

# Mark Scheme (Results)

## January 2011

GCSE

GCSE History A (5HA03/3A)

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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.
- 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.*

## 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 General Strike of 1926?</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><i>e.g. The General Strike is a direct hold up of the nation to ransom....</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><i>e.g. The General Strike was portrayed as a threat to the government and people of Britain....</i></p> <ul style="list-style-type: none"> <li>• 2 marks for one unsupported inference.</li> <li>• 3 marks for two unsupported inferences.</li> </ul>
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><i>e.g. The General Strike was portrayed as a threat to the government and people of Britain because it is an attempt by 4 million to bully 42 million....</i></p> <ul style="list-style-type: none"> <li>• 4-5 marks for one supported inference</li> <li>• 5-6 marks for two supported inferences</li> </ul>

Question Number		
2		<p>Study Source B. What is the purpose of this cartoon? Use details of the cartoon 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><b>Simple Statement</b> 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 suggests that John Bull is stronger than the TUC</i></p> <p>OR</p> <p>Answer offers comment about the source context but relevance to message/purpose is not explained.</p> <p>e.g. <i>The TUC called for a general strike in order to support the miners.</i></p>
Level 2	3-5	<p><b>Supported statement.</b> 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 gives the message that the government and the British people will not be bullied by the TUC. It does this by showing John Bull, representing the British public, standing firm under the British flag, refusing to back down...</i></p> <p>Award top of level to students who identify the message of the source using detail from both content <b>and</b> context.</p>
Level 3	6-8	<p><b>Explained purpose.</b> 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>As with Level 2. The main purpose of the cartoon was to win the support of the British public by convincing them that the General Strike was wrong and that it would not succeed. The government knew the importance of public support in defeating the General Strike and used propaganda such as the cartoon to ensure this support...</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>Study Sources A, B and C. How far do these sources agree that the General Strike was a threat to Britain? 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. Some of the sources agree and some disagree about the General Strike.....</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 support the view that the General Strike was a threat to Britain. Source A suggests that the Strike was an attempt by 4 million to force bully 42 million. Source B suggests that the TUC is trying to force its views on Britain. They both suggest the Strike will fail. Source C does not support the view. It insists that the Strike is not an attack on the constitution or Britain but simply to help the miners.....</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. As Level 2. Sources A and B strongly support the view. However, they are both examples of government propaganda in order to win the support of the public and deliberately exaggerate the threat posed by the Strike. Source C strongly disagrees with the view but is also propaganda by the TUC to refute the views of the government.....</i></p>

Question Number		
4		<p>How useful are Sources D and E as evidence of what happened during the General Strike of 1926? 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><b>Judgment based on simple valid criteria</b></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>e.g. . <i>I think that Source E is useful because it was done at the time</i> <i>Source D is not useful because it is only a photograph.</i></p>
Level 2	4-7	<p><b>Judgment based on the usefulness of the sources' information - answers which give examples of what source is useful for or its limitations.</b></p> <p>Students extract useful information from sources.</p> <p>e.g. <i>Source D is useful because it suggests that the government has organised public transport during the Strike and has volunteers driving buses. It also suggests that the volunteers need a police escort in case they are attacked by strikers. Source E is useful because it suggests that the TUC leaders had no confidence in the Strike and, from the start of the Strike, were trying to call it off.....</i></p> <p>OR</p> <p><b>Judgment based on evaluation of the Nature /Origin /Purpose of the sources - answer focus on how representative / reliable / authoritative the sources are.</b></p> <p>e.g. <i>Source D is useful as evidence of the propaganda used by the government during the Strike to convince the public that the essential services were running and to undermine the confidence of the strikers. Source E is limited because it gives the views of a miner's leader only a few days after the Strike was called off. He felt betrayed by these leaders and may exaggerate or distort their actions during the Strike...</i></p> <p>Maximum 5 marks if L2 criteria met for only one source.</p>

Level 3	8-10	<p><b>Judgment combines both elements of level two, assessing the contribution the sources can make to the specific enquiry.</b></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. As Level 2. However, Source D is limited because the photograph was published in the government controlled British Gazette and may not have been typical of other areas. Source E is useful because it provides the views of Arthur Cook, the secretary of the miners union and gives an insight into the actions of the TUC leaders during the Strike...</i></p>
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Question Number		
*5		<p>'The main reason for the collapse of the General Strike was the government's use of propaganda'.</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)</p> <p><b>QWC Strands i-ii-iii</b></p> <ul style="list-style-type: none"> <li>Assessing QWC: For the highest mark in a level all criteria for the level, including those for QWC must be met.</li> </ul>
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-4	<p><b>Generalised answer</b>, offers valid undeveloped comment without direct support from sources or own knowledge.</p> <p>e.g. <i>The government used volunteers to drive buses and trains.</i></p> <p>Or</p> <p>Selects details from the sources, but without direct linkage to the question.</p> <p>e.g. <i>Some sources suggest it was due to the government use of propaganda. Some sources suggest it was due to the TUC.</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>
		<b>QWC i-ii-iii</b>
Level 2	5-8	<p><b>Supported answer</b> 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>Sources A, B and D suggest the Strike failed due to government propaganda. Source A suggests that the Strike is a threat to the public, the government and the Constitution. Source B suggests that the Strike is going to fail. Source D shows the government use of volunteers to drive buses...</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>
		<b>QWC i-ii-iii</b>



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