

Mark Scheme (Results)

January 2013

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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January 2013

Publications Code UG034657

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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.

Spelling, Punctuation and Grammar Marking Guidance

- The spelling, punctuation and grammar assessment criteria are common to GCSE English Literature, GCSE History, GCSE Geography and GCSE Religious Studies.
- All candidates, whichever subject they are being assessed on, must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Spelling, punctuation and grammar marking criteria should be applied positively. Candidates must be rewarded for what they have demonstrated rather than penalised for errors.
- Examiners should mark according to the marking criteria. All marks on the marking criteria should be used appropriately.
- All the marks on the marking criteria are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the marking criteria.
- Examiners should be prepared to award zero marks if the candidate's response is not worthy of credit according to the marking criteria.
- When examiners are in doubt regarding the application of the marking criteria 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.
- Handwriting may make it difficult to see if spelling, punctuation and grammar are correct. Examiners must make every effort to assess spelling, punctuation and grammar fairly and if they genuinely cannot make an assessment, the team leader must be consulted.
- Specialist terms do not always require the use of complex terminology but the vocabulary used should appropriate to the subject and the question.
- Work by candidates with an amanuensis, scribe or typed script should be assessed for spelling, punctuation and grammar.
- Examiners are advised to consider the marking criteria in the following way:
 - How well does the response communicate the meaning?
 - What range of specialist terms is used?
 - How accurate is the spelling, punctuation and grammar?

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 tanks at the Battle of the Somme?</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 tanks rolled over the barbed-wire entanglements and scared the guts out of the Germans.</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. Tanks were very effective on the Western Front.</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. Tanks were very effective on the Western Front because the source says 'The tanks rolled over the barbed-wire entanglements'.</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 poster? Use details of the 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</p> <p>These are generalised statements without support from source or detailed contextual knowledge.</p> <p>EITHER</p> <p>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 tank has been very successful.</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. Tanks were first used during the Battle of the Somme, September 1916.</i></p>
Level 2	3-5	<p>Supported statement.</p> <p>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 poster suggests that tanks have been very successful on the Western Front. The poster shows a tank leading a British attack on the Western Front, successfully crossing no-man's-land and the barbed wire. The poster also suggests that it cuts through the wire and saves lives. Tanks enjoyed great success during the Battle of Cambrai in 1917....</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 poster is trying to convince the public about the success of the tank in order to encourage more people to work in the factories that produce the tanks. The poster is typical of the propaganda methods used by the government during the war to encourage support and volunteers. It shows the success of tanks in creating a breakthrough in the trench system, and in bold letters stresses that it is a matter of pride to help to build the tanks especially as, up to the battle of Cambrai, November 1917, tanks had not been very effective, with many breaking down or getting stuck in the mud...</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 C support the evidence of Source B about the use of tanks on the Western Front? 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>e.g. <i>Sources A and C agree and disagree with Source B about the use of tanks on the Western Front.</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>e.g. ... <i>Source A agrees with Source B about the use of tanks on the Western Front. Source B suggests the tanks have been very effective in achieving a breakthrough in the trenches, with the tanks shown crossing no-man's – land and the barbed wire. This is supported by Source A which says that the tanks rolled over the barbed-wire entanglements. Source C does not agree with the evidence of Source B. Source C suggests that tanks were a total failure during the Third Battle of Ypres. Source B, however, gives the impression that they were successful during the Battle of the Somme...</i></p>
Level 3	8-10	<p>Answers which, in addition, consider the degree to which support is provided.</p> <p>This level could also include evaluation of sources for reliability/typicality etc.</p> <p>e.g...<i>Source A strongly supports the evidence of Source B about the use of tanks. This is not surprising as both are typical of the First World War. Source A is a typical eyewitness reaction to the use of the first tanks and Source B is a typical example of a government propaganda poster. Source C strongly challenges the views of Source B. This is not surprising as Source B is a propaganda poster which exaggerates the success of tanks and Source C is an eyewitness account...</i></p>

Question Number		
4		<p>How useful are Sources D and E as evidence of the effects of artillery attacks on the Western Front? Explain your answer, using Sources D and E and your own knowledge.</p> <p>Target: Evaluation of sources for utility (AO1, A02 and A03)</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 useful because it was written at the time. Source E is not useful because it is only a photograph.</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 provides details of the horrific effect of an artillery attack on a British trench. This was typical of many attacks which killed or wounded a significant number of British soldiers. This account mentions the death of at least three...</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 less useful because it was almost certainly a photograph used by the British government for propaganda purposes to suggest that the artillery bombardment during the Somme was very successful...</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 their nature / origin/ purpose (e.g. how representative/ authoritative/ reliable they are.) The focus must be on what difference this makes to what the source can contribute. It is not enough to say they are 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 also useful because it is an extract from the diary of a British officer who would be giving his genuine thoughts and feelings about the effects of an artillery barrage. Source E is also useful because it provides evidence of the devastating effects of the British artillery barrage on the German trenches during the Battle of the Somme. However, it gives a distorted view because most of the German troops were not killed or injured as they were sheltering in dug-outs thirty feet below the surface...</i></p>
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Question Number		
5		<p>'New weapons were very effective on the Western Front during the First World War'.</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. <p>Spelling, punctuation and grammar (SPaG): up to 4 additional marks will be awarded for spelling, punctuation and grammar.</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><i>e.g. Sources A and B agree that the new weapons were effective. Sources C and F do not...</i></p> <p>Or</p> <p>Selects details from the sources, but without direct linkage to the question.</p> <p><i>e.g. Source A tells me about the first tanks. Source B shows me a tank in no-mans-land...</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 comments on the reliability or sufficiency of the sources.</p> <p><i>e.g. Source A says that the tanks got across the barbed wire and frightened the Germans. Source B shows a tank successfully crossing no-man's-land and the barbed wire. Source C says that most of the tanks got stuck in the mud during the Third Battle of Ypres...</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

Marks for SPaG		
Performance	Mark	Descriptor
	0	Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question.
Threshold	1	Students spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
Intermediate	2-3	Students spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
High	4	Students spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

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Order Code UG034657 January 2013

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