

Mark Scheme (Results)

Summer 2015

Pearson Edexcel GCSE
in History A (5HA03)

Paper 3C

Unit 3: Modern World Source Enquiry
Option 3C: The transformation of
British society, c1951–79

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Publications Code UG041817

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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.

Question Number		
1		<p>What can you learn from Source A about life in Britain in the 1960s?</p> <p>Target: source comprehension, inference and inference support (AO3).</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1	<p>Candidates do no more than copy/paraphrase the source. Award 1 mark at this level for each piece of information copied or paraphrased.</p> <p><i>eg Source A says the Swinging Sixties was a great time to be alive.</i></p>
2	2–3	<p>Makes unsupported inference(s). An inference is a judgement that can be made from studying the source, but is not directly stated by it.</p> <p><i>eg Source A suggests that people had a very good lifestyle in the 1960s.</i></p> <ul style="list-style-type: none"> • 2 marks for one unsupported inference. • 3 marks for two unsupported inferences.
3	4–6	<p>Makes supported inference(s). A supported inference is one which uses detail from the source to provide evidence for the inference.</p> <p><i>eg Source A suggests that people had a very good lifestyle in the 1960s because the cost of living was cheap. Source A also suggests there were job opportunities especially for the young as the source says you could be out of a job on Friday and start a new one on Monday ...</i></p> <ul style="list-style-type: none"> • 4–5 marks for one supported inference. • 5–6 marks for two supported inferences.

Question Number		
2		<p>What was the purpose of this representation?</p> <p>Use details of the poster and your own knowledge to explain your answer.</p> <p>Target: knowledge recall and selection, key features and characteristics of the periods studied, analysis of representations of history (AO1/AO2/AO3).</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<p>Simple statement(s) about the representation. These are generalised statements without support from source or own knowledge of the historical context.</p> <p>EITHER Valid comment is offered about the representation, but without support from the source.</p> <p><i>eg It was to show how exciting London was at that time.</i></p> <p>OR Answer identifies detail(s) or information from the representation but relevance to the intended purpose is not identified.</p> <p><i>eg London was the centre of the Swinging Sixties.</i></p>
2	3–5	<p>Supported statement, comprehending the representation. Valid comment about the purpose of the representation is offered and linked to details in the content of the source.</p> <p><i>eg The purpose of the poster was to convince people to visit London and especially the boutique in Carnaby Street. This is supported by the message of the poster which shows that London is a really exciting place to live and visit. The poster shows Mick Jagger, the lead singer of the Rolling Stones, Twiggy, who was a leading model of the time, as well as key places to visit in London including Carnaby Street and Piccadilly Circus. Carnaby Street had become popular because of the boutiques which sold the latest fashions in young men and women ...</i></p> <p>Award top of level to candidates who identify the purpose of the representation using detail from both content AND own knowledge of the historical context.</p>
3	6–8	<p>Explained purpose, analysing the representation. Analysis of the treatment or selection of the content of the representation is used to explain its purpose.</p> <p><i>eg The purpose of the representation is to convince people to visit London and more especially the new fashionable clothing boutiques on Carnaby Street, the King's Road and the boutique which produced the poster. The poster has carefully selected images of swinging London including Mick Jagger, the lead singer of the Rolling Stones, one of the most popular rock groups of the mid sixties. In addition it focuses on fashion for the young, advertising Carnaby Street and the Kings Road which had become popular streets because of the boutiques which sold the latest fashions in young men and women. The poster also shows Twiggy who, in the</i></p>

		<p><i>mid 1960s, became one of the first popular international super models. The poster also highlights more traditional places to visit in London including Piccadilly Circus but does not show the slum areas of certain parts of the city. The poster is very colourful and vibrant as well as using the image and colours of the Union Jack in or order to catch the eye of the reader...</i></p> <p>Maximum 6 marks for answers which do not make explicit use of own knowledge of the historical context.</p>
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Question Number		
3		Use Source C and your own knowledge to explain the growth of comprehensive schooling in Britain in the 1960s. Target: knowledge recall and selection, causation within a historical context: source comprehension (AO1/AO2/AO3).
Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	Simple statements. EITHER The candidate makes simple statements from the source. OR The candidate makes simple statements from additional knowledge without reference to the source. <ul style="list-style-type: none"> • 1 mark for one simple statement. • 2–3 marks for two or more simple statements. <i>eg This was because of criticisms of the 11-plus.</i>
2	4–7	Supported statements. The candidate supports their statement with relevant detail from the source and/or additional knowledge. <i>eg Source C says the comprehensive education grew because of criticisms of the use of the 11- plus as a method of selecting children for secondary education. Some said eleven was too young for such an examination which also failed to allow for children who were late developers...</i> <i>Maximum 5 marks for answers which do not use both source and additional knowledge</i>
3	8–10	Developed explanation. The candidate uses the source and precise additional knowledge. <ul style="list-style-type: none"> • 8 marks for one explained factor. • 9–10 marks for two or more explained factors. <i>eg Source C says the comprehensive education grew because of criticisms of the use of the 11- plus as a method of selecting children for secondary education. Some said eleven was too young for such an examination which also failed to allow for children who were late developers. The source also mentions the part played by the Labour Party which was very critical of selection at 11 which they believed created an unfair secondary education system. Labour was especially critical of the grammar schools which they believed provided a privileged education for the few and led to very good qualifications and career opportunities. On the other hand, the majority of children, more than 60%, attended the far less privileged secondary modern schools. The Labour Party believed that comprehensive education would encourage equality of opportunity in secondary schooling. The education secretary, Anthony Crosland, was very keen on comprehensive education and, as Source C suggests, asked local authorities to submit plans for going comprehensive...</i>

		NB: No access to Level 3 for answers that do not include additional knowledge.
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Question Number		
4		<p>How reliable are Sources D and E as evidence of problems in Britain in the 1960s?</p> <p>Target: knowledge recall and selection, key features and characteristics of periods studied, evaluation of sources for reliability (AO1/AO2/AO3).</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	<p>Judgement based on simple valid criteria. EITHER Comments based on assumed reliability/unreliability because source is from an eyewitness, etc.</p> <p>OR Undeveloped comment on reliability of content: subject, amount of detail contained, etc.</p> <p><i>eg Source D is not reliable because it was not written at the time. Source E is not reliable because it is the front page of a magazine.</i></p> <p>Maximum 2 marks in this level for use of one source only.</p>
2	4–7	<p>EITHER Judgement based on reliability of the sources' information. Candidates extract information from sources which is shown by reference to context to be reliable.</p> <p><i>eg Source D is reliable because it provides evidence of the prejudice and discrimination faced by many immigrants in the 1960s. As the source suggests, Britain was not as welcoming as they expected. Some trade unions did complain about immigrants taking jobs from whites by accepting work at lower wages...</i></p> <p>OR Judgement based on evaluation of the nature/origin/purpose of the sources. Answers focus on how representative/authoritative the sources are.</p> <p><i>eg Source E is not reliable because it is the front page of a magazine with the purpose of selling more copies of the magazine and also to raise awareness of the environmental problems caused by increasing ownership of cars in Britain and encourage more careful planning and possible road improvements such as bypasses to reduce the problem. It exaggerates the problems caused by increased car ownership.</i></p> <p>Maximum 5 marks in this level if Level 2 criteria met for only one source.</p> <p>Maximum 6 marks in this level if answer does not use own knowledge of the historical context.</p>
3	8–10	<p>Judgement combines both elements of Level 2, and gives a balanced evaluation of reliability of the two sources. Answer provides a developed consideration of the reliability of the sources which takes into account an aspect of its nature/origin/purpose (such as how representative/authoritative/reliable it is.) The focus must be on explaining reliability/unreliability. It is</p>

		<p>not enough to say it is reliable/unreliable/typical. Comments must be developed or else mark at Level 2.</p> <p><i>eg Source D is less reliable because it is an interview for Operation Black Vote which is trying to promote further racial equality and justice and publishes the worst examples of discrimination and prejudice in Britain in the 1960s. Moreover, the interview was fifty years later and not directly from the woman who emigrated to Britain. However, there were certainly many examples of such discrimination against black immigrants.</i></p> <p><i>Source E is reliable as a view of the problems brought about by increased car ownership. Car and van ownership had increased from two and a half million in 1960 to over 11 million by the end of the decade. However, this brought environmental changes as Britain experienced more and more traffic jams such as those in shown on the front cover of the magazine, especially as car ownership encouraged more days out to the countryside, as shown in Source E, as well as rush hour traffic in and out of cities and towns.....</i></p> <p>Maximum 8 marks if answer does not use own knowledge of the historical context.</p> <p>Award 9–10 marks if evaluation of both sources meets Level 3 criteria, supported by explicit reference to knowledge of the historical context.</p>
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Question Number		
5		<p>Source F suggests the sixties were not 'swinging' for many people in Britain.</p> <p>How far do you agree with this interpretation? Use your own knowledge, Sources A, D and F and any other sources you find helpful to explain your answer.</p> <p>Target: knowledge recall and selection, consequence within a historical context, reaching a judgement on representations and interpretations of history (AO1/AO2/AO3).</p> <p>Assessing QWC i-ii-iii: for the highest mark in a level all criteria for the level, including those for QWC, must be met.</p> <p>Spelling, punctuation and grammar (SPaG): up to 3 additional marks will be awarded for SPaG.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	<p>Generalised answer.</p> <p>EITHER</p> <p>Answer offers valid undeveloped comment to support or counter the interpretation without direct support from sources or additional knowledge.</p> <p><i>eg Agrees with view saying that sources show that for many people it was not the swinging sixties due to discrimination.</i></p> <p>OR</p> <p>Selects details from the sources which support or counter the interpretation, but without direct linkage to the question.</p> <p><i>eg Gives examples of prejudice from Sources D and F.</i></p> <p>Writing communicates ideas using everyday language and showing some selection of material, but the response lacks clarity and organisation. The candidate spells, punctuates and uses the rules of grammar with limited accuracy.</p> <p>QWC i-ii-iii</p>
2	5–8	<p>Supported answer, linking the interpretation to relevant detail.</p> <p>Answer offers a judgement which agrees with or counters the interpretation and links to relevant details from sources and/or additional knowledge.</p> <p><i>eg Answer agrees and selects details from Sources D and F which show that the 1960s was not swinging for many British people, providing further evidence from their own knowledge such as poor living conditions and the poor experiences of black immigrants. Disagrees with the view and selects details from Sources A and F of the features of the Swinging Sixties and/or using additional knowledge.</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 candidate spells, punctuates and uses some of the rules of grammar with general accuracy.</p> <p>QWC i-ii-iii</p>
3	9–12	<p>Developed evaluation, agreeing or disagreeing with the interpretation.</p> <p>Answer reasons from the evidence to consider the claim. At this level</p>

<p style="text-align: center;">QWC i-ii-iii</p>		<p>the answer will be unbalanced and only points of agreement or disagreement with the interpretation will be convincingly explored.</p> <p><i>eg Sources D and F agree with the view that the sixties was not 'swinging' for a great number of people. Source D suggests that the experience of many immigrants was very different. It mentions the prejudice they faced in housing and jobs. Some were highly educated but were forced to take on low-skilled employment. Even then they were accused, as Source D suggests, of stealing jobs from white British people. Many found themselves sharing overcrowded and substandard accommodation because, as Source D suggests, signs on many houses for rent said "no blacks". Sources D and F also suggest that a significant number of white British people had a very different experience with similarly sub-standard and overcrowded accommodation especially for those who were unemployed or in a job with low pay ...</i></p> <p>Maximum 10 marks for answers which do not include additional knowledge to support their argument.</p> <p>NB: No access to Level 3 for answers 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 candidate 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;">QWC i-ii-iii</p>	<p style="text-align: center;">4</p> <p style="text-align: center;">13–16</p>	<p>Sustained argument and evaluation, reviewing alternative views before giving a balanced judgement on the interpretation.</p> <p>The answer considers the evidence which supports the interpretation and also considers counter evidence. The evaluation of the interpretation is supported by precisely-selected evidence from the sources and additional knowledge.</p> <p><i>eg As Level 3. However there is strong evidence from the sources, especially Sources A and F that, for a number of people, the sixties was 'swinging'. Source F mentions that there was a sense of living in a new era. This was particularly true of youth and young adults. Source A suggests it was a time to break free from old traditions and to start to create new ones. A new youth culture encouraged young people to expect a good social life. It seemed that Britain, especially London, was leading a cultural revolution. Source F agrees with this and suggests that if you had the money and lived in London or a major city then you could feel part of the swinging scene. This money would enable people buy records and go to concerts and enjoy the explosion in pop music of the mid sixties with the emergence of popular groups such as the Beatles, the Rolling Stones and the Who. Moreover, it enabled people to follow the trends in fashion so typical of this period, such as the mini skirt popularised by the model Twiggy. Fashion changed so quickly and clothes were produced so cheaply. Furthermore, Source A suggests that, for some, there was a very good standard of living with little or no inflation and cheap petrol. However, on balance, this view is not accurate. For a great number of people, especially those who did not live in London, this was not the swinging sixties. This view is strengthened by the reliability of Sources D and F. Source F is a textbook which should provide a balanced and</i></p>

		<p><i>objective view of the 1960s. Source D shows the experiences of an immigrant to Britain in the early 1960s which was typical of that time...</i></p> <p>Reserve 15–16 marks for answers 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 Level 4 for answers that do not include additional knowledge and make use of the sources.</p> <p>Writing communicates ideas effectively, using a range of precisely-selected historical terms and organising information clearly and coherently. The candidate 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	Candidates 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	Candidates 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	Candidates 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.

