

# Mark Scheme (Results) Summer 2011

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		
<b>1</b>		<p>What can you learn from Source A about the importance of women during the Second World War?</p> <p>Target Source comprehension: inference (AO3A)</p>
Level	Mark	Descriptor
	<b>0</b>	No rewardable material
<b>1</b>	<b>1</b>	<p><b>Comprehension</b> Response selects relevant detail(s) from source</p> <p><i>e.g. They worked as cooks or drove cars</i></p>
<b>2</b>	<b>2-3</b>	<p><b>Unsupported inference.</b> Valid inference(s) are offered, but without support from source.</p> <p><i>e.g. They took on new roles at work; they provided essential support for the armed forces. The government thought this was necessary to win the war, the work women did was very important.</i></p>
<b>3</b>	<b>4-6</b>	<p><b>Supported inference.</b> Valid inference(s) are made and supported from the source.</p> <p><i>e.g. They were involved in doing a range of jobs many only done by men, they made tanks and guns. It was important as they were forced to do war work as it was necessary to mobilise everyone to win the war. Still mainly in traditional roles not expected to fight.</i></p> <p>One well developed point may score a maximum of 5.</p>

Question Number		
2		<p>How does this advertisement get its message across about the role of women during the Second World War? 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><b>Simple statement without support</b></p> <p>Valid comment is offered about how message is got across but without support from the source.</p> <p><i>e.g. They wanted to make the point that women could help out in the war.</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 work of women at home and as wardens</i></p>
2	3-5	<p><b>Supported statement</b></p> <p>Valid comment about message is offered and linked to content or nature of the source.</p> <p><i>e.g. The company wanted to support the war effort and shows the work women can do and still be a good wife. Shows how women could do both jobs.</i></p>
3	6-8	<p><b>Explained message</b></p> <p>Analysis of the treatment / selection of the source content is used to explain message.</p> <p><i>e.g. It is an advertisement to get people to buy Peak Frean goods, it all shows how women could help protect Britain by being a warden and still be a good housewife all with the help of Peak Frean. Uses story line and pictures to attract attention.</i></p> <p><i>A positive emphasis is created throughout the extract through language such as duty and helping my country while Mrs Peek is helping look after her husband.</i></p>

Question Number		
3		<p>How far do Sources B, C and D suggest that men accepted women's contribution to the war effort? 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><b>Generalised answer</b></p> <p>Offers valid undeveloped comment, without support from sources</p> <p><i>e.g. They did a range of jobs that allowed men to go to war and once were only done by men.</i></p> <p>OR</p> <p>Selects details from the sources, but without linkage to the question focus.</p> <p><i>e.g. There was a shortage of labour so women needed to do men's work. The Government thought it so important to use compulsion. Worked in factories making weapons and were part of anti aircraft teams</i></p>
2	3-6	<p><b>Supported answer</b></p> <p>Identifies elements of support and/or challenge based on matching details of source(s) content.</p> <p><i>e.g. Source D Shows that women were doing more work in areas once dominated by men, women did risk their lives and deserved respect but Source C hints at opposition. Source B is a mixed view as the husband feels neglected at first but is then won round. Source D shows that a male officer valued the contribution made by women as they were just as keen as men in helping the war effort and just as able.</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. Source C written with hindsight and no need to persuade, therefore reliable. D from an officer who</i></p>

		<p><i>commanded a mixed battery and therefore his comments are based on experience and should carry weight. B from an advertisement which is aiming to appeal to women in this situation and therefore reflects reality.</i></p> <p>Reserve top level for answers which make use of all three sources.</p>
<p><b>3</b></p>	<p><b>7-10</b></p>	<p><b>Balanced Judgement</b></p> <p>The overall impression that men had mixed feelings on accepting the role of women during the war 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. Support in that all are talking about the type of work women did in the war, C mentions range of roles but B and D only mention one role, C talks about hostility to women taking over certain jobs. The reverse is shown in Source D.</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 the content.</p> <p><i>e.g. Source C from a historian who has researched range of sources. D is from officer who commanded a mixed battery and should be accurate especially as he was a man commenting women were as good and even better at the role they did, B is an advertisement so might be less reliable but shows how women could combine the work of wife and warden successfully.</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>

Question Number		
4		Which of Sources E or F is more valuable to the historian who is investigating women's contribution to the Second World War? Explain your answer, using Sources E and F.  Target: Evaluation of utility (AO3a)
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	<p><b>Judgement based on simple valid criteria.</b></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. One is based on official statistics and the other from someone who was alive at the time; Source F has lots of information therefore it is valuable.</i></p> <p>Maximum 2 marks for one source only.</p>
2	4-7	<p><b>Judgement is based on the usefulness of the sources' information.</b></p> <p>Answer focuses on what the sources can or cannot tell us.</p> <p><i>e.g. Source E has real information of work women did and how it increased. Source F has lots information about how housewives could help the war effort</i></p> <p>OR</p> <p><b>Judgement is based on evaluation of nature or authorship of sources:</b> Answer focuses on how reliable/how representative /authoritative/the source is.</p> <p><i>e.g. Source F is only one person's view but she has no reason to lie; Source E is from official statistics so are valuable.</i></p> <p>Maximum 5 marks if L2 criteria are met for only one source.</p>

3	8-10	<p><b>Judgement combines both elements of L2 to assess the contribution the sources can make to the specific enquiry.</b></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. Both are valuable as one talks of the work women did on the war front and is a personal record and Source E is based on official statistics and provided a broader picture of the work women did. This source would likely to be true as there would be little point in compiling such statistics during the war if they were not accurate.</i></p> <p>Maximum 9 marks if level 3 criteria are met for one source only, or if content and reliability are not integrated.</p>
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Question Number		
<b>*5</b>		<p>'The Second World War significantly changed the opportunities available to women'.</p> <p>How far do you agree with this statement? Use your own knowledge, Sources B, E 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)  <b>QWC Strands i ii iii</b>  Assessing QWC: <ul style="list-style-type: none"> <li>For the highest mark in a level <b>all</b> criteria for the level, including those for QWC must be met.</li> </ul> </p>
Level	Mark	Descriptor
	<b>0</b>	No rewardable material
<b>1</b>	<b>1-4</b>	<p><b>Generalised answer</b></p> <p>Answer offers valid undeveloped comment without direct support from sources or own knowledge.</p> <p><i>e.g. Women now doing jobs they had not done before; women were taking a big part in helping win the war.</i></p> <p><i>OR</i></p> <p>Selects details from the sources, but without direct linkage to the question.</p> <p><i>e.g. Women now working making tanks or in the armed services. E shows changes in the percentage of women increasing in areas generally regarded as an area for men. B shows that women could do their bit in the dangerous job as a warden.</i></p> <p><b>QWC i-ii-iii</b></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>
<b>2</b>	<b>5-8</b>	<p><b>Supported answer</b></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. Role of women did change in some areas such as indicated in work and in the armed services such as E and B: A talks about types of work now done; and D shows</i></p>

<p><b>QWC i-ii-iii</b></p>		<p><i>women taking same risks as men.</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>
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<p><b>3</b></p> <p><b>QWC i-ii-iii</b></p>	<p><b>9-12</b></p>	<p><b>Response focuses on the issue of whether the war significantly changed opportunities open to women.</b></p> <p>Answer considers the extent to which the war changed the position of women and can identify areas where it changed and areas where it didn't.</p> <p><i>e.g. women were able to do jobs they traditionally hadn't done – heavy industry and in the armed services. Women however were still expected to look after the home as indicated in B and F.</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><b>NB No access to this level for responses which do not use the sources.</b></p>
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<p><b>4</b></p>	<p><b>13-16</b></p>	<p><b>Sustained argument, exploring the evidence for and against the hypothesis.</b></p> <p>Answer considers the changes made to the role of women by the war and can assess their importance and significance and can place this in context not just of the war but also its aftermath.</p>
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<p><b>QWC i-ii-iii</b></p>	<p>Focus on opportunities for women created by the war.</p> <p>Own knowledge and material from the sources is precisely selected to support the points made.</p> <p><i>e.g. Either can indicate areas of change and/or areas where things changed and areas where things did not; Can indicate liberating atmosphere caused by war work and new responsibilities; Can indicate opposition to changing roles especially from some trade unionists; could possibly explain what happened to many women when the war ended and many lost jobs to returning soldiers.</i></p> <p><b>Accept relevant comment about long term/short term changes and were the changes only short lived.</b></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><b>NB No access to this level for responses which do not include additional recalled knowledge.</b></p>
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