

# Mark Scheme (Results)

## Summer 2010

GCSE

GCSE History (5HB03 3D)

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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.
- 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 3D: The work of the historian

Question Number		
1		<p>What can you learn from Source A about the Windrush passengers?</p> <p>Target: Source comprehension; inference (A03a)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1	<p><b>Comprehension</b></p> <p>Response selects relevant detail(s) from source</p> <p><i>e.g. lack of work in Jamaica; need for rebuilding in Britain.</i></p>
2	2-3	<p><b>Unsupported inference.</b></p> <p>Valid inference(s) are offered, but without support from source.</p> <p><i>e.g. Looking for better life and future in Britain; would have found the climate change difficult.</i></p>
3	4-6	<p><b>Supported inference.</b></p> <p>Valid inference(s) are made and supported from the source</p> <p><i>e.g. The advertisements led them to hope to find work in Britain/escape unemployment in Jamaica;</i>  <i>They might have found the transition difficult because the journey lasted a month and the weather was chilly when they arrived.</i></p> <p>One well developed point may score a maximum of 5.</p>

Question Number		
2		<p>What impression was this newspaper trying to give about the arrival of the Windrush passengers? 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 the impression created in the article but without support from the source.</p> <p><i>e.g. B shows the passengers on the Windrush were welcomed; it suggests their arrival was important.</i></p> <p>OR</p> <p>Answer identifies detail(s) or information from source, but relevance to show the message is not explained</p> <p><i>e.g. It says where the immigrants were staying; it says the Mayor welcomed them.</i></p>
2	3-5	<p><b>Supported statement</b></p> <p>Valid comment about impression is offered and linked to content or nature of the source.</p> <p><i>e.g. It says they received a warm welcome and shows the Mayor and an MP greeted them; it shows they were warmly welcomed but perhaps the newspaper wants to emphasise this event because it was a local event.</i></p>
3	6-8	<p><b>Explained message</b></p> <p>Analysis of the treatment/selection of the source is used to explain impression</p> <p><i>e.g. the fact that the arrival of the West Indians was reported in some detail / the emphasis on the rank of the people who welcomed them suggests it was an important local event; the emphasis on their skills suggests they would be seen as useful workers.</i></p>

Question Number		
3		How far do sources B, C and D suggest that the new arrivals were always made welcome? Explain your answer using Sources B,C and D. Target: Cross Referencing for support (AO3a)
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 were needed and found work and were looked after until they did.</i></p> <p>OR</p> <p>Selects details from the sources, but without linkage to question focus</p> <p><i>e.g. B describes their welcome; C describes mobs in Liverpool.</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. All three indicate some degree of being welcomed by individuals and in the press; the attack from mobs mentioned in C suggests they were not always welcomed; the situation shown in D suggests preparations for their welcome were inadequate.</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. B is from a local newspaper and D is a photograph and these do not show the overall situation or later developments; C is a secondary source and able to offer a more balanced overview.</i></p> <p>Reserve top of level for answers which make explicit use of all three sources.</p>

3	7-10	<p><b>Balanced judgement</b></p> <p>The overall hypothesis to be tested, that new arrivals were always made welcome, 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. B presents a positive image, but C suggests the 'warm welcome' was from the press not the public and this is backed up by the situation in D which suggests they were not 'honoured guests'.</i></p> <p>OR</p> <p>Cross referencing focuses on source reliability/nature/origins of Sources B, C and D in order to judge the <u>strength/quality</u> of support/challenge provided by the content.</p> <p><i>e.g. B is largely factual but positive 'spin' may be exaggerated because the newspaper wanted to emphasise the event; D should be accurate since it is a photograph but we don't know how long that situation continued; only C provides a longer context &amp; since it is written from a background of research, should be accurate.</i></p> <p>Reserve top of level (10) for those able to combine both these elements of extent and nature of support in coming to an overall judgment.</p>
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Question Number		
4		Which of Sources E or F is more valuable to the historian who is enquiring about the experiences of West Indian immigrants settling in Britain? Explain your answer using Sources E and F  Target: Evaluation of utility (AO3a)
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	<b>Judgement based on simple valid criteria</b>  Comments based on amount of detail, or assumed reliability because E is a primary source or F is a photograph etc.  <i>e.g. Source E is useful to show what happened; Source F is a photograph taken at the time and therefore valuable.</i>  Maximum 2 marks for use of one source only
2	4-7	<b>Judgement is based on the usefulness of the sources' information.</b>  Answers focuses on what the sources can or cannot tell us.  <i>e.g. Source E tells us about the lack of encouragement they received; F shows that they were less welcome when finding accommodation.</i>  OR  Judgement is based on evaluation of nature or authorship of source(s).  Answer focuses on how reliable/how representative/authoritative the source is.  <i>e.g. only one person's experience is given in E; Sam King in E obviously prospered because he became Mayor; we don't know if the photograph in F shows a typical situation. Maximum 5 marks if L2 criteria are not met by 1 source only.</i>

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 the information, taking into account an aspect of its nature (i.e. how representative/authoritative/ comprehensive it is).</p> <p><i>e.g. the details in E about the difficulties faced by immigrants come from a former Mayor and should be trustworthy but 'The Guardian' might be using this example to make a point; F suggests they faced prejudice but we cannot be confident of the accuracy of F as it is obviously a staged photograph and might well not be typical</i></p> <p>Maximum 9 marks if level 3 criteria are met by one source only.</p>
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Question Number		
5		<p>Study Source G 'This source suggests that West Indians immigrants who arrived after 1945 were poorly treated'.</p> <p>Explain the difficulties in finding proof of this and suggest other research the historian could do to check this claim about the treatment of these immigrants.</p> <p>Target: Reaching a judgement (AO1 &amp; 2: 8;AO3a: 8)</p> <p><b>QWC Strands i ii iii</b> Assessing QWC: For the highest mark in a level <b>all</b> criteria for the level, including those for QWC must be met.</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	<p><b>Generalised answer.</b></p> <p><b>Answer</b> offers valid undeveloped comment about problems of evidence and/or further research without direct support from sources or own knowledge.</p> <p><i>e.g. .says that evidence is contradictory or it is difficult to find reliable evidence 50 years later; historian could check for more photographs, newspapers or personal accounts from immigrants.</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><b>Supported answer</b></p> <p>Answer identifies problems and suggests avenues for further research based on sources and/or own knowledge.</p> <p><i>e.g. Uses sources to illustrate conflicting or unreliable evidence and therefore difficulty in checking what the situation was 50 years earlier; could check personal records, diaries, newspapers, TV and newsreels; accommodation records; immigration figures.</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>3</p> <p>QWC i-ii-iii</p>	<p>9-12</p>	<p><b>Response focuses on research and the resolution of problems.</b></p> <p>Answer identifies problems with the evidence and offers suggestions for further research, explaining how the research could help to resolve the problems. Comments may be based on the sources in the paper or own knowledge of similar types of records with a clear explanation of their value to this enquiry.</p> <p><i>e.g. Personal memories may be affected by later events but it may be possible to check specific details from documentary evidence of 50 years previously such as newspaper accounts, accommodation records, census records; levels of intolerance difficult to assess as they were usually unreported or recorded but there might be police or court records of any violent incidents; levels of intolerance may have varied - detailed research needed from various places in order to attempt an overview.</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 problems or research will be convincingly explored. Reserve 11-12 marks for answers which use sources and own knowledge, ie have a good understanding of the sources available for this period.</p> <p><b>NB No access to this level for responses which do not use the sources.</b></p>
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