



## **Mark Scheme**

Summer 2017

5HA03/3C

Pearson Edexcel GCSE  
in History A (5HA03)

Paper 03

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

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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.

### Quality of Written Communication (QWC)

- 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 (SPaG) 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.
- 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		<p>What can you learn from Source A about the Notting Hill Race Riots of 1958?</p> <p><b>Target:</b> source comprehension, inference and inference support (AO3).</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1	<p><b>Candidates do no more than copy/paraphrase the source.</b> Award 1 mark at this level for each piece of information copied or paraphrased.</p> <p><i>eg Source A says that we were not prepared to go down like dying dogs.</i></p>
2	2–3	<p><b>Makes unsupported inference(s).</b> 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 the black people of Notting Hill were being threatened by the crowd...</i></p> <ul style="list-style-type: none"> <li>• 2 marks for one unsupported inference.</li> <li>• 3 marks for two unsupported inferences.</li> </ul>
3	4–6	<p><b>Makes supported inference(s).</b> 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 the black people of Notting Hill were being threatened by the crowd because they were shouting 'Let's burn the blacks! Let's lynch them!' Source A also suggests that the black people were prepared to defend themselves when it says 'we were not prepared to go down like dying dogs'...</i></p> <ul style="list-style-type: none"> <li>• 4–5 marks for one supported inference.</li> <li>• 5–6 marks for two supported inferences according to the level of support.</li> </ul>

Question Number		
2		<p>What was the purpose of this representation? Use details of the newsreel commentary and your own knowledge to explain your answer.</p> <p><b>Target:</b> 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><b>Simple statement(s) about the representation.</b> These are generalised statements without support from the 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 that events in Notting Hill were shameful.</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 The British public were shocked by the events at Notting Hill.</i></p>
2	3–5	<p><b>Supported statement, comprehending the representation.</b> 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 news report is to turn people against racism. The message of the news report is that the violence of the white gangs against the black people of Notting Hill is wrong. This can be seen by the headline for the report 'Shameful Episode' and the words used in the report such as 'racial violence', 'this violence is evil'. British public opinion was shocked by the events at Notting Hill. It was not just carried out by locals but part of organised racism. This was encouraged by Oswald Mosley and 'Teddy boys'...</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><b>Explained purpose, analysing the representation.</b> 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 news report was to shock the British public, turn people against racism and prevent any further riots or racist attacks. The news report has used carefully selected events at Notting Hill, such as chasing a black man into a shop by an angry crowd of youths, to win the sympathy of the public for the black population. In addition, the report has carefully selected words and phrases to shock public opinion, highlight the seriousness of the situation in Notting Hill and encourage sympathy and support for the black people of the area. This can be seen by the headline for the report 'Shameful Episode' and the words used in the report</i></p>

		<p><i>such as 'racial violence', 'this violence is evil'. British public opinion was shocked by the events at Notting Hill. It was not just carried out by locals but part of organised racism. Indeed, the first indication of trouble had come in the summer of 1958 when Oswald Mosley set up the Union Movement campaign and 'Teddy Boys' began attacking blacks. The riots in Notting Hill did receive widespread news coverage. Much of the British public saw coverage of the police trying to keep black and white gangs apart...</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		<p>Use Source C and your own knowledge to explain why many people came to Britain as immigrants from the Commonwealth in the 1950s.</p> <p><b>Target:</b> knowledge recall and selection, causation within a historical context. source comprehension (AO1/AO2/AO3).</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	<p><b>Simple statements.</b> EITHER The candidate makes simple statements from the source.</p> <p>OR</p> <p>The candidate makes simple statements from additional knowledge without reference to the source.</p> <ul style="list-style-type: none"> <li>• 1 mark for one simple statement.</li> <li>• 2–3 marks for two or more simple statements.</li> </ul> <p><i>eg This was because immigrants came to Britain in search of work and a higher standard of living..</i></p>
2	4–7	<p><b>Supported statements.</b> The candidate supports their statement with relevant detail from the source and/or additional knowledge.</p> <p><i>eg Source C says it was because immigrants came to Britain in search of work and a higher standard of living. Many viewed working in Britain, the ‘mother country’, as an opportunity to earn good wages. Most immigrants were male and aimed to work in Britain for a short period while sending money back to their families. Source C also mentions the expansion of the British economy...</i></p> <p>Maximum 5 marks for answers which do not use both source and additional knowledge.</p>
3	8–10	<p><b>Developed explanation.</b> The candidate uses the source and precise additional knowledge.</p> <ul style="list-style-type: none"> <li>• 8 marks for one explained factor.</li> <li>• 9–10 marks for two or more explained factors.</li> </ul> <p><i>eg Source C says it was because immigrants came to Britain in search of work and a higher standard of living. Many viewed working in Britain, the ‘mother country’, as an opportunity to earn good wages. Most immigrants were male and aimed to work in Britain for a short period while sending money back to their families. Source C also mentions the expansion of the British economy in the 1950s. This led to a serious shortage of labour. The government and private firms found, as Source C suggests, jobs with low pay, long hours and shift work, difficult to fill because they were unattractive to British workers. There were big recruitment campaigns by government organisations such as the National Health Service, which had been set up in 1948. London Transport actually went to the Caribbean to search for staff. Some migrating to Britain were given an interest-free loan from</i></p>



		<p><i>their own government for travel costs...</i></p> <p><b>NB: No access to Level 3 for answers that do not include additional knowledge.</b></p>
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Question Number		
4		<p>How reliable are Sources D and E as evidence of attitudes in Britain to Commonwealth immigrants in the 1950s and early 1960s?</p> <p><b>Target:</b> 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><b>Judgement based on simple valid criteria.</b> 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 reliable because it is a photograph. Source E is reliable because it was written at the time.</i></p>
2	4–7	<p>EITHER <b>Judgement based on reliability of the sources' information.</b> 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 suggests that there were some people who welcomed immigrants when they arrived in Britain. It shows a group of well-wishers greeting new arrivals from the West Indies at a London station. Moreover, the photograph shows both black and white well-wishers with placards welcoming the arrivals from islands such as Barbados and Antigua with words such as 'Welcome Commonwealth Citizens' and 'Welcome British Citizens'....</i></p> <p>OR <b>Judgement based on evaluation of the nature/origin/purpose of the sources.</b> Answers focus on how representative/authoritative the sources are.</p> <p><i>eg The account is reliable about attitudes to immigrants because it was published by white residents in the Southall Area with the purpose of stopping more immigrants moving to the area. However, it was not reliable as evidence of the general attitude that people had towards immigrants...</i></p> <p>Maximum 5 marks if Level 2 criteria met for only one source.</p> <p>Maximum 6 marks if answer does not use own knowledge of the historical context.</p>
3	8–10	<p><b>Judgement combines both elements of Level 2, and gives a balanced evaluation of reliability of the two sources.</b> Answer provides a developed consideration of the reliability of the sources which takes into account an aspect of its nature/</p>

	<p>origin/purpose (such as how representative/authoritative/reliable it is.) The focus must be on explaining reliability/unreliability. It is 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 a photograph published in a national newspaper which wanted to provide a positive image of attitudes towards the arrival of new immigrants. The photograph is not necessarily typical of what happened when immigrants first arrived in Britain. Moreover, many immigrants, although generally welcomed by black people already settled in Britain, often faced discrimination from the white population.</i></p> <p><i>Source E is reliable because it reflects the increasing hostility faced by many immigrant families from the white population who saw them as a threat to their way of life, as well and feared that they would bring down property values. These attitudes did exist and were encouraged by some newspapers, which published exaggerated and sensationalised reports about the supposed lack of cleanliness of immigrant families. It was not all together typical of all white residents in their attitudes to immigrants moving into their neighbourhood ...</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		
<b>5</b>		<p>Source F suggests that for many Commonwealth immigrants, Britain was not as welcoming as they had expected in the 1950s and early 1960s.</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><b>Target:</b> knowledge recall and selection, consequence within a historical context, reaching a judgement on representations and interpretations of history (AO1/AO2/AO3).  <b>Assessing QWC i-ii-iii:</b> for the highest mark in a level <b>all</b> criteria for the level, including those for QWC, must be met.  <b>Spelling, punctuation and grammar (SPaG):</b> up to 3 additional marks will be awarded for SPaG.</p>
Level	Mark	Descriptor
	<b>0</b>	No rewardable material.
<b>1</b>	<b>1–4</b>	<p><b>Generalised answer.</b>  EITHER  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 Britain was not very welcoming.</i></p> <p>OR  Selects details from the sources which support or counter the interpretation, but without direct linkage to the question.</p> <p><i>eg Gives examples from Sources A and F to show that Commonwealth immigrants were not welcomed in Britain.</i></p> <p>QWC i-ii-iii  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>
<b>2</b>	<b>5–8</b>	<p><b>Supported answer, linking the interpretation to relevant detail.</b>  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 A and F which show that Commonwealth immigrants were not welcomed in Britain, providing further evidence from their own knowledge; disagrees and selects details from Sources D and F which show that Commonwealth immigrants were welcomed, providing further evidence from their own knowledge...</i></p> <p>QWC i-ii-iii  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>
<b>3</b>	<b>9–12</b>	<b>Developed evaluation, agreeing or disagreeing with the</b>

<p style="text-align: center;"><b>QWC i-ii-iii</b></p>		<p><b>interpretation.</b> Answer reasons from the evidence to consider the claim. At this level the answer will be unbalanced and only points of agreement or disagreement with the interpretation will be convincingly explored.</p> <p><i>eg Sources A and F agree with the view that Commonwealth immigrants were not welcomed in Britain in the 1950s and early 1960s. Source A shows that black people living in the Notting Hill area of London were attacked by gangs of white youths who used violence against them. This is supported by Source F which says that they were generally forced to settle in the poor inner-city areas, sharing overcrowded and substandard accommodation. Many also faced discrimination with signs for jobs and housing such as 'No coloureds' and 'No blacks'. Often the white people began to move out to other parts of the city. Some trade unions complained about immigrants taking jobs from whites by accepting work at lower wages. Some politicians and some of the British public argued that, instead of coming to Britain to work, many were coming to Britain simply to receive generous welfare benefits. By the late 1950s, many young white working-class 'Teddy Boys' were beginning to attack black immigrants who they thought were taking their women...</i></p> <p>Maximum 10 marks for answers which do not include additional knowledge to support their argument.</p> <p><b>NB: No access to Level 3 for answers which do not use the sources.</b></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;"><b>4</b></p> <p style="text-align: center;"><b>QWC i-ii-iii</b></p>	<p style="text-align: center;"><b>13–16</b></p>	<p><b>Sustained argument and evaluation, reviewing alternative views before giving a balanced judgement on the interpretation.</b> 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 D and F, that Commonwealth immigrants were welcomed in Britain. Source D shows that immigrants from the West Indies were greeted with enthusiasm by both black and white British citizens. Source F mentions how immigrants were welcomed by the government and various organisations such as the National Health Service and London Transport. London Transport even provided hostels for many of the immigrants they recruited and made a significant contribution to race relations, with some black immigrants even achieving management jobs. Asian families from India and Pakistan were welcomed in the textile mills of Lancashire, which were desperate for cheap, unskilled labour.</i></p> <p><i>However, on balance, the view is correct as increasingly immigrants found that life in Britain failed to live up to expectations as they were made to feel less and less welcome by many British people who worried about threats to British culture as well as concerns about housing and jobs. This view is strengthened by the reliability of</i></p>

		<p><i>Source A, which is an interview with a West Indian who is able to give an eyewitness account of the Notting Hill riots...</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><b>NB: No access to Level 4 for answers that do not include additional knowledge.</b></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>
Performance	Mark	<b>Marks for SPaG</b>
		Descriptor
	<b>0</b>	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	<b>1</b>	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	<b>2</b>	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	<b>3</b>	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.