

Mark Scheme (Results)

January 2012

GCSE History

5HB03 3C: The impact of war on
Britain c1914-c1950

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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: 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 food rationing? 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. it shows the the king had a ration book.</i> <i>eg adverts were used to get people to grow more food for themselves.</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 make sure that everyone got enough to eat; The Government acted early on in the war.</i>
3	4-6	Supported inference. Valid inference(s) are made and supported from the source <i>e.g. Even the King had a ration book so they were trying to be fair to everyone; the Government had organised preparations to protect the population from food shortages; the government was prepared to control a wide range of people's activities and make sure they were followed.</i> One well developed point may score a maximum of 5.

Question Number		
2		<p>Study Source B. How does this government poster get its message across? Explain your answer, using Source B.</p> <p>Target: Analysis of source for portrayal (AO3a)</p>
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 poster was produced but without support from the source.</p> <p><i>e.g. there was a need to get people to grow their own food to help the war effort.</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. Its says that farmers can't grow enough vegetables on their own.</i></p>
2	3-5	<p>Supported statement</p> <p>Valid comment about the message of the poster and how it puts its message across is offered and linked to content of the source.</p> <p><i>e.g. The fact that the government produced these posters shows they wanted to get the message across to everyone about the need to grow more food. Shows that the need to grow enough food was being taken seriously; It shows a farm where the fields are now growing essential foods for animals or bread so it is important that everyone helps by growing their own vegetables; it gives the view that everyone even children can do their bit with the war effort.</i></p>
3	6-8	<p>Explained message</p> <p>Analysis of the treatment or selection of the source content is used to explain how it helps promote its message</p> <p><i>e.g Design is simple and visuals and capitals used for emphasis; it is aimed at women but stresses involvement of family, suggests variety of ways people can grow vegetables by cultivating their own gardens or get an allotment. Stress is placed on how this can help win the war.</i></p>

Question Number		
3		<p>Study Sources A, C and D. How far do Sources A, C and D suggest that the system of rationing was fair? 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 rationing was fair and everyone received enough to be healthy.</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 that rationing was not a good idea; D says some could get venison, hare and rabbit.</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. A shows that everyone was involved and rationing was fair; C says that rationing was not needed and would be expensive and was stupid anyway; D shows that although people did benefit those who had connections had more.</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 part of a campaign and therefore likely to express views strongly; D is from a secondary source, based on research and should be accurate; A is an actual ration book so neutral and not biased.</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 everyone benefited from rationing, 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. A shows the intention to be fair, but in practice C shows some people ended up being penalised, while D shows others could circumvent the system.</i></p> <p>OR</p> <p>Cross referencing focuses on source: considers the nature of A, C and D 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 history book and is putting a balanced view that indicates rich did better; C is a newspaper article part of a campaign possibly biased so might be less accurate; A is just from one ration book and did the King have the same restrictions as others; C is a newspaper and is early in the war when shortages might not have developed.</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 Sources E or F is more valuable to the historian who is investigating attitudes to rationing during the Second World War? Explain your answer, using Sources E 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 E is from a magazine or F is an account of a trial.</p> <p><i>e.g. F is useful because it has details about the punishments for wasting food. Assumes E/F must be reliable because they are primary sources.</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 E tells us that women were grateful for rationing and that families benefited; F tells us that the regulations were enforced quite strictly and bread couldn't be wasted, and some people probably disliked this amount of control.</i></p> <p>OR</p> <p>Judgement is based on evaluation of nature or authorship of sources.</p> <p><i>e.g. Source E is from a magazine that was published and might be suggesting things were better than they really were; Source F is from a newspaper's account of a trial and the penalty for wasting food. It is not likely to be biased.</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. E shows a positive reaction to food controls but it is a single article and passed the censor who would not allow any article that would weaken morale; It is from a magazine catering for middle and upper class women and talking about families, so it does not reflect the situation of all women; Source F suggests that not all were prepared to follow government regulations on rationing and food control so it was perhaps published as a warning to others of the penalty for breaking government controls and we do not know how widespread such actions were.</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>Study Sources B, D and G and use your own knowledge. 'Government controls of food supplies during the Second World War were successful.'</p> <p>How far do you agree with this statement? Use your own knowledge, Sources B, D and G and any other sources you find helpful to explain your answer.</p> <p>Target: Reaching a judgement (AO1: 4, AO2: 4, AO3a: 8) 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 able to introduce rationing for all.</i></p> <p>OR</p> <p>Selects details from the sources, but without direct linkage to the question.</p> <p><i>e.g. B shows efforts to grow more; G says people had a better diet; D says rationing was a major achievement.</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. 1 mark for each separate point offered.</p> <p>QWC i-ii-iii</p>
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 B shows efforts to produce more and waste less land and D and G say food was adequate for most and was fair; parts of D and G show that some were better off than others. From own knowledge could mention the Black Market 'in food'.</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</p> <p>QWC i-ii-iii</p>

		with general accuracy.
3	9-12	<p>Response focuses on the issue of whether food controls were successful or not.</p> <p>Answer considers how the government controls operated and whether some were better off than others.</p> <p><i>e.g. Agrees with the view and weighs the evidence in B and D; indicates that people's diets improved and rationing was fair even king involved; Disagrees and shows how the system was unfair since families were better off than single people; the rich had access to food supplies that others did not; Using own knowledge can mention Black Market and people in rural areas had more food than many town dwellers.</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>
QWC i-ii-iii		
.4	13-16	<p>Sustained argument exploring the evidence for and against the hypothesis.</p> <p>Answers consider the areas where rationing and food controls worked and those where they did not. Own knowledge and material from the sources is precisely selected to support the points made.</p> <p><i>e.g. Considers how effective rationing and food controls were; can indicate areas of support and areas where there were problems because of inequalities or external issue such as blockade. Clearly demonstrates understanding of sources with good grasp of own knowledge of topic and context.</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>
QWC i-ii-iii		

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