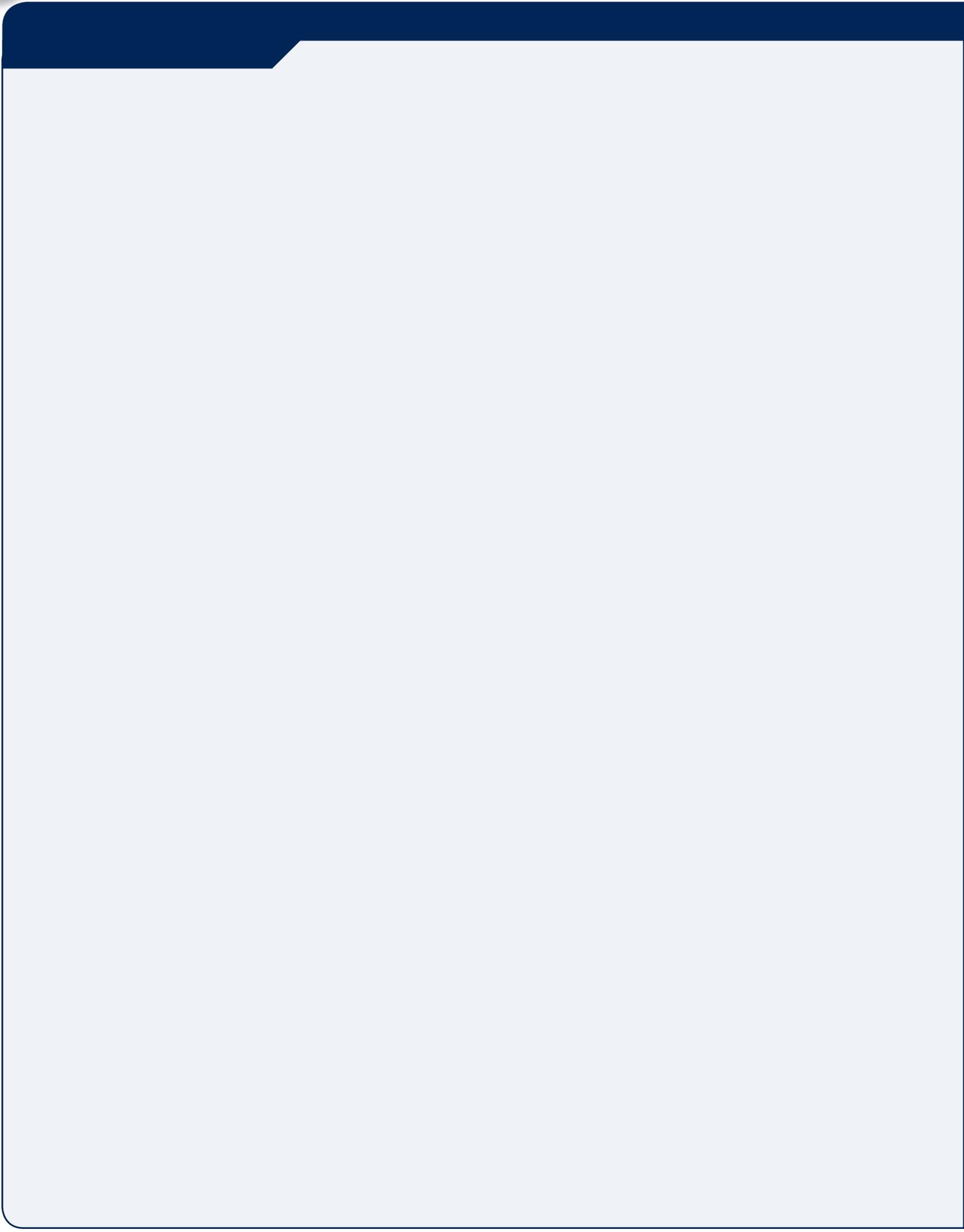
This was a strong Level 4 answer.



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Examiner Tip

Ensure that you use the sources to make judgements on the hypothesis. Do not simply summarise each source or use own knowledge. Your overall judgement should be based on the weight of evidence given by the contents/reliability of the sources.



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