

Mark Scheme (Results)

January 2012

GCSE History

5HA03 3A: War and Transformation of
British Society c1903-28

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

Question Number		
1		<p>What can you learn from Source A about the Battle of Mons?</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>We had been driven back by the British.</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 Germans suffered heavy casualties.</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 Germans suffered heavy casualties. I know this because the Source says that 'the 160 German troops that left the wood had shrunk to 100'.....</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. What was the purpose of this illustration? Use details of the illustration 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 the British are winning the battle of Mons.</i></p> <p>OR</p> <p>Answer offers comment about the source context but relevance to message/purpose is not explained.</p> <p><i>e.g. During the Battle of Mons the BEF held up the German advance.</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 suggests that the British are winning the battle of Mons because we can see that the British troops are moving forward and there are a number of dead German soldiers. Moreover, the advance is being encouraged and led by St George....</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.</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 is designed to achieve.</p> <p><i>e.g. The purpose of the illustration would be to keep up morale in Britain by suggesting that the Battle of Mons was a great victory for the British with British troops successfully driving back the Germans who suffered heavy casualties. The illustration was produced in 1915 at a time of heavy casualties due to the stalemate on the Western Front when Britain needed more volunteers for the armed forces. Such an heroic illustration, with the figure of St George, would encourage more volunteers...</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 these sources agree about the fighting at the Battle of Mons? 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 A and B the British are winning.....</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 achieve 6-7 marks, answers must identify details which agree and disagree.</p> <p><i>e.g. ...Source A agrees with Source B. Source A suggests that the Germans were driven back and suffered heavy casualties. Source B shows the BEF advancing and a number of German dead or wounded. Source C does not agree because it suggests that the British had to retreat and suffered heavy casualties.....</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 as both suggest British success at the Marne. Very little support between B and C as B is an example of British propaganda to keep up morale whereas is a British history of the Great War which gives a more realistic view of the battle.....</i></p>

Question Number		
4		<p>How useful are Sources D and E as evidence of events on the Western Front in 1914? Explain your answer, using Sources D and E and your own knowledge.</p> <p>Target: Evaluation of sources for utility (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 not useful because it is only a painting. Source E is useful because it was written at the time.</i></p>
Level 2	4-7	<p>Judgment based on the usefulness of the sources' information - answers which give examples of what source is useful for or its limitations.</p> <p>Students extract useful information from sources.</p> <p><i>e.g. Source D is useful because it suggests that the Belgians made a heroic defence of the Liège in August 1914. It shows determined Belgian troops, some of whom are wounded, in defensive positions determined to hold on to the fortress.....</i></p> <p>OR</p> <p>Judgment based on evaluation of the Nature /Origin /Purpose of the sources - answer focuses on how representative / reliable / authoritative the sources are.</p> <p><i>e.g. Source E is useful because it is an account written at the time by the commander of the BEF to the Minister of War who should be giving a realistic summary of the events of the battle....</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 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 L2.</p> <p>Award 10 marks if evaluation of both sources meets L3 criteria.</p> <p><i>e.g. ... Source D has limitations as evidence of the Belgian defence. It is a sketch by a British artist who may well exaggerate the heroism of the Belgian troops to keep up morale in Britain and encourage more volunteers for the British armed forces. Source E is useful because it suggests that the BEF played a decisive role in the Battle of the Marne and forced the German armies to retreat.....</i></p>
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Question Number		
*5		<p>Study all the sources (A to F) and use your own knowledge.</p> <p>'The Battle of Mons was the most important reason for the failure of the Schlieffen Plan'.</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>The Schlieffen failed and the Germans had to retreat.</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 the Germans retreating.</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 and/or comment on the reliability or sufficiency of the sources.</p> <p>e.g. <i>Source A says that the Germans suffered heavy casualties and retreated. Source D shows that the Belgians defended Liège but it is a biased painting. Source F says that the Battle of the Marne finally ended the Schlieffen Plan.....</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		

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