

Mark Scheme (Results) Summer 2011

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.

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 Old Age Pensions Act of 1908?</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. Labour supporters were concerned at the limitations of the proposals.</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 pension scheme made a huge difference to the country.</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><i>e.g. The pension scheme made a huge difference to the country</i> <i>I know this because the source says that it provided pensions for half a million people.</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 sketch? Use details of the sketch 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. Source B suggests that the pensions was a great achievement</i></p> <p>OR Answer offers comment about the source context but relevance to message/purpose is not explained.</p> <p><i>e.g. The Liberals introduced the first ever state pensions in 1909.</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. Source B gives the message that the pensions was a great achievement which was very much appreciated by the elderly. This is shown by the pensioners looking pleased as they collect their pensions....</i></p> <p>Award top of level to students who identify the message of the source using detail from both content and context.</p>

<p>Level 3</p>	<p>6-8</p>	<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. As with Level 2. The main purpose of the sketch was to win support for the new pension scheme by convincing the British people that state pensions were a great achievement by the Liberals and would transform the lives of the elderly. This is shown by the positive look on the faces of the people giving out the pensions. The Liberal measure was the first state scheme and provided a single person with 25p per week</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>How far do Sources A and B support the evidence of Source C about old age pensions? 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 Old Age Pensions Act...</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. Source A does not support the evidence of Source C about the OAP Act. Source A suggests that it had major limitations and that the amount paid was insufficient. Source C suggests it was a great achievement which transformed the lives of the elderly. Source B agrees with the views of Source C. Both give a very positive image of the new scheme.....</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 C strongly disagree about state pensions. Source C believes the scheme transformed the lives of the elderly whilst A suggests amount given was inadequate. However A and C some support in that both written by people who experienced the first pensions. General strong agreement between B and C although C is more extreme in its views of pensions...</i></p>

Question Number		
4		<p>How reliable are Sources D and E as evidence of the Liberal National Health Insurance scheme of 1911? 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 content – subject, amount of detail contained, etc.</p> <p><i>e.g. Sources D and E are both reliable because they are primary accounts.</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 E is reliable because it suggests that the scheme was important because it involved compulsory insurance on a large scale and would prevent many of the sick from falling into poverty...</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 D is not reliable because it was a Liberal Party poster which exaggerates the effects of the health scheme in order to win support for the Liberal Party....</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 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. As Level 2. Source D provides an unreliable, distorted view of the Liberal health scheme because it is a propaganda poster which suggests that Lloyd George has solved the health problems of the workers. Source E provides a reliable view of the new scheme as it gives the genuine views of Beatrice Webb from her diary. Moreover, she is a member of the Labour Party which was critical of the scheme and yet Webb stresses its benefits.</i></p>
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Question Number		
5		<p>'The Old Age Pensions Act was the most important Liberal welfare reform of the years 1906-11.'</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>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. <p>N.B. Candidates do not have to make use of all the sources, especially source F, to achieve the higher marks.</p>
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>These were the first state pensions...</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 that pensions was the most important measure. Some sources suggest it was health insurance.....</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	

<p>Level 2</p> <p>QWC i-ii-iii</p>	<p>5-8</p>	<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><i>e.g. Source C says that the scheme completely transformed the lives of the elderly, making them comfortable and even rich. Source F mentions that these were the first state pensions...</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>Level 3</p> <p>QWC i-ii-iii</p>	<p>9-12</p>	<p>Response focuses on the issues and reaches a judgement making direct use of the sources. At this level the answer will be unbalanced and only points of agreement or disagreement will be convincingly dealt with. Award 11-12 marks to responses which also identify issues of the reliability or sufficiency of the sources.</p> <p><i>e.g. As Level 2. Source B also suggests that the scheme was important as the elderly are shown collecting their pensions from the post office. However, both sources are unreliable. Source B was drawn to give a favourable view of the new scheme whilst Source C exaggerates its effects.....</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>

Level 4	13-16	<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 reliability and /or sufficiency) in the process of coming to an overall conclusion.</p> <p><i>e.g. As Level 3 but argues against the hypothesis using Sources A, D, E and F. Source A stresses the limitation of the pensions. Source D strongly suggests that health insurance was more important. However, Source D is Liberal propaganda which deliberately exaggerates the effects of health insurance Source E explains the importance of the scheme and is reliable as it is from the diary of Beatrice Webb who gives the Labour perspective....</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>
QWC i-ii-iii		

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