

Mark Scheme (Results)

Summer 2010

GCSE

GCSE History (5HB03 3C)

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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.
- 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: Schools History Project Source Enquiry

Option 3C: The Impact of War on Britain c1914-c1950

Question Number		
1		What can you learn from Source A about the extent of preparations that were made in Britain in case war broke out? Target: Source comprehension: inference (AO3a)
Level	Mark	Descriptor
	0	No rewardable material
1	1	Comprehension Response selects relevant detail(s) from source <i>e.g. they built shelters and introduced blackouts.</i>
2	2-3	Unsupported inference. Valid inference(s) are offered, but without support from source. <i>e.g. the Government made extensive preparations to protect the population; the country was well prepared for an attack.</i>
3	4-6	Supported inference. Valid inference(s) are made and supported from the source <i>e.g. the Government had organised preparations to protect the population from gas attacks and bombs; the government role in protecting the population was very important as they passed laws and set up the OCD.</i> One well developed point may score a maximum of 5.

Question Number		
2		Why do you think this photograph was allowed to be published in 1940? Target: Analysis of source for portrayal (AO3a)
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	<p>Simple statement without support</p> <p>Valid comment is offered and linked to content or nature of the source about why the photograph was published but without support from the sources.</p> <p><i>e.g. to reassure people that the local emergency forces were ready for an attack; as part of government propaganda.</i></p> <p>OR</p> <p>Answer identifies detail(s) or information from source, but relevance to show message is not explained.</p> <p><i>e.g. shows underground hospital being used to take casualties.</i></p>
2	3-5	<p>Supported statement</p> <p>Valid comment about reasons why the photograph was published is offered and linked to content or nature of the source.</p> <p><i>e.g. Shows that the need to protect is being taken seriously locally as well as nationally and steps have been taken to help this; the photograph would reassure people to know there were arrangements to cope with casualties; it would be used as part of a wider programme of propaganda both nationally and locally.</i></p>
3	6-8	<p>Explained message</p> <p>Analysis of the treatment or selection of the source content is used to explain possible reasons why the photograph was published.</p> <p><i>e.g. The photograph was published to show preparations were being made and that the best possible care is being taken to ensure personnel and equipment are ready for any problem; the photograph may have been staged and published in a local paper as part of a campaign to reassure people that help would speedily be available/that everything was well co-ordinated</i></p>

Question Number		
3		<p>How far do Sources C, D and E suggest that people cooperated with the programme of evacuation? Explain your answer using the sources.</p> <p>Target: Cross referencing for support (AO3a)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	<p>Generalised answer</p> <p>Offers valid undeveloped comment, without support from sources</p> <p><i>e.g. says that evacuation was carried out speedily.</i></p> <p>OR</p> <p>Selects details from the sources, but without linkage to the question focus.</p> <p><i>e.g. C says the children remained cheerful; D says the evacuees wanted to leave their host families.</i></p>
2	3-6	<p>Supported answer</p> <p>Identifies elements of support and/or challenge based on matching detail(s) of sources' content.</p> <p><i>e.g. C shows evacuees were cheerful and there were no scenes, D shows that people did co-operate at first and then wanted the children back; E shows government fear that people will stop co-operating.</i></p> <p>OR</p> <p>Concept of support/challenge is approached as a reliability issue and comments are offered based on the nature of the source(s).</p> <p><i>e.g. C is from a wartime newspaper and therefore would produce a positive view to keep morale up. D is from a secondary source, based on research and should be accurate; E is a poster from the war used as part of government propaganda campaign and is therefore unreliable.</i></p> <p>Reserve top level for answers which make use of all three sources.</p>

3	7-10	<p>Balanced Judgement</p> <p>The overall impression to be tested, that people co-operated with the programme of evacuation, is recognised and addressed by cross referencing the sources.</p> <p>EITHER</p> <p>Cross referencing focuses on content: considers elements of both support and challenge to arrive at an overall judgement on the <u>extent</u> of support.</p> <p><i>e.g. people co-operated with evacuation at first, which is shown in C, but when nothing happened people wanted to bring their children back, which is shown in D and E.</i></p> <p>OR</p> <p>Cross referencing focuses on source: considers the nature of C, D and E in order to judge the <u>strength/quality</u> of support/challenge provided by the content.</p> <p><i>e.g. Source D is from a historian putting a balanced view; E is propaganda so might be less accurate; D is just from one local newspaper.</i></p> <p>Reserve top level (10) for those able to combine both these elements of extent and nature of support in coming to an overall judgement.</p>
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Question Number		
4		<p>Which of these sources, B or F, is more useful to the historian who is enquiring about the contribution made by people to the war effort in 1940? Explain your answer, using Sources B and F.</p> <p>Target: Evaluation of utility (AO3a)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	<p>Judgement based on simple valid criteria.</p> <p>Comments based on amount of detail, or assumed reliability because B is a photograph or F is a speech.</p> <p><i>e.g. B is useful because it shows Local Defence Volunteers practising; F is useful because it has lots of details about what was collected; B is a photo and therefore reliable.</i></p> <p>Maximum 2 marks for use of one source only.</p>
2	4-7	<p>Judgement is based on the usefulness of the sources' information.</p> <p>Answer focuses on what the sources can/ cannot tell us.</p> <p><i>e.g. Source B shows us the sort of activities done by the Local Defence Volunteers; B does not give us very much information just one moment in time; F is only part of a speech and does not tell us if the appeal was successful.</i></p> <p>OR</p> <p>Judgement is based on evaluation of nature or authorship of sources.</p> <p><i>e.g. Source B is from a photo that was published and might be suggesting things were better than they really were; Source F is from a government speech and is trying to get people to act in a certain way.</i></p> <p>Maximum 5 marks if Level 2 criteria are met for one source only.</p>

3	8-10	<p>Judgement combines both elements of L2 to assess the contribution the sources can make to the specific enquiry.</p> <p>Answer considers the value of this information, taking into account an aspect of its nature (i.e. how representative /authoritative/comprehensive it is).</p> <p><i>e.g. B shows one of the ways local people prepared to contribute to the war effort but it is a single photograph and does not tell us how typical this situation was; Source F suggests a way that people could contribute but it was part of a speech designed to persuade people to act and we do not know how people responded.</i></p> <p>Maximum 9 marks if level 3 criteria are met for one source only.</p>
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Question Number		
5		<p>'Preparations to protect Britain in the years 1937-40 were very effective'. How far do you agree with this statement?</p> <p>Explain your answer. using your own knowledge, Sources A, C, and G and any other sources you find helpful.</p> <p>Target: Reaching a judgement (AO1: 4, AO2: 4, AO3a: 8)</p> <p>QWC Strands i ii iii Assessing QWC:</p> <ul style="list-style-type: none"> For the highest mark in a level all criteria for the level, including those for QWC must be met.
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	<p>Generalised answer,</p> <p>Answer offers valid undeveloped comment without direct support from sources or own knowledge.</p> <p><i>e.g. Agrees because the government was well organised.</i></p> <p>OR</p> <p>Selects details from the sources, but without direct linkage to the question.</p> <p><i>e.g. A says gas masks were issued; G says the government did not take action to provide deep air raid shelters.</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> <p>1 mark for each separate point offered.</p>
QWC i-ii-iii		
2	5-8	<p>Supported answer</p> <p>Answer offers information on the hypothesis and links to relevant details from sources and /or own knowledge.</p> <p><i>e.g. suggests that measures in A and C show effective preparation; shows that G suggests preparations were not effective.</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>3</p> <p>QWC i-ii-iii</p>	<p>9-12</p>	<p>Response focuses on the issue of whether efforts to protect Britain were effective or not.</p> <p>Answer considers how well organised the preparations were and how far the measures taken were likely to be effective.</p> <p><i>e.g. Agrees with the view and points to A and C to show well organised preparations that were likely to be effective in case of attack; disagrees by mentioning lack of preparation in Source G; uses own knowledge to evaluate effectiveness of air raid precautions and shelters.</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>At this level the answer will be unbalanced and only points of agreement or disagreement will be convincingly explored.</p> <p>Reserve 11-12 marks for answers which use sources and own knowledge.</p>
<p>4</p> <p>QWC i-ii-iii</p>	<p>13-16</p>	<p>Sustained argument exploring the evidence for and against the hypothesis.</p> <p>Answers consider the positive and negative aspects of efforts to protect the population. Own knowledge and material from the sources is precisely selected to support the points made.</p> <p><i>e.g. Considers how effective the wide range of measures were when placed in the context of what happened in bombings and Blitz.</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> <p>Reserve 15-16 marks for those responses which also take into account the strength of the evidence from the provided sources when coming to an overall conclusion.</p> <p>NB No access to this level for responses which do not include additional recalled knowledge.</p>

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