

Mark Scheme (Results)

Summer 2012

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.*

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 effects of the Blitz on life in London? 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. Bombing damaged London's roads.</i>
2	2-3	Unsupported inference. Valid inference(s) are offered, but without support from source. <i>e.g. that life became difficult and travel would be difficult; people were probably frightened by the amount of damage; the destruction may well have weakened morale.</i>
3	4-6	Supported inference. Valid inference(s) are made and supported from the source. <i>e.g. People found it difficult to carry on as much as normal as the damage destroyed houses, businesses and transport was difficult. The fact that damage was extensive made things difficult for the services that had to cope such as transport workers and people trying to get to work. The extent of the damage was likely to cause panic and a desire to escape the city.</i> One well developed point may score a maximum of 5.

Question Number		
2		<p>What do you think Churchill wanted to achieve by making this speech? Explain your answer, using Source B.</p> <p>Target: Analysis of source for purpose</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	<p>Simple statement without support</p> <p>Valid comment is offered about purpose but without support from the source.</p> <p><i>e.g. That Britain would not give in.</i></p> <p>OR</p> <p>Answer identifies detail(s) or information from source, but relevance to show impression or purpose is not explained.</p> <p><i>e.g. Churchill talked about people's confidence and the spirit of an unbeatable people.</i></p>
2	3-5	<p>Supported statement</p> <p>Valid comment about the impression or message Churchill wanted to give is offered and linked to content or nature of the source.</p> <p><i>e.g. that despite the damage the people would not give in; It would give people a boost to be called 'unbeatable' or to be reminded that there was a higher cause they were fighting for.</i></p>
3	6-8	<p>Explained message</p> <p>Analysis of the treatment or selection of the source content is used to explain the reason why the speech was made.</p> <p><i>e.g. That the people needed a boost to their morale and possibly let the enemy know that Britain would never give in and would win in the end. It was designed as a piece of propaganda to convince people that they would win no matter what.</i></p>

Question Number		
3		How far do Sources A and D suggest that the ideas about the effects of war in Source C were accurate? 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. Bombing would cause loss of life and destruction of buildings and would cause lots of problems.</i></p> <p>OR</p> <p>Selects details from the sources, but without linkage to the question focus.</p> <p><i>e.g. C suggests that people would panic, D says that there was a lot of damage.</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 describes panic and there is no sign of that in Source D which shows that people coped well.</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. D is from an American account for a magazine who was impressed by how people coped; A is a photograph so should be quite reliable</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 there would be panic 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. No sign of panic in either source A or D but both show or describe significant damage as does C; C also focuses on a battle for survival as a result of bombing. The evidence of D presents a very different view that people were coping 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 a newspaper article from an American and therefore from a country that was not yet in the war and is probably not as biased. Source A is a photograph showing the effects of one serious incident but might not be typical.</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		Which of Sources E or F is more valuable to the historian who is investigating the effects of enemy bombing? Explain your answer, using Sources E and F. Target: Evaluation of utility (AO3a)
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	Judgement based on simple valid criteria. Comments based on amount of detail, or assumed reliability. <i>e.g. E is a photograph and is reliable; F is from someone who was alive at the time and is useful.</i> Maximum 2 marks for use of one source only.
2	4-7	Judgement is based on the usefulness of the sources' information. Answer focuses on what the sources can/ cannot tell us. <i>e.g. Source E shows the extent of damage and determination to carry on as normal; F describes a situation where normal behaviour is close to breaking down and lack of morale.</i> OR Judgement is based on evaluation of nature or authorship of sources. <i>e.g. Source E is from a photograph but has been staged with someone pretending to be a milkman for effect; Source F is a personal account written some time after the war but is one person's view so might not be typical.</i> Maximum 5 marks if Level 2 criteria are met for one source only.

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. F shows a negative view of how people coped with the stress of bombing and the attitude of the authorities. Source E is a photograph that was posed and the photograph is not what it claims to show. The source was possibly propaganda to keep up morale. It was also passed by the censor who would not allow images that would weaken morale; Source F is a personal view and although useful, might not be typical.</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		
5		<p>'Morale in Britain during the Blitz came close to collapsing'.</p> <p>How far do you agree with this statement? Use your own knowledge, Sources B, F 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)</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 there were signs of panic; there was much destruction.</i></p> <p>OR</p> <p>Selects details from the sources, but without direct linkage to the question.</p> <p><i>e.g. F shows a situation close to panic and so does G but not B which shows strong morale;</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> <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. Yes there was panic as can be seen in F and chaos in G but in Source B people did well and did pull together. From own knowledge could mention the work of ARP and fire watchers etc.</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>QWC i-ii-iii</p>

<p>3</p> <p>QWC i-ii-iii</p>	<p>9-12</p>	<p>Response focuses on the issue of whether morale did come close to collapse or not.</p> <p>Answer considers how far people coped whether they panicked or not.</p> <p><i>e.g. Agrees with the view and points to F and G in terms of problems caused and panic; Disagrees by mentioning the fact that people did stick together and try to carry on as much as normal; Morale remained high and Source B also supports this view.</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 morale weakened as well as examples of the reverse. Own knowledge and material from the sources is precisely selected to support the points made.</p> <p><i>e.g. Considers how people did not let morale collapse though at times and in some places it was very shaky. People tried hard to carry on as normal and to cope with the damage and destruction; clearly demonstrates understanding of sources with good grasp of own knowledge of topic and context. Sources support areas where people panicked as in F but this is just one view from an eyewitness. The view in B is from the Prime Minister who was trying to show morale was high no matter what and is likely to be biased and possibly produced for propaganda purposes.</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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