

Mark Scheme (Results)

January 2013

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.

Spelling, Punctuation and Grammar Marking Guidance

- The spelling, punctuation and grammar assessment criteria are common to GCSE English Literature, GCSE History, GCSE Geography and GCSE Religious Studies.
- All candidates, whichever subject they are being assessed on, must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Spelling, punctuation and grammar marking criteria should be applied positively. Candidates must be rewarded for what they have demonstrated rather than penalised for errors.
- Examiners should mark according to the marking criteria. All marks on the marking criteria should be used appropriately.
- All the marks on the marking criteria are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the marking criteria.
- Examiners should be prepared to award zero marks if the candidate's response is not worthy of credit according to the marking criteria.
- When examiners are in doubt regarding the application of the marking criteria 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.
- Handwriting may make it difficult to see if spelling, punctuation and grammar are correct. Examiners must make every effort to assess spelling, punctuation and grammar fairly and if they genuinely cannot make an assessment, the team leader must be consulted.
- Specialist terms do not always require the use of complex terminology but the vocabulary used should appropriate to the subject and the question.
- Work by candidates with an amanuensis, scribe or typed script should be assessed for spelling, punctuation and grammar.
- Examiners are advised to consider the marking criteria in the following way:
 - How well does the response communicate the meaning?
 - What range of specialist terms is used?
 - How accurate is the spelling, punctuation and grammar?

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 effects of unemployment?</p> <p>Target: Source comprehension, inference and inference support (AO3)</p>
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1	<p>Students do no more than copy/paraphrase the source.</p> <p>Award 1 mark at this level for a piece of information copied or paraphrased.</p> <p><i>e.g. Life for an unmarried man is dreadful...</i></p>
Level 2	2-3	<p>Makes unsupported inferences.</p> <p>An inference is a judgement that can be made from studying the source, but is not directly stated by it.</p> <p><i>e.g. Source A suggests that working class men coped better with unemployment...</i></p> <ul style="list-style-type: none"> • 2 marks for one unsupported inference. • 3 marks for two unsupported inferences.
Level 3	4-6	<p>Makes supported inferences.</p> <p>A supported inference is one which uses detail from the source to prove the inference.</p> <p><i>e.g. Source A suggests that a working class man coped better with unemployment. This is because the source says that, unlike someone from the middle-class, he does not go to pieces under the strain of poverty ...</i></p> <ul style="list-style-type: none"> • 4-5 marks for one supported inference. • 5-6 marks for two supported inferences.

Question Number		
2		<p>What was the purpose of this cartoon? Use details of the cartoon 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>Simple Statement</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 cartoon suggests that there is little hope for the unemployed.</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. Unemployment had reached three million by 1931.</i></p>
Level 2	3-5	<p>Supported statement.</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 cartoon suggests that there is little hope for the unemployed because it shows an unemployed man sitting on the stump of a tree and looking miserable and downhearted. The cartoon shows his thoughts which are pessimistic about the past and the future. He has tried to find work but has failed and no longer tries because he believes it is a waste of time. The cartoon reflects the attitude of many of the long-term unemployed in 1932, some of who had been out of work for several years...</i></p> <p>Award top of level to students who identify the message of the source using detail from both content and context.</p>

<p>Level 3</p>	<p>6-8</p>	<p>Explained purpose. 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 poster is to try to publicise the plight of the long-term unemployed and encourage the government to do more to help. This is achieved through the message of the cartoon – that there is little or no hope of work for the many out of work, many of whom have given up hope of finding work. The cartoon reflects the attitude of many of the three million unemployed in 1932, many of whom had been out of work for years...</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		
3		How far do Sources A and B support the evidence of Source C about the effects of unemployment? Explain your answer, using the sources. Target: Source comprehension and interpretation, cross-reference (A03)
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-3	Generalised yes and/or no answers without support from the source. <i>e.g. Some of the sources agree and some of the sources disagree.</i> Award top of level to answers which offer undeveloped yes and no points.
Level 2	4-7	Answers with support from the source(s). 1 mark per example quoted. To gain marks above 6 answers must identify details which agree and disagree. <i>e.g. Source B supports the evidence of C about the effects of unemployment. Source B shows an unemployed man who looks very thin and unhealthy and is wearing patched up clothes. Source C describes her unemployed husband as skin and bones and says everything is patched up. Source A does not support Source C. Source C suggests the unemployed man finds it hard to cope. Source A suggests that unemployed working class men cope quite well and some even get married...</i>
Level 3	8-10	Answers which, in addition, consider the degree to which support is provided. This level could also include evaluation of sources for reliability/typicality etc. <i>e.g. ... Source B strongly supports the evidence of Source C about the effects of unemployment. This is not surprising since both were produced with the purpose of getting sympathy for the unemployed and encouraging help from the government. There are strong differences between Sources C and A. Source A seems far more positive about the effects of unemployment than Source C. Although Source C may be typical of the experiences of many of the long term unemployed, Orwell, in Source A, has based his account on observing unemployment throughout the Depressed areas...</i>

Question Number		
4		<p>How useful are Sources D and E as evidence of the effects of the Means Test? 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>Judgment based on simple valid criteria.</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 not useful because it is only a photograph. Source E is useful because it was said by someone from the 1930s.</i></p>
Level 2	4-7	<p>Judgment based on the usefulness of the sources' information - answers which give examples of what source is useful for, or its limitations.</p> <p>Students extract useful information from sources.</p> <p><i>e.g. Source D is useful because it shows that there was strong opposition to the Means Test. It shows a protest march against the Means Test which is well-attended with many carrying placards one suggesting starvation due to the Means Test...</i></p> <p>OR</p> <p>Judgment based on evaluation of the Nature /Origin /Purpose of the sources - answer focuses on how representative / reliable / authoritative the sources are.</p> <p><i>e.g. Source E is less useful because it is from an interview with an unemployed man given many years later. Who had no reason to lie about the effects of the Means Test...</i></p> <p>Maximum 5 marks if L2 criteria met for only one source.</p>

Level 3	8-10	<p>Judgment combines both elements of level two, assessing the contribution the sources can make to the specific enquiry.</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 less useful as it only provides evidence of one protest and the photograph could have been taken to encourage support for those who opposed the Means Test. Source E is useful because it provides evidence of the effects that the Means Test had on family life...</i></p>
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Question Number		
5		<p>'Coping with the Means Test was the main problem faced by the unemployed in the 1930s'.</p> <p>How far do the sources 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) QWC Strands i-ii-iii</p> <ul style="list-style-type: none"> Assessing QWC: For the highest mark in a level all criteria for the level, including those for QWC must be met. <p>Spelling, punctuation and grammar (SPaG): up to 4 additional marks will be awarded for spelling, punctuation and grammar.</p>
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-4	<p>Generalised answer, offers valid undeveloped comment without direct support from sources or own knowledge.</p> <p>e.g. <i>Sources D and E agree with the hypothesis. Source B does not.</i></p> <p>Or</p> <p>Selects details from the sources, but without direct linkage to the question.</p> <p>e.g. <i>Source E tells me that the Means Test had bad effects. Source D shows me a protest march.....</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>Supported answer offers a judgment on the hypothesis and links to relevant details from sources and/or comments on the reliability or sufficiency of the sources.</p> <p>e.g....<i>Source D shows me that the Means Test brought hardship and led to widespread opposition. Source E shows that the Means Test caused arguments and the loss of possessions...</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>Level 3</p> <p>QWC i-ii-iii</p>	<p>9-12</p>	<p>Response focuses on the issues 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>e.g. ... Sources D, E and F suggest that coping with the Means Test was the main problem faced by the unemployed. Source D provides evidence of widespread opposition to it and the placards suggest that it had brought the unemployed close to starvation. Source E suggests that it badly affected many families. They argued, and in this case, became dependent on the income of their children. Source F insists that the Means Test worsened the situation. Families were unable to afford an adequate diet. However, the evidence from Source E is strengthened by its reliability. It is an interview given many years later by a miner who has no reason to exaggerate...</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>Level 4</p> <p>QWC i-ii-iii</p>	<p>13-16</p>	<p>Balanced answer exploring the evidence for and against the hypothesis. 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. ... As Level 3. However, Sources A, B, C and F, strongly challenge the hypothesis. They suggest that there were other more important problems for the unemployed. Source C suggests that the health of the long term unemployed suffered and there was no money for enjoyment. Sources B and F stress the psychological effects of unemployment. Source B shows someone who looks miserable and has lost all confidence and hope. Source F mentions the loss of self respect and self-esteem. Source A suggests that the working class unemployed could cope. However, the evidence from Source B is weakened because it is a cartoon from a national newspaper which exaggerates the effects of unemployment in order to encourage sympathy for the unemployed...</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>

Marks for SPaG		
Performance	Mark	Descriptor
	0	Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question.
Threshold	1	Students spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
Intermediate	2-3	Students spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
High	4	Students spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

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