

Mark Scheme (Results)

Summer 2016

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, 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, 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 the impact of the war on people's attitudes to the future?</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>e.g. There would be no more slums or there would be no more starving kids.</i></p> |
| 2 | 2-3 | <p>Unsupported inference. Valid inference(s) are offered, but without support from the source.</p> <p><i>e.g. Things had to change after the war, people were optimistic about the future or the efforts of the war would need to be rewarded by improvements in people's lives. There would be a better tomorrow.</i></p> |
| 3 | 4-6 | <p>Supported inference. Valid inference(s) are made and supported from the source.</p> <p><i>e.g. That things would change so that housing would be decent and children would not starve. People's lives would be transformed and the problems of the past would be swept away and a new much better world would emerge (no more slums). The efforts to win the war would be rewarded in a better Britain ('Lovely Day Tomorrow').</i></p> <p>One well-developed point may score a maximum of 5.</p> |

| Question Number | | |
|-----------------|------------|---|
| 2 | | <p>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>e.g. It was an attempt to praise the Beveridge Report.</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>e.g. It shows that that society was in trouble.</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>e.g. The cartoon was to welcome the Beveridge Report and the prospect of a better Britain it offered. It was the 'right way' in the direction a civilised country should take.</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>e.g. Notes that the main purpose is to support the proposals for social welfare reforms suggested in the Beveridge Report of 1942. Sees the prospect of a better fairer Britain. The focus on the bus in trouble is emphasised by the muddy road that represents Britain's lack of progress. The way it should go is highlighted by a clear well paved road that leads to a brighter and sunnier future. The way suggested by the Beveridge Report that any civilised country should take is indicated on the destination (civilisation) on the bus.</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>What were the key features of the Beveridge proposals for welfare reforms?</p> <p>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>e.g. unemployment would be abolished.</i></p> <p>OR Answer consists of simple statements based on additional knowledge without reference to the source.</p> <p><i>e.g. There would be one system of national insurance and state pensions.</i></p> |
| 2 | 4–7 | <p>Supported statements. Statements are supported by information from the source and/or additional knowledge.</p> <p><i>e.g. Uses additional knowledge to outline proposals for a system of National Insurance and how this would help the old, sick and unemployed. There would be child benefits to help families.</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>e.g. Shows in Source C the wide ranging scope of the proposals covering unemployment, education, health and housing. The report proposals would replace all existing schemes of state welfare. Exemplifies from additional knowledge how the report set about tackling what Beveridge called the five giants. Can indicate the range of proposed changes outlined in the report from pensions to the proposal for an improved Health service free at the point of delivery.</i></p> <p>NB: No access to Level 3 for answers that do not include additional knowledge.</p> |

| Question Number | | |
|-----------------|------------|---|
| 4 | | <p>How reliable are Sources D and E as evidence of the impact of the National Health Service in 1948?</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>e.g. Source D has lots of detail and is from a newspaper article at the time the NHS was set up so must be reliable; or Source E is from someone who was involved with the NHS when it was set up so must be reliable.</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>e.g. Notes the optimism in Source D for the future. The later reality was a shade less rosy but the information was accurate at the time. Source E suggests what the NHS meant to one person but reflects the excitement which many people felt at the time.</i></p> <p>OR Answer focuses on how reliable/representative/authoritative the source is.</p> <p><i>e.g. Notes Source D is from a national newspaper of the time and gives details of the proposals and is likely to be an accurate account but the language may be exaggerated. The paper is looking forward to the NHS and doesn't know what the impact will be Notes that the view in Source E may be less reliable as it was from a recollection some years after the NHS was set up and might have exaggerated how people felt and acted.</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> |

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| 3 | 8–10 | <p>Judgement combines both elements of Level 2 to assess the reliability of the sources for the specific enquiry.</p> <p>Answer considers the reliability of the information, taking into account an aspect of its nature (i.e. how reliable/representative/authoritative/comprehensive it is).</p> <p><i>e.g. Notes that Source D is from a newspaper designed to outline the plan and presents a very rosy view that was not entirely accurate, for example prescription charges were introduced later. Source E is the personal view from someone who was involved with the NHS from the beginning and is likely to be an accurate account of his experience but this might not be typical of the experience of all those involved.</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 the Second World War changed people's attitudes to the government's role in providing welfare.</p> <p>How far do you agree with this interpretation? Explain your answer, using your own knowledge, Sources A, C 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>e.g. People wanted a better world as a result of the war.</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>e.g. Source A suggests the people expected the state to create a better world where there were no 'half-starved kids with no room to play'.</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>e.g. Sources A and F show that the war led to changed attitudes to the problem of poverty and in the case of Source F a change in the role taken by the state in rationing and evacuation. Source F comments on how the state's role in protecting or regulating its citizens changed during the war.</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>e.g. Notes that Source A suggests that the war had a major impact as a means of inspiring morale and raised expectations of a better world and a better way of life. Source E shows how the implementation of the Beveridge proposals impacted on one family with the creation of the NHS. The Source also indicates that there was opposition and not all attitudes changed. Can provide additional knowledge of how attitudes towards the role of the state did not change and opposition to Labour’s efforts to set up a Welfare State that would closely regulate people’s lives. Many thought the Beveridge proposals were unrealisable, others that they were state interference in people’s lives. Shows doubt over the Beveridge Report as something that was perhaps not realisable and promised things that might be impossible to deliver. Can indicate using Source F how changes such as evacuation or rationing changed attitudes to the role played by the state in people’s lives.</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 the Second World War changed people’s attitudes to the government’s role in providing welfare. The evaluation of the interpretation is supported by precisely-selected evidence from the sources and additional knowledge.</p> <p><i>e.g. Weighs the evidence presented in Source A with the realisation of the problems in Source C, where Churchill has misgivings over what was promised and what might be unrealistic . May use evidence of other factors involved and knowledge of the increasing role of the state in regulating the welfare of its citizens in areas such as rationing, evacuation and education. The experience of war made more people aware of the great differences in society and the need to reduce the gap between haves and have-nots. This was a clear break with attitudes before the war and marked a clear change in the State’s responsibility for the welfare of its citizens.</i></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. NB: No access to Level 4 for answers which do not include additional knowledge. 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. |
|-----------------------|----------|---|
| 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. |