



Mark Scheme

Summer 2017

GCSE History B (5HB03/3C)

Unit 3: Schools History Project Source Enquiry

Option 3C: The impact of war on Britain c1903-
c1954

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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, ie 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, ie 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 preparations for dealing with casualties?</p> <p>Target: source comprehension and inference (AO3).</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1	<p>Comprehension. Answer selects relevant detail(s) from the source.</p> <p><i>eg 'Volunteers practised taking casualties to hospital' or 'They used members of the Home Guard'</i></p>
2	2–3	<p>Unsupported inference. Valid inference(s) are offered, but without support from the source.</p> <p><i>eg 'Volunteers were trained to deal with people who had been injured in bombing raids' ' They had to make do with what equipment they had'</i></p>
3	4–6	<p>Supported inference. Valid inference(s) are made and supported from the source.</p> <p><i>eg 'Volunteers were trained to contribute in a variety of ways, here they are practising carrying casualties to an emergency hospital.' 'They were not properly equipped but have a makeshift ambulance pulled by an ordinary car. The hospital is sandbagged and underground so they were expected to deal with the effects of bombing. They were expecting many casualties to prepare this early in the war'.</i></p> <p>One well-developed point may score a maximum of 5.</p>

Question Number		
2		<p>Study Source B and use your own knowledge. What was the purpose of this representation? Explain your answer, using Source B and your own knowledge.</p> <p>Target: knowledge recall and selection, key features and characteristics of periods studied, analysis of representations of history (AO1/AO2/AO3).</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<p>Simple statement about the representation. EITHER Valid comment is offered about the representation but without support from the source.</p> <p><i>eg 'To get people to support the war effort'</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 'It shows women helping evacuees'.</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 poster was to encourage women to volunteer to help care for evacuees either to organise the process or to take evacuees in. The poster suggests women are doing their bit for the entire nation'.</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 Notes that the main purpose is to encourage recruitment to and involvement with the evacuation of children from danger in the cities to the safety of the countryside. The poster creates the impression that helping in this way was just as important as the work done by anyone else in the war effort. The poster shows the role of three different women, two of whom are working on behalf of evacuees.</i></p> <p>Maximum 6 marks for answers which do not make explicit use of own knowledge of the historical context.</p>

Question Number		
3		<p>Study Source C and use your own knowledge. What part did women play in Britain's industries in the period 1939-1945? Explain your answer, using Source C and your own knowledge.</p> <p>Target: knowledge recall and selection, key features and significance in a historical context, source comprehension (AO1/AO2/AO3).</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	<p>Simple statements. EITHER Answer consists of simple statements from the source.</p> <p><i>eg 'They were important in working in industries vital to the war effort'.</i></p> <p>OR Answer consists of simple statements based on additional knowledge without reference to the source.</p> <p><i>eg 'They worked in factories making guns and planes'.</i></p>
2	4–7	<p>Supported statements. Statements are supported by information from the source and/or additional knowledge.</p> <p><i>eg Details how at first women were encouraged to move from non-essential work to work in wartime essential ones. Advertisements were used and campaigns but much of the war time work was boring; Can indicate industries or work that women did to help the war effort such as munitions work.</i></p> <p>Maximum 5 marks for answers which do not use both source and additional knowledge.</p>
3	8–10	<p>Developed explanation. Answer uses the source and precise own knowledge.</p> <p><i>eg. Can indicate the importance of the work women did in munitions and other industries. Can indicate that there were insufficient volunteers despite campaigns to encourage more women to sign up. Even though many were persuaded to shift or join the workforce, conscription had to be introduced.</i></p> <p>NB: No access to Level 3 for answers that do not include additional knowledge.</p>

Question Number		
4		<p>Study Sources D and E and use your own knowledge.</p> <p>How reliable are Sources D and E as evidence of how the war affected everyday life in Britain?</p> <p>Explain your answer, using Sources D and E and your own knowledge.</p> <p>Target: knowledge recall and selection, key features and characteristics of period 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. Comments based on subject/amount of detail, or assumed reliability because of time/nature/origins of the source.</p> <p><i>Eg' Source D is from someone who lived through air raids so must be reliable'. 'Source E is from a newspaper and is just someone's point of view'.</i></p> <p>Maximum 2 marks for use of one source only.</p>
2	4–7	<p>Judgement is based on the reliability of the sources' information or is based on an evaluation of the nature or authorship of sources. EITHER Answer focuses on details which can be corroborated or challenged.</p> <p><i>eg Notes in Source D that people were prepared to do their bit for the war effort after working all day and is from someone who was there and involved. Source E suggests people's attitudes changed as a result of the war for the better.</i></p> <p>OR Answer focuses on how reliable/representative/authoritative the source is.</p> <p><i>eg Notes that the view expressed in Source E might not be typical and might be exaggerated. All newspapers were censored so it was an article that was positive about the way things had changed and might be less than reliable. Also notes that D was given 40 years later but it was for a group of school students and the content suggests it was not an exaggeration.</i></p> <p>Maximum 5 marks if Level 2 criteria are met for only one source.</p> <p>Maximum 6 marks if answer does not use own knowledge of the context.</p>
3	8–10	Judgement combines both elements of Level 2 to assess the reliability of the sources for the specific enquiry.

		<p>Answer considers the reliability of the information, taking into account an aspect of its nature (ie how reliable/representative/ authoritative/comprehensive it is).</p> <p><i>eg Notes that there is a strong sense that Source E is indicating that the war changed people's attitudes for the better and people changed to a simpler more traditional way of doing things. It comes from a newspaper that was subject to censorship so would put a positive spin on areas changed by wartime conditions. As a result it might be regarded as a form of propaganda. Source D is from an eyewitness. It is part of a talk indicating what he did in the war 40 years earlier. It is for a group of 13 year olds. Although done 40 years later it still can be regarded as reliable. However it is only one person's point of view.</i></p> <p>Maximum 8 marks if own knowledge of the historical context is not explicitly used, or if Level 3 criteria are met for one source only.</p>
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Question Number		
5		<p>Source F suggests that volunteers played a very important part in the war effort.</p> <p>How far do you agree with this interpretation? Explain your answer, using your own knowledge, Sources B, D and F and any other sources you find helpful.</p> <p>Target: knowledge recall and selection, analysis of significance and key features of historical periods, 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 'Volunteers helped protect Britain from attack and enemy bombing'</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 'Source F shows that government played a really important role in controlling things'.</i></p> <p>Writing communicates ideas using everyday language and shows 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>
QWC i-ii-iii		
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 Can indicate from Source F that the government was prepared to use controls to bolster the war effort from the outset. Source B shows the ministry was calling for volunteers to help with evacuation. D thinks that volunteers were important in the Home Guard and ARP.</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>
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>Developed evaluation, agreeing or disagreeing with the interpretation.</p> <p>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 Can indicate areas and roles which were a direct result of Government taking over and directing industry from conscription to regulating work places and rationing. Can also indicate that the war effort was also dependent on the work of volunteers as shown in Sources B and D and F. Source F also suggests that the government played an important role in campaigns such as 'dig for victory'. Can indicate need for conscription at outset of the war to call people up for service.</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;">4</p> <p style="text-align: center;">QWC i-ii-iii</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>Answer considers the evidence which supports the interpretation that volunteers played a very important part in the war effort. The evaluation of the interpretation is supported by precisely-selected evidence from the sources and additional knowledge</p> <p><i>eg Notes that in a range of ways use was made of volunteers to play their part in the war effort. They joined groups such as the Home Guard and the ARP. They volunteered to run canteens and help with the care of evacuees. The evidence of Source B and F also indicate that from the outset the government took a leading role in controlling the war effort. This was supplemented by the roles of volunteers such as the Local Defence Volunteers and ARP. Can outline the type of volunteering people did to help the war effort. Can also indicate how in Source B volunteering needed direction and uses own knowledge to show that conscription was necessary in industry and in organisations such as the Land Army. Source B is from the period and is official information from a ministry, D from an eyewitness with no reason to exaggerate what he experienced. Source F gives equal treatment to volunteers and state direction.</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 which 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.

