

Mark Scheme (Results)

Summer 2014

Pearson Edexcel GCSE
History B (5HB03/3C)
Unit 3: Schools History Project
Development Study
Option 3C: The impact of war on
Britain c1914-c1950

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Publications Code UG039154

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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 the involvement of women in the war effort? 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. Women did work in the auxiliary services; The number of women at work increased.</i>
2	2-3	Unsupported inference Valid inference(s) are offered, but without support from source. <i>e.g. women were needed for the war effort; People needed to be forced into helping the war effort; The Government believed that there were not enough volunteers.</i>
3	4-6	Supported inference Valid inference(s) are made and supported from the source. <i>e.g. The Government needed women to play a more active role in the war effort. The amount of choice women were given for doing their bit for the war effort was limited. Women played a vital role in the war effort and more were at work in the services and in industry.</i> One well-developed point may score a maximum of 5.

Question Number		
2		How does the Government get its message across in this poster? Explain your answer, using Source B. Target: Analysis of the source for portrayal
Level	Mark	Descriptor
	0	No rewardable material.
1	1-2	<p>Simple statement without support Valid comment is offered about how the poster gets its message across but without support from the source.</p> <p><i>e.g.</i> <i>The poster is an advertisement saying that women were wanted to work for the war effort</i></p> <p>OR</p> <p>Answer identifies detail(s) or information from source, but relevance of treatment is not explained.</p> <p><i>e.g. Shows women helping with the evacuation of children.</i></p>
2	3-5	<p>Supported statement Valid comment about how poster gets its message across is offered and linked to content or nature of the source</p> <p><i>e.g. Shows women helping with the evacuation and children look well cared for; the poster asks women to join the Civil Defence to make sure that the children are well cared for.</i></p>
3	6-8	<p>Explained message Analysis of the treatment or selection of the source content is used to explain how the message to encourage women to help the war effort.</p> <p><i>e.g. Women are encouraged to help the Civil Defence by a direct appeal to help the war effort. Use is made of bright colours and clear text. The impression given is that the work is necessary and rewarding. Everything is shown as being unproblematic and organised</i></p>

Question Number		
3		How far do Sources C, D and E suggest that the problem of childcare was the main reason stopping women from doing war work? 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><i>e.g. women were able to volunteer for war work but many needed someone to look after their children; women wanted to work as they needed the wages to support their families but could not because of their children.</i></p> <p>OR</p> <p>Selects details from the sources, but without linkage to question focus.</p> <p><i>e.g. Women had children; the work was often hard; women wanted to work.</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><i>e.g. C shows that women had families to look after and desperately needed somewhere where the children would be looked after while they were at work. It was this that was more important than they did not want to be involved. D shows the women did want to go to help the war effort but nurseries were needed to look after the children and E says the work was boring as 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 C is an article in a newspaper concerned over the lack of volunteers: D is a photograph of a demonstration and should be reliable and E is from a history book that was researched .</i></p> <p>Reserve top of level for answers which makes use of all three sources.</p>
3	7-10	<p>Balanced judgement The overall suggestion to be tested, that women were prevented by lack of effective child care to enrol for war work is 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. C says women might be willing to volunteer to help the war effort but would need nurseries to be set up by local authorities D shows that women wanted to work but needed nurseries but E says women had to be conscripted and were not keen.</i></p> <p>OR</p> <p>Cross referencing focuses on source: considers the nature of Sources C. D and E in order to judge the <u>strength/quality</u> of support/challenge provided by the content.</p> <p><i>e.g. C gives a factual view about one solution to the problem of volunteers but D is a photograph that might not be typical or was staged. Source E is from a history book that has been researched and uses hindsight to give an overall view.</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 judgement.</p>
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Question Number		
4		<p>Is Source F or Source G more useful to the historian who is investigating the contribution women made to the war effort? Explain your answer, using Sources F and G.</p> <p>Target: Evaluation of source for 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 time/nature/origins of the source.</p> <p><i>e.g. G is a photograph and is therefore reliable; F is a source from the time and a report in a magazine.</i></p> <p>Maximum 2 marks for use of 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 G shows one type of work the WVS did during the war but F shows a range of ways women contributed to the war effort.</i></p> <p>OR</p> <p>Judgement is based on evaluation of nature or authorship of sources. Answer focuses on how reliable/representative/authoritative the source is.</p> <p><i>e.g. Source F is from a magazine of the time and shows what women could and would do to help the war effort; Source G however is a photograph showing one example of war work done by women and should be reliable.</i></p> <p>Maximum 5 marks if level 2 criteria are met for only one source. Maximum 7 marks for both elements but for only one source.</p>
3	8-10	<p>Judgement combines both elements of level 2 to assess the contribution the source(s) can make to the specific enquiry. Answer considers the value of the information, taking into account an aspect of its nature (i.e. how reliable/representative/authoritative/comprehensive it is).</p> <p><i>e.g. G shows a positive view of women's voluntary activity work during the war in an area that was directly involved in the war effort such as producing camouflage to protect military targets. It could have been staged and was possibly used as propaganda. Source F is a magazine article that could be propaganda which lists the different things women could do and the range of ways women could help the war effort.</i></p> <p>Maximum 9 marks if content and nature are not</p>

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Question Number		
5		<p>'The introduction of conscription was necessary to get women involved in Britain's war effort'.</p> <p>How far do you agree with this statement? Use your own knowledge, Sources A, E and H and any other sources you find helpful to explain your answer.</p> <p>Target: Making a judgement (AO1/AO2/AO3a) QWC Strands i-ii-iii. Assessing QWC: 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><i>e.g. Agrees women because of conscription played a more direct role in the war effort in a range of different jobs</i></p> <p>OR</p> <p>Selects details from the sources, but without direct linkage to the question.</p> <p><i>e.g. Women volunteered to do war work; Women did many jobs during the war as shown in source A; The government introduced conscription.</i></p> <p>Writing communicates ideas using everyday language and shows 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>QWC i-ii-iii</p>
2	5-8	<p>Supported answer Answer offers a judgement on the hypothesis and links to relevant details from sources and/or own knowledge.</p> <p><i>e.g. Women worked in a range of jobs that were essential to the war effort as shown in Source A; The Government introduced conscription as the Government realised how important they would be in the war effort. H shows the voluntary work women also did without being forced.</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 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 how far The introduction of conscription was necessary to get women involved in Britain's war effort'.</p> <p>Answer considers how essential much of this work was and whether conscription was necessary.</p> <p><i>e.g. Work women did was important but many prepared to volunteer, however the government needed to maximise the number involved as women needed to take over jobs generally done by men; Women working allowed more men to join the armed forces; The work was so important that the Government saw the need to introduce conscription as some jobs attracted insufficient volunteers as indicated in source E However many had volunteered already and others were willing if steps were taken to allow them to look after their children as indicated in sources G and H.</i></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>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 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 how far The introduction of conscription was necessary to get women involved in Britain's war effort'. Own knowledge and material from the sources is precisely selected to support the points made.</p> <p><i>e.g. Stresses the Government's determination to use the work done by women in supporting the war effort. Women were needed in the armed forces, factories and in agriculture. At the outset this was done by volunteers and this allowed extra production and released more men for the armed services. Suggests that although many women did volunteer this was not enough. As result conscription was introduced which removed the element of choice. Can indicate how important the Government regarded the role of women in supporting the war effort. This explains the need to introduce conscription to mobilise them into the work force.</i></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>N.B. No access to this level for responses which do not</p>

		<p>include additional recalled knowledge.</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>
		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.