

Mark Scheme (Results)

Summer 2012

GCSE History A (5HA03/3A)
Unit 3: Modern World Source Enquiry
Option 3A: War and the
transformation of British society,
c1903-28

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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.*

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 munitions work?</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 gunpowder turned our faces, hair and hands yellow and made us sneeze.</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 working conditions were unpleasant....</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 working conditions were unpleasant because the source says that 'they had no protection from the gunpowder which turned our faces, hair and hands yellow and made us sneeze'...</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 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>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 working in a munitions factory was glamorous.</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 government employed a great number of women to work in munitions factories.</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 message given by the source is that munitions work was very pleasant and almost glamorous. The actual conditions in a munitions factory are not shown. Instead the cartoon shows a very well dressed female worker wearing high heels shoes. It has the catchy caption 'You should see how the girls fill them'.....</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. The purpose of the cartoon is to encourage more women to volunteer to work in munitions factories. This cartoon is an example of government propaganda during the First World War and deliberately gives a glamorous image of a munitions worker who is relatively well dressed and even wearing high heels. There is no evidence of the unpleasant, even dangerous conditions in the factory. The cartoon was published in 1915 when Lloyd George, the Minister of Munitions, was trying to encourage as many women as possible to work in these factories....</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		How far do Sources A and B support the evidence of Source C about the work of women in munitions factories? Target: Source comprehension and interpretation, cross-reference (A03)
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-3	Generalised yes and/or no answers without support from the source. <i>e.g. Responses which say yes and/or no. In A and C the work is unpleasant.</i> Award top of level to answers which offer undeveloped yes and no points.
Level 2	4-7	Answers with support from the source(s). 1 mark per example quoted. To gain marks above 6 answers must identify details which agree and disagree <i>e.g. ...Source C agrees with Source B about the conditions. Both suggest that women enjoyed munitions work. In Source C, the poem suggests that women earned good money and could afford various luxuries. In Source B the munitions girl is wearing glamorous working clothes. Source C does not agree with Source A. Source A suggests that the conditions are unpleasant with little protection from the chemicals.....</i>
Level 3	8-10	Answers which, in addition, consider the degree to which support is provided. This level also includes evaluation of sources for reliability/typicality etc. <i>e.g. ...Strong differences between Sources C and A. Source A suggests that women were not well paid and Source C suggests that women earned enough to have a much better social life. However, strong support in reliability. Both are written by women who experienced conditions in these factories. There are also strong differences between Sources A and C in their reliability. Source A provides a more reliable, eyewitness account of conditions in a munitions factory than Source C which is an example of a poem which may exaggerate conditions for female munitions workers. Strong support between Sources B and C which may well have been used for propaganda purposes and exaggerate conditions....</i>

Question Number		
4		How reliable are Sources D and E as evidence of the work of women during the First World War? Explain your answer, using Sources D and E and your own knowledge. Target: Evaluation of sources for reliability (AO1, A02 and A03)
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 reliable because it was written later. Source E is not reliable because it taken at the time.</i></p>
Level 2	4-7	<p>Judgment based on the reliability of the sources' information.</p> <p>Students extract useful information from sources.</p> <p><i>e.g. Source D is reliable because it suggests that women who worked in an aircraft factory faced very unpleasant conditions. They had to work far too long each day and were not properly rewarded for overtime. In addition, some suffered illness because of the varnish. This was typical of working conditions for many women.....</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 not reliable because it is an example of propaganda used by the government to encourage more women to help with the war effort. The conductress has deliberately posed for the photograph to give a positive image of transport work...</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 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 not reliable because it is written by a former suffragette and supporter of women's rights who will may well have selected the worst conditions in order to highlight the need for improvement. However, it does provide reliable evidence of the unpleasant conditions which some women had to endure working in factories. Source E is reliable because it provides evidence of the important work done by women in transport during the First World War. Many women volunteered to work as drivers or conductresses. However, this just provides evidence of one conductress on one bus and may not have been typical of all transport, It may well have been used as propaganda to encourage more women to volunteer to work on buses...</i></p>
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Question Number		
*5		<p>'Working conditions for women during the First World War were poor'.</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><i>e.g. Most women were not paid as well as men.</i></p> <p>Or</p> <p>Selects details from the sources, but without direct linkage to the question.</p> <p><i>e.g. Source D shows a woman conductress on a tram.</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><i>e.g. Source A says that they worked six days a week and were not well paid. Source C mentions that munitions work could be dangerous. Source D says that some women suffered illness because of their work...</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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