

Mark Scheme (Results)

Summer 2014

Pearson Edexcel GCSE
History A (5HA03/3B)
Unit 3: Modern World Depth Study
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 be 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?

Question Number		
1		<p>What can you learn from Source A about the public's attitude to the Beveridge Report?</p> <p>Target: Source comprehension, inference and inference support (A03)</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1	<p>Students 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>e.g. Ninety-five per cent of the public had heard about the Beveridge Report and there was great interest.</i></p>
2	2-3	<p>Makes unsupported inferences. 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 the majority of people welcomed the Beveridge Report...</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 inferences. A supported inference is one which uses detail from the source to prove the inference.</p> <p><i>e.g. The source suggests that the majority of people welcomed the Beveridge Report because it says there was general approval for the main features of the Report and overwhelming agreement that it should be put into effect...</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 speech? Use details of the speech 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.
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 there is great support for the Beveridge Report.</i></p> <p>OR Answer offers comment about the source context but relevance to message is not explained.</p> <p><i>e.g. The Beveridge Report was brought in during the Second World War and suggested important changes to the welfare system.</i></p>
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 message given by the speech is that there is almost universal support for the Beveridge Report which will bring an end to 'want'. This is shown in the sentence 'In the armed forces, in the factories, abroad, at home' the word 'Beveridge' means a symbol of hope'. The message is also that the authorities are not as enthusiastic about the report. This is shown in the last sentence which mentions hope and faith in the report being clamped down on. This was certainly the case with some members of the Coalition government including Churchill who were not keen on the report.</i></p> <p>Award top of level to students who identify the message of the source using detail from both content and context.</p>
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 purpose of the speech is to encourage further support for the implementation of the Beveridge Report at a time when the support of the Coalition government was lukewarm. This is</i></p>

		<p><i>achieved through the first part of the speech in which the member of the Lords carefully selects his words to show that there was universal support for the Report 'in the armed forces, in the factories, abroad and at home'. Moreover, he stresses that this support is essential because enthusiasm for the Report has been 'clamped down upon'. He is trying to mobilise further enthusiasm for the Report at a time when the Coalition Government, and more especially Churchill, were trying to divert support for the report in case it diverted attention away from winning the war...</i></p> <p>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 causes to happen.</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>How far do Sources A and B support the evidence of Source C about the recommendations made by the Beveridge Report? 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>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 C there is support for the recommendations of the report.</i></p> <p>Award top of level to answers which offer undeveloped yes-and-no points.</p>
2	4-7	<p>Answers with support from the source(s). 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 A shows some support for C. Both support the recommendations of the Report about pensions and health. Source A suggests general approval for a national health service and Source C says 'Health, yes!' Source B does not support the evidence of Source C about the Beveridge Report. Source B suggests strong support for 'Beveridge means a symbol of hope in the future'. Source C shows someone who hopes that the only some of the recommendations of the report are carried out.</i></p>
3	8-10	<p>Answers which, in addition, consider the degree to which support is provided. This level also includes evaluation of sources for reliability/typicality etc.</p> <p><i>e.g. ...Source A strongly challenges the evidence of Source C about the recommendations of the Beveridge Report. This is not surprising since Source A is a public opinion poll and Source C is from a private letter in which she can give her genuine views about the report. Source B partially supports the evidence of Source C. Source B mentions that hope for the report has been dampened down. This is supported by the evidence in Source C. This is not surprising because Source B is from a member of the Labour Party and Source C is from the wife of a Labour MP....</i></p>

Question Number		
4		How useful are Sources D and E as evidence of reactions to the Beveridge Report? 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
	0	No rewardable material.
1	1-3	Judgment based on simple valid criteria 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 not useful because cartoons always exaggerate. Source E is useful because it was produced at the time.</i>
2	4-7	Judgment based on usefulness of the sources' information – answers which give examples of what the source is useful for or its limitations Students extract useful information from the sources. <i>e.g. Source D is useful because it suggests that the Beveridge Report will get rid of the five giants – want, ignorance, disease, squalor and idleness. This is what Beveridge himself said that the report would achieve if it was introduced...</i> OR Judgment based on evaluation of the nature/origin/purpose of the sources - answers focus on how representative/ reliable/authoritative the sources are. <i>e.g. Source E is useful because it is an interview given to an independent organisation originally set up to get the reactions of the public to important social developments. Its purpose would be to be objective about reactions to the Report...</i> Maximum 5 marks if Level 2 criteria met for only one source.
3	8-10	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. Award 10 marks if evaluation of both sources meets Level 3 criteria. <i>e.g. ...Source D is less useful because it is from a newspaper which is trying to encourage support by exaggerating the effects that Beveridge and his report will have on the welfare</i>

	<p><i>system...Source D is also less useful because it is from a newspaper which seems to be discouraging support suggesting that he has an impossible task by showing Beveridge as a small man against five giants. Source E is useful because it suggests that some members of the public were less enthusiastic about the Beveridge Report. The newsagent criticises the report, suggesting that the hard working people will have to pay more taxes in order to support the 'dregs of society'. This reflects the view of a minority who were not keen on the report, believing it would help those who did not deserve to be helped....</i></p>
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Question Number		
5		<p>'There was great enthusiasm for the Beveridge Report'.</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. Assessing QWC: 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 4 additional marks will be awarded for spelling, punctuation and grammar.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1-4	<p>Generalised answer, offers valid undeveloped comment without direct support from sources or own knowledge.</p> <p><i>e.g. Everybody welcomed the report.</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 says that 'Beveridge' has come to mean a great deal more than a man or a report.</i></p> <p>QWC i-ii-iii</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>
2	5-8	<p>Supported answer 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 there was overwhelming agreement that the Beveridge Report should be put into effect. Source B says that the report had become a symbol of hope at home and abroad. Source C says that she hopes the report will be cut down....</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>QWC i-ii-iii</p>
3	9-12	<p>Response focuses on the issues and reaches a judgement making direct use of the contents and/or reliability or sufficiency of the sources. At this level the answer will be unbalanced and only points of agreement or disagreement will be convincingly dealt with.</p> <p><i>e.g. Sources A, B, D and F support the hypothesis and suggest that there was great enthusiasm for the report. Source A says that there was general approval for the Report and overwhelming support for its implementation. This is reliable because it is the</i></p>

<p>QWC i-ii-iii</p>		<p><i>findings of an opinion poll. Source B also shows great enthusiasm for the Report suggesting that it was a symbol of hope for the armed forces and people working in the factories. This is less reliable because it is a speech which is trying to increase support for the report. Source D also suggests enthusiasm for the report suggesting that it will get rid of the five giants. However, this is less reliable because it is from a newspaper which supports the Report and exaggerates its possible effects. Source F shows enthusiasm for the report as it sold 635,000 copies within a few weeks and was popular with all but one newspaper. This should be reliable as it is from a textbook which should give a balanced view of attitudes to the report.....</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>4</p> <p>QWC i-ii-iii</p>	<p>13-16</p>	<p>Balanced answer exploring the evidence for and against the hypothesis. 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 contents and /or reliability or sufficiency) in the process of coming to an overall conclusion.</p> <p><i>e.g. As Level 3. However, Sources C, E and F strongly challenge the view that people were enthusiastic about the Beveridge Report. The writer of Source C shows little enthusiasm and hopes that the report gets cut down. This evidence is strengthened by its reliability as it is from a private letter to her husband and should give her genuine views although she may exaggerate her views in order to persuade him to oppose the report. The newsagent in Source E strongly challenges the view and is very unenthusiastic about the report believing that it will tax the hard-working to provide benefits for the 'lazy, boozy dregs of society'. This evidence is strengthened by its reliability as it is from an independent organisation although his views may not be typical of the British public at that time. Source F also suggests that some, including a majority of Conservative MPs, actually disagreed with its recommendations and that others criticised the report believing it proposed free and over generous welfare payments. This evidence is further strengthened by the reliability of the source as it is from a textbook which should give a balanced view of attitudes to the report.....</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>

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	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	2-3	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	4	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.