

Mark Scheme (Results)

Summer 2010

GCSE

GCSE History (5HA03 3A)

Edexcel is one of the leading examining and awarding bodies in the UK and throughout the world. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers.

Through a network of UK and overseas offices, Edexcel's centres receive the support they need to help them deliver their education and training programmes to learners.

For further information, please call our GCE line on 0844 576 0025, our GCSE team on 0844 576 0027, or visit our website at www.edexcel.com.

If you have any subject specific questions about the content of this Mark Scheme that require the help of a subject specialist, you may find our **Ask The Expert** email service helpful.

Ask The Expert can be accessed online at the following link:

<http://www.edexcel.com/Aboutus/contact-us/>

This bit for subject advisor subjects only (any MFL, any Science, PE, History):

OTHER SUBJECTS, DELETE THIS SENTENCE

Alternatively, you can speak directly to a subject specialist at Edexcel on our dedicated **History** telephone line: **0844 576 0034**

Summer 2010

Publications Code UG024120

All the material in this publication is copyright

© Edexcel Ltd 2010

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 3A: War and the transformation of British society, c1903-28

Question Number		
1		What can you learn from Source A about why men volunteered for the armed forces during the early months of the war? Target: Source comprehension, inference and inference support (AO3)
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1	Students do no more than copy/paraphrase the source. Award 1 mark at this level for a piece of information copied or paraphrased. <i>e.g. Source A tells me that the British soldier went to the big show at the Hippodrome.</i>
Level 2	2-3	Makes unsupported inferences. An inference is a judgement that can be made from studying the source, but is not directly stated by it. <i>e.g. It suggests that peer pressure was important.</i> <ul style="list-style-type: none">• 2 marks for one unsupported inference.• 3 marks for two unsupported inferences.
Level 3	4-6	Makes supported inferences. A supported inference is one which uses detail from the source to prove the inference. <i>e.g. It suggests that the public information films had a big effect on recruitment because men who were unconvinced quickly felt the need to conform.</i> <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 poster? Use details of this 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>e.g. <i>The source shows a boy who has not joined up...</i></p> <p>OR Answer offers comment about the source context but relevance to message/purpose is not explained.</p> <p>e.g. <i>The government issued a lot of conscience posts at the start of the war....</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>e.g. <i>...Source B is an example of a government conscience poster to shame men into volunteering. Source B is putting across the message that the boy who has not volunteered is letting down the boys who have by using the 'This piggy' rhyme.</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>e.g.. <i>...The purpose of the poster is to encourage more men to volunteer for the armed forces. The British did not have conscription and had a small professional army. In the early months of the war they had to recruit volunteers using a variety of methods including the conscience message of Source B.</i></p> <p>Award top of level to students who analyse both the selection and treatment of the source to show its purpose.</p>

Question Number		
3		<p>How far do these sources agree about why men volunteered for the armed forces in the early months of the 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.
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 C the men joined up.</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 C agree that men rushed to enlist as soon as war was declared. Sources A and B agree about government propaganda - in Source A the use of the Hippodrome and the song and in B the conscience poster. A and A disagree about the reasons why men joined up...</i></p>
Level 3	8-10	<p>Answers which, in addition, consider the degree to which support is provided.</p> <p>This level also includes evaluation of sources for reliability/typicality etc.</p> <p><i>e.g. ... Sources A and B strongly agree about the reasons - mainly because of government propaganda, although both also illustrate the importance of conscience. Although Sources A and C are from men who volunteered they strongly agree about the importance of government propaganda, A the music, and C anti-German stories, there are some differences - C has personal rather than patriotic reasons. Sources A and C agree because they are both from the experiences of men who volunteered for the armed forces - although Source A is memoirs and C from an autobiography.</i></p>

Question Number		
4		<p>How reliable are Sources D and E as evidence of voluntary recruitment in the first year of the 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 reliability of information in sources</p> <p><i>e.g. I think that Source E is not reliable because he will have forgotten. Source D is reliable because the camera never lies.</i></p>
Level 2	4-7	<p>Judgment based on the reliability of the sources' information.</p> <p>Students extract reliable/unreliable information from sources.</p> <p><i>e.g.Source D is reliable because it shows the great numbers queuing at the recruitment office in response to Kitchener's campaign. This reflects the massive response with 125,000 a month volunteering.</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 Coppard is recalling his own experiences many years later and has no reason to distort what happened.</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 overall reliability of the sources 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 a reliable example of the propaganda used by the government to encourage volunteers. However, it may not have been typical of all recruitment offices and have been carefully selected. The men are obviously posing. Coppard's experiences in Source E were not unique. However, he may have embellished these in order to sell his book.</i></p>
---------	------	--

Question Number		
*5		<p>Study all the sources and use your own knowledge.</p> <p>'The main reason that many men volunteered for the armed forces was government propaganda.'</p> <p>How far do the sources in this paper in 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 men rushed to volunteer for the British army, 1914-15. By 1916 the numbers had fallen and conscription was brought in.</i></p> <p>Or</p> <p>Selects details from the sources, but without direct linkage to the question.</p> <p>e.g. <i>Source B shows a poster to get men to join up.....</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 men joined up because of the music hall. Source B shows a conscience poster which got men to join up but it is very biased. Source F suggests that men joined up due to anti-German feelings...</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>
QWC i-ii-iii		

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 3A: War and the transformation of British society, c1903-28

Question Number		
1		What can you learn from Source A about why men volunteered for the armed forces during the early months of the war? Target: Source comprehension, inference and inference support (AO3)
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1	Students do no more than copy/paraphrase the source. Award 1 mark at this level for a piece of information copied or paraphrased. <i>e.g. Source A tells me that the British soldier went to the big show at the Hippodrome.</i>
Level 2	2-3	Makes unsupported inferences. An inference is a judgement that can be made from studying the source, but is not directly stated by it. <i>e.g. It suggests that peer pressure was important.</i> <ul style="list-style-type: none">• 2 marks for one unsupported inference.• 3 marks for two unsupported inferences.
Level 3	4-6	Makes supported inferences. A supported inference is one which uses detail from the source to prove the inference. <i>e.g. It suggests that the public information films had a big effect on recruitment because men who were unconvinced quickly felt the need to conform.</i> <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 poster? Use details of this 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>e.g. <i>The source shows a boy who has not joined up...</i></p> <p>OR Answer offers comment about the source context but relevance to message/purpose is not explained.</p> <p>e.g. <i>The government issued a lot of conscience posts at the start of the war....</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>e.g. <i>...Source B is an example of a government conscience poster to shame men into volunteering. Source B is putting across the message that the boy who has not volunteered is letting down the boys who have by using the 'This piggy' rhyme.</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>e.g. <i>...The purpose of the poster is to encourage more men to volunteer for the armed forces. The British did not have conscription and had a small professional army. In the early months of the war they had to recruit volunteers using a variety of methods including the conscience message of Source B.</i></p> <p>Award top of level to students who analyse both the selection and treatment of the source to show its purpose.</p>

Question Number		
3		<p>How far do these sources agree about why men volunteered for the armed forces in the early months of the 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.
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 C the men joined up.</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 C agree that men rushed to enlist as soon as war was declared. Sources A and B agree about government propaganda - in Source A the use of the Hippodrome and the song and in B the conscience poster. A and A disagree about the reasons why men joined up...</i></p>
Level 3	8-10	<p>Answers which, in addition, consider the degree to which support is provided.</p> <p>This level also includes evaluation of sources for reliability/typicality etc.</p> <p><i>e.g. ... Sources A and B strongly agree about the reasons - mainly because of government propaganda, although both also illustrate the importance of conscience. Although Sources A and C are from men who volunteered they strongly agree about the importance of government propaganda, A the music, and C anti-German stories, there are some differences - C has personal rather than patriotic reasons. Sources A and C agree because they are both from the experiences of men who volunteered for the armed forces - although Source A is memoirs and C from an autobiography.</i></p>

Question Number		
4		<p>How reliable are Sources D and E as evidence of voluntary recruitment in the first year of the 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 reliability of information in sources</p> <p><i>e.g. I think that Source E is not reliable because he will have forgotten. Source D is reliable because the camera never lies.</i></p>
Level 2	4-7	<p>Judgment based on the reliability of the sources' information.</p> <p>Students extract reliable/unreliable information from sources.</p> <p><i>e.g.Source D is reliable because it shows the great numbers queuing at the recruitment office in response to Kitchener's campaign. This reflects the massive response with 125,000 a month volunteering.</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 Coppard is recalling his own experiences many years later and has no reason to distort what happened.</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 overall reliability of the sources 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 a reliable example of the propaganda used by the government to encourage volunteers. However, it may not have been typical of all recruitment offices and have been carefully selected. The men are obviously posing. Coppard's experiences in Source E were not unique. However, he may have embellished these in order to sell his book.</i></p>
---------	------	--

Question Number		
*5		<p>Study all the sources and use your own knowledge.</p> <p>'The main reason that many men volunteered for the armed forces was government propaganda.'</p> <p>How far do the sources in this paper in 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 men rushed to volunteer for the British army, 1914-15. By 1916 the numbers had fallen and conscription was brought in.</i></p> <p>Or</p> <p>Selects details from the sources, but without direct linkage to the question.</p> <p>e.g. <i>Source B shows a poster to get men to join up.....</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 men joined up because of the music hall. Source B shows a conscience poster which got men to join up but it is very biased. Source F suggests that men joined up due to anti-German feelings...</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>
QWC i-ii-iii		

Further copies of this publication are available from
Edexcel Publications, Adamsway, Mansfield, Notts, NG18 4FN

Telephone 01623 467467
Fax 01623 450481

Email publications@linneydirect.com

Order Code UG024120 Summer 2010

For more information on Edexcel qualifications, please visit www.edexcel.com/quals

Edexcel Limited. Registered in England and Wales no.4496750
Registered Office: One90 High Holborn, London, WC1V 7BH