

Mark Scheme (Results)

January 2012

GCSE History

5HA03 3B: War and Transformation of
British Society c1931-51

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General Marking Guidance

- All students must receive the same treatment. Examiners must mark the first student in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Students 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 student'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 student's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the student 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**
There will always be guidance within the band about how to reward the highest mark or the top 2 marks. Follow the guidance above to decide the reward for the other 2 or 3 marks within the level.

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 conditions for land girls during the Second World War?</p> <p>Target: Source comprehension, inference and inference support (AO3)</p>
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1	<p>Students do no more than copy/paraphrase the source.</p> <p>Award 1 mark at this level for a piece of information copied or paraphrased.</p> <p>e.g. <i>She had to get up at 4.30 in the morning to milk the cows.</i></p>
Level 2	2-3	<p>Makes unsupported inferences.</p> <p>An inference is a judgement that can be made from studying the source, but is not directly stated by it.</p> <p>e.g. <i>The source suggests that conditions were often primitive for land girls.</i></p> <ul style="list-style-type: none"> • 2 marks for one unsupported inference. • 3 marks for two unsupported inferences.
Level 3	4-6	<p>Makes supported inferences.</p> <p>A supported inference is one which uses detail from the source to prove the inference.</p> <p>e.g. <i>The source suggest that conditions were often primitive for land girls because the source says ' that I had a candle for a light and the loo was outside'.....</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>Study Source B and use your own knowledge. Why was this poster widely publicised during the Second World War? Use details of the poster 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
	0	No rewardable material.
Level 1	1-2	<p>Simple Statement 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 farm work is very pleasant.</i></p> <p>OR Answer offers comment about the source context but relevance to message/purpose is not explained.</p> <p><i>e.g. There were food shortages and the government encouraged women to volunteer for the Land Army.</i></p>
Level 2	3-5	<p>Supported statement. 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 Source gives the message that the land girls enjoyed their work. This is because she is shown smiling and looking quite glamorous with a very pleasant rural scene in the background. It was publicised because the government for land girls throughout the war.....</i></p> <p>Award top of level to students who identify the message of the source using detail from both content and context.</p>

Level 3	6-8	<p>Explained purpose. 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. The source would have been widely publicised to encourage more women to volunteer for the Land Army. This is because it is an official poster by the government suggesting that the land girls are having a really good time and enjoying their work shown by the smiling girl, well dressed in a very idyllic rural setting. The photograph was produced because the government needed to produce more food throughout the war and was trying to encourage young women to join the Land Army. ...</i></p> <p>Award top of level to students who analyse both the selection and treatment of the source to show its purpose.</p>
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Question Number		
3		<p>Study Sources A, B and C. How far do Sources B and C support the evidence of Source A about the work of land girls? Explain your answer, using the sources.</p> <p>Target: Source comprehension and interpretation, cross-reference. (A03)</p>
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-3	<p>Generalised yes and/or no answers without support from the source.</p> <p><i>e.g. Responses which say yes and/or no. In Sources A and B they enjoy their work.</i></p> <p>Award top of level to answers which offer undeveloped yes and no points.</p>
Level 2	4-7	<p>Answers with support from the source(s).</p> <p>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. Sources A and B agree that the land girls enjoyed their work. Source B shows land girl smiling. Source A says it was the best days of her life and she still has fond memories. Sources A and C disagree. Source C suggests it was hard and monotonous and not well paid, Source B suggests she enjoyed her land work, especially the meals ...</i></p>
Level 3	8-10	<p>Answers which, in addition, consider the degree to which support is provided.</p> <p>This level could include evaluation of sources for reliability/typicality etc.</p> <p><i>e.g. Strong support between A and B although A does mention some of the limitations of the work which are not shown in B. B is less reliable because it is government propaganda to encourage women to volunteer. A is the memories of a land girl, although she may have elaborated for the benefit of the on line site. Source A strongly disagrees with the views of Source C. The land girl in Source C did not seem to enjoy the work whereas Joyce Watts in A believes it was the best time of her life. Nevertheless some agreement in that both are memories which should give a realistic view of the work...</i></p>

Question Number		
4		<p>How reliable are Sources D and E as evidence of the work of women in industry during the Second World War? Explain your answer using Sources D and E and your own knowledge.</p> <p>Target: Evaluation of sources for reliability (AO1, A02 and AO3)</p>
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-3	<p>Judgment based on simple valid criteria</p> <p>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.</p> <p><i>e.g. Source D is reliable because it is painted at the time. Source E is not reliable because it was said later.</i></p>
Level 2	4-7	<p>Judgment based on the reliability of the sources' information.</p> <p>Students extract useful information from sources.</p> <p><i>e.g.</i></p> <p><i>Source D is reliable because it suggests that women did important war work with this woman working on a lathe in an engineering factory and several other women in the background doing similar jobs. The government did employ many women to do jobs previously done by men....</i></p> <p>OR</p> <p>Judgment based on evaluation of the Nature /Origin /Purpose of the sources - answer focus on how representative / reliable / authoritative the sources are.</p> <p><i>e.g. Source E is reliable because it is from an interview with someone who experienced factory work and gave the interview more than fifty years later which means she has the benefit of hindsight and has no reason to exaggerate the conditions....</i></p> <p>Maximum 5 marks if L2 criteria met for only one source.</p>

Level 3	8-10	<p>Judgment combines both elements of level two, assessing the contribution the sources can make to the specific enquiry.</p> <p>Answer provides a developed consideration of the reliability 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 L2.</p> <p>Award 10 marks if evaluation of both sources meets L3 criteria.</p> <p><i>e.g. Source D is not reliable because it is government propaganda to encourage more women to work in factories and may not give a realistic image of what the factories were like. Source E is reliable because it gives a realistic picture of life in a factory - more especially the long hours, boring work and the lack of facilities.....</i></p>
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Question Number		
*5		<p>Study all the sources (A to F) and use your own knowledge.</p> <p>'Women were pleased to do men's jobs in the Second World War'.</p> <p>How far do the sources 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) QWC Strands i-ii-iii</p> <ul style="list-style-type: none"> Assessing QWC: For the highest mark in a level all criteria for the level, including those for QWC must be met.
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-4	<p>Generalised answer, offers valid undeveloped comment without direct support from sources or own knowledge.</p> <p>e.g. <i>Many women did work during the Second World War.</i></p> <p>Or</p> <p>Selects details from the sources, but without direct linkage to the question.</p> <p>e.g. <i>In Source B I can see a member of the Land Army.</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>
QWC i-ii-iii		
Level 2	5-8	<p>Supported answer offers a judgment 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>e.g. <i>Source A says that she had the best time of her life. Source B shows a smiling and well dressed land girl. This is not reliable because it is only a poster. Source C says that she worked twelve hours a day and did not earn very much.</i></p> <p>Writing communicates ideas using a limited range of historical terminology and shows 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>
QWC i-ii-iii		

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