

# Mark Scheme (Results) Summer 2011

GCSE History A (5HA03/3B)

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## General Marking Guidance

- All students must receive the same treatment. Examiners must mark the first student in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Students must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the student's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a student's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the student has replaced it with an alternative response.

### Placing a mark within a level mark band

- The instructions below tell you how to reward responses within a level. Follow these unless there is an instruction given within a level. However, where a level has specific guidance about how to place an answer within a level, **always** follow that guidance.
- **2 mark bands**  
start with the presumption that the mark will be the higher of the two.  
An answer which is poorly supported gets the lower mark.
- **3 mark bands**  
Start with a presumption that the mark will be the middle of the three.  
An answer which is poorly supported gets the lower mark.  
An answer which is well supported gets the higher mark.
- **4 mark bands**  
There will always be guidance within the band about how to reward the highest mark or the top 2 marks. Follow the guidance above to decide the reward for the other 2 or 3 marks within the level.

## Unit 3: Modern World Source Enquiry

### Option 3B: War and the transformation of British society, c1931–51

Question Number		
1		What can you learn from Source A about the General Election of 1945?  Target: Source comprehension, inference and inference support (AO3)
Level	Mark	Descriptor
	0	<b>No rewardable material.</b>
Level 1	1	<b>Students do no more than copy/paraphrase the source.</b>  Award 1 mark at this level for a piece of information copied or paraphrased.  <i>e.g. The British people did not want to trust Churchill and the Conservatives....</i>
Level 2	2-3	<b>Makes unsupported inferences.</b>  An inference is a judgement that can be made from studying the source, but is not directly stated by it.  <i>e.g. Source A suggests that the Labour Party victory was due to the failings of the Conservative Party....</i> <ul style="list-style-type: none"><li>• 2 marks for one unsupported inference.</li><li>• 3 marks for two unsupported inferences.</li></ul>
Level 3	4-6	<b>Makes supported inferences.</b>  A supported inference is one which uses detail from the source to prove the inference.  <i>e.g. Source A suggests that the Labour Party victory was due to the failings of the Conservative Party. They associated the Conservatives with the 1930s and unemployment....</i> <ul style="list-style-type: none"><li>• 4-5 marks for one supported inference</li><li>• 5-6 marks for two supported inferences</li></ul>

Question Number		
2		<p>Study Source B and use your own knowledge. Why did the Conservative Party choose to use this election poster? Use details of the poster and your own knowledge to explain your answer.</p> <p>Target: Source comprehension and interpretation, message and purpose (A01, A02, A03)</p>
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	<p><b>Simple Statement</b> These are generalised statements without support from source or detailed contextual knowledge.</p> <p>EITHER Valid comment is offered about the message of the source but without support from the source.</p> <p><i>e.g. The source shows Winston Churchill and says that they should help him finish the job</i></p> <p>OR Answer offers comment about the source context but relevance to message/purpose is not explained.</p> <p><i>e.g. Churchill was the prime minister during most of the Second World War....</i></p>
Level 2	3-5	<p><b>Supported statement.</b> These are statements which identify the message of the source and give details in support from the content or context of the source.</p> <p><i>e.g. The source suggests that the public should vote for Churchill because he represents the nation and should be allowed to continue with the success he has had during the war. This is shown with the slogan 'Help him finish the job' and the smiling face of Churchill.....</i></p> <p>Award top of level to students who identify the message of the source using detail from both content <b>and</b> context.</p>

<p><b>Level 3</b></p>	<p><b>6-8</b></p>	<p><b>Explained purpose .</b>          Analysis of the treatment or selection of the source content is used to explain the message and its intention. Purpose is distinct from message. Purpose is what the message is designed to achieve.</p> <p><i>e.g. As Level 2. The poster was to encourage support for the Conservative Party in the election of 1945 by playing upon the image of Churchill and his success during the Second World War. Churchill was very popular in 1945 and was given much of the credit for the British victory. The poster shows a very positive image of Churchill and makes reference to the popular Second World War slogan 'help him finish the job.....'</i></p> <p>Award top of level to students who analyse both the selection and treatment of the source to show its purpose.</p>
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Question Number		
<b>3</b>		<p>How far do Sources A and B support the evidence of Source C about the General Election of 1945? Explain your answer, using the sources.</p> <p>Target: Source comprehension and interpretation, cross-reference (A03)</p>
Level	Mark	Descriptor
	<b>0</b>	No rewardable material.
<b>Level 1</b>	<b>1-3</b>	<p><b>Generalised yes and/or no answers without support from the source.</b></p> <p>e.g. <i>Some of the sources agree and some disagree about the general election of 1945....</i></p> <p>Award top of level to answers which offer undeveloped yes and no points.</p>
<b>Level 2</b>	<b>4-7</b>	<p><b>Answers with support from the source(s).</b></p> <p>1 mark per example quoted.</p> <p>To gain marks above 6 answers must identify details which agree and disagree</p> <p>e.g. <i>Source A does not support Source C about the general election of 1945. Source A suggests it was due to the weaknesses of the Conservative Party and the appeal of Labour whilst Source C suggests it was due to Churchill. Source B supports the evidence of Source C suggesting that the Conservatives relied too much on the image of Churchill.....</i></p>
<b>Level 3</b>	<b>8-10</b>	<p><b>Answers which, in addition, consider the degree to which support is provided.</b></p> <p>This level also includes evaluation of sources for reliability/typicality etc.</p> <p>e.g. ... As Level 2. <i>I think that it is possible to argue that Source B supports Source C much more than Source A because Source C is arguing that the Conservative Party lost the election because of Churchill. Source B is a Conservative Party poster from the actual election and so gives an excellent insight into the tactics used during the election. Clearly it shows that Churchill was central to the Party's campaign and gives a strong degree of support to Source C as there is no room for doubt about its reliability. On the other hand, Source A is from a candidate who lost</i></p>

		<p><i>the election and was written twenty years later who is making excuses for defeat. He is not blaming the Conservative Party but the Labour Party and the problems of the 1930s. Source B gives much stronger support.</i></p>
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Question Number		
4		<p>How useful are Sources D and E as evidence of what the Labour Party intended to do if elected? Explain your answer, using Sources D and E and your own knowledge.</p> <p>Target: Evaluation of sources for utility (AO1, A02 and A03)</p>
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-3	<p><b>Judgment based on simple valid criteria</b></p> <p>Comments based on assumed reliability / unreliability because source is primary or from an eyewitness etc Or undeveloped comment on usefulness of content – subject, amount of detail contained, etc</p> <p><i>e.g. I think that Source D and E are useful because they were both done at the time.....</i></p>
Level 2	4-7	<p><b>Judgment based on the usefulness of the sources' information -answers which give examples of what source is useful for or its limitations.</b></p> <p>Students extract useful information from sources.</p> <p>e.g.</p> <p><i>Source E is useful because it suggests that the Labour Party will bring further change if elected by showing the V for Victory sign but for the peace and a positive image of Britain under Labour in the background....</i></p> <p>OR</p> <p><b>Judgment based on evaluation of the Nature /Origin /Purpose of the sources - answer focus on how representative / reliable / authoritative the sources are.</b></p> <p><i>e.g. Source D is of limited use because it was produced by the Labour Party with the purpose of winning support and gives a one-sided view of what they intended to do....</i></p> <p>Maximum 5 marks if L2 criteria met for only one source.</p>

Level 3	8-10	<p><b>Judgment combines both elements of level two, assessing the contribution the sources can make to the specific enquiry.</b></p> <p>Answer provides a developed consideration of the usefulness of the sources which takes into account an aspect of its nature / origin/ purpose (e.g. how representative/ authoritative/ reliable it is.) The focus must be on what difference this makes to what the source can contribute. It is not enough to say it is reliable/unreliable / typical. Comments must be developed or else mark at L2.</p> <p>Award 10 marks if evaluation of both sources meets L3 criteria.</p> <p><i>e.g. As Level 2. Source E is less useful because it is an example of Labour propaganda which exaggerates what the Labour Party intended to do if elected. Source D is useful because it was produced by the Labour Party to give the voters an idea of the changes they intended to bring in if elected. These included the modernisation and re-equipment of homes and schools....</i></p>
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Question Number		
5		<p>'The unpopularity of the Conservative Party was the main reason for the victory of the Labour Party in the 1945 General Election'.</p> <p>How far do the <b>sources</b> in this paper support this statement? Use details from the sources and your own knowledge to explain your answer.</p> <p>Target: (AO1:2, AO2:2, AO3:12)</p> <p><b>QWC Strands i-ii-iii</b></p> <ul style="list-style-type: none"> <li>Assessing QWC: For the highest mark in a level all criteria for the level, including those for QWC must be met.</li> </ul> <p><b>N.B.</b> Candidates do not have to make use of all the sources, especially source F, to achieve the higher marks.</p>
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-4	<p><b>Generalised answer</b>, offers valid undeveloped comment without direct support from sources or own knowledge.</p> <p>e.g. <i>The Conservatives were not as popular as Labour....</i></p> <p>Or</p> <p>Selects details from the sources, but without direct linkage to the question.</p> <p>e.g. <i>Some sources suggest it was due to the unpopularity of the Conservatives. Some suggest it was due to the Labour Party....</i></p> <p>Writing communicates ideas using everyday language and showing some selection of material, but the response lacks clarity and organisation. The student spells, punctuates and uses the rules of grammar with limited accuracy.</p>
	<b>QWC i-ii-iii</b>	

<p><b>Level 2</b></p> <p><b>QWC i-ii-iii</b></p>	<p><b>5-8</b></p>	<p><b>Supported answer</b> offers a judgment on the hypothesis and links to relevant details from sources. Award 7-8 marks to answers which also comment on the reliability or sufficiency of the sources.</p> <p><i>e.g. Source A says it was due to the lack of trust for the Conservative Party. Source F says it was due to the failings of the Conservative Party in the 1930s especially with unemployment and appeasement....</i></p> <p>Writing communicates ideas using a limited range of historical terminology and showing some skills of selection and organisation of material, but passages lack clarity and organisation. The student spells, punctuates and uses some of the rules of grammar with general accuracy.</p>
<p><b>Level 3</b></p> <p><b>QWC i-ii-iii</b></p>	<p><b>9-12</b></p>	<p><b>Response focuses on the issues</b> and reaches a judgement making direct use of the sources. At this level the answer will be unbalanced and only points of agreement or disagreement will be convincingly dealt with. Award 11-12 marks to responses which also identify issues of the reliability or sufficiency of the sources.</p> <p><i>eg As Level 2. Sources A, B, C and F suggest that it was due to the weaknesses of the Conservative Party. Source B suggests they relied too heavily on the image of Churchill whilst Source C believes that the British people did not see the Conservatives as the party of change. Sources A and C both provide reliable views from two Conservatives who experienced the defeat of 1945 and were able, in later years, to reflect on the reasons for this defeat.....</i></p> <p>Writing communicates ideas using historical terms accurately and showing some direction and control in the organising of material. The student uses some of the rules of grammar appropriately and spells and punctuates with considerable accuracy, although some spelling errors may still be found.</p>

Level 4	13-16	<p><b>Balanced answer exploring the evidence for and against the hypothesis.</b> Material from the sources is precisely selected to support the points made. Award 15-16 marks to responses which also take into account the strength of the evidence from the provided sources (their reliability and/or sufficiency) in the process of coming to an overall conclusion.</p> <p><i>e.g. As Level 3. However, Sources D, E and F strongly suggest that the election result was due to the appeal of the Labour Party. Source D provides evidence of an effective election poster. Source E outlines the Labour promises which did much to convince the public that they were the party of change. However, Source D is less reliable because it is an example of Labour propaganda to win them more votes.</i></p> <p>Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. The student spells, punctuates and uses the rules of grammar with considerable accuracy, although some spelling errors may still be found</p>
QWC i-ii-iii		

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