

# Mark Scheme (Results)

Summer 2013

GCSE History A (5HA03/3B)

Unit 3: Modern World Source

Enquiry

Option 3B: 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.

- 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 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?

## Unit 3: Modern World Source Enquiry

### Option 3B: War and the Transformation of British Society, c1931-51

Question Number		
1		<p>What can you learn from Source A about rationing in Britain during the Second World War?</p> <p>Target: Source comprehension, inference and inference support (A03)</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1	<p><b>Students 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>e.g. Our meals are expensive and difficult to come by because of rationing.</i></p>
2	2-3	<p><b>Makes unsupported inferences.</b> An inference is a judgement that can be made from studying the source, but is not directly stated by it.</p> <p><i>e.g. The source suggests that rationing was not carried out in a fair way.....</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 inferences.</b> A supported inference is one which uses detail from the source to prove the inference.</p> <p><i>e.g. The source suggests that rationing was not carried out in a fair way because it says that she has not seen an egg for months yet other parts of the country seem to have a reasonable supply...</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.</li> </ul>

Question Number		
<b>2</b>		<p>Why was this photograph widely publicised in 1941? Use details of the photograph and your own knowledge to explain your answer.</p> <p>Target: Source comprehension and interpretation, message and purpose (A01, A02, A03)</p>
Level	Mark	Descriptor
	<b>0</b>	No rewardable material.
<b>1</b>	<b>1-2</b>	<p><b>Simple statement.</b> These are generalised statements without support from source or detailed contextual knowledge.</p> <p>EITHER Valid comment is offered about the message of the source but without support from the source.</p> <p><i>e.g. The source suggests that there is a plentiful supply of tinned meats.</i></p> <p>OR Answer offers comment about the source context but relevance to message is not explained.</p> <p><i>e.g. There were great shortages of food supplies in 1941 due to U-boat sinkings.</i></p>
<b>2</b>	<b>3-5</b>	<p><b>Supported statement.</b> These are statements which identify the message of the source and give details in support from the content or context of the source.</p> <p><i>e.g. The message given by the photograph is that there is a plentiful supply of tinned meats in 1941. The shopkeeper is shown holding tins of spam and stacking shelves which are full of tins of various meats. The shop seems well stocked. This photograph was taken in 1941 when people were concerned about food shortages partly due to the sinking of merchant ships by German U-Boats....</i></p> <p>Award top of level to students who identify the message of the source using detail from both content <b>and</b> context.</p>
<b>3</b>	<b>6-8</b>	<p><b>Explained purpose.</b> Analysis of the treatment or selection of the source content is used to explain the message and its intention. Purpose is distinct from message. Purpose is what the message is designed to achieve.</p> <p><i>e.g. ...This photograph was widely published in 1941 as propaganda by the government in order to keep up morale at a time when there was growing concern about food shortages. The photograph was published in a national newspaper which would have been censored. In the photograph the shopkeeper is shown holding tins of spam and stacking shelves which are full of tins of various meats. The shop seems well stocked. This</i></p>

		<p><i>photograph was taken in 1941 when people were concerned about food shortages partly due to the sinking of merchant ships by German U-Boats....</i></p> <p>Award top of level to students who analyse both the selection <b>and</b> treatment of the source to show its purpose.</p>
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Question Number		
3		<p>How far do Sources B and C support the evidence of Source A about food supplies in Britain during the Second World War? Explain your answer, using the sources.</p> <p>Target: Source comprehension and interpretation, cross-reference (A03)</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1-3	<p><b>Generalised yes and/or no answers without support from the source.</b></p> <p><i>e.g. Responses which say yes and/or no. In Sources A and B there are tinned meats.</i></p> <p>Award top of level to answers which offer undeveloped yes-and-no points.</p>
2	4-7	<p><b>Answers with support from the source(s).</b> 1 mark per example quoted.</p> <p>To gain marks above 6 answers must identify details which agree and disagree.</p> <p><i>e.g. Source C does not support the evidence of Source A about food supplies. Source C suggests that there was a variety of foods in the countryside such as fruit, chicken, eggs, rabbits and pigeons. Source A suggests there was little variety with boring tinned meats and boiled potatoes and a shortage of certain items such as eggs. Source B supports the evidence of Source A. Source B suggests there was a plentiful supply of tinned meat which is mentioned in Source A.</i></p>
3	8-10	<p><b>Answers which, in addition, consider the degree to which support is provided.</b></p> <p>This level also could include evaluation of sources for reliability/typicality etc.</p> <p><i>e.g. ...Source C strongly challenges the evidence of Source A. This is not surprising because of the different locations and experiences of the two people. Source C is the experience of a child who lived in the countryside where there was more choice of food and Source A from a woman in her thirties who lived in London. There is limited support between Sources A and B. Both suggest there were plentiful supplies of tinned meat but Source B, probably used for propaganda, suggests that food supplies were plentiful, but Source A, from a diary account, suggests that such food was boring and that many foods such as eggs were in short supply.. ...</i></p>

Question Number		
<b>4</b>		How useful are Sources D and E as evidence of the 'Dig for Victory' campaign? Explain your answer, using Sources D and E and your own knowledge.  Target: Evaluation of sources for utility (AO1, A02 and AO3)
Level	Mark	Descriptor
	<b>0</b>	No rewardable material.
<b>1</b>	<b>1-3</b>	<b>Judgment based on simple valid criteria.</b> Comments based on assumed reliability/unreliability because source is primary or from an eyewitness, etc.  OR undeveloped comment on usefulness of content: subject, amount of detail contained, etc.  <i>e.g. Source D is useful because it is a photograph and the camera never lies. Source E is useful because it was written at the time.</i>
<b>2</b>	<b>4-7</b>	<b>Judgment based on usefulness of the sources' information – answers which give examples of what the source is useful for or its limitations.</b> Students extract useful information from the sources.  <i>e.g. Source E is useful because it suggests that the 'Dig for Victory' campaign had been a success. This was true as the number of allotments had increased to 1.4 million by 1942 and every available piece of land was used to grow vegetables....</i>  OR <b>Judgment based on evaluation of the nature/origin/purpose of the sources - answers focus on how representative/ reliable/authoritative the sources are.</b>  <i>e.g. Source D is of limited use because it is a photograph which has been used as propaganda to encourage more people to help with the 'Dig for Victory' campaign. The photograph has been selective and has chosen a very large cultivated area in the middle of a badly bombed part of London. This was not necessarily a typical example of a cultivated area....</i>  Maximum 5 marks if Level 2 criteria met for only one source.
<b>3</b>	<b>8-10</b>	<b>Judgment combines both elements of level two, assessing the contribution the sources can make to the specific enquiry.</b> Answer provides a developed consideration of the usefulness of the sources which takes into account an aspect of its nature/ origin/purpose (e.g. how representative/authoritative/reliable it is). The focus must be on what difference this makes to what the source can contribute. It is not enough to say it is reliable/unreliable/typical. Comments must be developed or else mark at Level 2.

	<p>Award 10 marks if evaluation of both sources meets Level 3 criteria.</p> <p><i>e.g. ...Source E is useful because it is an example of typical propaganda from the Ministry of Agriculture to encourage even more support for the 'Dig for Victory' campaign. However, it gives a very one sided view of the achievements of the campaign so far. Source D is useful because it provides evidence of the success of the 'Dig for Victory' campaign by 1942. It shows that even in very badly damaged inner city areas in the centre of London there were fire fighters, who had vital war work, finding the time to cultivate an allotment.....</i></p>
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Question Number		
5		<p>'Government measures to deal with food shortages in Britain were successful during the Second World War'.</p> <p>How far do the <b>sources</b> in this paper support this statement? Use details from the sources and your own knowledge to explain your answer.</p> <p>Target: (AO1:2, AO2:2, AO3:12)  <b>QWC Strands i-ii-iii.</b> Assessing QWC: 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 4 additional marks will be awarded for spelling, punctuation and grammar.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1-4	<p><b>Generalised answer</b>, offers valid undeveloped comment without direct support from sources or own knowledge.</p> <p><i>e.g. The government tried to control food supplies.</i></p> <p>OR</p> <p>Selects details from the sources, but without direct linkage to the question.</p> <p><i>e.g. Source B shows a shop full of tins of meat.</i></p> <p>Writing communicates ideas using everyday language and showing 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><b>QWC i-ii-iii</b></p>
2	5-8	<p><b>Supported answer</b> offers a judgement on the hypothesis and links to relevant details from sources. Award 7-8 marks to answers which also comment on the reliability or sufficiency of the sources.</p> <p><i>e.g. Source A says that because of rationing food is boring and there are shortages of luxury foods such as chocolate. Source B shows that shops were well supplied with tins of meat. Source C says that there was a plentiful supply of food....</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><b>QWC i-ii-iii</b></p>
3	9-12	<p><b>Response focuses on the issues</b> and reaches a judgement making direct use of the sources. At this level the answer will be unbalanced and only points of agreement or disagreement will be convincingly dealt with. Award 11-12 marks to responses which also identify issues of the reliability or sufficiency of the sources.</p> <p><i>e.g. Sources B, D, E and F support the hypothesis and suggest that the government policies were successful. Source B shows that the government has successfully imported tinned food from the USA and there is a plentiful supply in shops. Source D suggests that the</i></p>

<p><b>QWC</b> <b>i-ii-iii</b></p>		<p><i>'Dig for Victory' campaign has been very successful as it shows a large allotment area being cultivated in a bomb damaged area in the centre of London. However, both these sources have limited reliability because they were both published in national newspapers for propaganda purposes. Source F suggests that government policies were successful because they made the people of Britain healthier by ensuring a more balanced diet. This source is more reliable because it is from a modern world textbook which should give a balanced view of government policies....</i></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><b>4</b></p> <p><b>QWC</b> <b>i-ii-iii</b></p>	<p><b>13-16</b></p>	<p><b>Balanced answer exploring the evidence for and against the hypothesis.</b> Material from the sources is precisely selected to support the points made. Award 15-16 marks to responses which also take into account the strength of the evidence from the provided sources (their reliability and /or sufficiency) in the process of coming to an overall conclusion.</p> <p><i>e.g. As with Level 3. Sources A and F strongly challenge the view that the government policies were successful. Source A suggests that people were bored with their limited food supplies due to rationing and the lack of luxuries and that rationing itself was not carried out fairly especially with eggs. Moreover the evidence of Source A is further strengthened by its reliability. It is from a diary entry and should give a genuine view about rationing during the Second World War. Source F partly challenges the hypothesis by suggesting that rationing was not applied evenly throughout the country and between families with larger families better off than those with one or no children. This evidence is further strengthened by its reliability. It is from a modern world textbook which should provide a balanced view of government food policies. Source C challenges the view because it suggests that rationing was not fair because people in the countryside had much greater choice in food than those in towns and cities. The evidence is strengthened by its reliability – from someone who lived in the countryside during the war years ...</i></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>

<b>Marks for SPaG</b>		
Performance	Mark	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>	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	<b>2-3</b>	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	<b>4</b>	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.

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