

Mark Scheme (Results)

January 2013

GCSE History B (5HB03/3D)
Unit 3: Schools History Project
Source Enquiry
Option 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.

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 England in the 1930s? 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. Life was getting better for many</i>
2	2-3	Unsupported inference. Valid inference(s) are offered, but without support from source. <i>e.g. How well off you were depended on where you lived and what job you did. Life was good for some and tough for others. Things were improving in Britain.</i>
3	4-6	Supported inference. Valid inference(s) are made and supported from the source. <i>e.g. There were two Englands one in decline the other prospering. Traditional industries were in decline and life there was not good with poverty and unemployment; In other areas life was good and getting better with higher levels of employment and greater prosperity; There was a growing North-South divide.</i> One well developed point may score a maximum of 5.

Question Number		
2		<p>What impression has the author tried to create of the effects of unemployment in the 1930s? 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>Simple statement without support Valid comment is offered about the impression but without support from the source.</p> <p><i>e.g. Life was not very good for some</i></p> <p>OR</p> <p>Answer identifies detail(s) or information from source(s), but relevance to show impression is not explained.</p> <p><i>e.g. Alf is poor and old before his time</i></p>
2	3-5	<p>Supported statement Valid comment about impression is offered and linked to content or nature of the source.</p> <p><i>e.g. Description of a life that is grim and unhealthy that shows the effects of long term unemployment; Can indicate some understanding of despair and hopelessness</i></p>
3	6-8	<p>Explained message Analysis of the treatment / selection of the source content is used to explain impression.</p> <p><i>e.g. Shows the effect of unemployment on physical health and state of mind shows a sense of helplessness. This is highlighted by hands in pockets walking looking down. Back bent, no teeth and early death.</i></p>

Question Number		
3		How far do Sources B, C and D suggest that standards of living were rising in England during the 1930s? Explain your answer, using these sources. Target: Cross referencing for support (AO3a)
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Generalised answer Offers valid undeveloped comment, without support from sources <i>e.g. Some areas of the country were prosperous but other areas had high unemployment</i> OR Selects details from the sources, but without linkage to the question focus. <i>e.g. D shows unemployment rates in different areas of the country. B describes the effects of poverty in the South East of London.</i>
2	3-6	Supported answer Identifies elements of support and/or challenge based on matching details of source(s) content. <i>e.g. Both B and D show different effects of the Depression in different areas of the country but B shows only the effect on one person in South East London.</i> OR Concept of support/challenge is approached as a reliability issue and comments are offered based on the nature of the source(s). <i>e.g. Source D is statistical and should be accurate and reliable and Source C is mainly describing one side of Britain and a more prosperous one.</i> Reserve top level for answers which make use of all three sources.
3	7-10	Balanced Judgement The overall impression of differences in the standard of living and whether they were rising is recognised and addressed by cross-referencing the sources. EITHER Cross referencing focuses on content: takes into account elements of both support and challenge to arrive at a considered judgement on the <u>extent</u> of support.

	<p>e.g. <i>Both C and D indicate that living standards were rising but only in some parts of England B only gives one area and describes poverty and hopelessness but in an area that was supposed to be doing well.</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>e.g. <i>C is from a historian so should be reliable based on research , D are statistics that should be reliable and can be checked but B is the impact of poverty on one individual and one area.</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		<p>Is Source E or Source F more valuable to the historian who is enquiring into the effects of unemployment in the North of England in the 1930s? Explain your answer, using Sources E and F.</p> <p>Target: Evaluation of utility (AO3a)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	<p>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.</p> <p><i>e.g. F is a photograph and the camera does not lie; Source E is from a future TU leader and is biased.</i></p> <p>Maximum 2 marks for one source only.</p>
2	4-7	<p>Judgement is based on the usefulness of the sources' information. Answer focuses on what the sources can or cannot tell us.</p> <p><i>e.g. Source F Shows poverty and grim surroundings; E shows poverty and people who are desperate and are walking to London in search of work</i></p> <p>OR</p> <p>Judgement is based on evaluation of nature or authorship of sources: Answer focuses on how reliable/how representative /authoritative/the source is.</p> <p><i>e.g. Source F Although a photograph it could be staged for effect and E from someone who was there and scenes like he describes are not easily forgotten</i></p> <p>Maximum 5 marks if L2 criteria are met for only one source. Maximum 7 marks for both elements for only one source.</p>
3	8-10	<p>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.</p> <p><i>e.g. F Shows poverty in terms of clothes worn, poor surroundings and expressions on faces of resignation and hopelessness and it looks posed. E from a union leader who would sympathise with those who had no job so again might be exaggerated</i></p> <p>Maximum 9 marks if content and nature are not integrated.</p>

Question Number		
5		<p>Study Source C and use your own knowledge of the work of the historian.</p> <p>This source suggests that during the 1930s life in the North of England was very different from life in the South of England.</p> <p>Explain the difficulties in finding evidence to support this and suggest other research the historian could so to discover if England was divided in this way.</p> <p>Target: Analyse the issues involved in historical research 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 about problems of evidence and/or other research without direct support from the sources or own knowledge.</p> <p><i>e.g. Happened long time ago; can look at diaries for clues.</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>Supported answer Answer identifies problems and suggests avenues for further research based on sources and/or own knowledge.</p> <p><i>e.g. Need to find out how different areas reacted to the events of the 1930s as just looking at one or two areas might not produce a balanced view. It would be difficult to find people who lived through the Depression as they are getting fewer or quite old now. Diaries could be used as well as film and radio recordings that describe people's views and what happened.</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 research and the resolution of problems. Answer identifies problem(s) with the evidence and offers suggestions for further research, explaining how the research could help to resolve the problem; comments may be based on suggestions for further research and use of sources similar to those in this paper but with a clear understanding of how such sources could be used to resolve the identified problem.</p> <p><i>e.g. May check specific details of effects of the Depression in different parts of the country using official records and newspaper accounts. Some may be misleading or exaggerated. Official records kept by councils or by Parliament may be useful. Letters and newsreels may also be useful.</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>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 problems and the potential sources for resolution. Answer identifies problems with the evidence and offers suggestions for further research, explaining how the research could help to resolve the problem. There is a secure understanding of sources appropriate to these issues and the period.</p> <p><i>e.g. A wide range of evidence is available, not all of it is reliable, some will be exaggerated and some lost. Can look at range of evidence from a range of media. Records of Parliamentary debates and official statistics and memoirs and autobiographies. One problem is the amount and range of available evidence.</i></p> <p>Reserve 15-16 for answers which attempt to evaluate the strength of evidence from suggested sources or recognise that conclusions must be tentative and provisional.</p> <p>NB No access to this level for responses which do not include additional recalled knowledge of appropriate sources/methods.</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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