

Mark Scheme (Results)

Summer 2016

Pearson Edexcel GCSE  
in History A (5HA03)

Paper 03

Unit 3: Modern World Source Enquiry:  
War and the transformation of British  
society, c1903–28

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Summer 2016

Publications Code 5HA03\_3a\_1606\_MS

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## General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

## Placing a mark within a level mark band

- The instructions below tell you how to reward responses within a level. Follow these unless there is an instruction given within a level. However, where a level has specific guidance about how to place an answer within a level, **always** follow that guidance.
- **2 mark bands**  
Start with the presumption that the mark will be the higher of the two.  
An answer which is poorly supported gets the lower mark.
- **3 mark bands**  
Start with a presumption that the mark will be the middle of the three.  
An answer which is poorly supported gets the lower mark.  
An answer which is well supported gets the higher mark.
- **4 mark bands**  
Start with a presumption that the mark will be the upper middle mark of the four.  
An answer which is poorly supported gets a lower mark.  
An answer which is well supported and shows depth or breadth of coverage gets the higher mark.

## 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:
  - i) *ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear*
  - ii) *select and use a form and style of writing appropriate to purpose and to complex subject matter*
  - iii) *organise information clearly and coherently, using specialist vocabulary when appropriate.*

## **Spelling, Punctuation and Grammar (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?

Question Number		
<b>1</b>		<p>What can you learn from Source A about recruitment in Britain for the armed forces?</p> <p><b>Target:</b> source comprehension, inference and inference support (AO3).</p>
Level	Mark	Descriptor
	<b>0</b>	No rewardable material.
<b>1</b>	<b>1</b>	<p><b>Candidates do no more than copy/paraphrase the source.</b> Award 1 mark at this level for each piece of information copied or paraphrased.</p> <p><i>eg Source A tells me that Lord Kitchener went to the local town in 1915.</i></p>
<b>2</b>	<b>2–3</b>	<p><b>Makes unsupported inference(s).</b> 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 recruitment methods were successful.</i></p> <ul style="list-style-type: none"> <li>• 2 marks for one unsupported inference.</li> <li>• 3 marks for two unsupported inferences.</li> </ul>
<b>3</b>	<b>4–6</b>	<p><b>Makes supported inference(s).</b> 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 recruitment methods were successful because the source says that many in the village joined up. Source A also suggests that the government used different methods to recruit volunteers as the source says that Lord Kitchener went to the local town in 1915 and that there were posters everywhere saying 'Your Country Needs You'.</i></p> <ul style="list-style-type: none"> <li>• 4–5 marks for one supported inference.</li> <li>• 5–6 marks for two supported inferences.</li> </ul>

Question Number		
2		<p>What was the purpose of this representation?</p> <p>Use details of the poster and your own knowledge to explain your answer.</p> <p><b>Target:</b> 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><b>Simple statement(s) about the representation.</b> 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 drawn to show what happened in Scarborough after the German bombardment.</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 German raids on Scarborough caused considerable damage as well as the death of many civilians.</i></p>
2	3–5	<p><b>Supported statement, comprehending the representation.</b> Valid comment about the purpose of the representation is offered and linked to details in the content of the source.</p> <p><i>eg The purpose of the poster was propaganda to encourage further hatred towards the Germans and more men to volunteer for the armed forces. The poster shows the damage done by the German raid on Scarborough in December 1914 including a damaged house which appears to have left the girl, holding the baby, homeless and without parents. In addition, it mentions the casualties caused by the raid, including 78 women and children killed and 228 wounded. There was considerable anger with the effects of this German raid on the British east coast.</i></p> <p>Award top of level to candidates who identify the purpose of the representation using detail from both content AND own knowledge</p>
3	6–8	<p><b>Explained purpose, analysing the representation.</b> 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 poster was propaganda to encourage further hatred towards the Germans and more men to volunteer for the armed forces. It achieves through the selection of the scene showing the girl and baby standing in front of the damaged house suggesting they are homeless and orphans which would encourage sympathy and anger. Also with the treatment of the German raid stressing the number of deaths and casualties to women and children caused by the German raid as well as the choice of words at the top of the poster – Men of Britain, Will You Stand this? The</i></p>

		<p><i>government had used anti-German propaganda since the start of the war, including exaggerating German atrocities in Belgium, in order to encourage more men to volunteer. The poster took advantage of the furious reaction of the British people to the German raids on the east coast....</i></p> <p>Maximum 6 marks for answers which do not make explicit use of own knowledge of the historical context.</p>
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Question Number		
3		Use Source C and your own knowledge to explain why the British government introduced rationing of food in early 1918  <b>Target:</b> knowledge recall and selection, causation within a historical context. source comprehension (AO1/AO2/AO3).
Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	<b>Simple statements.</b> 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"> <li>• 1 mark for one simple statement.</li> <li>• 2–3 marks for two or more simple statements.</li> </ul> <i>eg U-boats were sinking British food convoys.</i>
2	4–7	<b>Supported statements.</b> The candidate supports their statement with relevant detail from the source and/or additional knowledge.  <ul style="list-style-type: none"> <li>• 4–5 marks for statements using the source OR additional knowledge.</li> <li>• 6–7 marks for statements using the source AND additional knowledge.</li> </ul> <i>eg Source C suggests that rationing was introduced because German U-boats were sinking our food convoys. By April of 1917, Britain had only six weeks' worth of wheat stores. Shortages led to a rise in food prices. Also it was clear that DORA measures to reduce food consumption were not enough...</i>
3	8–10	<b>Developed explanation.</b> The candidate uses the source and precise additional knowledge.  <ul style="list-style-type: none"> <li>• 8 marks for one explained factor.</li> <li>• 9–10 marks for two or more explained factors.</li> </ul> <i>eg Source C suggests that rationing was introduced because German U-boats were sinking our food convoys. By April of 1917, Britain had only six weeks' worth of wheat stores. Shortages brought about a rise in food prices. In addition, as the source suggests, there were very long queues for food and food shortages led to starvation and food riots. In addition, it was clear, by the end of 1917, that DORA measures to reduce the amount of food being eaten and to increase the amount produced were not enough. The government tried to operate a voluntary ration scheme which asked people to limit the amount of bread, meat and sugar they consumed. However, the campaign failed and there were still shortages of bread and meat with families, as the source suggests, eating poor quality bread and living on bones which were made into soups...</i>  <b>NB: No access to Level 3 for answers that do not include additional knowledge.</b>

Question Number		
4		<p>How reliable are Sources D and E as evidence of recruitment in Britain for the armed forces in the years 1914-16? Explain your answer, using Sources D and E and your own knowledge</p> <p><b>Target:</b> 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><b>Judgement based on simple valid criteria.</b> 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 reliable because it is a photograph. Source E is reliable because it was written at the time.</i></p>
2	4–7	<p>EITHER <b>Judgement based on reliability of the sources' information.</b> 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 suggests that there were great numbers of men who volunteered to join the armed forces in August 1914. The photograph shows a very long queue outside the recruiting office in London. This was typical of many recruiting offices in the first few months of the war. The government asked for 100,000 volunteers but nearly 750,000 joined the army in the first month...</i></p> <p>OR <b>Judgement based on evaluation of the nature/origin/purpose of the sources.</b> Answers focus on how representative/authoritative the sources are.</p> <p><i>eg Source E is reliable because it is evidence from a recruiting sergeant who would have knowledge about the situation with recruitment in 1916 and would have no reason to exaggerate or distort what was happening. However, Source D is from only one area and from early on in the war...</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><b>Judgement combines both elements of Level 2, and gives a balanced evaluation of reliability of the two sources.</b> 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 was published in a newspaper with the purpose of encouraging more men to volunteer for the armed forces. Newspapers were censored by the government and were used to increase morale in the early months of the war. This newspaper would have been encouraged to choose a recruitment office where there were a significant number of volunteers. Source E is reliable because the recruiting sergeant suggests that men were less willing to volunteer by 1916. This was the case with a significant fall in recruitment by the end of 1915 due to greater awareness in Britain of the situation on the Western Front, where there was stalemate and high casualties. Also, as the war went on, men could earn very high wages in war-related industries...</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		
	<b>5</b>	<p>Source F suggests that government methods to recruit volunteers for the British armed forces were unsuccessful.</p> <p>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><b>Target:</b> knowledge recall and selection, consequence within a historical context, reaching a judgement on representations and interpretations of history (AO1/AO2/AO3).  <b>Assessing QWC i-ii-iii:</b> for the highest mark in a level <b>all</b> criteria for the level, including those for QWC, must be met.  <b>Spelling, punctuation and grammar (SPaG):</b> up to 3 additional marks will be awarded for SPaG.</p>
Level	Mark	Descriptor
	<b>0</b>	No rewardable material.
<b>1</b>	<b>1–4</b>	<p><b>Generalised answer.</b></p> <p>EITHER</p> <p>Answer offers valid undeveloped comment to support or counter the interpretation without direct support from sources or additional knowledge.</p> <p><i>eg Agrees with the view, saying that some of the sources show that government recruitment methods were not successful.</i></p> <p>OR</p> <p>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 Kitchener and the heavyweight world champion, came to the local town and encouraged many men to volunteer for the armed forces.</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>
<b>QWC i-ii-iii</b>		
<b>2</b>	<b>5–8</b>	<p><b>Supported answer, linking the interpretation to relevant detail.</b>  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 agrees and selects details from Sources E and F which show that the methods used by the government were not successful in recruiting volunteers, providing further evidence from their own knowledge; or disagrees using evidence from Sources A and F, providing examples of government methods to recruit volunteers for the armed forces were successful, providing further evidence from their own knowledge.</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>
<b>QWC i-ii-iii</b>		

<p style="text-align: center;"><b>3</b></p> <p style="text-align: center;"><b>QWC i-ii-iii</b></p>	<p style="text-align: center;"><b>9–12</b></p>	<p><b>Developed evaluation, agreeing or disagreeing with the interpretation.</b></p> <p>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><i>eg Sources A and F disagree with the view that government methods to recruit volunteers were successful. Source A suggests that sending Lord Kitchener and the world heavyweight champion, was very successful in encouraging young men to join up. Source F also highlights the success of the government recruitment methods. Lord Kitchener, who was Secretary of State for War, organised recruitment methods. He made widespread use of posters, with 54 million being issued, which promised that the war would be over by Christmas as well as conscience posters which shamed men into joining up. The government also made use of anti-German propaganda, exaggerating stories of German atrocities in Belgium, to encourage more men to join up. Source F mentions one very successful method – ‘Pals Battalions’. It encouraged volunteer, including friends and family from the same area to join up, knowing that they could train and then fight side by side. By the end of August 1914, 500,000 men had volunteered with a further 450,000 by the end of September. By 1916, government methods had led to over two million volunteers...</i></p> <p>Maximum 10 marks for answers which do not include additional knowledge to support their argument.</p> <p><b>NB: No access to Level 3 for answers which do not use the sources.</b></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 style="text-align: center;"><b>4</b></p> <p style="text-align: center;"><b>QWC i-ii-iii</b></p>	<p style="text-align: center;"><b>13–16</b></p>	<p><b>Sustained argument and evaluation, reviewing alternative views before giving a balanced judgement on the interpretation.</b></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 As Level 3. However strong evidence from Sources E and F that government methods were not successful in recruiting men for the armed forces, especially in 1915 and early 1916. Source E suggests that fewer men were joining up in early 1916 because they did not feel they were needed and, in one case, because he now had a better job.</i></p> <p><i>Source F also suggests that volunteering fell in 1915 and early 1916 because the war had lasted much longer than had been promised in government posters. In addition, more and more news was reaching Britain about the stalemate and conditions on the Western Front as well as the very high casualty figures which appeared in national and local newspapers. Many early volunteers had come from the unemployed but as the war became more and more serious, unemployment fell and wages rose so men preferred to stay at home. As early as February 1915, as Source F suggests, the number of</i></p>

		<p><i>recruits had fallen dramatically. The shortage of recruits led to the introduction of conscription in early 1916. Furthermore, the evidence from Sources E and F is strengthened by their reliability. Source E is from a recruiting sergeant who has no reason to distort or exaggerate the situation. Source F is from a history of the home front which should provide a balanced and objective view of recruitment. Overall, government methods were very successful in the early months of the war but far less successful in 1915 and 1916 due to the stalemate on the Western Front...</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><b>NB: No access to Level 4 for answers that do not include additional knowledge.</b></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>
		<b>Marks for SPaG</b>
Performance	Mark	Descriptor
	<b>0</b>	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	<b>1</b>	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	<b>2</b>	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	<b>3</b>	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.