

Mark Scheme (Results)

Summer 2012

GCSE History A (5HA03/3B)  
Unit 3: Modern World Source Enquiry  
Option 3B: War and the  
transformation of British society,  
c1931-51

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## General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates 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 candidate'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 candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate 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**  
Start with a presumption that the mark will be the upper middle mark of the four.  
An answer which is poorly supported gets a lower mark.  
An answer which is well supported and shows depth or breadth of coverage gets the higher mark.

- Mark schemes will indicate within the table where, and which strands of QWC, are being assessed. The strands are as follows:
  - i) ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear*
  - ii) select and use a form and style of writing appropriate to purpose and to complex subject matter*
  - iii) organise information clearly and coherently, using specialist vocabulary when appropriate.*

## Unit 3: Modern World Source Enquiry

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

Question Number		
1		<p>What can you learn from Source A about the Dunkirk evacuation?</p> <p>Target: Source comprehension, inference and inference support (AO3)</p>
Level	Mark	Descriptor
	0	<b>No rewardable material.</b>
Level 1	1	<p><b>Students do no more than copy/paraphrase the source.</b></p> <p>Award 1 mark at this level for a piece of information copied or paraphrased.</p> <p>e.g. <i>They will all mention their feeling of shame.</i></p>
Level 2	2-3	<p><b>Makes unsupported inferences.</b></p> <p>An inference is a judgement that can be made from studying the source, but is not directly stated by it.</p> <p>e.g. <i>The source suggests that we had let down the people of Belgium....</i></p> <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	<p><b>Makes supported inferences.</b></p> <p>A supported inference is one which uses detail from the source to prove the inference.</p> <p>e.g. <i>The source suggests that we had let down the people of Belgium because it says that 'we were now handing them over to another German occupation'.....</i></p> <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 knowledge.</p> <p>What was the purpose of this broadcast? Use details of the broadcast 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></p> <p>These are generalised statements without support from source or detailed contextual knowledge.</p> <p>EITHER</p> <p>Valid comment is offered about the message of the source but without support from the source.</p> <p><i>e.g. The Source suggests that the evacuation had not destroyed the determination of the British troops.</i></p> <p>OR</p> <p>Answer offers comment about the source context but relevance to message/purpose is not explained.</p> <p><i>e.g. The evacuation of the British troops from the beaches of Dunkirk took place in late May and early June of 1940.</i></p>
Level 2	3-5	<p><b>Supported statement.</b></p> <p>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 gives the message that the evacuation of the troops at Dunkirk has not affected the determination of the British troops against the German . This is because the broadcast uses words 'cheerful', 'morale is high' and 'not crush their spirit'.....</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>

Level 3	6-8	<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. The purpose of the broadcast was to keep up the morale of the British people as well as those troops who had been evacuated and were still awaiting evacuation. The broadcast deliberately focuses on the positive aspects of the evacuation using words and phrases such as 'cheerful', 'smiling' and 'not crush their spirit'. The broadcast was made at the beginning of the evacuation after the defeat of the Allied armies by the advancing German armies. The British government realised the importance of keeping up morale during and after the evacuation due to the possibility of a subsequent German invasion.....</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>		How far do Sources A and B support the evidence of Source C about the attitudes of the British troops? Explain your answer, using the sources.  Target: Source comprehension and interpretation, cross-reference (A03)
Level	Mark	Descriptor
	<b>0</b>	No rewardable material.
<b>Level 1</b>	<b>1-3</b>	<b>Generalised yes and/or no answers without support from the source.</b>  <i>e.g. Responses which say yes and/or no. In Sources B and C they seem cheerful.</i>  Award top of level to answers which offer undeveloped yes and no points.
<b>Level 2</b>	<b>4-7</b>	<b>Answers with support from the source(s).</b>  1 mark per example quoted.  To gain marks above 6 answers must identify details which agree and disagree  <i>e.g. Sources B and C agree about the attitude of the troops. Source B suggests that their morale was high and they were cheerful and smiling. Source C says they joked and played cards in order to keep up morale. Sources A and C disagree. Source C suggests that morale was kept up on the beaches. Source A suggests that the troops were ashamed and morale was low.....</i>
<b>Level 3</b>	<b>8-10</b>	<b>Answers which, in addition, consider the degree to which support is provided.</b>  This level also includes evaluation of sources for reliability/typicality etc.  <i>e.g. Strong support between B and C especially as both are examples of official propaganda used during the Dunkirk evacuation to keep up the morale of the British troops and people. Both, however, have focused deliberately on the positive attitude of some of the troops on the beaches and after the evacuation. Strong differences between Sources A and C. Source C gives a less reliable account of the evacuation for propaganda purposes. On the other hand Horrocks, in Source A, has the benefit of hindsight and is able to give a more objective and critical view of Dunkirk.....</i>

Question Number		
<b>4</b>		How useful are Sources D and E as evidence of the Dunkirk evacuation? Explain your answer, using the Sources D and E and your own knowledge.  Target: Evaluation of sources for reliability (AO1, A02 and A03)
Level	Mark	Descriptor
	<b>0</b>	No rewardable material.
<b>Level 1</b>	<b>1-3</b>	<p><b>Judgement 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. Source D is only one moment in time. Source E is not useful because he will have forgotten.</i></p>
<b>Level 2</b>	<b>4-7</b>	<p><b>Judgement 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><i>e.g. Source D is useful because it suggests that the morale of the evacuated British troops was still high as they are shown smiling. It also suggests that, despite the retreat, there was some success against the German armies with the capture of an enemy rifle.</i></p> <p>OR</p> <p><b>Judgement 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 E is not useful because the interview was given fifty years after the Dunkirk for the BBC by a veteran who may be selective in what he remembers and whose experiences were not necessarily typical of all the evacuated soldiers.....</i></p> <p>Maximum 5 marks if L2 criteria met for only one source.</p>

Level 3	8-10	<p><b>Judgement 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. Source D is not useful because it is government propaganda in order to keep up morale with the soldiers obviously posing for the camera. Source E is useful because it provides evidence of the lack of morale amongst the retreating British troops. Moreover, it suggests that the retreat and evacuation was due to the poor organisation and training of the British army compared to their German counterparts.....</i></p>
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Question Number		
5		<p>'The Dunkirk evacuation was a defeat for Britain'.</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)  <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>
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 Allied troops were evacuated by many large and small sailing craft.</i></p> <p>Or</p> <p>Selects details from the sources, but without direct linkage to the question.</p> <p>e.g. <i>In Source B I can see two men smiling. They are on a train and one of them is holding a rifle.</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>
QWC i-ii-iii		
Level 2	5-8	<p><b>Supported answer</b> offers a judgment on the hypothesis and links to relevant details from sources and/or comment on the reliability or sufficiency of the sources.</p> <p>e.g. <i>Source A says that the British felt ashamed and had abandoned the Belgian people. Source B says that the morale is as high as ever and the returning troops were smiling. Source C says that the troops on the beach at Dunkirk kept up their morale by playing cards and football...</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>
QWC i-ii-iii		

<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 contents and/or the reliability or sufficiency of the sources. At this level the answer will be unbalanced and only points of agreement or disagreement will be convincingly dealt with.</p> <p><i>eg ... Sources A, E and F agree with the view. The British general, in Source A, highlights the shame of the returning troops who were abandoning their Belgian allies. This is from a British commander who is able to write objectively about the events at Dunkirk twenty years later. The British soldier in Source E also agrees with the view. He comments on the demoralisation and humiliation of the British troops as well as mentioning the soldiers and equipment that were left behind. He also has the benefit of hindsight although his experiences may not have been typical of all British soldiers.....</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>
<p><b>Level 4</b></p> <p><b>QWC i-ii-iii</b></p>	<p><b>13-16</b></p>	<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 contents and/or reliability or sufficiency) in the process of coming to an overall conclusion.</p> <p><i>e.g. ... Sources B, C and D strongly disagree with the view suggesting that the Dunkirk evacuation was a British success. In Source B the morale of the troops who have successfully arrived in Britain, is high and they are determined to continue the fight against the Germans. Source C also comments on the high morale of the British troops who were awaiting evacuation as well as those who arrived back in Britain but were prepared to immediately return to France. Source D strongly disagrees with the view, suggesting that the returning troops had embraced the 'Dunkirk spirit'. However, all three sources have limited reliability because they are examples of propaganda used by the government to keep up morale and create this 'Dunkirk spirit'...</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>

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