

Mark Scheme (Results)

January 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?

Question Number		
1		What can you learn from Source A about propaganda during the First World War? 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 was used by every paper</i>
2	2-3	Unsupported inference. Valid inference(s) are offered, but without support from source. <i>e.g. It was important in the war effort; It was used to turn people against the Germans; It was successful in working people up to hate and fight the Germans</i>
3	4-6	Supported inference. Valid inference(s) are made and supported from the source. <i>e.g. It was widely used to mobilise public opinion against the Germans. Source suggests that 'gruesome' details were publicised, atrocities such as the sinking of ships and attacks on civilians.</i> One well developed point may score a maximum of 5.

Question Number		
2		How does the artist get the 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 is offered about how the message is got across but without support from the source. <i>e.g. By showing Germans attacked the innocent.</i> Answer identifies detail(s) or information from source(s), but relevance to show message is not explained. <i>e.g. Shows a house that is in ruins</i>
2	3-5	Supported statement Valid comment about message is offered and linked to content or nature of the source. <i>e.g The poster is designed to get people to enlist to fight the Germans by highlighting an attack on women and children.</i>
3	6-8	Explained message Analysis of the treatment / selection of the source content is used to explain message. <i>e.g. It was a recruiting poster designed to make people want to fight the Germans and get revenge for the uncivilised attack on innocent civilians. Makes use of ruins and small children to make the point</i> <i>A negative image of uncivilised and brutish German aggression by words and image and emphasis on deaths of women and children.</i>

Question Number		
3		How far do Sources A, C and D suggest that propaganda created a feeling of hatred towards the Germans? 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 Offers valid undeveloped comment, without support from sources</p> <p>e.g. <i>Germans were seen as aggressors who bombed civilians</i></p> <p>OR</p> <p>Selects details from the sources, but without linkage to the question focus.</p> <p>e.g. <i>Germans raided London by dropping bombs on the city from Zeppelins and sank ships.</i></p>
2	3-6	<p>Supported answer Identifies elements of support and/or challenge based on matching details of source(s) content.</p> <p>e.g. <i>Source A shows that the Germans had waged war by sinking ships and attacking the coast made people see Germans as swine; The poster in Source C was used to encourage support for the war effort by declaring that revenge will be taken. Source D shows that not all were affected by propaganda in the same way as this Londoner was appalled at reactions to the destruction of an airship.</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>e.g. <i>A is a personal account from a resident of Liverpool which would be affected by attacks on ships; C is an artist's impression and obvious propaganda, D is from a personal account by someone who witnessed what was a horrifying death for the air crew.</i></p> <p>Reserve top level for answers which make use of all three sources.</p>
3	7-10	<p>Balanced Judgement The overall impression that propaganda created a feeling of hatred of the Germans is recognised and addressed by cross-referencing the sources.</p> <p>EITHER</p> <p>Cross referencing focuses on content: takes into account both</p>

	<p>support and challenge to arrive at a considered judgement on the <u>extent</u> of support.</p> <p><i>e.g. Sources A and C refer to German atrocities waging war on the innocent and to incite either a desire to get revenge or join up to fight the aggressor but D has a different view of the Germans which sees them as victims too and human beings. This would indicate that propaganda was not always successful</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 A is a personal account and indicates that propaganda did work. C is also propaganda calling for vengeance against the Germans for attacks on civilians as such it is clearly biased. D is very different a personal view but one that also recognises that hatred was common among other people but recognises they were humans too. It is a personal view from someone who was witness to the event and might not be a widely held opinion. Peoples' attitudes were affected by the events themselves but these were often exaggerated by the media.</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 Government's attitudes to Zeppelin raids? 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 subject/ amount of detail, or assumed reliability because of the time /nature / origins of the source. <i>e.g. One is from a historian and should be researched; E was a Lord making a speech in the House of Lords and was aware of events as they happened.</i> Maximum 2 marks for one source only.
2	4-7	Judgement is based on the usefulness of the sources' information. Answer focuses on what the sources can or cannot tell us. <i>e.g. Source E mentions news would cause panic. Not everyone in the Government was totally against the Germans or saw them being uncivilised but there was a fear the raids could cause panic. Source F says London was a legitimate target.</i> OR Judgement is based on evaluation of nature or authorship of sources: Answer focuses on how reliable/how representative /authoritative/the source is. <i>e.g. One is personal view but one that was spoken in Parliament in the Lords and the other a view of a historian with hindsight and more reliable.</i> Maximum 5 marks if L2 criteria are met for only one source. Maximum 7 marks if both elements are met for one source only.
3	8-10	Judgement combines both elements of L2 to assess the contribution the sources can make to the specific enquiry. Answer considers the value of information, taking into account an aspect of its nature (i.e. how reliable /representative /authoritative/comprehensive it is). <i>e.g. Source E is from a historian who has researched the issue and explains the Governments' difficulty in trying to allay panic and calm fears or to use the raids as an example of the evil Germans. Source F is from the time and gives one member of the Government's view that London is a legitimate target for the Germans because London is the biggest producer of munitions and is well defended. It is a balanced view if not a popular one in 1917.</i> Maximum 9 marks if content and nature are not integrated.

Question Number		
5		<p>'The role played by propaganda during the First World War was the most important factor in persuading people to support the war effort.'</p> <p>How far do you agree with this statement? Use your own knowledge, Sources A, B 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: <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. 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 Answer offers valid undeveloped comment without direct support from sources or own knowledge.</p> <p>e.g. <i>Evidence that propaganda did much to increase anti German feeling.</i></p> <p>OR</p> <p>Selects details from the sources, but without direct linkage to the question.</p> <p>e.g. <i>A mentions use of propaganda; G says there were atrocities. B shows the damage done by a raid.</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>
QWC i-ii-iii		
2	5-8	<p>Supported answer Answer offers a judgment on the hypothesis and links to relevant details from sources and/or own knowledge.</p> <p>e.g. <i>Yes it did increase determination to defeat the Germans as a result of propaganda focusing on attacks on civilians. But not always successful as seen in Source E; Can focus on other areas that were important such as patriotism or a desire to stop an aggressive Germany to win the war; It was used to encourage women and men to enlist in the armed services and war work.</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>
QWC i-ii-iii		

<p style="text-align: center;">3</p> <p style="text-align: center;">QWC i-ii-iii</p>	<p style="text-align: center;">9-12</p>	<p>Response focuses on the issue of whether propaganda played a major role in persuading people to support the war effort and reaches a judgement based on evidence. Answer considers the extent to which propaganda as opposed to other factors was important in increasing the determination to defeat Germany.</p> <p><i>e.g. Propaganda helped in a range of ways in recruitment, in avoiding waste, in mobilising the nation to do their bit. Yet not always successful and areas where atrocity stories might generate panic or disbelief such as indicated in Source G. Can indicate important role of other factors such as patriotism</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 style="text-align: center;">4</p> <p style="text-align: center;">QWC i-ii-iii</p>	<p style="text-align: center;">13-16</p>	<p>Sustained argument, exploring the evidence for and against the hypothesis.</p> <p>Answer considers the importance of the role of propaganda and its importance in encouraging support for the war effort.</p> <p>Own knowledge and material from the sources is precisely selected to support the points made.</p> <p><i>e.g. Can indicate areas where successful and instances where not. Can indicate role in recruitment early in the war but less successful as time wore on and war weariness set in. Can indicate where there was little support for some of the atrocity stories or as in Source G other factors were as if not more important in encouraging support for the war effort.</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>

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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