

Sample Assessment Materials

Pearson Edexcel Level 1/Level 2 GCSE in History A (The Making of the Modern World) (2HA01)

For certification from 2015
Issue 3

Inside this Sample Assessment Materials pack, you'll find:

- Question papers and mark schemes for Unit 1, Unit 2 (options A, B and C) and Unit 3 (options A, B and C)
- Sample tasks for CA5 Vietnam c1950-75 and for CA10 The impact of war on Britain c1914-45



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GCSE History A

Changes from previous issue of the Sample Assessment Materials

This issue of the Sample Assessment Materials is approved for teaching from September 2013 (first assessment and certification in 2015). Sidelines have been used to show significant changes from the 2012 issue (final assessment and certification in 2014). We will inform centres of any further changes.

Sample Assessment Material

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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, ie 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.

Quality of Written Communication (QWC)

- Mark schemes will indicate within the table where, and which, strands of QWC are being assessed. The strands are as follows:
 - ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear*
 - select and use a form and style of writing appropriate to purpose and to complex subject matter*
 - organise information clearly and coherently, using specialist vocabulary when appropriate.*

Spelling, Punctuation and Grammar (SPaG) 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, ie 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 be appropriate to the subject and the question.
- 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?

Write your name here

Surname	Other names
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Pearson
Edexcel GCSE

Centre Number

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Candidate Number

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History A (The Making of the Modern World)

Unit 1: International Relations

The Era of the Cold War, 1943–91

Sample Assessment Material for 2013

Time: 1 hour 15 minutes

Paper Reference

5HA01/01

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **ALL** questions in **Section A**. In **Section B** answer **EITHER** Question 4(a) **OR** 4(b) and then Question 5 **and** Question 6.
- Answer the questions in the spaces provided – *there may be more space than you need.*

Information

- The total mark for this paper is 53.
- The marks for **each** question are shown in brackets – *use this as a guide as to how much time to spend on each question.*
- Questions labelled with an **asterisk** (*) are ones where the quality of your written communication will be assessed
- The marks available for spelling, punctuation and grammar are clearly indicated.

Advice

- Read each question carefully before you start to answer it.
- Keep an eye on the time.
- Check your answers if you have time at the end.

Turn over ►

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Section A

Answer Question 1, Question 2 and Question 3.

Question 1.

Study Source A.

Source A: From a school textbook, written in 2008. It is describing the impact of the Soviet invasion of Afghanistan in 1979.

The Soviet Union completely miscalculated the impact that its actions would have on the West. The invasion was seen in the West as evidence of Soviet expansion. President Carter stated that the invasion might pose the most serious threat to world peace since World War Two. He took steps to try to persuade the Soviet Union to remove its troops. After 1981, the USA took a more aggressive approach towards the Soviet Union and began to find ways to support the Mujahedin in its fight against Soviet troops in Afghanistan.

- 1 Give **two** reasons from Source A which show that 'the Soviet Union completely miscalculated the impact that its actions would have on the West' (Source A lines 1–2).

(2)

1

2

(Total for Question 1 = 2 marks)

2 Outline **two** steps that President Carter took to encourage the Soviet Union to withdraw from Afghanistan.

(4)

1

.....

.....

.....

2

.....

.....

.....

(Total for Question 2 = 4 marks)

Question 3

Study Sources B and C.

Source B: From a television broadcast made by President Kennedy on 22 October 1962.

The 1930s taught us a clear lesson: aggressive conduct, if allowed to go unchecked, ultimately leads to war. We will not prematurely risk a world-wide war in which the cost of victory would be too high. But neither will we back down if the risk of war has to be faced. I call upon Chairman Khrushchev to halt this secret, reckless and provocative threat to world peace.

Source C: An aerial photograph of Cuban missile sites. This photograph was labelled and published by the American Embassy in London on 23 October 1963.



(Total for Question 4 = 6 marks)

Answer Question 5.

5 Explain the importance of **three** of the following in international relations.

(15)

- The Teheran Conference, 1943
- The formation of NATO, 1949
- The Prague Spring, 1968
- The fall of the Berlin Wall, 1989

(Total for each part = 5 marks)
(Total for Question 5 = 15 marks)

5HA01/01 Mark Scheme

Question Number	
1	Give two reasons from Source A which show that 'the Soviet Union completely miscalculated the impact that its actions would have on the West'. Target: understanding source material (AO3).
Mark	Descriptor
0	No rewardable material.
1–2	One mark for each reason identified. <ul style="list-style-type: none"> • Carter tried to persuade them to leave (1). • The USA found ways to support the Mujahedin (1).

Question Number	
2	Outline two steps that President Carter took to encourage the Soviet Union to withdraw from Afghanistan. Target: knowledge recall and selection (AO1).
Mark	Descriptor
0	No rewardable material.
1–4	Award up to 2 marks for each outline of a step that Carter took. The second mark should be awarded for additional detail. <i>eg</i> <ul style="list-style-type: none"> • 'President Carter tried to make sure that the Mujahedin were supplied.' (1) 'He reached an agreement with China and Israel and the CIA provided weapons and funds for the Mujahedin.' (1) • 'Carter ordered a boycott by the USA of the Moscow Olympics.' (1) 'He did this to reduce the prestige the Soviet Union would gain.' (1) <p>Accept other appropriate alternatives.</p>

Question Number		
3		<p>How useful are Sources B and C as evidence of the reasons for the USA's blockade of Cuba in October 1962? Explain your answer using Sources B and C and your own knowledge.</p> <p>Target: knowledge recall and selection, significance within a historical context, analysis of how aspects of the past have been interpreted and represented in different ways (AO1/AO2/AO3).</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	<p>Judgement based on simple valid criteria. EITHER Comments based on assumed utility because source is from an eyewitness, etc.</p> <p><i>eg 'I don't think Source C is very useful because it has been labelled by the Americans and I don't know if I believe it.'</i></p> <p>OR Undeveloped comment on usefulness of content: subject, amount of detail contained, etc.</p> <p><i>eg 'Source B is very useful because it tells me about the attitudes of President Kennedy at the time.'</i></p>
2	4–6	<p>EITHER Judgement based on the usefulness of the sources' information. Answers give examples of what source is useful for or its limitations. Candidates extract useful information from sources.</p> <p><i>eg 'They are both very useful because they provide us with valuable information. Source B tells me that the Americans were very worried about what the Soviet Union was doing in Cuba. More than that, we know from Source B that the Americans thought that Khrushchev was deliberately trying to upset them because it says 'provocative'. Source C tells me that there was something in what the Americans were saying because we can see the missile sites in the photograph.'</i></p> <p>OR Judgement based on evaluation of the nature/origin/purpose of the sources. Answers focus on how representative/reliable/authoritative the sources are.</p> <p><i>eg '...I am not sure that I am comfortable with either of these sources. Source B is a broadcast to the American nation. Obviously, Kennedy is going to use this as an opportunity to persuade the listeners that his policy is right and the Soviets are wrong. That's why he calls the placing of the missiles 'provocative' and says the Americans are backed up by the lessons learned in the 1930s – though it is true US spy planes had photographed Soviet missiles in Cuba. We can see those missiles in the photograph in Source C, but I think it is suspicious that the photographs are issued by the US embassy</i></p>

		<p><i>and labelled to show exactly what the Americans wanted them to show!</i></p> <p>Maximum 5 marks if Level 2 criteria met for only one source.</p>
3	7–10	<p>Judgement combines both elements of Level 2, 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 (for example how representative/authoritative/reliable it is). The focus must be on what difference this aspect 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 Level 2.</p> <p><i>eg 'They are both very useful because they provide us with valuable information. Source B tells me that the Americans were very worried about what the Soviet Union was doing in Cuba. More than that, we know from Source B that the Americans thought that Khrushchev was deliberately trying to upset the Americans, because it says 'provocative'. Source C tells me that there was something in what the Americans were saying because we can see the missile sites in the photograph. However, although this is useful information, I am not sure that I am entirely comfortable with either of these sources. Source B is a broadcast to the American nation. Obviously, Kennedy is going to use this as an opportunity to persuade listeners that his policy is right and the Soviets are wrong. That's why he calls the placing of the missiles 'provocative' and says the Americans are backed up by the lessons learned in the 1930s – though it is true US spy planes had photographed Soviet missiles in Cuba. We can see those missiles in the photograph in Source C, but I think it is suspicious that the photographs are issued by the US embassy and labelled to show exactly what the Americans wanted them to show! So although they give us useful information, we have to be careful to consider if that information is trustworthy.'</i></p> <p>Award 10 marks if evaluation of both sources meets Level 3 criteria.</p> <p>NB: No access to Level 3 for answers that do not make use of additional recalled knowledge.</p>

Question Number		
4 (a)		Describe the key features of the 'refugee problem' in Berlin in the years 1958–1961. Target: knowledge recall and selection, key features and characteristics of the periods studied (AO1/AO2).
Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	Simple statement(s). <i>eg 'In these years a lot of refugees left East Berlin and crossed into West Berlin.'</i> <ul style="list-style-type: none"> • 1 mark for one simple statement. • 2 marks for two simple statements. • 3 marks for three or more simple statements.
2	4–6	Developed statement(s). (A developed statement is a simple statement supported by factual detail.) <i>eg 'One feature of the refugee problem was that it led to the loss of skilled workers from Communist East Germany. Berlin was an easy place for East Germans to cross into West Germany. In capitalist West Germany skilled workers could earn much higher salaries than those in the East and this encouraged them to cross. In 1958, Khrushchev tried to stop this by saying all of Berlin belonged to East Germany.'</i> <ul style="list-style-type: none"> • 4–5 marks for one developed statement, according to degree of support. • 5–6 marks for two or more developed statements.

Question Number		
4 (b)		Describe the key features of the Intermediate-range Nuclear Forces (INF) Treaty signed in December 1987. Target: knowledge recall and selection, key features and characteristics of the periods studied (AO1/AO2).
Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	Simple statement(s). <i>eg 'In 1987 the INF Treaty was signed after a meeting between the Soviet Union and the Americans at Reykjavik.'</i> <ul style="list-style-type: none"> • 1 mark for one simple statement. • 2 marks for two simple statements. • 3 marks for three or more simple statements.
2	4–6	Developed statement(s). (A developed statement is a simple statement supported by factual detail.) <i>eg 'One of the features of the INF Treaty was that it was the first treaty between the two superpowers that involved reducing the numbers of nuclear missiles that they actually had. This was in contrast to SALT 1, which was about limiting the growth of future missiles.'</i> <ul style="list-style-type: none"> • 4–5 marks for one developed statement, according to degree of support. • 5–6 marks for two or more developed statements.

Question Number		
5		<p>Explain the importance of three of the following in international relations.</p> <ul style="list-style-type: none"> • The Teheran Conference, 1943 <p>Target: knowledge recall and selection, significance within a historical context (AO1/AO2).</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1	<p>Describes the event or action without considering importance.</p> <p><i>eg 'At the Teheran Conference, plans were made for the reconstruction of Europe after the Second World War.'</i></p>
2	2-3	<p>Describes the event or action and states importance.</p> <p><i>eg 'At the Teheran Conference, plans were made for the reconstruction of Europe after the Second World War. It was important because it led to the division of Europe.'</i></p>
3	4-5	<p>Explains importance, with detailed factual support.</p> <p><i>eg '...The Teheran Conference was important because it showed how the Allies were divided and how difficult the future was to be. Britain, USA and Russia agreed that Europe could be seen as two different spheres of influence (so it was important in dividing Europe for the next 50 years) but did not agree on Germany's future.'</i></p>

Question Number		
5		<p>Explain the importance of three of the following in international relations.</p> <ul style="list-style-type: none"> • The formation of NATO, 1949 <p>Target: knowledge recall and selection, significance within a historical context (AO1/AO2).</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1	<p>Describes the event or action without considering importance.</p> <p><i>eg 'NATO was formed in April 1949, when the countries of Western Europe joined the USA in an alliance.'</i></p>
2	2–3	<p>Describes the event or action and states importance.</p> <p><i>eg 'NATO was formed in April 1949, when the countries of Western Europe joined the USA in an alliance. It was important because if any NATO country was attacked, the other members would come to its assistance.'</i></p>
3	4–5	<p>Explains importance, with detailed factual support.</p> <p><i>eg '...The formation of NATO was a really important event in international relations at this time. The Western European powers formed a military alliance in order to defend the West against communism. The Soviet Union was so concerned that in 1955 it formed the Warsaw Pact, a military alliance of communist states. So after various disagreements in the years immediately after the war, the formation of NATO had led to Europe being divided into two armed camps.'</i></p>

Question Number		
5		<p>Explain the importance of three of the following in international relations.</p> <ul style="list-style-type: none"> • The Prague Spring, 1968 <p>Target: knowledge recall and selection, significance within a historical context (AO1/AO2).</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1	<p>Describes the event or action without considering importance.</p> <p><i>eg 'The Prague Spring was the name given to a series of reforms introduced by Alexander Dubček in Czechoslovakia.'</i></p>
2	2–3	<p>Describes the event or action and states importance.</p> <p><i>eg 'The Prague Spring was the name given to a series of reforms introduced by Alexander Dubček in Czechoslovakia. It was important because it led to a dispute between Czechoslovakia and the Soviet Union.'</i></p>
3	4–5	<p>Explains importance, with detailed factual support.</p> <p><i>eg '...The Prague Spring was a very important event because the Soviet reaction to it showed the rest of the Warsaw Pact how determined it was to stop any attempt by communist countries to lessen Soviet influence. Soviet troops invaded and Dubček was removed from office. As a result of the events in Czechoslovakia, the Soviet Union introduced the Brezhnev Doctrine in which it stated that it had the right to invade any country whose actions threatened the Warsaw Pact. The message was clear to communist countries and to the West. The firmness of the Soviet approach in Czechoslovakia offended some communist countries and Yugoslavia and Romania were now less close to the Soviet Union. It did not, however, prevent the USA and the Soviet Union looking to establish détente in the 1970s.'</i></p>

Question Number		
5		<p>Explain the importance of three of the following in international relations.</p> <ul style="list-style-type: none"> • The fall of the Berlin Wall, 1989 <p>Target: knowledge recall and selection, significance within a historical context (AO1/AO2).</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1	<p>Describes the event or action without considering importance.</p> <p><i>eg 'The Berlin Wall was torn down a few days after the East Germans announced that their citizens could cross the border into Western Europe. There was a flood of people crossing the border.'</i></p>
2	2-3	<p>Describes the event or action and states importance.</p> <p><i>eg 'The Berlin Wall was torn down a few days after the East Germans announced that their citizens could cross the border into Western Europe. There was a flood of people crossing the border. It was an important event because it led to the reunification of Germany.'</i></p>
3	4-5	<p>Explains importance, with detailed factual support.</p> <p><i>eg '...The fall of the Berlin Wall was extremely important in events in this period because it was such an important event in ending the Cold War. Throughout 1989 the communist countries of eastern Europe began rejecting communist government and the fall of the Berlin Wall showed that it was happening in East Germany too. In elections in 1990 the communists were defeated in East Germany. The Warsaw Pact was dissolved in July 1991 and in December of that year the Soviet Union dissolved. The Cold War had come to an end and the fall of the Berlin Wall symbolised the end of communist rule.'</i></p>

Question Number		
6		<p>Explain why relations between the USA and the Soviet Union grew worse in the period 1945–1948.</p> <p>You may use the following in your answer.</p> <ul style="list-style-type: none"> • Capitalism and communism • The Berlin Blockade <p>You must also include information of your own.</p> <p>Target: knowledge recall and selection, causation and significance within a historical context (AO1/AO2). Assessing QWC i-ii-iii: for the highest mark in a level all criteria for the level, including those for QWC, must be met. Spelling, punctuation and grammar (SPaG): up to 3 additional marks will be awarded for SPaG.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<p>Simple or generalised statement(s) of causation. The candidate makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p><i>eg 'Relations between the USA and the Soviet Union grew worse because they had different political beliefs, events during the war meant they didn't trust each other and there were disagreements after the war.'</i></p> <ul style="list-style-type: none"> • 1 mark for one cause stated. • 2 marks for two causes stated. <p>Writing communicates ideas using everyday language and showing some selection of material, but the response lacks clarity and organisation. The candidate spells, punctuates and uses the rules of grammar with limited accuracy.</p>
QWC i-ii-iii		
2	3–6	<p>Describes causes. The candidate supports the cause(s) given with relevant contextual knowledge but does not explain how they led to the stated outcome.</p> <p><i>eg 'Relations between the USA and the Soviet Union grew worse because they had different political beliefs. The Americans believed in a system called capitalism in which there was private ownership of property and voting for a number of political parties in order to form a government. The Soviet Union was based on a classless society with land and industry owned by the state, and there was only one political party. Relations also grew worse because of a number of incidents during and after the war. There was disagreement at the Yalta and Potsdam conferences and a dispute because of the Soviet blockade of Berlin.'</i></p> <ul style="list-style-type: none"> • 3–4 marks for one cause described, according to the quality of description. • 4–5 marks for two causes described, according to the quality of description.

<p>QWC i-ii-iii</p>		<ul style="list-style-type: none"> • 5–6 marks for three or more causes described, according to the quality of description. <p>Maximum 5 marks for answers that do not detail an aspect in addition to those prompted by the stimulus material, for example disagreements over Germany.</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 candidate spells, punctuates and uses some of the rules of grammar with general accuracy.</p>
<p>3</p> <p>QWC i-ii-iii</p>	<p>7–10</p>	<p>Explains causes.</p> <p>The candidate explains how the cause(s) led to the stated outcome and supports the explanation with relevant contextual knowledge.</p> <p><i>eg '...Relations grew worse in this period because there was a spirit of distrust. This had come about because they had different political systems (the USA believed in capitalism and the Soviet Union in communism). This distrust had been fuelled earlier during the Second World War when Stalin thought that the Allies were deliberately delaying starting a Second Front so that Germany could weaken the Soviet Union. Then there were disagreements about how to deal with Germany and the territory which the Soviet Union had occupied. So from 1945 the two sides did not trust each other and were always ready to see any action as an attempt by their rivals to gain a political victory over them. Another reason why relations grew worse was that both the Soviet Union and the USA did actually take steps to try to gain supremacy. So the Soviet Union made sure that every country in Eastern Europe had a government which was communist and sympathetic to the Soviet Union. It saw this as a defensive measure, but the Americans saw it as an attempt to spread communism worldwide. In response the USA issued the Truman Doctrine, offering to help countries resist communism, and the Marshall Plan giving aid. The Soviet Union countered with Comecon and a blockade of Berlin, which the Americans broke with an airlift. With this constant battle for supremacy, it is not surprising that relations grew worse.'</i></p> <ul style="list-style-type: none"> • 7–8 marks for one explained cause, according to the quality of explanation. • 8–9 marks for two explained causes, according to the quality of explanation. • 9–10 marks for three or more explained causes, according to the quality of explanation. <p>Maximum 9 marks for answers that do not explain an aspect beyond those prompted by the stimulus material, for example disagreements over Germany or the Marshall Plan.</p> <p>Writing communicates ideas using historical terms accurately and showing some direction and control in the organising of material. The candidate uses some of the rules of grammar</p>

		appropriately and spells and punctuates with considerable accuracy, although some spelling errors may still be found.
4	11–13	<p>Prioritises causes or sees link between them. This considers the relationship between causes. (This level can be achieved only if the response has explained at least three causes and has made explicit comparisons of the relative importance of two of them in coming to a judgement.)</p> <ul style="list-style-type: none"> • 12-13 marks for judgement of the relative importance of more than two causes or for an answer which shows the inter-relationship between three causes in coming to a judgement. <p><i>eg As Level 3 plus ‘...I think the fact that they had different systems and beliefs was the most important reason. As a result of this there was a basic mistrust that had been reinforced by events in the war. So relations were bound to worsen, almost regardless of what happened. Certainly, events like the Berlin blockade reinforced the mistrust, but it was there anyway.’</i></p> <p>NB: No access to Level 4 for answers which do not explore an aspect beyond those prompted by the stimulus material, for example disagreements over Germany or the Marshall Plan.</p> <p>Writing communicates ideas effectively, using a range of precisely-selected historical terms and organising information clearly and coherently. The candidate spells, punctuates and uses the rules of grammar with considerable accuracy, although some spelling errors may still be found.</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	Candidates 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	Candidates 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	3	Candidates 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.

Specification	Unit	Exam series	Total mark	Mark allocation per Assessment Objective (AO)			SPaG marks	Totals
				AO1	AO2	AO3		
GCSE History A (Modern World)	Unit 1: Internationals Relations: The Era of the Cold War 1943-1991	Specimen paper	53, including 3 marks for spelling, punctuation and grammar					
Question	Specification content reference	Question Type						
1	The Era of the Cold War 1943-1991	Short answer (source based).		-	2		2	
2	[As above]	Short answer.		4	-		4	
3	[As above]	Extended answer (source based).		2	2	6	10	
4a or 4b	[As above]	Extended answer.		4	2		6	
5	[As above]	Extended answer.		7.5	7.5		15	
6	[As above]	Extended answer.		6	7		16	
Total marks available				23.5	18.5	8	53	
Percentage weighting per AO of GCSE total				11.75%	9.25%	4%	25%	

Write your name here

Surname	Other names
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Candidate Number

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History A (The Making of the Modern World)
Unit 2: Modern World Depth Study
Option 2A: Germany, 1918–39

Sample Assessment Material for 2013
Time: 1 hour 15 minutes

Paper Reference
5HA02/2A

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **six** questions (1(a), (b), (c), (d), 2(a) **OR** 2(b), 3(a) **OR** 3(b)).
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 54.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*
- Questions labelled with an **asterisk** (*) are ones where the quality of your written communication will be assessed.
- The marks available for spelling, punctuation and grammar are clearly indicated.

Advice

- Read each question carefully before you start to answer it.
- Keep an eye on the time.
- Check your answers if you have time at the end.

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(b) Describe the economic problems Germany experienced in the years 1919–22.

(6)

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The live question paper will contain one further page of lines.

(c) Explain the effects of hyperinflation in 1923 on Germany and its people.

(8)

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The live question paper will contain one further page of lines.

Answer EITHER Question 3(a) OR 3(b).

Spelling, punctuation and grammar will be assessed in this question.

EITHER

***3** (a) Was the use of propaganda the main reason Hitler was able to establish a dictatorship of the Nazi Party in the years 1933–39? Explain your answer.

(16)

You may use the following in your answer.

- The use of propaganda
- The police state

You must also include information of your own.

OR

***3** (b) Were attacks on Jewish businesses the worst effects of Nazi persecution of the Jews in the years 1933–39? Explain your answer.

(16)

You may use the following in your answer.

- Attacks on Jewish businesses
- Kristallnacht

You must also include information of your own.

(Total for spelling, punctuation and grammar = 4 marks)

(Total for Question 3 = 20 marks)

Indicate which question you are answering by marking a cross . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen Question Number: **Question 3(a)**

Question 3(b)

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The live question paper will contain a further three pages of lines.

TOTAL FOR PAPER = 54 MARKS

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5HA02/2A Mark Scheme

Question Number		
1 (a)		<p>What can you learn from Source A about the reasons for the failure of the Spartacist uprising of January 1919?</p> <p>Target: source comprehension, inference and inference support (AO3).</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1	<p>Candidates do no more than copy/paraphrase the source.</p> <p><i>eg 'You can learn that the Free Corps were fully equipped and ruthless.'</i></p>
2	2-3	<p>Unsupported inference(s).</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>eg 'You can learn that the Spartacists were beaten because the Free Corps were too strong. It also tells me that the Spartacist uprising was not well planned.'</i></p> <ul style="list-style-type: none"> • 2 marks for one unsupported inference. • 3 marks for two unsupported inferences.
3	4	<p>Supported inference(s).</p> <p>A supported inference is one which uses detail from the source to prove the inference.</p> <p><i>eg 'You can learn that the Spartacists were beaten because the Free Corps were too strong. It also tells me that the Spartacist uprising was not well planned. If they had planned better, they would have known that they were not strong enough and they wouldn't have seen all the buildings retaken.'</i></p>

Question Number		
1 (b)		Describe the economic problems Germany experienced in the years 1919–22. Target: knowledge recall and selection, key features and characteristics of the periods studied (AO1/AO2).
Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	Simple statement(s). <i>eg 'Germany had to pay a lot of reparations.'</i> <ul style="list-style-type: none"> • 1 mark for one simple statement. • 2 marks for two simple statements. • 3 marks for three or more simple statements.
2	4–6	Developed statement(s). A developed statement is a simple statement supported by factual detail. <i>eg 'One problem Germany faced was the size of the reparation payments which were fixed at £6,600 million, which Germany was unable to afford to pay...'</i> <ul style="list-style-type: none"> • 4–5 marks for one developed statement, according to the degree of support. • 5–6 marks for two or more developed statements.

Question Number		
1 (c)		<p>Explain the effects of hyperinflation in 1923 on Germany and its people.</p> <p>Target: knowledge recall and selection, consequence within a historical context (AO1/AO2).</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<p>Simple or generalised statement(s) of consequences. The candidate makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p><i>eg 'It had terrible effects on Germany and its people.'</i></p> <ul style="list-style-type: none"> • 1 mark for one simple or generalised statement. • 2 marks for two or more simple or generalised statements.
2	3–5	<p>Developed statement(s) of consequences. The candidate supports the statement with relevant contextual knowledge.</p> <p><i>eg 'One effect was on pensioners, whose pensions could not keep pace with the rise in prices and who could not afford everyday necessities.'</i></p> <ul style="list-style-type: none"> • 3–4 marks for one developed statement. • 4–5 marks for two or more developed statements.
3	6–8	<p>Developed explanation of consequences. An explanation of one or more consequences, supported by selected knowledge.</p> <p><i>eg '...Hyperinflation had a terrible effect on people's lives. For many, their standard of living was totally destroyed. Pensioners were a very good example of this. Workers could get more wages but many pensioners were on a fixed income. The price of everyday necessities, such as food and clothes, was far higher than their income, and their pensions became worthless. Pensioners, unlike workers, had no way of getting a rise. Workers on fixed wages experienced the same problems and were soon having to be paid daily rather than weekly to try to keep up with the rate of inflation.'</i></p> <ul style="list-style-type: none"> • 6 marks for one explained statement. • 7–8 marks for two or more explained statements. • 8 marks for answers which show links between factors.

Question Number		
1 (d)		<p>Explain why Hitler was able to overcome opposition to the Nazis in the years 1929–34.</p> <p>Target: knowledge recall and selection, causation within a historical context (AO1/AO2).</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<p>Simple or generalised statement(s) of causation.</p> <p><i>eg 'Hitler was able to overcome opposition to the Nazis by using tough measures.'</i></p> <ul style="list-style-type: none"> • 1 mark for one simple or generalised statement. • 2 marks for two or more simple or generalised statements.
2	3–5	<p>Developed statement(s) of causation.</p> <p>The candidate supports statement(s) with relevant contextual knowledge.</p> <p><i>eg 'One way in which Hitler was able to overcome opposition was by using the Stormtroopers. This was a paramilitary organisation which paraded in military uniform and disrupted the meetings of opponents.'</i></p> <ul style="list-style-type: none"> • 3–4 marks for one developed cause. • 4–5 marks for two or more developed causes.
3	6–8	<p>Developed explanation of causation.</p> <p>The candidate explains why the cause(s) brought about the stated outcome.</p> <p><i>eg 'One way in which Hitler was able to overcome opposition was by using the Stormtroopers. This was a paramilitary organisation which paraded in military uniform and disrupted the meetings of opponents. This was a very effective way of dealing with opposition because it meant that opposing parties were unable to campaign for elections effectively and this would reduce the votes that they got. Of course, none of this really mattered when Hitler got the Enabling Act passed in 1933. In that law all political parties except the Nazis were banned. So to be a political opponent of the Nazis now meant that you were behaving illegally – and that would have quite frightening consequences. So I think that makes the Enabling Act the main way that opposition was dealt with. However, there were also steps against non-political opponents...'</i></p> <ul style="list-style-type: none"> • 6 marks for one cause linked to outcome. • 7–8 marks for two or more causes linked to outcome. • 8 marks for answers which prioritise causes or demonstrate how they combined to produce the outcome.

Question Number		
2 (a)		Explain how the Nazi Party developed in the years 1920–28. Target: knowledge recall and selection, change within a historical context (AO1/AO2).
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	Simple or generalised statement(s) of change. <i>eg 'It got a lot more members.'</i> <ul style="list-style-type: none"> • 1 mark for one simple statement. • 2 marks for two or more simple statements.
2	3–5	Developed statement(s) of change. The candidate supports the statement with relevant contextual knowledge. <i>eg 'The Nazi party began to become known when Hitler took control in 1921. He had already worked with Drexler to devise a 25-point plan, setting out ideas such as scrapping the Treaty of Versailles and in the same year persuaded the party to change its name to the NSDAP. In 1921, Hitler created the Stormtroopers and in 1923 launched the Munich Putsch. It was a failure, however, and he was imprisoned.'</i> <ul style="list-style-type: none"> • 3–4 marks for one developed statement. • 4–5 marks for two or more developed statements.
3	6–8	Developed explanation of change. An explanation of one or more changes, supported by selected knowledge. <i>eg 'What happened in this period was that the Nazi Party changed from nonentities to a party people had heard of. Few people had heard of it in 1921 and, even in 1923 when the Nazis launched the Munich Putsch, it had only 35,000 members. This grew to 50,000 by 1926 and as Hitler and Goebbels began to spread the Nazi message, numbers grew to almost 100,000 by the end of 1928. But although the party was well known, these were 'lean' years and the Nazis won only 2.6% of the vote in the general election of May 1928. It was to take the Wall Street Crash to get the party into power.'</i> <ul style="list-style-type: none"> • 6–7 marks for one explained change. • 7–8 marks for two or more explained changes. • 8 marks for answers which prioritise changes or show links between them.

Question Number		
2 (b)		<p>Explain how the position of women in Germany changed in the years 1933–39.</p> <p>Target: knowledge recall and selection, change within a historical context (AO1/AO2).</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<p>Simple or generalised statement(s) of change.</p> <p><i>eg 'Women lost their jobs.'</i></p> <ul style="list-style-type: none"> • 1 mark for one simple statement. • 2 marks for two or more simple statements.
2	3–5	<p>Developed statement(s) of change.</p> <p>The candidate supports the statement with relevant contextual knowledge.</p> <p><i>eg 'One way was through employment. Married women were made to give up their careers and concentrate on being wives and mothers.'</i></p> <ul style="list-style-type: none"> • 3–4 marks for one developed statement. • 4–5 marks for two or more developed statements.
3	6–8	<p>Developed explanation of change.</p> <p>An explanation of one or more changes, supported by selected knowledge.</p> <p><i>eg 'Actually, things changed quite dramatically for them. In the time of the Weimar Republic, women were given the vote, were going out unaccompanied more and there was an increase in the number of women working, especially in the professions. This changed under the Nazis. They believed that women should stay at home and devote themselves to being mothers. So women began to leave the professions and devote themselves to 'children, kitchen and church'. Many of them even stopped wearing make-up! They became second-class citizens.'</i></p> <ul style="list-style-type: none"> • 6–7 marks for one explained change. • 7–8 marks for two or more explained changes. • 8 marks for answers which prioritise changes or show links between them.

Question Number		
3 (a)		<p>Was the use of propaganda the main reason Hitler was able to establish a dictatorship of the Nazi Party in the years 1935–39? Explain your answer.</p> <p>You may use the following in your answer.</p> <ul style="list-style-type: none"> • The use of propaganda • The police state <p>You must also include information of your own.</p> <p>Target: knowledge recall and selection, analysis of causation within a historical context (AO1/AO2). Assessing QWC i-ii-iii: for the highest mark in a level all criteria for the level, including those for QWC, must be met. Spelling, punctuation and grammar (SPaG): up to 4 additional marks will be awarded for SPaG.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	<p>Simple or generalised statements of causation. The candidate makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p>At this level candidates will</p> <ul style="list-style-type: none"> • agree or disagree without development • write on the stimulus points or other causes without specific detail. <p><i>eg 'I agree this was the main reason. Hitler did use propaganda.'</i></p> <p>QWC i-ii-iii Writing communicates ideas using everyday language and showing some selection of material, but the response lacks clarity and organisation. The candidate spells, punctuates and uses the rules of grammar with limited accuracy.</p>
2	4–7	<p>Developed statements of causation. Developed statements which agree and/or disagree with the question. These answers provide detail, but do not explain the causes.</p> <ul style="list-style-type: none"> • 4–5 marks for developing one cause. • 5–6 marks for developing two causes. • 6–7 marks for developing three causes. <p><i>eg 'The Nazis used propaganda. This was under the control of Goebbels. The Nazis used posters and the radio to put forward the Nazi message and Hitler considered this very important. The Nazis also introduced a police state. The SS was a military group originally set up to be Hitler's personal bodyguard. The Gestapo was Hitler's non-uniformed police force set up in 1933 by Goering. Both these organisations kept control.'</i></p> <p>Maximum 6 marks for answers that do not detail a cause in addition to those prompted by the stimulus material, for example the use of censorship.</p>

<p>QWC i-ii-iii</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 candidate spells, punctuates and uses some of the rules of grammar with general accuracy.</p>
<p>3</p> <p>QWC i-ii-iii</p>	<p>8–12</p>	<p>Developed explanation of causation. Developed explanation of causation, agreeing and/or disagreeing with the question.</p> <ul style="list-style-type: none"> • 8–9 marks for one cause explained. • 9–10 marks for two causes explained. • 11–12 marks for three or more causes explained. <p><i>eg '...The Nazis also introduced a police state. The SS was a military group originally set up to be Hitler's personal bodyguard. The Gestapo was Hitler's non-uniformed police force set up in 1933 by Goering. Both these organisations kept control. They were very important in setting up the dictatorship of the Nazi Party because they dealt ruthlessly with any opposition. The Gestapo arrested anyone who spoke out against Nazi ideas. The SS also carried out the Nazi policy of racial purification.'</i></p> <p>Maximum 10 marks for answers that do not explain a cause beyond those prompted by the stimulus material, for example the use of censorship or persecution of the churches.</p> <p>Writing communicates ideas using historical terms accurately and showing some direction and control in the organising of material. The candidate uses some of the rules of grammar appropriately and spells and punctuates with considerable accuracy, although some spelling errors may still be found.</p>
<p>4</p>	<p>13–16</p>	<p>Prioritises causes or sees link between them. This considers the relationship between a range of causes. (This level can be achieved only if the response has explained at least three causes and has made explicit comparisons of the relative importance of two of them in coming to a judgement.)</p> <p><i>eg As Level 3 plus '...The most important reason was the use of propaganda. The Nazi control of the media, especially the radio, press and the cinema, enabled them to indoctrinate Germans with Nazi ideals on a daily basis. The Nazis even mass produced cheap radios to ensure they were affordable for the majority of households. This was more important than having the police state because there is only so much you can get from frightening people, whereas propaganda actually makes people want to support you.'</i></p> <ul style="list-style-type: none"> • 15–16 marks for judgement of the relative importance of more than two causes or for an answer which shows the interrelationship between three causes in coming to a judgement for an answer which shows the interrelationship between three causes in

QWC i-ii-iii		<p>coming to a judgement.</p> <p><i>eg As Level 3 plus '...Propaganda was more important than the police state because it brought genuine support for Nazi ideals rather than support through fear. However, censorship made propaganda far more effective because it ensured that the majority of Germans were not exposed to alternative views and ideas, whilst the police state forced most Germans to support the regime. So I think censorship was more important than propaganda or the police state.'</i></p> <p>NB: No access to Level 4 for answers which do not explore an aspect beyond those prompted by the stimulus material, for example censorship or persecution of the churches.</p> <p>Writing communicates ideas effectively, using a range of precisely-selected historical terms and organising information clearly and coherently. The candidate spells, punctuates and uses the rules of grammar with considerable accuracy, although some spelling errors may still be found.</p>
	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	Candidates 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	Candidates 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	Candidates 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.

Question Number		
3 (b)		<p>Were attacks on Jewish businesses the worst effects of Nazi persecution of the Jews in the years 1933–39? Explain your answer.</p> <p>You may use the following in your answer.</p> <ul style="list-style-type: none"> • Attacks on Jewish businesses • Kristallnacht <p>You must also include information of your own.</p> <p>Target: knowledge recall and selection, analysis of consequence within a historical context (AO1/AO2). Assessing QWC i-ii-iii: for the highest mark in a level all criteria for the level, including those for QWC, must be met. Spelling, punctuation and grammar (SPaG): up to 4 additional marks will be awarded for SPaG.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	<p>Simple or generalised statements of consequence. The candidate makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p>At this level candidates will</p> <ul style="list-style-type: none"> • agree or disagree without development • write on the stimulus points or other consequences without specific detail. <p><i>eg 'On Kristallnacht windows of shops belonging to Jews were smashed. At school, German children were taught that the Jews were inferior.'</i></p> <p>Writing communicates ideas using everyday language and showing some selection of material, but the response lacks clarity and organisation. The candidate spells, punctuates and uses the rules of grammar with limited accuracy.</p>
QWC i-ii-iii		
2	4–7	<p>Developed statements of consequence. Developed statements which agree and/or disagree with the question. These answers provide detail, but do not explain the consequences.</p> <ul style="list-style-type: none"> • 4–5 marks for developing one consequence. • 5–6 marks for developing two consequences. • 6–7 marks for developing three consequences. <p><i>eg 'Kristallnacht was a terrible experience. On Kristallnacht the Nazis encouraged the SS and German people to attack Jewish shops and businesses. Many windows were smashed, synagogues were burned to the ground, and a number of Jews were murdered. Under the Nuremberg Laws, the Jews lost the right to vote, hold government office or have a German passport. They were forced to travel on different parts of buses and trains to non-Jews and they were not allowed to marry non-Jews.'</i></p>

<p>QWC i-ii-iii</p>		<p>Maximum 6 marks for answers that do not detail a consequence in addition to those prompted by the stimulus material, for example the Nuremberg Laws.</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 candidate spells, punctuates and uses some of the rules of grammar with general accuracy.</p>
<p>3</p> <p>QWC i-ii-iii</p>	<p>8–12</p>	<p>Developed explanation of consequence. Developed explanation of consequences, agreeing and/or disagreeing with the question.</p> <ul style="list-style-type: none"> • 8–9 marks for one consequence explained. • 9–10 marks for two consequences explained. • 11–12 marks for three or more consequences explained. <p><i>eg 'Kristallnacht was a terrible experience. On Kristallnacht the Nazis encouraged the SS and German people to attack Jewish shops and businesses. Many windows were smashed, synagogues were burned to the ground, and a number of Jews were murdered. This made the Jews really suffer. Their religion was damaged and so was their ability to make a living. In the Nuremberg Laws the Jews lost the right to vote, hold government office or have a German passport. They were forced to travel on different parts of buses and trains to non-Jews and they were not allowed to marry non-Jews. So this was a really serious effect of Nazi persecution because it made the Jews non-citizens – almost outside the law.'</i></p> <p>Maximum 10 marks for answers that do not explain a consequence beyond those prompted by the stimulus material, for example the Nuremberg Laws or education.</p> <p>Writing communicates ideas using historical terms accurately and showing some direction and control in the organising of material. The candidate uses some of the rules of grammar appropriately and spells and punctuates with considerable accuracy, although some spelling errors may still be found.</p>
<p>4</p>	<p>13–16</p>	<p>Prioritises consequences or sees link between them. This considers the relationship between a range of consequences. (This level can be achieved only if the response has explained at least three consequences and has made explicit comparisons of the relative importance of two of them in coming to a judgement.)</p> <p><i>eg 'Kristallnacht was a terrible experience. On Kristallnacht the Nazis encouraged the SS and German people to attack Jewish shops and businesses. Many windows were smashed, synagogues were burned to the ground, and a number of Jews were murdered. Not only was there considerable damage and loss of life but the Nazis blamed the Jews for the damage caused and forced them to pay a huge fine. This was worse than the earlier attacks on Jewish businesses</i></p>

QWC i-ii-iii		<p><i>because it encouraged much greater persecution in the months that followed, as well as moving some Jews into ghettos.'</i></p> <ul style="list-style-type: none"> • 15–16 marks for judgement of the relative importance of more than two consequences or for an answer which shows the interrelationship between three consequences in coming to a judgement. <p><i>eg As Level 3 plus '...However, it was the gradual culmination of a number of factors which gradually affected the Jews in Germany and undermined their position, beginning with the boycott of Jewish shops in 1934, to the loss of citizenship and other rights with the Nuremberg Laws, the discrimination and victimisation in schools, through to the systematic attacks on Jewish businesses and synagogues on Kristallnacht.'</i></p> <p>NB: No access to Level 4 for answers which do not explore an aspect beyond those prompted by the stimulus material, for example the Nuremberg Laws or education.</p> <p>Writing communicates ideas effectively, using a range of precisely-selected historical terms and organising information clearly and coherently. The candidate spells, punctuates and uses the rules of grammar with considerable accuracy, although some spelling errors may still be found.</p>
		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	Candidates 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	Candidates 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	Candidates 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.

Write your name here

Surname	Other names
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History A (The Making of the Modern World)
Unit 2: Modern World Depth Study
Option 2B: Russia, 1914–39

Sample Assessment Material for 2013

Time: 1 hour 15 minutes

Paper Reference

5HA02/2B

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **six** questions (1(a), (b), (c), (d), 2(a) **OR** 2(b), 3(a) **OR** 3(b)).
- Answer the questions in the spaces provided
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- The total mark for this paper is 54.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*
- Questions labelled with an **asterisk** (*) are ones where the quality of your written communication will be assessed.
- The marks available for spelling, punctuation and grammar are clearly indicated.

Advice

- Read each question carefully before you start to answer it.
- Keep an eye on the time.
- Check your answers if you have time at the end.

Turn over ►

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Russia, 1914–39

Answer Questions 1(a) to (d), then Question 2(a) OR 2(b) and then Question 3(a) OR 3(b).

Question 1 – you must answer all parts of this question.

Study Source A.

Source A: From a history of the twentieth century, published in 1999.

The Russian armies eventually collapsed in 1917, but this was due more to poor leadership, inadequate supplies and political developments at home, than to defeat in the field. Russia's cities experienced food shortages. There was inflation and enthusiasm for the war had been replaced by discontent and waves of strikes. By early 1917 all the ingredients for revolution existed in Russia.

(a) What can you learn from Source A about the problems facing Tsar Nicholas II in 1917?

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(b) Describe the key features of the government of Russia under Tsar Nicholas II before the revolution in February 1917.

(6)

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(c) Explain the effects of the use of terror by Lenin and Stalin.

(8)

A series of horizontal dotted lines for writing the answer.

The live question paper will contain one further page of lines.

Answer EITHER Question 3(a) OR 3(b).

Spelling, punctuation and grammar will be assessed in this question.

EITHER

***3** (a) Was the use of propaganda the main reason Stalin was able to achieve complete control over the Soviet Union by 1939? Explain your answer.

(16)

You may use the following in your answer.

- The use of propaganda
- The purges

You must also include information of your own.

OR

***3** (b) Was the Stakhanovite movement the main reason for the rapid expansion of Soviet industry in the 1930s? Explain your answer.

(16)

You may use the following in your answer.

- The Stakhanovite movement
- The First Five-Year Plan

You must also include information of your own.

(Total for spelling, punctuation and grammar = 4 marks)

(Total for Question 3 = 20 marks)

Indicate which question you are answering by marking a cross . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen Question Number: **Question 3(a)** **Question 3(b)**

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The live question paper will contain three further pages of lines.

TOTAL FOR PAPER = 54 MARKS

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5HA02/2B Mark Scheme

Question Number		
1 (a)		What can you learn from Source A about the problems facing Tsar Nicholas II in 1917? Target: source comprehension, inference and inference support (AO3).
Level	Mark	Descriptor
	0	No rewardable material.
1	1	Candidates do no more than copy/paraphrase the source. <i>eg 'You can learn that by early 1917 all the ingredients for revolution existed in Russia.'</i>
2	2-3	Unsupported inference(s). An inference is a judgement that can be made from studying the source, but is not directly stated by it. <i>eg 'You can learn that the Tsar was facing very severe problems.'</i> <ul style="list-style-type: none"> • 2 marks for one unsupported inference. • 3 marks for two unsupported inferences.
3	4	Supported inference(s). A supported inference is one which uses detail from the source to prove the inference. <i>eg 'You can learn that the Tsar was facing very severe problems. It mentions food shortages, inflation and strikes. It also says the ingredients for revolution existed.'</i>

Question Number		
1 (b)		Describe the key features of the government of Russia under Tsar Nicholas II before the revolution in February 1917. Target: knowledge recall and selection, key features and characteristics of the periods studied (AO1/AO2).
Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	Simple statement(s). <i>eg 'One key feature was autocracy.'</i> <ul style="list-style-type: none"> • One simple statement = 1 mark. • Two simple statements = 2 marks. • Three simple statements = 3 marks.
2	4–6	Developed statement(s). A developed statement is a simple statement supported by factual detail. <i>eg 'One key feature was autocracy. Nicholas II believed that he alone should rule Russia and did not want to share power with a parliament...'</i> <ul style="list-style-type: none"> • 4–5 marks for one developed statement, according to the degree of support. • 5–6 marks for two or more developed statements.

Question Number		
1 (c)		<p>Explain the effects of the use of terror by Lenin and Stalin.</p> <p>Target: knowledge recall and selection, consequence within a historical context (AO1/AO2).</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<p>Simple or generalised statement(s) of consequences. The candidate makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p><i>eg 'It had really frightening effects.'</i></p> <ul style="list-style-type: none"> • 1 mark for one simple or generalised statement. • 2 marks for two or more simple or generalised statements.
2	3–5	<p>Developed statement(s) of consequences. The candidate supports the statement with relevant contextual knowledge.</p> <p><i>eg 'One effect was that people were frightened to go against the government. Following an assassination attempt on Lenin in August 1918, a 'Red Terror' was launched. The secret police (the Cheka) arrested millions of people and perhaps three-quarters of a million murders were carried out by the Cheka. Stalin had something similar in the 1930s with his purges and 'the Great Terror'. We don't know for sure, but it is believed that millions died as a result of Stalin's NKVD.'</i></p> <ul style="list-style-type: none"> • 3–4 marks for one developed statement. • 4–5 marks for two or more developed statements.
3	6–8	<p>Developed explanation of consequences. An explanation of one or more consequences, supported by selected knowledge.</p> <p><i>eg '...There were a number of effects of the use of terror. Firstly, political opponents were removed. Lenin got rid of the old ruling classes in Russia, including the royal family. Stalin got rid of all the old Bolsheviks as a series of senior political figures admitted that they were committing crimes against the state. But the impact was wider than that. Both Lenin and Stalin used terror to frighten a wide cross-section of people into submission. After an assassination attempt on Lenin in August 1918, a 'Red Terror' was launched. The secret police (the Cheka) arrested millions and carried out perhaps three-quarters of a million murders. Stalin had something similar in the 1930s with his purges and 'the Great Terror'. No-one knows how many people died at the hands of Stalin's NKVD, but it is believed to be millions. I suppose it would also be true to say that the overall impact was to ensure communism under Lenin and then under Stalin survived.'</i></p> <ul style="list-style-type: none"> • 6 marks for one explained statement. • 6 marks for two or more explained statements that deal with either Lenin or Stalin but not both. • 7–8 marks for two or more explained statements that deal with both Lenin and Stalin. • 8 marks for answers which show links between factors.

Question Number		
1 (d)		Explain why the Bolsheviks were able to seize power in October 1917. Target: knowledge recall and selection, causation within a historical context (AO1/AO2).
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	Simple or generalised statement(s) of causation. <i>eg 'The Bolsheviks seized power when they overthrew the Provisional Government'; or 'Because the Provisional Government wasn't any good.'</i> <ul style="list-style-type: none"> • 1 mark for one simple or generalised statement. • 2 marks for two or more simple or generalised statements.
2	3–5	Developed statement(s) of causation. The candidate supports statement(s) with relevant contextual knowledge. <i>eg 'The Provisional Government made many mistakes. It decided to continue the war. Russian armies were ordered to launch a new offensive in June and the soldiers responded by deserting in large numbers.'</i> <ul style="list-style-type: none"> • 3–4 marks for one developed cause. • 4–5 marks for two or more developed causes.
3	6–8	Developed explanation of causation. The candidate explains why the cause(s) brought about the stated outcome. <i>eg '...The Provisional Government made many mistakes. It decided to continue the war. Russian armies were ordered to launch a new offensive in June and the soldiers responded by deserting in large numbers. Disillusionment with what was going on in the war was one of the reasons why the Tsar was overthrown. It helped the Bolsheviks seize power because when they launched their revolution, people didn't want to support the Provisional Government.'</i> <ul style="list-style-type: none"> • 6 marks for one cause linked to outcome. • 7–8 marks for two or more causes linked to outcome. • 8 marks for answers which prioritise causes or demonstrate how they combined to produce the outcome.

Question Number		
2 (a)		<p>Explain how the economic policies of Lenin's government changed in the years 1918–24.</p> <p>Target: knowledge recall and selection, change within a historical context (AO1/AO2).</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<p>Simple or generalised statement(s) of change.</p> <p><i>eg 'All Russians hated War Communism.'</i></p> <ul style="list-style-type: none"> • 1 mark for one simple statement. • 2 marks for two or more simple statements.
2	3–5	<p>Developed statement(s) of change.</p> <p>The candidate supports the statement with relevant contextual knowledge.</p> <p><i>eg 'One change was to War Communism in 1918, in which all private industry, trading and farming was banned and the government controlled industry and agriculture.'</i></p> <ul style="list-style-type: none"> • 3–4 marks for one developed statement. • 4–5 marks for two or more developed statements.
3	6–8	<p>Developed explanation of change.</p> <p>An explanation of one or more changes, supported by selected knowledge.</p> <p><i>eg 'The major change in economic policies under Lenin was from War Communism to the New Economic Policy. But it was a change in much more than name. War Communism had been a policy to bring the economy completely under government control to help win the civil war and destroy all opposition to communism. It ended the free market for food and meant government control of industry and banks. The National Economic Policy was a loosening of the shackles. The Bolsheviks had been frightened by the Kronstadt Mutiny and took a step back from War Communism. The state stopped taking grain from the peasants and factories with under 20 workers could be privately owned.'</i></p> <ul style="list-style-type: none"> • 6–7 marks for one explained change. • 7–8 marks for two or more explained changes. • 8 marks for answers which prioritise changes or show links between them.

Question Number		
2 (b)		<p>Explain how the role of women changed in the Soviet Union in the years 1928–39.</p> <p>Target: knowledge recall and selection, change within a historical context (AO1/AO2).</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<p>Simple or generalised statement(s) of change.</p> <p><i>eg 'They had to work much harder.'</i></p> <ul style="list-style-type: none"> • 1 mark for one simple statement. • 2 marks for two or more simple statements.
2	3–5	<p>Developed statement(s) of change.</p> <p>The candidate supports the statement with relevant contextual knowledge.</p> <p><i>Eg 'Under Stalin, the reforms introduced by the Bolsheviks were not enforced. In 1928 there were just under 3 million women working, mostly in farming as domestic servants. By 1939 there were almost 13 million women working in a wide range of industries, though they were employed in lower-level jobs. The state also provided free childcare to help more women work without having to worry about how their children would be looked after.'</i></p> <ul style="list-style-type: none"> • 3–4 marks for one developed statement. • 4–5 marks for two or more developed statements.
3	6–8	<p>Developed explanation of change.</p> <p>An explanation of one or more changes, supported by selected knowledge.</p> <p><i>eg '...Things changed quite dramatically for women under Stalin. Before Stalin it was not common for women to be working in the Soviet Union (in 1928 there were just 3 million women working) but Stalin saw women as a vital resource in his plans to modernise Soviet industry. So more women worked as a result of the Five-Year Plans. Women worked in a wider variety of jobs, including building, and the numbers of them working increased significantly to over 13 million by 1940. With increased childcare being made available, women became much more part of the recognised workforce than they had been previously.'</i></p> <ul style="list-style-type: none"> • 6–7 marks for one explained change. • 7–8 for two or more explained changes. • 8 marks for answers which prioritise changes or show links between them.

Question Number		
3 (a)		<p>Was the use of propaganda the main reason Stalin was able to achieve complete control over the Soviet Union by 1939? Explain your answer.</p> <p>You may use the following in your answer.</p> <ul style="list-style-type: none"> • The use of propaganda • The purges <p>You must also include information of your own.</p> <p>Target: knowledge recall and selection, analysis of causation within a historical context (AO1/AO2). Assessing QWC i-ii-iii: for the highest mark in a level all criteria for the level, including those for QWC, must be met. Spelling, punctuation and grammar (SPaG): up to 4 additional marks will be awarded for SPaG.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	<p>Simple or generalised statements of causation. The candidate makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p>At this level candidates will</p> <ul style="list-style-type: none"> • agree or disagree without development • write on the stimulus points or other causes without specific detail. <p><i>eg 'During the purges, Stalin got rid of anyone who was against him. He used his secret police to arrest people and he kept a very tight control on the country.'</i></p> <p>QWC i-ii-iii Writing communicates ideas using everyday language and showing some selection of material, but the response lacks clarity and organisation. The candidate spells, punctuates and uses the rules of grammar with limited accuracy.</p>
2	4–7	<p>Developed statements of causation. Developed statements which agree and/or disagree with the question. These answers provide detail, but do not explain the causes.</p> <ul style="list-style-type: none"> • 4–5 marks for developing one cause. • 5–6 marks for developing two causes. • 6–7 marks for developing three causes. <p><i>eg 'Stalin used the purges to get rid of his rivals. At first he purged leading Bolsheviks who might threaten his position as leader. This was followed by purges of the armed forces and even leaders of the secret police. Stalin also used the show trials. These started in 1936. Sixteen old Bolsheviks were tried for treason and for being involved in the assassination of Kirov. They all confessed and were all shot.'</i></p> <p>Maximum 6 marks for answers that do not detail a cause in addition to those prompted by the stimulus material, for example the show trials.</p>

<p>QWC i-ii-iii</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 candidate spells, punctuates and uses some of the rules of grammar with general accuracy.</p>
<p>3</p> <p>QWC i-ii-iii</p>	<p>8–12</p>	<p>Developed explanation of causation. Developed explanation of causation, agreeing and/or disagreeing with the question.</p> <ul style="list-style-type: none"> • 8–9 marks for one cause explained. • 9–10 marks for two causes explained. • 11–12 marks for three or more causes explained. <p><i>eg '...Purges were important as they established a climate of fear and enabled Stalin to remove any key rivals to his position as leader. He also feared commanders in the armed forces and, in a series of purges in 1937, he removed the commander-in-chief and seven other generals. Another important tactic used was the show trials. These started in 1936. Sixteen old Bolsheviks were tried for treason and for being involved in the assassination of Kirov. They all confessed and were all shot. Propaganda was also important.'</i></p> <p>Maximum 10 marks for answers that do not explain a cause beyond those prompted by the stimulus material, for example the show trials or control over education.</p> <p>Writing communicates ideas using historical terms accurately and showing some direction and control in the organising of material. The candidate uses some of the rules of grammar appropriately and spells and punctuates with considerable accuracy, although some spelling errors may still be found.</p>
<p>4</p>	<p>13–16</p>	<p>Prioritises causes or sees link between them. This considers the relationship between a range of causes. (This level can be achieved only if the response has explained at least three causes and has made explicit comparisons of the relative importance of two of them in coming to a judgement.)</p> <p><i>eg As Level 3 plus '...The most important reason was the purges. These established a climate of fear and terror and enabled Stalin to remove any key rivals to his position as leader. More especially, he feared commanders in the armed forces and, in a series of purges in 1937, he removed the commander-in-chief and seven other generals. By 1941 90% of Soviet generals had been purged. This is much more important than education because it was much more direct. You can teach the children to respect the regime, but that is not as important as making them fear they will be killed.'</i></p> <ul style="list-style-type: none"> • 15–16 marks for judgement of the relative importance of more than two causes or for an answer which shows the interrelationship between three causes in coming to a judgement.

QWC i-ii-iii		<p><i>eg As Level 3 plus '...But the purges would not have been successful without the Show Trials which provided publicity for the so-called crimes of the old Bolsheviks, his leading opponents, and the justification for their removal. The trials also added to the climate of fear.</i></p> <p>NB: No access to Level 4 for answers which do not explore an aspect beyond those prompted by the stimulus material, for example the show trials or education.</p> <p>Writing communicates ideas effectively, using a range of precisely-selected historical terms and organising information clearly and coherently. The candidate spells, punctuates and uses the rules of grammar with considerable accuracy, although some spelling errors may still be found.</p>
	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	Candidates 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	Candidates 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	Candidates 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.

Question Number		
3 (b)		<p>Was the Stakhanovite movement the main reason for the rapid expansion of Soviet industry in the 1930s? Explain your answer.</p> <p>You may use the following in your answer.</p> <ul style="list-style-type: none"> • The Stakhanovite movement • The First Five-Year Plan <p>You must also include information of your own.</p> <p>Target: knowledge recall and selection, analysis of causation within a historical context (AO1/AO2). Assessing QWC i-ii-iii: for the highest mark in a level all criteria for the level, including those for QWC, must be met. Spelling, punctuation and grammar (SPaG): up to 4 additional marks will be awarded for SPaG.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	<p>Simple or generalised statements of causation. The candidate makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p>At this level candidates will</p> <ul style="list-style-type: none"> • agree or disagree without development • write on the stimulus points or other causes without specific detail. <p><i>eg 'Stalin knew that the Soviet Union was 50–100 years behind the other major powers in terms of its industrial development. So he decided to introduce plans to help it catch up quickly.'</i></p> <p>Writing communicates ideas using everyday language and showing some selection of material, but the response lacks clarity and organisation. The candidate spells, punctuates and uses the rules of grammar with limited accuracy.</p>
QWC i-ii-iii		
2	4–7	<p>Developed statements of causation. Developed statements which agree and/or disagree with the question. These answers provide detail, but do not explain the causes.</p> <ul style="list-style-type: none"> • 4–5 marks for developing one cause. • 5–6 marks for developing two causes. • 6–7 marks for developing three causes. <p><i>eg 'The Stakhanovite movement was about Alexei Stakhanov who claimed that he shifted 102 tonnes of coal during one shift. Other workers were encouraged to follow his example and became known as Stakhanovites. The first Five-Year Plan started in 1928 and lasted only four years. It concentrated on heavy industry. Targets were set for the production of important raw materials like steel, iron and electricity, and the workers really pushed to achieve those targets.'</i></p>

<p>QWC i-ii-iii</p>		<p>Maximum 6 marks for answers that do not detail a cause in addition to those prompted by the stimulus material, for example Gosplan.</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 candidate spells, punctuates and uses some of the rules of grammar with general accuracy.</p>
<p>3</p> <p>QWC i-ii-iii</p>	<p>8–12</p>	<p>Developed explanation of causation. Developed explanation of causation, agreeing and/or disagreeing with the question.</p> <ul style="list-style-type: none"> • 8–9 marks for one cause explained. • 9–10 marks for two causes explained. • 11–12 marks for three or more causes explained. <p><i>eg '...The first Five-Year Plan was important. This set the foundations for other success because it brought about rapid increase in the output of heavy industries such as coal, iron and oil, and laid a foundation for further expansion. The Stakhanovites were important – Alexei Stakhanov claimed that he shifted 102 tonnes of coal during one shift. Other workers were encouraged to follow his example and became known as Stakhanovites.'</i></p> <p>Maximum 10 marks for answers that do not explain a cause beyond those prompted by the stimulus material, for example Gosplan or the role of women.</p> <p>Writing communicates ideas using historical terms accurately and showing some direction and control in the organising of material. The candidate uses some of the rules of grammar appropriately and spells and punctuates with considerable accuracy, although some spelling errors may still be found.</p>
<p>4</p>	<p>13–16</p>	<p>Prioritises causes or sees link between them. This considers the relationship between a range of causes. (This level can be achieved only if the response has explained at least three causes and has made explicit comparisons of the relative importance of two of them in coming to a judgement.)</p> <p><i>eg As Level 3 plus '...The most important reason was the first Five-Year Plan. This set the foundations for other success because it brought about rapid increase in the output of heavy industries such as coal, iron and oil. This presented the necessary foundation for further expansion and the success of the second and third Five-Year Plans. It was more important than the Stakhanovites because they were just one example, whereas the Five-Year Plans applied to everything.'</i></p> <ul style="list-style-type: none"> • 15–16 marks for judgement of the relative importance of more than two causes or for an

QWC i-ii-iii		<p>answer which shows the interrelationship between three causes in coming to a judgement.</p> <p><i>eg As Level 3 plus '...The first Five-Year Plan was more important than the Stakhanovites because they were just one example, whereas the Five-Year Plans applied to everything. It was also more important than the role of women. They played a part in increasing production, but it was the Five-Year Plans which directed them into effective work.'</i></p> <p>NB: No access to Level 4 for answers which do not explore an aspect beyond those prompted by the stimulus material, for example Gosplan or the role of women.</p> <p>Writing communicates ideas effectively, using a range of precisely-selected historical terms and organising information clearly and coherently. The candidate spells, punctuates and uses the rules of grammar with considerable accuracy, although some spelling errors may still be found.</p>
	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	Candidates 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	Candidates 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	Candidates 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.

Write your name here

Surname	Other names
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Pearson
Edexcel GCSE

Centre Number

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Candidate Number

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History A (The Making of the Modern World)
Unit 2: Modern World Depth Study
Option 2C: The USA, 1919–41

Sample Assessment Material for 2013
Time: 1 hour 15 minutes

Paper Reference
5HA02/2C

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **six** questions (1(a), (b), (c), (d), 2(a) **OR** 2(b), 3(a) **OR** 3(b)).
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 54.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*
- Questions labelled with an **asterisk** (*) are ones where the quality of your written communication will be assessed.
- The marks available for spelling, punctuation and grammar are clearly indicated.

Advice

- Read each question carefully before you start to answer it.
- Keep an eye on the time.
- Check your answers if you have time at the end.

Turn over ►

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PEARSON

The USA, 1919-41

Answer Questions 1(a) to (d), then Question 2(a) OR 2(b) and then Question 3(a) OR 3(b).

Question 1 – you must answer all parts of this question.

Study Source A.

Source A: From a history of the USA 1919-41, published in 1998.

The First World War helped the US economy in several ways. Throughout the war there was a one-way trade with Europe. Money poured into the USA for food, raw materials and munitions. The USA took over European overseas markets and many industries became more successful than their European competitors. The war also saw advances in technology such as mechanisation and new materials like plastics.

(a) What can you learn from Source A about the impact of the First World War on the economy of the USA?

(4)

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(b) Describe the key features of the opposition to Roosevelt's New Deal in the period 1933–36.

(6)

A series of horizontal dotted lines for writing the answer.

The live question paper will contain one further page of lines.

(c) Explain the effects that developments in the car industry had on the US economy and society in the 1920s.

(8)

Area for writing the answer, consisting of multiple horizontal dotted lines.

The live question paper will contain one further page of lines.

Answer EITHER Question 3(a) OR 3(b).

Spelling, punctuation and grammar will be assessed in this question.

EITHER

***3** (a) Was the collapse of the banks the most important impact of the Wall Street Crash in the period 1929–33? Explain your answer.

(16)

You may use the following in your answer.

- The collapse of the banks
- The impact on businesses

You must also include information of your own.

OR

***3** (b) Was over-production the main reason for the Wall Street Crash of 1929? Explain your answer.

(16)

You may use the following in your answer.

- Over-production
- Protection

You must also include information of your own.

(Total for spelling, punctuation and grammar = 4 marks)

(Total for Question 3 = 20 marks)

Indicate which question you are answering by marking a cross . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen Question Number: **Question 3(a)** **Question 3(b)**

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The live question paper will contain three further pages of lines.

TOTAL FOR PAPER = 54 MARKS

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5HA02/2C Mark Scheme

Question Number		
1 (a)		<p>What can you learn from Source A about the impact of the First World War on the economy of the USA?</p> <p>Target: source comprehension, inference and inference support (AO3).</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1	<p>Candidates do no more than copy/paraphrase the source.</p> <p><i>eg 'You can learn that there was a one-way trade with Europe.'</i></p>
2	2-3	<p>Unsupported inference(s).</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>eg 'You can learn that the war was good for the American economy.'</i></p> <ul style="list-style-type: none"> • 2 marks for one unsupported inference. • 3 marks for two unsupported inferences.
3	4	<p>Supported inference(s).</p> <p>A supported inference is one which uses detail from the source to prove the inference.</p> <p><i>eg 'You can learn that the war was good for the American economy. The USA was able to take over European overseas markets and make money.'</i></p>

Question Number		
1 (b)		Describe the key features of the opposition to Roosevelt's New Deal in the period 1933–36. Target: knowledge recall and selection, key features and characteristics of the periods studied (AO1/AO2).
Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	Simple statement(s). <i>eg 'The opponents criticised the cost of the New Deal.'</i> <ul style="list-style-type: none"> • One simple statement = 1 mark. • Two simple statements = 2 marks. • Three simple statements = 3 marks.
2	4–6	Developed statement(s). A developed statement is a simple statement supported by factual detail. <i>eg 'One of the key features of opposition to the New Deal was that it was based around how much Roosevelt's measures were costing. Roosevelt was using huge amounts of government money to 'prime the pump' of the American economy. As a result of the Depression, the government was not raising sufficient money in taxation to pay for this spending and so it had to borrow the money. Opponents of the New Deal were worried that the government might not be able to pay it back.'</i> <ul style="list-style-type: none"> • 4–5 marks for one developed statement, according to the degree of support. • 5–6 marks for two or more developed statements.

Question Number		
1 (c)		<p>Explain the effects that developments in the car industry had on the US economy and society in the 1920s.</p> <p>Target: knowledge recall and selection, consequence within a historical context (AO1/AO2).</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<p>Simple or generalised statement(s) of consequence(s). The candidate makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p><i>eg 'The car industry had great effects on the economy.'</i></p> <ul style="list-style-type: none"> • 1 mark for one simple or generalised statement. • 2 marks for two or more simple or generalised statements.
2	3–5	<p>Developed statement(s) of consequences. The candidate supports the statement with relevant contextual knowledge.</p> <p><i>eg 'One effect was that it led to new techniques of mass production. Henry Ford was the first to use the assembly line, in which the parts were added to the car as it travelled along the line. Another effect was that life for many Americans changed because they now had a car. So they became more mobile.'</i></p> <ul style="list-style-type: none"> • 3–4 marks for one developed statement. • 4–5 marks for two or more developed statements.
3	6–8	<p>Developed explanation of consequences. An explanation of one or more consequences, supported by selected knowledge.</p> <p><i>eg '...Developments in the car industry had a really important effect on the US economy. Ford produced cars far quicker and cheaper than before. By the 1920s he was producing a car every ten seconds and his company was making huge profits. So the process of mass production was soon applied to other consumer products. Factories churned out products quickly, and therefore cheaply, so people could afford to buy them and the economy boomed. The car industry also stimulated the economy by creating a need for roads, garages, motels etc. Developments in the car industry were the most important reason for the US economic boom. This had a huge impact on society because there was more wealth to spend on leisure industries. Attendance at the cinema, baseball games and dance halls grew significantly and people travelled more as a result of wide car ownership.'</i></p> <ul style="list-style-type: none"> • 6 marks for one explained statement. • 6 marks for two or more explained statements that deal with either economy or society but not both. • 7–8 marks for two or more explained statements that deal with economy and society. • 8 marks for answers which show links between factors.

Question Number		
1 (d)		<p>Explain why there was a depression in US agriculture in the 1920s.</p> <p>Target: knowledge recall and selection, causation within a historical context (AO1/AO2).</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<p>Simple or generalised statement(s) of causation.</p> <p><i>eg 'Farmers had a very hard time in the 1920s'; or 'This was because the farmers had been over-producing'.</i></p> <ul style="list-style-type: none"> • 1 mark for one simple or generalised statement. • 2 marks for two or more simple or generalised statements.
2	3–5	<p>Developed statement(s) of causation.</p> <p>The candidate supports statement(s) with relevant contextual knowledge.</p> <p><i>eg 'This was because the farmers had been over-producing to provide for the market in Europe during the First World War. There was less demand after the war.'</i></p> <ul style="list-style-type: none"> • 3–4 marks for one developed cause. • 4–5 marks for two or more developed causes.
3	6–8	<p>Developed explanation of causation.</p> <p>The candidate explains why the cause(s) brought about the stated outcome.</p> <p><i>eg '...This was because the farmers had been over-producing to provide for the market in Europe during the First World War. There was less demand after the war. As there was less demand, prices dropped and farmers' incomes fell. Since many of them had borrowed money to expand during the war, they were very badly hit.'</i></p> <ul style="list-style-type: none"> • 6 marks for one cause linked to outcome. • 7–8 marks for two or more causes linked to outcome. • 8 marks for answers which prioritise causes or demonstrate how they combined to produce the outcome.

Question Number		
2 (a)		<p>Explain how the role of women in US society changed in the 1920s.</p> <p>Target: knowledge recall and selection, change within a historical context (AO1/AO2).</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<p>Simple or generalised statement(s) of change.</p> <p><i>eg 'All women got better rights.'</i></p> <ul style="list-style-type: none"> • 1 mark for one simple statement. • 2 marks for two or more simple statements.
2	3–5	<p>Developed statement(s) of change.</p> <p>The candidate supports the statement with relevant contextual knowledge.</p> <p><i>eg 'One change was the flappers, the name given to liberated women in towns or cities who wore short skirts, bright clothes, lots of make-up and had their hair cut short.'</i></p> <ul style="list-style-type: none"> • 3–4 marks for one developed statement. • 4–5 marks for two or more developed statements.
3	6–8	<p>Developed explanation of change.</p> <p>An explanation of one or more changes, supported by selected knowledge.</p> <p><i>eg 'What we are talking about here is something much more important than just the growth of flappers. It is true that more women wore make-up and had short skirts, but the real change was in attitudes to women and women's attitudes to themselves. Although many women lost their jobs when the soldiers came home, it wasn't true of all of them. The number of women in professional employment grew steadily in the 1920s. Women had been given the vote in 1920 and they were more confident and assertive. The flappers were a good example of this. Of course, it is true that most women continued to be conservative and were either in manual work or staying at home to look after the family – but things were changing.'</i></p> <ul style="list-style-type: none"> • 6–7 marks for one explained change. • 7–8 marks for two or more explained changes. • 8 marks for answers which prioritise changes or show links between them.

Question Number		
2 (b)		<p>Explain how Roosevelt tackled the problems of unemployment in the years 1933–41.</p> <p>Target: knowledge recall and selection, key features and characteristics of the periods studied (AO1/AO2).</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<p>Simple or generalised statement(s) of ways.</p> <p><i>eg 'Roosevelt did a lot to help the unemployed.'</i></p> <ul style="list-style-type: none"> • 1 mark for one simple statement. • 2 marks for two or more simple statements.
2	3–5	<p>Developed statement(s) of ways.</p> <p>The candidate supports the statement with relevant contextual knowledge.</p> <p><i>eg 'Roosevelt did a lot to help the unemployed. One thing was the Civilian Conservation Corps (CCC), which was set up in 1933 to create jobs for many men who were hobos or lived in Hoovervilles.'</i></p> <ul style="list-style-type: none"> • 3–4 marks for one developed statement. • 4–5 marks for two or more developed statements.
2	6–8	<p>Developed explanation of ways.</p> <p>An explanation of one or more ways, supported by selected knowledge.</p> <p><i>eg 'Roosevelt tackled the problems of unemployment in a number of ways. One thing he did was to try to restore confidence. He did this by making inspiring speeches in which he said things like 'there is nothing to fear but fear itself'. He reinforced this with 'Fireside Chats' where he talked to the people on the radio. He also closed the banks and let them re-open only after they had been inspected. Another way he tackled problems was by government intervention. If business wasn't creating jobs, then the government would. So he introduced the 'Hundred Days' measures. In this he established organisations like the Civilian Conservation Corps (CCC), which was set up in 1933 to create jobs for many men who were hobos or lived in Hoovervilles.'</i></p> <ul style="list-style-type: none"> • 6–7 marks for one explained way. • 7–8 marks for two or more explained ways. • 8 marks for answers which prioritise ways or show links between them.

Question Number		
3 (a)		<p>Was the collapse of the banks the most important impact of the Wall Street Crash in the period 1929–33? Explain your answer.</p> <p>You may use the following in your answer</p> <ul style="list-style-type: none"> • The collapse of the banks • The impact on businesses <p>You must also include information of your own.</p> <p>Target: knowledge recall and selection, analysis of consequence within a historical context (AO1/AO2). Assessing QWC i-ii-iii: for the highest mark in a level all criteria for the level, including those for QWC, must be met. Spelling, punctuation and grammar (SPaG): up to 4 additional marks will be awarded for SPaG.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	<p>Simple or generalised statements of consequence. The candidate makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p>At this level candidates will</p> <ul style="list-style-type: none"> • agree or disagree without development • write on the stimulus points or other consequences without specific detail. <p><i>eg 'The Wall Street Crash occurred in 1929. It brought about serious problems in the USA.'</i></p> <p>Writing communicates ideas using everyday language and showing some selection of material, but the response lacks clarity and organisation. The candidate spells, punctuates and uses the rules of grammar with limited accuracy.</p> <p>QWC i-ii-iii</p>
2	4–7	<p>Developed statements of consequence. Developed statements which agree and/or disagree with the question. These answers provide detail, but do not explain the consequences.</p> <ul style="list-style-type: none"> • 4–5 marks for developing one consequence. • 5–6 marks for developing two consequences. • 6–7 marks for developing three consequences. <p><i>eg 'The impact on businesses was great. Banks had lent them money to run their businesses and now they wanted it back. So businesses could not get credit. Also, people had less money to spend and stopped buying goods. Homelessness was another serious problem created by the Wall Street Crash...'</i></p> <p>Maximum 6 marks for answers that do not detail a consequence in addition to those prompted by the stimulus material, for example homelessness.</p>

QWC i-ii-iii		<ul style="list-style-type: none"> 15–16 marks for judgement of the relative importance of more than two consequences or for an answer which shows the interrelationship between three consequences in coming to a judgement. <p><i>eg As Level 3 plus '...Unemployment was another serious impact of the Crash. As the economy declined, so unemployment rose. By 1933 it had risen to over 12 million, almost ten times what it had been in 1929. This was important because [...] However, I think unemployment is a bit like homelessness. I think that the effect on business was more important than homelessness and unemployment, because that's what caused them. People lost their homes and their jobs as a result of businesses doing less well. So homelessness and unemployment would not have existed without the decline in businesses. That created a downward spiral in the economy.'</i></p> <p>NB: No access to Level 4 for answers which do not explore an aspect beyond those prompted by the stimulus material, for example homelessness or unemployment.</p> <p>Writing communicates ideas effectively, using a range of precisely-selected historical terms and organising information clearly and coherently. The candidate spells, punctuates and uses the rules of grammar with considerable accuracy, although some spelling errors may still be found.</p>
	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	Candidates 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	Candidates 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	Candidates 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.

Question Number		
3 (b)		<p>Was over-production the main reason for the Wall Street Crash of 1929? Explain your answer.</p> <p>You may use the following in your answer.</p> <ul style="list-style-type: none"> • Over-production • Protection <p>You must also include information of your own.</p> <p>Target: knowledge recall and selection, analysis of causation within a historical context (AO1/AO2). Assessing QWC i-ii-iii: for the highest mark in a level all criteria for the level, including those for QWC, must be met. Spelling, punctuation and grammar (SPaG): up to 4 additional marks will be awarded for SPaG.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	<p>Simple or generalised statements of causation. The candidate makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p>At this level candidates will</p> <ul style="list-style-type: none"> • agree or disagree without development • write on the stimulus points or other causes without specific detail. <p><i>eg 'Many people bought shares. Almost everyone was involved.'</i></p> <p>Writing communicates ideas using everyday language and showing some selection of material, but the response lacks clarity and organisation. The candidate spells, punctuates and uses the rules of grammar with limited accuracy.</p> <p>QWC i-ii-iii</p>
2	4–7	<p>Developed statements of causation. Developed statements which agree and/or disagree with the question. These answers provide detail, but do not explain the causes.</p> <ul style="list-style-type: none"> • 4–5 for developing one cause. • 5–6 for developing two causes. • 6–7 for developing three causes. <p><i>eg 'Business wanted protection against foreign competition. Businessmen complained that cheap foreign imports would destroy American jobs. So the government introduced tariffs. In 1922 it passed the Fordney-McCumber Tariff Act which increased those tariffs. Problems in the stock market involved the share craze. During the 1920s, people were very keen to buy shares because their value kept rising. If you put \$1000 into shares in 1920, you would have \$3250 by 1929. That really encouraged people to buy.'</i></p> <p>Maximum 6 marks for answers that do not detail a cause in addition to those prompted by the stimulus material, for</p>

<p>QWC i-ii-iii</p>		<p>example problems in the stock market.</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 candidate spells, punctuates and uses some of the rules of grammar with general accuracy.</p>
<p>3</p> <p>QWC i-ii-iii</p>	<p>8–12</p>	<p>Developed explanation of causation. Developed explanation of causation, agreeing and/or disagreeing with the question.</p> <ul style="list-style-type: none"> • 8–9 marks for one cause explained. • 9–10 marks for two causes explained. • 11–12 marks for three or more causes explained. <p><i>eg '...Over-production was important because mass-production methods meant that production of consumer goods rapidly expanded. By the late 1920s, too many goods were being made, so there was a problem with selling them. If the goods could not be sold then factories would have to stop making them and workers would be laid off. Then there would be less money to buy goods and things would just spiral downwards. That's exactly what happened.'</i></p> <p>Maximum 10 marks for answers that do not explain a cause beyond those prompted by the stimulus material, for example unequal distribution of incomes or problems in the stock market.</p> <p>Writing communicates ideas using historical terms accurately and showing some direction and control in the organising of material. The candidate uses some of the rules of grammar appropriately and spells and punctuates with considerable accuracy, although some spelling errors may still be found.</p>
<p>4</p>	<p>13–16</p>	<p>Prioritises causes or sees link between them. This considers the relationship between a range of causes. (This level can be achieved only if the response has explained at least three causes and has made explicit comparisons of the relative importance of two of them in coming to a judgement.)</p> <p><i>eg As Level 3 plus '...The most important reason was over-production. The market became saturated and those who could afford goods had already bought them. There were not enough people who could afford them and they could not sell them abroad. That was more important than protection. What protection did was to create a false market by making sure only American goods were purchased. That didn't really matter if there were too many American goods to sell.'</i></p> <ul style="list-style-type: none"> • 15–16 marks for judgement of the relative importance of more than two causes or for an answer which shows the interrelationship between three causes in coming to a judgement.

QWC i-ii-iii		<p>eg As Level 3 plus '...The most important reason was over-production. The market became saturated and those who could afford goods had already bought them. There were not enough people who could afford them and they could not sell them abroad. Protection was less important because although it reduced sales abroad, it did not affect the fall in US sales. Over-production was also more important than problems on the stock market because it was the over-production that caused the problems. As companies found they couldn't sell goods, so their share price dropped.'</p> <p>NB: No access to Level 4 for answers which do not explore an aspect beyond those prompted by the stimulus material, for example unequal distribution of incomes or problems in the stock market.</p> <p>Writing communicates ideas effectively, using a range of precisely-selected historical terms and organising information clearly and coherently. The candidate spells, punctuates and uses the rules of grammar with considerable accuracy, although some spelling errors may still be found.</p>
	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	Candidates 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	Candidates 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	Candidates 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.

Specification	Unit	Exam series	Total mark	Mark allocation per Assessment Objective (AO)			SPaG marks	Totals
				A01	A02	A03		
GCSE History A (Modern World)	Unit 2: Modern World Depth Study	Specimen paper	54, including 4 marks for spelling, punctuation and grammar (students sit one option)					
Question	Specification content reference	Question Type						
1a	Option 2A: Germany 1918-39 Option 2B: Russia 1914-39 Option 2C: The USA, 1919-41	Short answer (source based).		-	4		4	4
1b	[As above]	Extended answer.		4	2		-	6
1c	[As above]	Extended answer.		4	4		-	8
1d	[As above]	Extended answer.		4	4		-	8
2a or 2b	[As above]	Extended answer.		4	4		-	8
3a or 3b	[As above]	Extended answer.		7	9		4	19
			Total marks available	23	23	4	4	54
			Percentage weighting per AO of GCSE total	11.5%	11.5%	2%	-	25%

Write your name here

Surname	Other names
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**Pearson
Edexcel GCSE**

Centre Number

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Candidate Number

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History A (The Making of the Modern World)
Unit 3: Modern World Source Enquiry
**Option 3A: War and the transformation of British
society, c1903–28**

Sample Assessment Material for 2013

Time: 1 hour 15 minutes

Paper Reference

5HA03/3A

You must have:

Sources Booklet (enclosed)

Total Marks

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Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions.
- Answer the questions in the spaces provided – *there may be more space than you need.*

Information

- The total mark for this paper is 53.
- The marks for **each** question are shown in brackets – *use this as a guide as to how much time to spend on this question.*
- Questions labelled with an **asterisk** (*) are ones where the quality of your written communication will be assessed.
- The marks available for spelling, punctuation and grammar are clearly indicated.

Advice

- Read each question carefully before you start to answer it.
- Keep an eye on the time.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

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PEARSON

Pearson Edexcel GCSE

History A (The Making of the Modern World) Unit 3: Modern World Source Enquiry Option 3A: War and the transformation of British society, c1903–28

Sample Assessment Material for 2013

Sources Booklet

Paper Reference

5HA03/3A

Do not return this Sources Booklet with the question paper.

Turn over ►

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PEARSON

Historical Enquiry: The role of women

Source A: An Appeal for Land Workers made by *The Daily News and Leader*, a national newspaper, 15 February 1916.

The country has raised an army, still growing, of 250,000 women for munitions factories. There now remains the problem of mobilising another army of 400,000 women for work on the land. This is the most difficult problem of all. Work on the land is not popular among those women most able to do it. No woman can be expected to enjoy milking cows at four a.m. on a winter morning, or spreading manure, or cleaning a pigsty. Much of the most necessary work is hard and unpleasant and by no means well paid. That is why the appeal is aimed at the patriotism of women.

Source B: This painting called *For King and Country* is a representation of women working in a munitions factory. It was painted in 1916 by an official government war artist.



Source C: From a speech made in September 1914 by Christabel Pankhurst, a leading suffragette.

Our position with regard to women fighting is this. If we are needed in the fighting line, we shall be there. If we are needed to take care of the economic prosperity of the country, we shall be there. Women will do whatever is in the best interests of the state. The country is not yet making best use of the activities of women.

Source D: A government poster produced during the First World War encouraging women to enlist as nurses in the New Voluntary Aid Detachments (VADs). These had been set up in 1909 to help with medical aid in war time.



Source E: From an article in a weekly newspaper called *The Sphere*, published in May 1918.

THE NEW WOMAN

She has entered practically all the professions. She will get the vote next month. A postwoman brings you the letters and a girl brings you the milk for your morning tea. There are girls, uniformed or not, at the wheels of half the cars that pass. If you go by train, women will handle your luggage. If you choose a bus or tram, the conductress in her smart uniform has long become a familiar figure. You can even be shaved by a woman.

Source F is on page 4.

Source F: From a book by R Strachey, published in 1928, called *The Cause*. Strachey was a suffragette. Here she is writing about the situation just after the war ended.

After the war, thousands upon thousands of women workers were dismissed and found no work to do. Everyone assumed, of course, that they would go quietly back to their homes, and that everything would be as it was before the war. Public opinion assumed that all women could still be financially supported by the man of the house and that if they went on working it was from a sort of deliberate wickedness. The tone of the press swung from extravagant praise of women to the opposite extreme. The very same people who had been heroines and saviours were now called 'hangers on'. The press, which had campaigned during the war to persuade employers to use women, now campaigned just as passionately to have them dismissed.

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5HA03/3A Mark Scheme

Question Number		
1		<p>What can you learn from Source A about the recruitment of women during the First World War?</p> <p>Target: source comprehension, inference and inference support (AO3).</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1	<p>Candidates do no more than copy/paraphrase the source. Award 1 mark at this level for each piece of information copied or paraphrased.</p> <p><i>eg 'Source A tells me that the country has raised an army of 250,000 women.'</i></p>
2	2–3	<p>Makes unsupported inference(s). An inference is a judgement that can be made from studying the source, but is not directly stated by it.</p> <p><i>eg 'Source A suggests that the recruitment of women in the munitions factories has been very successful.'</i></p> <ul style="list-style-type: none"> • 2 marks for one unsupported inference. • 3 marks for two unsupported inferences.
3	4–6	<p>Makes supported inference(s). A supported inference is one which uses detail from the source to provide evidence for the inference.</p> <p><i>eg 'Source A suggests that the recruitment of women in the munitions factories has been very successful because it says that the country has raised an army, still growing, of 250,000 women for munitions factories...'</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 representation? Use details of the painting and your own knowledge to explain your answer.</p> <p>Target: knowledge recall and selection, key features and characteristics of the periods studied, analysis of representations of history (AO1/AO2/AO3).</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<p>Simple statement(s) about the representation. These are generalised statements without support from source or own knowledge of the historical context.</p> <p>EITHER Valid comment is offered about the representation, but without support from the source.</p> <p><i>eg 'It was painted to show what it was like in a munitions factory.'</i></p> <p>OR Answer identifies detail(s) or information from the representation but relevance to the intended purpose is not identified.</p> <p><i>eg 'Women made shells for the war effort.'</i></p>
2	3–5	<p>Supported statement, comprehending the representation. Valid comment about the purpose of the representation is offered and linked to details in the content of the source.</p> <p><i>eg 'It was drawn to give the message that women were doing their bit for the war effort and doing work normally done by men in a munitions factory. The scale of the building and the number of women involved make it clear that this work will contribute significantly towards the war effort. Many women volunteered to work in these factories although the conditions were often far worse than those shown with no protection from poisonous chemicals...'</i></p> <p>Award top of level to candidates who identify the purpose of the representation using detail from both content AND own knowledge of the historical context.</p>
3	6–8	<p>Explained purpose, analysing the representation. Analysis of the treatment or selection of the content of the representation is used to explain its purpose.</p> <p><i>eg '...The painting was possibly propaganda to praise the women who worked in a munitions factory because the women are shown as young and pretty, especially the one in the centre, but it is clear that their work is important for the war effort, they are doing work usually done by men; it was probably intended to encourage women to volunteer for war work and feel that their contribution to the war effort was important which is shown by the building's size and the scale of the work being done. This was typical propaganda which hid the generally unpleasant conditions in the factories, which included dangers like chemical poisoning and explosions...'</i></p> <p>Maximum 6 marks for answers which do not make explicit use of own knowledge of the historical context.</p>

Question Number		
3		Use Source C and your own knowledge to explain why the suffragettes supported the war effort. Target: knowledge recall and selection, causation within a historical context. source comprehension (AO1/AO2/AO3).
Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	Simple statements. EITHER The candidate makes simple statements from the source. OR The candidate makes simple statements from additional knowledge without reference to the source. <ul style="list-style-type: none"> • 1 mark for one simple statement. • 2–3 marks for two or more simple statements. <i>eg 'To help the country.'</i>
2	4–7	Supported statements. The candidate supports their statement with relevant detail from the source and/or additional knowledge. <ul style="list-style-type: none"> • 4–5 marks for statements using the source OR additional knowledge. • 6–7 marks for statements using the source AND additional knowledge. <i>eg 'Source C says that one of the reasons was to do whatever is in the best interests of the country. The suffragettes called off their militant campaign for the vote to support the war effort...'</i>
3	8–10	Developed explanation. The candidate uses the source and precise additional knowledge. <ul style="list-style-type: none"> • 8 marks for one explained factor. • 9–10 marks for two or more explained factors. <i>eg 'Source C suggests that one of the reasons was to do whatever is in the best interests of the country. In the years before the war the suffragettes had been using militant tactics to gain publicity and force the government to introduce votes for women. The suffragette leaders, including Christabel and her mother Emily, now called off this campaign and put their efforts into helping the war effort as a show of patriotism and also because they believed that winning the war was more important than winning the vote. Another reason was to help with the economic prosperity of the state. The suffragettes felt that women were being under-used in employment and wanted to encourage the government to recruit more women...'</i> NB: No access to Level 3 for answers that do not include additional knowledge.

Question Number		
4		<p>How reliable are Sources D and E as evidence of the contribution of women during the First World War? Explain your answer, using Sources D and E and your own knowledge.</p> <p>Target: knowledge recall and selection, key features and characteristics of periods studied, evaluation of sources for reliability (AO1/AO2/AO3).</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	<p>Judgement based on simple valid criteria. EITHER Comments based on assumed reliability/unreliability because source is from an eyewitness, etc.</p> <p>OR Undeveloped comment on reliability of content: subject, amount of detail contained, etc.</p> <p><i>eg 'Source D is not reliable because it is only a painting. Source E is not reliable because it was written later.'</i></p>
2	4–7	<p>EITHER Judgement based on reliability of the sources' information. Candidates extract information from sources which is shown by reference to context to be reliable.</p> <p><i>eg 'Source D is very reliable because it suggests that women played an important role in helping the war effort. It shows how the VADs used nurses to help with the war effort as well as doing other jobs such as working as cooks and motor-drivers. Thousands of women worked for the VADs both in this country and, from 1915, on the Western Front...'</i></p> <p>OR Judgement based on evaluation of the nature/origin/purpose of the sources. Answers focus on how representative/authoritative the sources are.</p> <p><i>eg 'Source D is reliable because it is from a newspaper, the Sphere, which would have been male dominated and yet it gives a positive view of the part played by women in the First World War. It was published late in the war, May 1918, when it could use hindsight to evaluate the part played by women...'</i></p> <p>Maximum 5 marks if Level 2 criteria met for only one source.</p> <p>Maximum 6 marks if answer does not use own knowledge of the historical context.</p>
3	8–10	<p>Judgement combines both elements of Level 2, and gives a balanced evaluation of reliability of the two sources. Answer provides a developed consideration of the reliability of the sources which takes into account an aspect of its nature/origin/purpose (such as how representative/authoritative/reliable it is.) The focus must be on explaining reliability/unreliability. It is not enough to say it is reliable/unreliable/typical. Comments must be developed or else mark at Level 2.</p>

	<p><i>eg ‘...Source D is less reliable because it is an example of government propaganda which was used to encourage more women to volunteer for the VADs. Therefore the poster glamorises the part played by these volunteers and does not show the dangers and horrors many encountered, especially on the Western Front. Source E is reliable because it provides evidence of the progress made by women during the First World War. It says that women will get the vote next month, which is a reference to the Representation of the People Act which was introduced in 1918...’</i></p> <p>Maximum 8 marks if answer does not use own knowledge of the historical context.</p> <p>Award 9–10 marks if evaluation of both sources meets Level 3 criteria, supported by explicit reference to knowledge of the historical context.</p>
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Question Number		
5		<p>Source F suggests that the war did not really change attitudes to the role of women. How far do you agree with this interpretation? Use your own knowledge, Sources A, E and F and any other sources you find helpful to explain your answer.</p> <p>Target: knowledge recall and selection, consequence within a historical context, reaching a judgement on representations and interpretations of history (AO1/AO2/AO3). Assessing QWC i-ii-iii: for the highest mark in a level all criteria for the level, including those for QWC, must be met. Spelling, punctuation and grammar (SPaG): up to 3 additional marks will be awarded for SPaG.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	<p>Generalised answer. EITHER Answer offers valid undeveloped comment to support or counter the interpretation without direct support from sources or additional knowledge.</p> <p><i>eg Disagrees with view, saying that sources show the range of work women did in the war; or agrees, saying that sexist attitudes remained.</i></p> <p>OR Selects details from the sources which support or counter the interpretation, but without direct linkage to the question.</p> <p><i>eg Gives examples of the work women did from Sources A or E; or says that they got the vote in 1918.</i></p> <p>Writing communicates ideas using everyday language and showing some selection of material, but the response lacks clarity and organisation. The candidate spells, punctuates and uses the rules of grammar with limited accuracy.</p> <p>QWC i-ii-iii</p>
2	5–8	<p>Supported answer, linking the interpretation to relevant detail. Answer offers a judgement which agrees with or counters the interpretation and links to relevant details from sources and/or additional knowledge.</p> <p><i>eg Answer disagrees and selects details from Sources A and E which are examples of the importance of the work women did and details the voting changes in 1918, using additional knowledge; or agrees and uses F to describe the way they were treated when the war came to an end, providing examples from own knowledge of continuing sexist attitudes.</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 candidate spells, punctuates and uses some of the rules of grammar with general accuracy.</p> <p>QWC i-ii-iii</p>
3	9–12	<p>Developed evaluation, agreeing or disagreeing with the interpretation. Answer reasons from the evidence to consider the claim. At this level the answer will be unbalanced and only points of</p>

<p>QWC i-ii-iii</p>		<p>agreement or disagreement with the interpretation will be convincingly explored.</p> <p><i>eg 'Sources A and E disagree with the view that attitudes to women hardly changed. Women's contribution to the nation's war effort was widely recognised and valued. Source A suggests that women responded well to the demands for workers in the munitions industry with 'an army, still growing, of 250,000'. This was indeed the case with much appreciation both at home, and more especially from soldiers on the Western Front, of the dangerous work they did in these factories. Source E also gives a positive view of the work done by women.. It mentions a range of new jobs done by women including postwoman, driving cars and working as conductresses on buses. In addition, it shows that attitudes changed so much that 'women will get the vote next month' – a reference to the Representation of the People's Act which gave the vote to women over the age of 30...'</i></p> <p>Maximum 10 marks for answers which do not include additional knowledge to support their argument.</p> <p>NB: No access to Level 3 for answers which do not use the sources.</p> <p>Writing communicates ideas using historical terms accurately and showing some direction and control in the organising of material. The candidate uses some of the rules of grammar appropriately and spells and punctuates with considerable accuracy, although some spelling errors may still be found.</p>
<p>4</p>	<p>13–16</p>	<p>Sustained argument and evaluation, reviewing alternative views before giving a balanced judgement on the interpretation.</p> <p>The answer considers the evidence which supports the interpretation and also considers counter evidence. The evaluation of the interpretation is supported by precisely-selected evidence from the sources and additional knowledge.</p> <p><i>eg Strong evidence is provided by the sources, especially Sources A and E, that during the war the government, press and public did value the work done by women but many question how sincere that was since the attitude changed once the context changed. This is shown by Source F which explains how attitudes towards women changed shortly after the war with thousands dismissed from their jobs. It mentions how the tone of the press changed from being supportive of the recruitment of women to criticising those women who refused to go back to their traditional role. It seemed that in many ways attitudes towards women working had not changed as a result of the war. By 1919, 750,000 women who had had factory jobs before the war, had been dismissed. Moreover, during the war itself, there was some opposition to women working from male employers, workers and trade unions, who questioned their ability to do the job. However, giving the vote to women suggests there was a big change in attitudes. The suffragette campaigns before the war did not achieve this. The evidence from Source F is weakened by its reliability. It is by a former suffragette who may well have been disappointed that the vote was not given to women younger than 30 and exaggerates the negative reactions to women at the end of the war...'</i></p> <p>Reserve 15–16 marks for answers which also take into account the strength of the evidence from the provided sources when coming to</p>

QWC i-ii-iii		an overall conclusion. NB: No access to Level 4 for answers that do not include additional knowledge. Writing communicates ideas effectively, using a range of precisely-selected historical terms and organising information clearly and coherently. The candidate spells, punctuates and uses the rules of grammar with considerable accuracy, although some spelling errors may still be found.
	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	Candidates 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	Candidates 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	3	Candidates 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.

Write your name here

Surname	Other names
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Candidate Number

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History A (The Making of the Modern World)

Unit 3: Modern World Source Enquiry

Option 3B: War and the transformation of British society, c1931–51

Sample Assessment Material for 2013

Time: 1 hour 15 minutes

Paper Reference

5HA03/3B

You must have:

Sources Booklet (enclosed)

Total Marks

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Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions.
- Answer the questions in the spaces provided – *there may be more space than you need.*

Information

- The total mark for this paper is 53.
- The marks for **each** question are shown in brackets – *use this as a guide as to how much time to spend on each question.*
- Questions labelled with an **asterisk** (*) are ones where the quality of your written communication will be assessed.
- The marks available for spelling, punctuation and grammar are clearly indicated.

Advice

- Read each question carefully before you start to answer it.
- Keep an eye on the time.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

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Pearson Edexcel GCSE

History A (The Making of the Modern World)

Unit 3: Modern World Source Enquiry

Option 3B: War and the transformation of British society, c1931–51

Sample Assessment Material for 2013
Sources Booklet

Paper Reference

5HA03/3B

Do not return this Sources Booklet with the question paper.

Turn over ►

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PEARSON

Historical Enquiry: The impact of the Blitz

Source A: From a broadcast on Berlin Radio, 16 November 1940, about the German air raid on Coventry.

More than 500 planes took part in the greatest attack in the history of aerial warfare. About 500 tonnes of high-explosive bombs and 30,000 incendiary bombs were dropped. In a short time all large and small factories were set on fire and the *Luftwaffe* heavy calibre bombs caused extensive damage to other targets of military importance.

Source B: From an article published in a British newspaper, the *Daily Herald*, 16 November 1940. This article is a representation of the bombing of Coventry.

Coventry

The bombing of Coventry was as foul a deed as Hitler ever ordered. His airmen were instructed: 'Don't worry if you cannot reach your industrial targets. Bomb and burn the city. Never mind if you hit factories. Hit houses. Have no scruples about military objectives. Kill men, kill women, kill children. Destroy! Destroy! Destroy!'

Heil Hitler! Heil bloodshed! Heil pain!

Source C: Extracts from the diary of Joseph Goebbels, the German Minister of Propaganda in 1940.

11 October

We shall be able to force Britain to her knees during the next few weeks.

23 October

We shall battle on non-stop to destroy their last hope.

1 November

Hitler, our Führer, intends to keep hammering the British until they break.

5 December

Things must continue until Britain falls to her knees and begs for peace.

Source D: A photograph taken in the autumn of 1940 and published in a national newspaper. It shows a family from London with what is left of their Anderson shelter.



Source E: From the diary of Harold Nicolson, a government official in the Ministry of Information, 17 September 1940.

Everybody is worried about the feeling in the East End of London, where there is much bitterness. It is said that even the King and Queen were booed the other day when they visited the destroyed areas. One leading member of the government says that if the Germans had the sense to bomb only the East End of London and not the area west of London Bridge, there might be a revolution in the country.

Source F is on page 4.

Source F: From a modern world history book, published in 1996.

The impact of the Blitz (1940–41) should not be underestimated. In the Blitz, Britain suffered more civilian than military casualties. 30,000 people were killed in the raids and a great number of houses and buildings destroyed. Major cities and towns such as London, Coventry, Plymouth, Manchester and Liverpool suffered considerable damage. At the same time, people suffered from the stresses brought about by lack of sleep and nervous strain and, in some heavily bombed towns and cities civilian morale was badly affected.

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5HA03/3B Mark Scheme

Question Number		
1		<p>What can you learn from Source A about the German bombing raid on Coventry, November 1940?</p> <p>Target: source comprehension, inference and inference support (AO3).</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1	<p>Candidates do no more than copy/paraphrase the source. Award 1 mark at this level for each piece of information copied or paraphrased.</p> <p><i>eg 'Source A tells me that more than 500 planes took part in the greatest attack in aerial warfare.'</i></p>
2	2–3	<p>Makes unsupported inferences. An inference is a judgement that can be made from studying the source, but is not directly stated by it.</p> <p><i>eg 'Source A suggests that the raid was a great success.'</i></p> <ul style="list-style-type: none"> • 2 marks for one unsupported inference. • 3 marks for two unsupported inferences.
3	4–6	<p>Makes supported inferences. A supported inference is one which uses detail from the source to provide evidence for the inference.</p> <p><i>eg 'Source A suggests that the raid was a great success because it says that many small and large factories were set on fire...'</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 representation? Use details of the newspaper article and your own knowledge to explain your answer.</p> <p>Target: knowledge recall and selection, key features and characteristics of periods studied, analysis of representations of history (AO1/AO2/AO3).</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<p>Simple statement(s) about the representation. These are generalised statements without support from source or own knowledge of the historical context.</p> <p>EITHER Valid comment is offered about the representation, but without support from the source.</p> <p><i>eg 'It suggests that the German raid was evil.'</i></p> <p>OR Answer identifies detail(s) or information from the representation but relevance to the intended purpose is not identified.</p> <p><i>eg 'The Germans were trying to bomb civilians.'</i></p>
2	3–5	<p>Supported statement, comprehending the representation. Valid comment about the purpose of the representation is offered and linked to details in the content of the source.</p> <p><i>eg 'It was written to give the message that the Nazis were evil because they deliberately targeted the civilian population, killing women and children, rather than aiming at industrial areas. It uses language like 'Heil Hitler! Heil bloodshed! Heil pain!' The bombing of Coventry did cause much damage to civilian areas.'</i></p> <p>Award top of level to candidates who identify the purpose of the representation using detail from both content AND own knowledge of the historical context.</p>
3	6–8	<p>Explained purpose, analysing the representation. Analysis of the treatment or selection of the content of the representation is used to explain its purpose.</p> <p><i>eg '...The main purpose of this article would be that British people will read this and be encouraged to support the war effort. The article has carefully selected 'Heil Hitler! Heil bloodshed! Heil pain!' and highlighted the effects of the bombing raid on women and children. The bombing of Coventry did cause considerable damage to civilian areas. Moreover, newspapers were censored at this time and would be encouraged to write articles such as this which increase hatred for the Nazis and ensure that the Blitz did not reduce civilian morale.'</i></p> <p>Maximum 6 marks for answers which do not make explicit use of own knowledge of the historical context.</p>

Question Number		
3		Use Source C and your own knowledge to explain why the Germans launched the Blitz. Target: knowledge recall and selection, causation within a historical context, source comprehension (AO1/AO2/AO3).
Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	Simple statements. EITHER The candidate makes simple statements from the source. OR The candidate makes simple statements from additional knowledge without reference to the source. <ul style="list-style-type: none"> • 1 mark for one simple statement. • 2–3 marks for two or more simple statements. <i>eg 'It was to destroy morale.'</i>
2	4–7	Supported statements. The candidate supports their statement with relevant detail from the source and/or additional knowledge. <ul style="list-style-type: none"> • 4–5 marks for statements using the source OR additional knowledge. • 6–7 marks for statements using the source AND additional knowledge. <i>eg 'Source C says that one of the reasons for the Blitz was to destroy their last hope. Hitler believed that by destroying people's homes he would lower the morale of the British people who would no longer support the war effort...'</i>
3	8–10	Developed explanation. The candidate uses the source and precise additional knowledge. <ul style="list-style-type: none"> • 8 marks for one explained factor. • 9–10 for two or more explained factors. <i>eg 'Source C suggests that one of the reasons for the Blitz was to 'destroy their last hope' and 'to keep hammering the British until they break'. The Blitz was really intended to break the morale of the British people. If they saw their homes being destroyed and their loved ones being killed, Hitler believed they would force the British government to come to terms with him. Another reason was to destroy transport and industry...'</i> NB: No access to Level 3 for answers that do not include additional knowledge.

Question Number		
4		<p>How reliable are Sources D and E as evidence of the German Blitz of 1940–41? Explain your answer, using Sources D and E and your own knowledge.</p> <p>Target: knowledge recall and selection, key features and characteristics of periods studied, evaluation of sources for reliability (AO1/AO2/AO3).</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	<p>Judgement based on simple valid criteria.</p> <p>EITHER</p> <p>Comments based on assumed reliability/unreliability because source is from an eyewitness, etc.</p> <p>OR</p> <p>Undeveloped comment on reliability of content: subject, amount of detail contained, etc.</p> <p><i>eg 'I think that Source E is reliable because it was written at the time. Source D is reliable because the camera never lies.'</i></p>
2	4–7	<p>EITHER</p> <p>Judgement based on reliability of the sources' information.</p> <p>Candidates extract information from sources which is shown by reference to context to be reliable.</p> <p><i>eg 'Source D is reliable because it shows the damage that was caused by the German bombing and we know that there was considerable damage caused by German bombing of London during the Blitz.'</i></p> <p>OR</p> <p>Judgement based on evaluation of the nature/origin/purpose of the sources.</p> <p>Answers focus on how representative/authoritative the sources are.</p> <p><i>eg 'Source E is reliable because it is from a diary which may well be giving his genuine views. If the writer thinks that no-one else is going to read what he is writing, then he won't be tempted to exaggerate or make things sound more dramatic. Moreover, he is a member of the government who will be giving genuine views about feelings in the East End.'</i></p> <p>Maximum 5 marks if Level 2 criteria met for only one source.</p> <p>Maximum 6 marks if answer does not use own knowledge of the historical context.</p>
3	8–10	<p>Judgement combines both elements of Level 2, and gives a balanced evaluation of reliability of the two sources.</p> <p>Answer provides a developed consideration of the reliability of the sources which takes into account an aspect of its nature/origin/purpose (such as how representative/authoritative/reliable it is.) The focus must be on explaining reliability/unreliability. It is not enough to say it is reliable/unreliable/</p>

	<p>typical. Comments must be developed or else mark at Level 2.</p> <p><i>eg '...Source D is unreliable as it was taken by the British government for propaganda to suggest that the German bombing was not undermining the morale of the British people and is not necessarily typical of the reaction of many civilians. I also think it is unreliable because Source E seems more reliable as it suggests that there was some bitterness in the East End of London – and there was evidence of discontent in the East End of London and in other towns and cities which suffered during the Blitz including such as Portsmouth...'</i></p> <p>Maximum 8 marks if answer does not use own knowledge of the historical context.</p> <p>Award 9–10 marks if evaluation of both sources meets Level 3 criteria, supported by explicit reference to knowledge of the historical context.</p>
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Question Number		
5		<p>Source F suggests that civilian morale was badly affected by the Blitz. How far do you agree with this interpretation? Use your own knowledge, Sources D, E, and F and any other sources you find helpful to explain your answer.</p> <p>Target: knowledge recall and selection, analysis of consequence and key features of historical periods , reaching a judgement on representations and interpretations of history (AO1/AO2/AO3). Assessing QWC i-ii-iii: for the highest mark in a level all criteria for the level, including those for QWC, must be met. Spelling, punctuation and grammar (SPaG): up to 3 additional marks will be awarded for SPaG.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	<p>Generalised answer. EITHER Answer offers valid undeveloped comment to support or counter the interpretation without direct support from sources or additional knowledge.</p> <p><i>eg 'Many British people suffered during the Blitz.'</i></p> <p>OR Selects details from the sources which support or counter the interpretation, but without direct linkage to the question.</p> <p><i>eg 'Source F says people suffered nervous strain.'</i></p> <p>Writing communicates ideas using everyday language and showing some selection of material, but the response lacks clarity and organisation. The candidate spells, punctuates and uses the rules of grammar with limited accuracy.</p>
QWC i-ii-iii		
2	5–8	<p>Supported answer, linking the interpretation to relevant detail. Answer offers a judgement which agrees with or counters the interpretation and links to relevant details from sources and/or additional knowledge.</p> <p><i>eg 'Source D shows this family as happy, smiling and giving the thumbs up, even though their house has been bombed. Source E says that the bombing has caused much bitterness in the East End and that even the King and Queen were booed. We know that people fled from the East End at night to escape the air raids.'</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 candidate spells, punctuates and uses some of the rules of grammar with general accuracy.</p>
QWC i-ii-iii		
3	9–12	<p>Developed evaluation, agreeing or disagreeing with the interpretation. Answer reasons from the evidence to consider the claim. At this level the answer will be unbalanced and only points of agreement or disagreement with the interpretation will be convincingly explored.</p>

<p>QWC i-ii-iii</p>		<p><i>eg 'Sources E and F support the view that civilian morale was badly affected. Source E suggests that morale was badly affected in the East End of London, shown by the fact that even the King and Queen were booed. Indeed, people in the East End complained that members of the government, in the less threatened West End, did not do enough to help the homeless. This was the case in other areas affected by the Blitz. In Portsmouth, which was badly bombed in January 1941, as many as 90,000 fled the city and there was evidence of looting. Source F also suggests that morale was badly affected when it says people suffered from the stresses brought about by lack of sleep and nervous strain and there was a lowering of morale. Although Source D shows a cheerful family, it is probably propaganda...'</i></p> <p>Maximum 10 marks for answers which do not include additional knowledge to support their argument.</p> <p>NB: No access to Level 3 for answers which do not use the sources.</p> <p>Writing communicates ideas using historical terms accurately and showing some direction and control in the organising of material. The candidate uses some of the rules of grammar appropriately and spells and punctuates with considerable accuracy, although some spelling errors may still be found.</p>
<p>4</p>	<p>13–16</p>	<p>Sustained argument and evaluation, reviewing alternative views before giving a balanced judgement on the interpretation.</p> <p>The answer considers the evidence which supports the interpretation and also considers counter evidence. The evaluation of the interpretation is supported by precisely-selected evidence from the sources and additional knowledge.</p> <p><i>eg 'The evidence from Sources E and F suggests that the civilian morale in badly-bombed areas such as the East End was seriously lowered because people suffered. Source F suggests that the Blitz caused heavy civilian casualties with 30,000 killed. London was very badly affected. In September 1940 there was a firestorm every bit as devastating as that of Dresden in 1945 and 12,500 died in December 1940 as a result of further raids. People were also affected by other damage. The Blitz also seriously damaged buildings and disrupted transport. For example the shipyards at Belfast took six months to recover from the damage caused by bombing raids in April 1941. In Liverpool, the biggest raid of May 1941 destroyed some of the city's finest buildings with the docks especially badly affected. In Britain nearly three million homes were destroyed by the Blitz. However morale was not affected everywhere. Source F refers to morale in 'heavily bombed areas'. Moreover, Source D suggests that, even in those areas, morale was not lowered by the Blitz. It shows a family looking happy and giving the thumbs up despite the destruction of their home. In many respects, the Blitz had the opposite effect. It increased morale and made the British people even more determined to resist. Nevertheless there can be little doubt that, in some places, morale was badly affected. This evidence is further strengthened by the reliability of Source E, a diary entry from a member of the government who would have no reason to lie. The strength of</i></p>

QWC i-ii-iii		<p><i>evidence from Source D is weakened by its reliability – a propaganda photograph with the purpose of keeping up morale...'</i></p> <p>Reserve 15–16 marks for answers which also take into account the strength of the evidence from the provided sources when coming to an overall conclusion.</p> <p>NB: No access to Level 4 for answers that do not include additional knowledge.</p> <p>Writing communicates ideas effectively, using a range of precisely-selected historical terms and organising information clearly and coherently. The candidate spells, punctuates and uses the rules of grammar with considerable accuracy, although some spelling errors may still be found.</p>
	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	Candidates 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	Candidates 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	3	Candidates 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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Surname	Other names
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History A (The Making of the Modern World)

Unit 3: Modern World Source Enquiry

Option 3C: The transformation of British society, c1951–79

Sample Assessment Material for 2013

Time: 1 hour 15 minutes

Paper Reference

5HA03/3C

You must have:

Sources Booklet (enclosed)

Total Marks

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Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions.
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 53.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*
- Questions labelled with an **asterisk** (*) are ones where the quality of your written communication will be assessed.
- The marks available for spelling, punctuation and grammar are clearly indicated.

Advice

- Read each question carefully before you start to answer it.
- Keep an eye on the time.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

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PEARSON

Pearson Edexcel GCSE

History A (The Making of the Modern World)

Unit 3: Modern World Source Enquiry

**Option 3C: The transformation of British society,
c1951–79**

Sample Assessment Material for 2013

Sources Booklet

Paper Reference

5HA03/3C

Do not return this Sources Booklet with the question paper.

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Historical Enquiry: The women's movement in the 1960s and 1970s

Source A: From an interview given by Sheila Douglass for *The Sun* newspaper in 2010. She is describing working conditions for women at the Dagenham Ford car plant before the strike of 1968.

We worked as sewing machinists making seat covers for cars. It was hard work. We did the same hours as the men, clocking in at 7.30am and leaving at 5pm. We had a target of how many parts we had to stitch an hour. We worked in an old aircraft hanger. It was freezing and the roof was full of holes. We were classed as unskilled and were the worst paid. Back then it was just accepted that women got paid less than men. They thought we were cheap labour and that women wouldn't take a stand against it. But we'd had enough.

Source B: This cartoon, published in a national newspaper in the early 1970s, is a representation of the Equal Pay Act of 1970.



Source C: From an interview given to *The Guardian* newspaper in 2010. The woman is describing her actions as a member of the Women's Liberation Movement in 1970. She was part of a protest against the *Miss World* competition which was held in London.

We believed that men were making money out of us. When the presenter Bob Hope was going on and on with the terrible, gross stuff about the female contestants, I got up and swung my football rattle to signal the start of the protest. It seemed ages before anybody responded, but then people began to throw down leaflets, bags of flour and smoke bombs – the Albert Hall was filled with smoke and covered with leaflets and flour. It was chaos.

Source D: A poster published in 1976 in *Spare Rib*. This was a magazine which supported the Women's Liberation Movement.



Source E: From an article in *The Daily Telegraph* newspaper, March 1970 about the first Women's National Liberation Conference which was held at Ruskin College in Oxford University.

The chair of a conference on women's liberation in Oxford at the weekend found it difficult to keep control of the meeting. Many women heckled, booed and hissed speakers with different views. The 500 women and 40 men at the meeting were divided into 13 groups. One was an extreme communist group. Delegates at the conference discussed the need for changes in the family, the role of the mother, and women's work. While they talked, one group of fathers ran a crèche for 40 children, whose mothers had abandoned them during the meeting.

Source F: From a school textbook on the changing role of women, published in 1996.

Resentment of poor pay was the main reason for increasing support for the women's movement in the 1960s and 1970s. The contraceptive pill and improved educational opportunities also led more women to challenge their traditional role as housewives. Many supported the movement due to limited job opportunities and poor pay and conditions, highlighted by the strike at Dagenham in 1968. Others supported more extreme groups such as the Women's Liberation Movement which also demanded free contraception, abortion on demand, and freely-available 24-hour childcare.

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5HA03/3C Mark Scheme

Question Number		
1		<p>What can you learn from Source A about working conditions for women in the 1960s?</p> <p>Target: source comprehension, inference and inference support (AO3).</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1	<p>Candidates do no more than copy/paraphrase the source. Award 1 mark at this level for each piece of information copied or paraphrased.</p> <p><i>eg 'Source A tells me that they were classed as unskilled and were the worst paid.'</i></p>
2	2–3	<p>Makes unsupported inferences. An inference is a judgement that can be made from studying the source, but is not directly stated by it.</p> <p><i>eg 'Source A suggests that the working conditions for women were poor.'</i></p> <ul style="list-style-type: none"> • 2 marks for one unsupported inference. • 3 marks for two unsupported inferences.
3	4–6	<p>Makes supported inferences. A supported inference is one which uses detail from the source to provide evidence for the inference.</p> <p><i>eg 'Source A suggests that the working conditions for women were poor because it says that they worked in an old aircraft hanger which was freezing and the roof was full of holes...'</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 representation? Use details from the cartoon and your own knowledge to explain your answer.</p> <p>Target: knowledge recall and selection, key features and characteristics of periods studied, analysis of representations of history (AO1/AO2/AO3).</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<p>Simple statement(s) about the representation. These are generalised statements without support from source or own knowledge of the historical context.</p> <p>EITHER Valid comment is offered about the representation but without support from the source.</p> <p><i>eg 'The cartoon suggests that the Equal Pay Act has not worked.'</i></p> <p>OR Answer identifies detail(s) or information from the representation but relevance to the intended purpose is not identified.</p> <p><i>eg 'There was an Equal Pay Act for women.'</i></p>
2	3–5	<p>Supported statement, comprehending the representation. Valid comment about the purpose of the representation is offered and linked to details in the content of the source.</p> <p><i>eg 'This cartoon is drawn to give the message that the Equal Pay Act has not been successful. This is because it shows a female cleaner who finds the actual Equal Pay Act under a carpet in the manager's office, suggesting that he is ignoring its terms. The Equal Pay Act did not immediately bring improvements in women's pay and was not taken seriously by some employers...'</i></p> <p>Award top of level to candidates who identify the purpose of the representation of the source using detail from both content AND own knowledge of the historical context.</p>
3	6–8	<p>Explained purpose, analysing the representation. Analysis of the treatment or selection of the content of the representation is used to explain its purpose.</p> <p><i>eg '...The purpose of the cartoon was to highlight the shortcomings of the Equal Pay Act. The cartoonist may be suggesting the need for further reform as the cartoon has chosen to show an unhappy-looking, female cleaner on her knees who finds the actual Equal Pay Act under a carpet in the manager's office, suggesting that he is ignoring its terms and that she does not feel any sense of equality. The Equal Pay Act was not immediately successful in achieving equality in pay for women who did the same job. This is because there were some loopholes in the act, as suggested by the cartoon. It did not include women in jobs rarely done by men such as retail work and cleaning, as shown in the cartoon...'</i></p> <p>Maximum 6 marks for answers which do not make explicit use of knowledge of the historical context.</p>

Question Number		
3		Use Source C and your own knowledge to explain why the Women's Liberation Movement protested against the Miss World contest of 1970. Target: knowledge recall and selection, causation within a historical context, source comprehension (AO1/AO2/AO3).
Level	Mark	Descriptor
	0	No rewardable material.
1	1-3	Simple statements. EITHER The candidate makes simple statements from the source. OR The candidate makes simple statements from additional knowledge without reference to the source. <ul style="list-style-type: none"> • 1 mark for one simple statement. • 2-3 marks for two or more simple statements. <i>eg 'They said it was sexist.'</i>
2	4-7	Supported statements. The candidate supports their statement with relevant detail from the source and/or additional knowledge. <ul style="list-style-type: none"> • 4-5 marks for statements using the source OR additional knowledge. • 6-7 marks for statements using the source AND additional knowledge. <i>eg 'Source C says that the men were making money from women. The Women's Liberation Movement believed that the Miss World competition was exploiting the looks of women to make money and was degrading...'</i>
3	8-10	Developed explanation. The candidate uses the source and precise additional knowledge. <ul style="list-style-type: none"> • 8 marks for one explained factor. • 9-10 for two or more explained factors. <i>eg 'Source C suggests that one of the reasons for the protest was the terrible gross language used by the presenter Bob Hope. This convinced the Women's Liberation Movement that the Miss World contest was sexist and was degrading for women. Another reason was to achieve publicity for the demands of the Women's Liberation Movement which had been drawn up earlier in the year at the conference at Ruskin College, Oxford. In addition, the demonstration copied similar actions at the Miss America pageants in the USA in 1968...'</i> NB: No access to Level 3 for answers that do not include additional knowledge.

Question Number		
4		<p>How reliable are Sources D and E as evidence of the Women's Liberation Movement? Explain your answer, using Sources D and E and your own knowledge.</p> <p>Target: knowledge recall and selection, key features and characteristics of periods studied, evaluation of sources for reliability (AO1/AO2/AO3).</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	<p>Judgement based on simple valid criteria. EITHER Comments based on assumed reliability/unreliability because source is from an eyewitness, etc.</p> <p>OR Undeveloped comment on reliability of content: subject, amount of detail contained, etc.</p> <p><i>eg 'I think that Source D is unreliable because posters exaggerate. Source E is reliable because it was written at the time.'</i></p>
2	4–7	<p>EITHER Judgement based on reliability of the sources' information. Candidates extract information from sources which is shown by reference to context to be reliable.</p> <p><i>eg 'Source D is reliable because it shows the aims of the Women's Liberation Movement – equal pay and training opportunities, safe contraception and free day nursery care which would enable women to have careers. I know this is the case because the Equal Pay Act had not brought these things...'</i></p> <p>OR Judgement based on evaluation of the nature/origin/ purpose of the sources. Answers focus on how representative/authoritative the sources are.</p> <p><i>eg 'Source E is unreliable because it gives a very one-sided view of the Women's National Liberation Conference in order to reduce support. It was written by a male-dominated newspaper at a time when the media was generally either hostile to the Women's Liberation Movement and/or ridiculed it...'</i></p> <p>Maximum 5 marks if Level 2 criteria met for only one source.</p> <p>Maximum 6 marks if answer does not use own knowledge of the historical context.</p>
3	8–10	<p>Judgement combines both elements of Level 2, and gives a balanced evaluation of reliability of the two sources. Answer provides a developed consideration of the reliability of the sources which takes into account an aspect of its nature/ origin/purpose (such as how representative/authoritative/ reliable it is). The focus must be on explaining reliability/ unreliability. It is not enough to say it is reliable/unreliable/ typical. Comments must be developed or else mark at Level 2.</p>

	<p><i>eg '...Source D is unreliable because it is a poster with the purpose of winning support for the Women's Liberation Movement. It was included in a Women's Liberation Movement magazine and exaggerates the traditional role of women by the mid-1970s, by which time there had been progress with the Equal Pay and Equal Opportunities Act. Source E is reliable because it does suggest that there were some divisions in the Women's Liberation Movement with 13 groups and there were some extremists, including a Marxist-Leninist group that wanted revolutionary change. However, Source E is less reliable in suggesting that there were divisions and frequent heckling. There was much cooperation between groups who were able to come up with four key demands, including equal pay for men and women and equal career and educational opportunities...'</i></p> <p>Maximum 8 marks if answer does not use own knowledge of the historical context.</p> <p>Award 9–10 marks if evaluation of both sources meets Level 3 criteria, supported by explicit reference to knowledge of the historical context.</p>
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Question Number		
5		<p>Source F suggests that the main reason for support for the women's movement was poor pay. How far do you agree with this interpretation? Use your own knowledge, Sources A, D, and F and any other sources you find helpful to explain your answer.</p> <p>Target: knowledge recall and selection, analysis of causation and key features of historical period, reaching a judgement on representations and interpretations of history (AO1/AO2/AO3). Assessing QWC i-ii-iii: for the highest mark in a level all criteria for the level, including those for QWC, must be met. Spelling, punctuation and grammar (SPaG): up to 3 additional marks will be awarded for SPaG.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1-4	<p>Generalised answer. EITHER Answer offers valid undeveloped comment to support or counter the interpretation without direct support from sources or additional knowledge.</p> <p><i>eg 'Women were paid worse than men.'</i></p> <p>OR Selects details from the sources which support or counter the interpretation, but without direct linkage to the question.</p> <p><i>eg 'Source A says that women were seen as cheap labour.'</i></p> <p>Writing communicates ideas using everyday language and showing some selection of material, but the response lacks clarity and organisation. The candidate spells, punctuates and uses the rules of grammar with limited accuracy.</p>
QWC i-ii-iii		
2	5-8	<p>Supported answer, linking the interpretation to relevant detail.</p> <p>Answer offers a judgement which agrees with or counters the interpretation and links to relevant details from sources and/or own knowledge.</p> <p><i>eg 'Source A supports the interpretation. It says that women were classed as unskilled and were the worst paid. It says they were seen as cheap labour. Source D shows that women wanted safe contraception, equal training opportunities and free day nurseries...'</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 candidate spells, punctuates and uses some of the rules of grammar with general accuracy.</p>
QWC i-ii-iii		
3	9-12	<p>Developed evaluation, agreeing or disagreeing with the interpretation.</p> <p>The answer reasons from the evidence to consider the claim. At this level the answer will be unbalanced and only points of agreement or disagreement with the interpretation will be convincingly explored.</p>

<p>QWC i-ii-iii</p>	<p><i>eg 'Sources A and F support the view that the main reason for support for the women's movement was poor pay. Source A shows that the women at the Dagenham Plant were poorly paid as they were classed as unskilled and were paid less than men and even the cleaners at Ford. They were seen as cheap labour. The strike got nationwide publicity and the workers gained the sympathy of many of the public, especially as the Employment Minister, Barbara Castle, was brought in to settle the dispute and the women gained a better pay deal. As Source F suggests, the strike at Dagenham highlighted poor pay and showed that it was possible to successfully campaign against it. It encouraged greater support for the women's movement.'</i></p> <p>Maximum 10 marks for answers which do not include additional knowledge to support their argument.</p> <p>NB: No access to Level 3 for answers which do not use the sources.</p> <p>Writing communicates ideas using historical terms accurately and showing some direction and control in the organising of material. The candidate uses some of the rules of grammar appropriately and spells and punctuates with considerable accuracy, although some spelling errors may still be found.</p>
<p>4</p>	<p>13–16 Sustained argument and evaluation, reviewing alternative views before giving a balanced judgement on the interpretation.</p> <p>The answer considers the evidence which supports the interpretation and also considers counter evidence. The evaluation of the interpretation is supported by precisely-selected evidence from the sources and additional knowledge.</p> <p><i>eg 'Poor pay, as suggested by Source F and supported by Source A, was only one of the reasons for support for the women's movement. Source D challenges the view that poor pay was the main reason for support for the women's movement, suggesting that there were other, possibly more important, reasons – it mentions equal training opportunities for women, who were still excluded from male-dominated careers. This source also mentions free nursery education, which attracted the support of many women as this would improve their career opportunities. Childminders and nursery education were expensive. Indeed, the first Women's National Liberation Conference demanded freely-available 24-hour care. Sources D and F both mention another reason for support for the movement – free contraception – and, in Source F, abortion on demand. Women wanted greater control of when or whether they had children. Abortion on demand was an important reason, as before 1967 abortion was illegal in Britain except in a few cases that were performed for strictly medical reasons. Poorer women were often forced to resort to what were commonly known as 'backstreet abortions'. Source F also mentions other reasons for support for the women's movement, especially improved educational opportunities. This was an important reason because it could lead to improved career opportunities. The vast majority of girls left school at 15, the minimum school leaving age. Few continued in education to study A-Levels and even fewer women (only a quarter of all undergraduates) went to university. More educated women were bored with being housewives and increasingly challenged this traditional role. This evidence, which challenges the view, is</i></p>

QWC i-ii-iii		<p><i>further strengthened by the reliability of Source D. Source D is from the Women's Liberation Movement and should reflect the reasons for support for the movement...'</i></p> <p>Reserve 15–16 marks for answers which also take into account the strength of the evidence from the provided sources when coming to an overall conclusion.</p> <p>NB: No access to Level 4 for answers that do not include additional knowledge.</p> <p>Writing communicates ideas effectively, using a range of precisely-selected historical terms and organising information clearly and coherently. The candidate spells, punctuates and uses the rules of grammar with considerable accuracy, although some spelling errors may still be found.</p>
	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	Candidates 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	Candidates 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	3	Candidates 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.

Specification	Unit	Exam series	Total mark	Mark allocation per Assessment Objective (AO)			SPaG marks	Totals
				AO1	AO2	AO3		
GCSE History A (Modern World)	Unit 3: Modern World Source Enquiry	Specimen paper	53, including 3 marks for spelling, punctuation and grammar (students sit one option)					
Question	Specification content reference	Question Type						
1	Option 3A: War and the transformation of British society, c1903-28 Option 3B: War and the transformation of British society, c1931-51 Option 3C: The transformation of British society, c1951-79	Extended answer (source based).	-	-	6	-	6	
2	[As above]	Extended answer (source based).	1	1	6	-	8	
3	[As above]	Extended answer (source based).	2.5	2.5	5	-	10	
4	[As above]	Extended answer (source based).	1	1	8	-	10	
5	[As above]	Extended answer (source based).	3	5	8	3	19	
Total marks available				7.5	9.5	33	4	53
Percentage weighting per AO of GCSE total				3.75%	4.75%	16.5%	-	25%

Pearson Edexcel GCSE

History A (The Making of the Modern World)

History B (Schools History Project)

Unit 4: Representations of History

CA5: Vietnam, c1950–75

Sample Controlled Assessment Material for 2013

Paper Reference(s)

5HA04/01

5HB04/01

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Instructions for teachers

The teacher supervising this controlled assessment is responsible for managing the security and administering the tasks and materials in accordance with the levels of control detailed in the qualification specification.

Part A – Historical explanation

Students must answer **ONE** question.

In this controlled assessment, the Part A questions relate to the first bullet point of the taught content in the qualification specification. The chosen question must not be given to students until after all of the specified content has been delivered and no more than two weeks before they are due to write up this part of the controlled assessment.

Part B – Carry out a historical enquiry

Students must carry out a historical enquiry to answer **ONE** question.

In this controlled assessment, the Part B questions relate to the second bullet point of the taught content in the qualification specification. The chosen question must not be given to students until after all of the specified content has been delivered.

Part C – Analyse and evaluate representations of history

Students must analyse and evaluate three representations. Representations 1 and 2 are provided by Edexcel. Teachers must select Representation 3.

Representation 3 must be chosen from Edexcel's *Controlled Assessment Representation Bank*, which can be found on the Edexcel website.

The Part C question relates to the issue defined in the third bullet point of the taught content in the qualification specification. This question and three representations must not be given to students until after all of the specified content has been delivered and no more than two weeks before they are due to write up this part of the controlled assessment.

The representations must not be taken out of the classroom.

Vietnam, c1950–75

Part A: Historical explanation

One of the following questions must be chosen:

- (i) Explain why US involvement in Vietnam increased in the years 1954–65.

OR

- (ii) Explain the effects of President Nixon's policies on US involvement in Vietnam between 1969 and 1975.

(Total for Part A = 10 marks)

Part B: Carry out a historical enquiry

Military tactics in the Vietnam War

One of the following questions must be the focus of your enquiry:

- (i) How effective were the military tactics of the US army?

OR

- (ii) How effective were the military tactics of the North Vietnamese forces?

(Total for Part B = 20 marks)

Part C: Analyse and evaluate representations of history

Study Representations 1 and 2 on the following pages and Representation 3, which your teacher will give you.

- Analyse the representations and choose the one which you think is the best representation of the way in which people in the USA reacted to the Vietnam War.

Explain your choice, using all three representations and your own knowledge.

(Total for Part C = 20 marks)

Representations for use in Part C

Representation 1

Words from the song 'Feel Like I'm Fixing To Die Rag (Next Stop Vietnam)' by Country Joe and the Fish. It was written in 1968.

Come on all of you big strong men
Uncle Sam needs your help again
he's got himself in a terrible jam
way down yonder in Viet Nam so
put down your books and pick up a gun we're
gonna have a whole lotta fun.

(CHORUS)

And it's one, two, three, what are we fighting for
don't ask me I don't give a damn, next stop is Viet Nam
And it's five, six, seven, open up the pearly gates
ain't no time to wonder why, whoopee we're all gonna die.

Come on generals, let's move fast
your big chance has come at last
now you can go out and get those reds
cos the only good commie is the one that's dead and
you know that peace can only be won when we've
blown 'em all to kingdom come.

Come on Wall Street don't be slow
why man this war is a go-go
there's plenty good money to be made by
supplying the army with the tools of its trade
let's hope and pray that if they drop the bomb,
they drop it on the Viet Cong.

Come on mothers throughout the land
pack your boys off to Viet Nam
come on fathers don't hesitate
send your sons off before it's too late
and you can be the first ones on your block
to have your boy come home in a box.

Representation 2

From *The USA and Vietnam 1945–75* written by Vivienne Saunders, published in 2007.

It is difficult to tell how many Americans were against the war. In a poll in October 1967, 46% of Americans felt that it had been a mistake to get involved in Vietnam, but a massive majority of Americans wanted the USA to stay there and get tougher. This poll then showed widespread support and widespread opposition to the war.

'I want us to get out, but I don't want to give up' one woman said to a pollster.

There were massive anti-war protests outside the Pentagon in October 1967. In the picture the 'war criminal' on the poster is President Johnson.



Perhaps media coverage of the Tet offensive in 1968 was the turning point. In the next few weeks Johnson's approval rating in the opinion polls fell from 48% to 36%. And a minority of Americans protested loudly.

Politicians took notice of the wishes of voters. The protests probably played an important part in bringing the war to an end.

Representation 3

Representation 3 must be chosen from Edexcel's *Controlled Assessment Representation Bank*, which can be found on the Edexcel website.

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Pearson Edexcel GCSE

History A (The Making of the Modern World)

History B (Schools History Project)

Unit 4: Representations of History

CA10: The impact of war on Britain, c1914–45

CA10L: The impact of war on a locality in Britain, c1914–45

Sample Controlled Assessment Material for 2013

Paper Reference(s)

5HA04/01

5HB04/01

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Instructions for teachers

The teacher supervising this controlled assessment is responsible for managing the security and administering the tasks and materials in accordance with the levels of control detailed in the qualification specification.

Students must cover both parts across Parts A and B. This means that if they answer Part A (i), then they must also answer Part B (ii); and if they answer Part A (ii), then they must also answer Part B (i).

Part A – Historical explanation

Students must answer **ONE** question.

In this controlled assessment, the Part A questions relate to the first bullet point of the taught content in the qualification specification. The chosen question must not be given to students until after all of the specified content has been delivered and no more than two weeks before they are due to write up this part of the controlled assessment.

Part B – Carry out a historical enquiry

Students must carry out a historical enquiry to answer **ONE** question.

In this controlled assessment, the Part B questions relate to the second bullet point of the taught content in the qualification specification. The chosen question must not be given to students until after all of the specified content has been delivered.

Part C – Analyse and evaluate representations of history

Students must analyse and evaluate three representations. Representations 1 and 2 are provided by Edexcel. Teachers must select Representation 3.

For **CA10**, Representation 3 must be chosen from Edexcel's *Controlled Assessment Representation Bank*, which can be found on the Edexcel website.

For **CA10L**, Representation 3 may be chosen from the *Controlled Assessment Representation Bank*. If centres decide instead to find their own representation, they must contact Edexcel's Ask the Expert service to seek approval that it is suitable.

The Part C question relates to the issue defined in the third bullet point of the taught content in the qualification specification. This question and three representations must not be given to students until after all of the specified content has been delivered and no more than two weeks before they are due to write up this part of the controlled assessment.

The representations must not be taken out of the classroom.

The impact of war on Britain, c1914–45
The impact of war on a locality in Britain, c1914–45

Part A: Historical explanation

One of the following questions must be chosen:

- (i) In what ways did the introduction of the Defence of the Realm Act (DORA) in 1914 lead to changes in civilian life during the First World War (either in Britain or in a locality in Britain)?

OR

- (ii) In what ways did the Government organise Britain or a locality in Britain to cope with war in the years 1939–45?

If you answer question (i) in this part of the task, then you must answer question (ii) for Part B: Carry out a historical enquiry.

If you answer question (ii) in this part of the task, then you must answer question (i) for Part B: Carry out a historical enquiry.

(Total for Part A = 10 marks)

Part B: Carry out a historical enquiry

The impact of war on working lives

One of the following questions must be the focus of your enquiry:

- (i) How far did working opportunities for men and women change in the years c1914–1919 (either in Britain or in a locality in Britain)?

OR

- (ii) How far did working opportunities for men and women change in the years c1939–1945 (either in Britain or in a locality in Britain)?

If you answer question (i) in this part of the task, then you must answer question (ii) for Part A: *Historical explanation*.

If you answer question (ii) in this part of the task, then you must answer question (i) for Part A: *Historical explanation*.

(Total for Part B = 20 marks)

Part C: Analyse and evaluate representations of history

Study Representations 1 and 2 on the following pages and Representation 3, which your teacher will give you.

- Analyse the representations and choose the one which you think is the best representation of how civilians in Britain reacted to the experience of the Second World War.

Explain your choice, using all three representations and your own knowledge.

(Total for Part C = 20 marks)

Representations for use in Part C

Representation 1

From *Waiting for the All Clear* written by Ben Wicks, published in 1990.

50 years ago, during the Blitz, the British people showed that they didn't have to be in uniform to be heroes. The Dunkirk spirit flowed in city streets, suburban bomb-shelters and every town and village in the land. Those at home kept their great British sense of humour in the most appalling circumstances. In hardship they looked after each other. Home Guard, firemen, policemen, air raid wardens risked their own lives as they struggled to limit the destruction. Housewives bravely started again when their homes were lost.

Out of the terror and tragedy came courage and solidarity, selflessness and an unshakable determination to win through against the awesome might of the Luftwaffe.

Representation 2

From *Britain in Our Century* written by Arthur Marwick, published in 1984.

Heavy bombing of London began on a Saturday evening (7 September 1940). The capital was bombed every night for 76 nights and then on and off for a further six months. On 14 November the entire centre of Coventry was destroyed, and in November and December other cities suffered severe bomb attacks.



A photograph taken on 15 September 1940. It was published with the caption 'Their houses are wrecked, but the tenants of these buildings in North London still showed the British Grit.'

The caption to this photograph is interesting. Newspapers or photographers who wished to get a photograph accepted by the censors had to choose the words of their captions carefully. In this photograph we have the usual heroic image of people's response to the bombing, but in more recent years historians have questioned whether bombing really did strengthen morale. Did it strengthen support in Britain for the government? Certainly there are other photographs showing much less heroic pictures of people who were bombed out of house and home, such as a photo showing two of the victims of Coventry squabbling with each other, but this was not published until the following February.

It may be that if the bombing had gone on much longer the morale of British civilians might have collapsed. But the evidence suggests that the British public affected by the bombing behaved bravely. We should focus on 'Mums' Army', the Women's Volunteer Service (WVS), without whom the Home Front would not have kept going. During the devastating blitz of Coventry on 14 November 1940 the WVS headquarters there was practically destroyed. But, as soon as the wave of bombs stopped, the women began their normal duties again. At 5.00 am, auxiliary fire servicemen came in for tea and sandwiches. One of them, mouth full, uttered the famous line: 'I guess the WVS have won the battle of Coventry.'

Representation 3

For **CA10**, Representation 3 must be chosen from Edexcel's *Controlled Assessment Representation Bank*, which can be found on the Edexcel website.

For **CA10L**, Representation 3 may be chosen from the *Controlled Assessment Representation Bank*. If centres decide instead to find their own representation, they must contact Edexcel's Ask the Expert service to seek approval that it is suitable.

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Specification	Unit	Exam series	Total mark	Mark allocation per Assessment Objective (AO)			SPaG marks	Totals
				AO1	AO2	AO3		
GCSE History A (Modern World)	Unit 4: Representations of History	Specimen assessments	50					
Part	Specification content reference	Question Type						
A	Controlled Assessment Options 1-13.	Extended answer.		4	6	-	-	10
B	[As above]	Extended answer.		7	9	4	-	20
C	[As above]	Extended answer (source based).		5	2	13	-	20
Total marks available				16	17	17		50
Percentage weighting per AO of GCSE total				8%	8.5%	8.5%	-	25%

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Registered Office: Edinburgh Gate, Harlow, Essex CM20 2JE
VAT Reg No GB 278 537121

ISBN 978-1-4469-0768-9

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