

Mark Scheme (Results)

Summer 2013

GCSE History B (5HB03/3C)

Unit 3: Schools History Project

Source Enquiry

Option 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.

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 be 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: Schools History Project Source Enquiry

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

| Question Number | | |
|-----------------|------|--|
| 1 | | <p>What can you learn from Source A about the evacuation of children during the Second World War?</p> <p>Target: Source comprehension: inference (AO3a)</p> |
| Level | Mark | Descriptor |
| | 0 | No rewardable material |
| 1 | 1 | <p>Comprehension Responses selects relevant detail(s) from source</p> <p><i>e.g. The Government had plans to evacuate children before the war.</i></p> |
| 2 | 2-3 | <p>Unsupported inference.</p> <p>Valid inference(s) are offered, but without support from source.</p> <p><i>e.g. The evacuation was not a great success; Evacuation of children was seen as being important. Not everyone cooperated with the Governments plans.</i></p> |
| 3 | 4-6 | <p>Supported inference.</p> <p>Valid inference(s) are made and supported from the source</p> <p><i>e.g. Some areas were not evacuated that were later targets indicating a flaw in planning; Less than half of those who were expected to be evacuated actually left. Evacuation was much more successful in some areas than in others. The process was less successful than the Government hoped</i></p> <p>One well developed point may score a maximum of 5.</p> |

| Question Number | | |
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| 2 | | How does the author get the message across in this leaflet? Explain your answer, using Source B. 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 leaflet was produced but without support from the sources.</p> <p><i>e.g. there was a need to get children out of cities to safety.</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. the evacuated children would be evacuated with their teachers.</i></p> |
| 2 | 3-5 | <p>Supported statement</p> <p>Valid comment about the message of the leaflet and how it puts its message across is offered and linked to content or nature of the source.</p> <p><i>e.g. Shows that to keep children safe they had to be evacuated. The leaflet says they would be well looked after and parents need not worry; It uses words such as safer and happier and it only says positive things.</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 Words used are simple and it focuses on parents to reassure them that evacuation is good for the children and themselves by removing anxiety. It makes use of positive tone and words such as happier, safer, welcome will continue, and looked after. Use of conversational style of tone.</i></p> |

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| Question Number | | |
| 3 | | How far do Sources A, C and D support the view that evacuation was well organised? Explain your answer, using these sources. Target: Cross referencing for support (AO3a) |
| 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 done well and organised.</i></p> <p>OR</p> <p>Selects details from the sources, but without linkage to the question focus.</p> <p><i>e.g. It was planned before the war: D says some of the evacuation was a shambles.</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 there was planning but not all those who were targeted either wanted or left for safer areas; C shows a rehearsal for evacuation before the war and gives impression of being well organised; D says some elements worked well but other areas were confused and badly planned.</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. A is from someone who lived through the war but is one view only; C is from a photograph taken before the war and should be reliable; D is from a secondary source, based on research and should be accurate.</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 evacuation was well organised, is recognised and addressed by cross referencing the sources.</p> <p>EITHER</p> |

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| | | <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. Source A shows the mixed successes of planning. Not everyone wanted to be involved and many were not. Source C shows well organised but D is mixed the evacuation was not well planned but the reception in their new homes was ok and the locals coped well.</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 web site and is putting a balanced view that parts worked well but other areas did not; C is a photograph of the period but might be staged or censored so might be less accurate; A is just from one person's perspective and written years later but has statistical evidence that can be checked.</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 | | |
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| 4 | | <p>Is Source E or Source F more useful to the historian who is enquiring into the behaviour of evacuee children? 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 a photograph or F is from a diary entry</p> <p><i>e.g. E is useful because it shows evacuees well behaved, and happy; F is useful because it has details about the problems caused by the evacuee children.</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 shows us evacuees being well behaved and looked after by someone who was later given an award for her war time work; F is an account of the criminal activities of evacuees from a diary entry from a teacher.</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 photograph that may well have been staged to show that all evacuees were being looked after and are well behaved; It was allowed to be published and may show behaviour was better than it really was; Source F is from a diary but one that was kept for Mass Observation and is liable to be accurate.</i></p> <p>Maximum 5 marks if Level 2 criteria are met for one source only.</p> <p>Maximum 7 marks for both elements but for only one source.</p> |

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| 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 the behaviour of the evacuees but just one view and likely to be wartime propaganda which passed the censor which would not allow any photograph that would weaken morale; Source F suggests that not all was well with negative view towards the behaviour of the evacuees. This is only one account which might not be typical and looks full of bias against the evacuees which reduces the reliability of the account.</i></p> <p>Maximum 9 marks if content and nature are not integrated.</p> |
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| Question Number | | |
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| 5 | | <p>'The evacuation of children during the Second World War was not a success'.</p> <p>How far do you agree with this statement? Use your own knowledge, Sources B, G and H and any other sources you find helpful to explain your answer.</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. <p>Spelling, punctuation and grammar (SpaG): up to 3 additional marks will be awarded for spelling, punctuation and grammar.</p> |
| 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 children were not happy; Children were not treated well in the country.</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 the children were evacuated successfully and the process was planned with all due attention made for the welfare of the evacuees; H says that the experience was not a success for either side and G is mixed view and says some settled in well.</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. B suggests that evacuation was organised but other sources less positive; G says attitudes varied but as an evacuee life was in many ways better than the homes they had left; can provide own knowledge to support either view such as many wanted to return home, bed wetting etc. H indicates that the experience was bad both for hosts and evacuees.</i></p> |

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| <p>QWC i-ii-iii</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>3</p> <p>QWC i-ii-iii</p> | <p>9-12</p> | <p>Response focuses on the issue of whether evacuation was a success for all those involved.</p> <p>Answer considers how the government plans were implemented, controls operated and whether some were better off than others.</p> <p><i>e.g. Disagrees with the view that evacuation was not a success and points to B and G in terms of some success though G indicates some problems; indicates that evacuees diets and health improved; Disagrees by mentioning the fact that many unhappy and not all were welcomed or well looked after. H is totally negative and suggests that the process of evacuation was far from successful.</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 areas where evacuation was a success in terms of children settling in and areas where the reverse was true. Own knowledge and material from the sources is precisely selected to support the points made.</p> <p><i>e.g. Considers how successful evacuation was for children in countryside; can indicate areas of support and areas where there were problems because of attitudes or differences. 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</p> |

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| | | <p>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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| 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 | 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 | 3 | 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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