

# Mark Scheme (Results)

January 2012

GCSE History

5HB03 3D: The work of the historian

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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 3D: The work of the historian

Question Number		
1		<p>What can you learn from Source A about the Government's aims in 1939?</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. The Government had plans for evacuation; children would be sent to safe places.</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. The process of evacuation would make sure that every effort was made to make it less frightening; It was designed to reassure parents; children would be taken care of, children were in danger in cities.</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. It says evacuation was in the children's best interests and every effort had been taken to make it less frightening as teachers would go with the evacuees; It was aimed at informing the parents that the children will be welcomed.</i></p> <p>One well developed point may score a maximum of 5.</p>

Question Number		
2		<p>Study Source B. How does the artist get the message across in this poster? 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 message in the poster but without support from the source.</p> <p><i>e.g. B shows that women are wanted to help with evacuation; Women are needed by their local councils.</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 shows women organising the process of evacuation; women are helping the children.</i></p>
2	3-5	<p><b>Supported statement</b></p> <p>Valid comment about message is offered and linked to content of the source.</p> <p><i>e.g. It wants women to volunteer and shows them taking care of the children and helping unload trucks; The woman helping looks caring in the poster and everyone looks happy; Helping evacuees is an important National Service.</i></p> <p>Allow focus on recruitment as well as safety.</p>
3	6-8	<p><b>Explained message</b></p> <p>Analysis of the treatment/selection of the source is used to explain message</p> <p><i>e.g. The poster is bright and cheerful it shows women caring for children who look healthy and happy creating a positive image of their work; The prominent picture also shows a host welcoming the children showing importance of evacuation work; the mention of civil defence and National Service highlights the vital nature of this work and women doing their bit for the country.</i></p>

Question Number		
3		<p>Study Sources A, B and C. How far do Sources A, B and C support the view that evacuation was well organised? 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. Evacuation was planned from the start; people cooperated and helped out.</i></p> <p>OR</p> <p>Selects details from the sources, but without linkage to question focus</p> <p><i>e.g. A describes how the process was carried out; B shows people volunteered; C talks of muddle.</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. C indicates some degree of calm and order; C says this evacuation was not a success because there was often muddle; both A and B show evacuation was planned in advance; C suggests aims were not always achieved.</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. A is an official leaflet and is liable to present a rosy picture; B is a poster and is liable to be part of propaganda, C is a secondary source and able to offer a more balanced overview.</i></p> <p><b>Reserve top of level for answers which make explicit use of all three sources.</b></p>

3	7-10	<p><b>Balanced judgement</b></p> <p>The overall hypothesis to be tested, that evacuation was well organised, 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 that the process was often muddled and disorderly. The evidence of Source A supports that shown in B. A and B shows what the authorities hoped would happen while C shows what did happen.</i></p> <p>OR</p> <p>Cross referencing focuses on source reliability/nature/origins of Sources A, B and C in order to judge the <u>strength/quality</u> of support/challenge provided by the content.</p> <p><i>e.g. A is largely factual but positive 'spin' may be exaggerated because the government wanted to reassure anxious parents event; 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		<p>Is Source D or Source E more useful to the historian who is enquiring into the experiences of children who were evacuated? Explain your answer, using Sources D and E.</p> <p>Target: Evaluation of utility (AO3a)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	<p><b>Judgement based on simple valid criteria</b></p> <p>Comments based on amount of detail, or assumed reliability because D is a primary source or E is a photograph etc.</p> <p><i>e.g. Source D is useful to show what happened; Source E is a photograph taken at the time and therefore valuable.</i></p> <p><b>Maximum 2 marks for use of one source only</b></p>
2	4-7	<p><b>Judgement is based on the usefulness of the sources' information.</b></p> <p>Answers focuses on what the sources can or cannot tell us.</p> <p><i>e.g. Source D tells us about the mixed fortunes experienced by evacuees; E shows a happy group of children evacuees together in the countryside.</i></p> <p>OR</p> <p>Judgement is based on evaluation of nature or authorship of source(s).</p> <p>Answer focuses on how reliable/how representative/authoritative the source is.</p> <p><i>e.g. only one person's experience is given in D; we don't know if the photograph in E shows a typical situation.</i></p> <p><b>Maximum 5 marks if L2 criteria are met by 1 source only.</b></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 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 D about the difficulties faced by some evacuees should be trustworthy but this is only one person's view and others may have had better experiences; E suggests all was happy and conditions ideal but we cannot be confident of the accuracy of E as it is obviously a staged photograph taken by a photographer who took pictures for a magazine 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 F and use your own knowledge of the work of the historian.</p> <p>This source suggests that evacuation was not a success.</p> <p>Explain the difficulties in finding evidence to support this and suggest other research the historian could do to check this claim about how successful evacuation was.</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>Answer 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 70 years later; historian could check for more photographs, newspapers or personal accounts from evacuees.</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 70 years earlier; could check personal records, diaries, newspapers, cinema and newsreels; reports; and statistical evidence on evacuation how many were evacuated or how long they stayed with hosts.</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		





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