

Mark Scheme (Results) January 2011

GCSE

GCSE History B (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.
- **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		<p>What can you learn from Source A about the Government's use of the advertising industry in Britain's war effort?</p> <p>Target Source comprehension: inference (AO3A)</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1	<p>Comprehension</p> <p>Response selects relevant detail(s) from source.</p> <p><i>e.g. It was a big industry that used newspapers</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. It was useful in getting the Governments message across to get people involved in the war effort.</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. Used for propaganda purposes to gain support for the war effort in areas such as enlistment especially as Britain did not have conscription. The use of posters etc had a great impact in encouraging people to sign up.</i></p> <p>One well developed point may score a maximum of 5.</p>

Question Number		
2		How does the artist get the Government's message across in this poster? Explain your answer, using Source B. Target: Analysis of source for portrayal (AO3a)
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statement without support Valid comment ifs offered about the message but without support from the source. <i>e.g. Women should get their men to enlist.</i> OR Answer identifies detail(s) or information from the source but relevance to show message is not explained. <i>e.g. Shows how women can help the war effort.</i>
2	3-5	Supported statement Valid comment about message is offered and linked to content or nature of the source. <i>e.g. Title of the poster is 'Women of Britain say go' and shows that men have done that and have joined up; Women are being protected by their men folk who are going to defend them.</i>
3	6-8	Explained message. Analysis of the treatment / selection of the source content is used to explain message. <i>e.g. Portrays family prepared to see their men folk, husbands or fathers go off to war, shows women not crying but determined and accepting that it is the duty of men to fight for their country when needed. Women are portrayed as weak and the idea of men defending home and family is suggested. Women are seen as the best way of getting men to enlist. Allow reference to design fonts, etc.</i>

Question Number		
3		<p>How far do Sources B, C and D suggest that the use of propaganda posters was successful? Explain your answer, using these 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. Propaganda posters were used to get men to enlist for the war</i></p> <p>OR</p> <p>Selects details from the sources, but without linkage to the question focus.</p> <p><i>e.g. Shows what slogans were used or that men were joining up</i></p>
2	3-6	<p>Supported answer</p> <p>Identifies elements of support and/or challenge based on matching details of source(s) content.</p> <p><i>e.g. Source C says parks were full of men drilling but Source D shows numbers of men who were not eager to join up. D also does not mention posters.</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 and D are from newspapers but the content is mentioned in a factual way and B is a poster so possibly propaganda</i></p> <p>Reserve top level for answers which make explicit use of all three sources.</p>

3	7-10	<p>Balanced Judgement</p> <p>The overall impression of success of campaigns 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. The number of posters used would make it likely to be more successful. Also the men are drilling in large numbers in C but they are not in D. The fact that they are still trying to get more men means they have not got enough.</i></p> <p>OR</p> <p>Cross referencing focuses on sources: considers the nature of the sources in order to judge the <u>strength/quality</u> of support/challenge provided by their contents.</p> <p><i>e.g. Sources C and D are newspaper accounts but descriptive and likely to be accurate, Source B is a poster appealing to peoples sense of duty and is an example of government propaganda. Source D is from only one area and only one recruiting sergeant's point of view, and does not mention posters.</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 the use of anti-German propaganda during the First 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 subject/ amount of detail, or assumed reliability because of the time /nature / origins of the source.</p> <p><i>e.g. Source E is from a magazine and might not be accurate but F is from a bishop so should be reliable. E shows shooting civilians and F talks of murdering thousands.</i></p> <p>Maximum 2 marks for 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 or cannot tell us.</p> <p><i>e.g. Source E shows killing of civilians but was this typical; F does not say anything about propaganda but does show how people believed it.</i></p> <p>Judgement is based on evaluation of nature or authorship of sources: Answer focuses on how reliable/how representative /authoritative/the source is.</p> <p><i>e.g. only one person's view in F; Source E is clearly out to sensationalise the story and clearly biased.</i></p> <p>Maximum 5 marks if L2 criteria are met for only one source.</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 information, taking into account an aspect of its nature (i.e. how reliable /representative /authoritative/comprehensive it is.</p> <p><i>e.g. Only one incident depicted in D; is there any other evidence that it is true. Source E how representative was this - did this represent the belief of many or other churchmen? These are amazing comments coming from a churchman and an educated man which shows how successful propaganda could be.</i></p> <p>Maximum 9 marks if level 3 criteria are met for one source only.</p>

Question Number		
5		<p>'The use of propoganda by the Government in the First World War was the main reason why men volunteered to enlist in the armed forces.'</p> <p>How far do you agree with this statement? Use your own knowledge, Sources A, C 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. Yes was used a lot to get people to join up or No people joined up for other reasons</i></p> <p>OR</p> <p>Selects details from the sources, but without direct linkage to the question.</p> <p><i>e.g. lots of propoganda was used in papers and in posters.</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

<p>2</p> <p>QWC i-ii-iii</p>	<p>5-8</p>	<p>Supported answer</p> <p>Answer offers a judgment on the hypothesis and links to relevant details from sources and/or own knowledge.</p> <p><i>e.g. Played an important role throughout the war can indicate different methods including films and can give detail from other sources. Can indicate anti German stories such as crucified Canadians. Could indicate other possible reasons more important such as patriotism and poverty or an adventure</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>
<p>3</p> <p>QWC i-ii-iii</p>	<p>9-12</p>	<p>Response focuses on the issue of the significance of role played by propaganda.</p> <p>Answers show how propaganda was used and what types. Can comment on effectiveness in encouraging men to join up. Can indicate other possible reasons. Can evaluate relative importance.</p> <p><i>e.g. Agrees very clever use of propaganda to demonise the enemy, make them seem evil who need to be defeated. Can mention use of media other than posters such as newspapers and even film. Disagrees no other factors at work because others joining up, excitement and patriotism etc.</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>NB No access to this level for responses which do not use the sources.</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>Answer considers the way propaganda was used and can assess its importance.</p> <p>Own knowledge and material from the sources is precisely selected to support the points made.</p> <p><i>e.g. Can address issue where it played an important role and how that changed as war progressed especially after 1916 and the Somme; can identify areas where sources support its importance and areas where less so such as Source D. Can indicate the need to introduce conscription as reality and first enthusiasm faded.</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 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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