



Mark Scheme

Summer 2017

5HA03/3B

Pearson Edexcel GCSE
in History A (5HA03)

Paper 03

Unit 3: Modern World Source Enquiry:
War and the transformation of British
society, c1931–51



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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:
 - ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear*
 - select and use a form and style of writing appropriate to purpose and to complex subject matter*
 - 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 start of the National Health Service in 1948?</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 tells me that she thought it was absolutely wonderful because she had a nurse come in every day.</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 benefitted from the NHS in different ways...</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 benefitted from the NHS in different ways because the mother and grandmother got free dental treatment and one daughter got new specs. The source also suggests that the NHS provided improved medical care for some people as the second sister had a nurse come in every day after the birth of her second child...</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? 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 encourage support for the NHS.</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 NHS began in July 1948 and there was a rush for its free treatment.</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 cartoon was to promote the new NHS, which had been introduced six months earlier. It suggests that it is a Santa Claus service which has brought a lot of presents for patients shown on a Christmas tree. The free services are shown on the Christmas tree with people of different age ranges waiting to be given the presents by Santa Claus. There was an initial rush for all the free services etc after the launching of the NHS. Another purpose could be to turn people against the NHS. This is because the cartoon shows the NHS as a Santa Claus service giving too much away to the public...</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 cartoon was to promote and win support for the new NHS which had been introduced six months earlier. The cartoonist has exaggerated the benefits of the new system by choosing to depict the NHS as a Santa Claus service which is popular with the people and has brought great benefits. The free services are depicted as presents on the Christmas tree. In addition, the cartoonist selects an age range of people gathered round the Christmas tree representing the patients of the NHS, from the very young to the very old, to highlight the benefits the NHS brought to all age groups. The NHS was certainly popular with</i></p>

	<p><i>the majority of people by Christmas of 1948. Within two months of the start of the NHS, 93 per cent of the population had signed up with doctors for the new health scheme. There was also a rush for free spectacles and false teeth. More than 5 million were issued with new spectacles in the first year of the NHS.</i></p> <p><i>Another purpose could be to promote opposition to the NHS. This is because the cartoon shows the NHS as a Santa Claus service giving too much away to the public. There were strong criticisms of the high cost of the new NHS...</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 why the Labour Party won the General Election of 1945. 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	<p>Simple statements.</p> <p>EITHER The candidate makes simple statements from the source.</p> <p>OR The candidate makes simple statements from additional knowledge without reference to the source.</p> <ul style="list-style-type: none"> • 1 mark for one simple statement. • 2–3 marks for two or more simple statements. <p><i>eg People wanted a positive new policy.</i></p>
2	4–7	<p>Supported statements.</p> <p>The candidate supports their statement with relevant detail from the source and/or additional knowledge.</p> <p><i>eg Source C says that Labour won the General Election of 1945 because people wanted a positive new policy, which Labour had. As a result of the Second World War, people wanted change, especially the changes recommended by the Beveridge Report of 1942. Such changes were suggested by the Labour Manifesto. As Source C suggests, people did not want a return to the Conservatives...</i></p> <p>Maximum 5 marks for answers which do not use both source and additional knowledge.</p>
3	8–10	<p>Developed explanation.</p> <p>The candidate uses the source and precise additional knowledge.</p> <ul style="list-style-type: none"> • 8 marks for one explained factor. • 9–10 marks for two or more explained factors. <p><i>eg Source C says that Labour won the General Election of 1945 because people wanted a positive new policy, which Labour had. As a result of the Second World War, people wanted change, especially the changes recommended by the Beveridge Report of 1942. Such changes were suggested by the Labour Manifesto. As Source C suggests, people did not want a return to the Conservatives and the unemployment of the 1930s. They did not want the Conservatives who many people associated with the failures of the 1930s, especially unemployment. Source C insists that people did not want to go back to the old policies of the 1930s. In addition, Source C suggests people liked Churchill but did not want him as prime minister if it also meant voting for the Conservatives. It is clear that the Conservative Party relied too heavily on Churchill but did not trust the Conservatives to run the country in peace time....</i></p>

		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 about the early days of the National Health Service? Explain your answer, using Sources D and E and your own knowledge.</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 reliable because it is a photograph and Source E is reliable because it was an interview given at the time.</i></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 shows Bevan visiting the first NHS hospital in Manchester as well as its first patient. Hospitals such as Park Hospital in Manchester were taken over by the NHS and the majority of patients were pleased with the new service as shown by the smiling face of all three shown in the photo. Bevin would have been pleased that the NHS had begun, as shown in the photo, especially after the tough negotiations with the BMA...</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 reliable because it is an interview given at the time on the National Health Service for an organisation, Mass Observation, which aimed to record everyday life in Britain and would have no reason to distort or exaggerate reactions to the National Health Service. Moreover, it is evidence from a doctor who, unlike the majority, saw the benefits of the NHS...</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>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</p>

	<p>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 of its purpose, which is to promote support for the new NHS especially after the criticisms of the new service from the BMA. The scene has been carefully chosen by the photographer with the three people asked to pose and smile and Bevan shown as giving treatment to Sylvia Beckingham. It may not have been typical of the situation for of all the patients in all NHS hospitals especially with the mad rush for treatment by doctors and hospitals in the first year of the service. Moreover, not all people were as pleased with the launch of the new service, with some people critical of the cost of the NHS...</i></p> <p><i>Source E is reliable because it mentions some of the immediate benefits of the new National Health Service Act. More especially, he suggests that before the NHS many women would avoid visiting the doctors, unless they were seriously ill, because of the cost. This was certainly the case because many women were not covered by national health insurance and could not afford medical treatment. Under the NHS many more women went for treatment earlier because it was free and this, as the source suggests, prevented more serious conditions from developing...</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 that there strong support for the National Health Service.</p> <p>How far do you agree with this interpretation? Use your own knowledge, Sources A, B 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). Assessing QWC i-ii-iii: 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 SPaG.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	<p>Generalised answer. 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 that there was strong support for the National Health Service.</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 of support for the NHS in Sources A and B.</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. 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, B and F which show how much support there was for the NHS and/or using own knowledge; disagrees with the view and selects details from Sources B and F which show that there was opposition to the NHS and/or using own 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. Answer reasons from the evidence to consider the claim. At this level the answer will be unbalanced and only points of</p>

<p>QWC i-ii-iii</p>		<p>agreement or disagreement with the interpretation will be convincingly explored.</p> <p><i>eg Sources A and F agree with the view that there was strong support for the NHS. Source A suggests that this family thought it was 'wonderful', it was 'fantastic' with different members of the family benefitting from free medical treatment, including free dental treatment and glasses, and improved midwifery and post-natal treatment. Source B also suggests that there was strong support with the cartoon showing people of various ages gathered around the Christmas tree which represents the new NHS. The NHS was very popular and strongly supported because, as Source F suggests, it promised universal, free medical treatment. It took away the financial worries that many people had had about having to pay for medical treatment. By 5 July 1948, three-quarters of the population had signed up with doctors under the new health scheme. Two months later, 39,500,000 people, or 93 per cent of the population, had enrolled together with 20,000 GPs, about 90%, participating in the scheme. The new service had become immediately popular with the vast majority of Britain's population. The NHS was strongly supported by women as Source F suggests. Many women had not been covered by the national health insurance scheme and, had often, not been able to afford medical treatment. The NHS made women a priority and were four times more likely to consult a doctor under the NHS than a man...</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>4</p>	<p>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. Strong evidence is provided by Sources B and F against the view that there was strong support for the NHS. Some opposed the NHS because it was giving away too much for nothing, as is shown in Source B. The majority of doctors, represented by the BMA, opposed the National Health Service Act as suggested by Source F. Doctors did not want to be employed by the government and be told where to work, because they would no longer be able to sell their services. They feared that, as Source F suggests, they would lose their private patients and therefore income. In January 1948, the BMA held a ballot of all doctors to see whether they approved of the NHS. Over 40,000 voted against and only 4,700 in favour. Source F also suggests that there was opposition to the cost of the NHS. In its first year, the NHS cost £248 million to run, almost £140million more than had been originally estimated. Annual sums put aside for treatment</i></p>

<p>QWC i-ii-iii</p>		<p><i>such as dental surgery and glasses were quickly used up. This was due to the mass rush for free treatment etc. as is shown in Source B with the Christmas and the different age groups of patients. However, the weight of evidence supporting the view is further strengthened by the reliability of Sources A and F. Source A is from an interview given many years later which would have no reason to exaggerate or distort the experiences her family had of the NHS. Source F is from a history of Britain which should provide a balanced view of the National Health Service....</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.</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.