

Mark Scheme (Results)

Summer 2013

GCSE History A (5HA03/3A)

Unit 3: Modern World Source

Enquiry

Option 3A: War and the

Transformation of British Society,

c1903-28

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General Marking Guidance

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

Placing a mark within a level mark band

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

- Mark schemes will indicate within the table where, and which strands of QWC, are being assessed. The strands are as follows:

i) ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear

ii) select and use a form and style of writing appropriate to purpose and to complex subject matter

iii) organise information clearly and coherently, using specialist vocabulary when appropriate.

Spelling, Punctuation and Grammar Marking Guidance

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

Unit 3: Modern World Source Enquiry

Option 3A: War and the transformation of British society, c1903-28

Question Number		
1		<p>What can you learn from Source A about Emily Davison?</p> <p>Target: Source comprehension, inference and inference support (AO3)</p>
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1	<p>Students do no more than copy/paraphrase the source.</p> <p>Award 1 mark at this level for a piece of information copied or paraphrased.</p> <p><i>e.g. She did not interfere with the racing but she nearly killed the jockey.</i></p>
Level 2	2-3	<p>Makes unsupported inferences.</p> <p>An inference is a judgement that can be made from studying the source, but is not directly stated by it.</p> <p><i>e.g. The source suggests that Emily Davison had damaged the cause of votes for women.</i></p> <ul style="list-style-type: none"> • 2 marks for one unsupported inference. • 3 marks for two unsupported inferences.
Level 3	4-6	<p>Makes supported inferences.</p> <p>A supported inference is one which uses detail from the source to prove the inference.</p> <p><i>e.g. The source suggests that Emily Davison had damaged the cause of votes for women because the source says that a reckless action such as this is not regarded by the public as a qualification for the vote.....</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 leaflet? Use details of the leaflet and your own knowledge to explain your answer.</p> <p>Target: Source comprehension and interpretation, message and purpose (A01, A02, A03)</p>
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	<p>Simple statement These are generalised statements without support from source or detailed contextual knowledge.</p> <p>EITHER Valid comment is offered about the message of the source but without support from the source.</p> <p><i>e.g. The source suggests that Emily Davison had achieved much, especially for votes for women.</i></p> <p>OR Answer offers comment about the source context but relevance to message/purpose is not explained.</p> <p><i>e.g. Emily Davison was killed as a result of her actions at the Derby.</i></p>
Level 2	3-5	<p>Supported statement. These are statements which identify the message of the source and give details in support from the content or context of the source.</p> <p><i>e.g. The leaflet suggests that Emily Davison had achieved and sacrificed much for the WSPU and for women. The leaflet stresses her achievements in education with a photograph of her when receiving her degree and mentioning a First Class honours at Oxford University. It stresses the sacrifices she made for the cause of votes for women especially imprisonment and forced feeding. Her actions at the Derby and her subsequent funeral brought much publicity.....</i></p> <p>Award top of level to students who identify the message of the source using detail from both content and context.</p>

<p>Level 3</p>	<p>6-8</p>	<p>Explained purpose. Analysis of the treatment or selection of the source content is used to explain the message and its intention. Purpose is distinct from message. Purpose is what the message is designed to achieve.</p> <p><i>e.g. The purpose of the leaflet is to win even more support for the cause of votes for women through the actions of Emily Davison. The leaflet suggests that Emily Davison had achieved and sacrificed much for the WSPU and for women. The leaflet stresses her achievements in education with a photograph of her when receiving her degree and mentioning a First Class honours at Oxford University. It stresses the sacrifices she made for the cause of votes for women especially imprisonment and forced feeding. This leaflet was used to put publicise the aims and activities of the suffragettes. Emily Davison's death did achieve widespread publicity and sympathy from some people.</i></p> <p>Award top of level to students who analyse both the selection and treatment of the source to show its purpose.</p>
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Question Number		
3		<p>How far do Sources A and B support the evidence of Source C about the actions of Emily Davison? Explain your answer, using the sources.</p> <p>Target: Source comprehension and interpretation, cross-reference (A03)</p>
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-3	<p>Generalised yes and/or no answers without support from the source.</p> <p>e.g. <i>Sources A and B agree and disagree with Source C about the actions of Emily Davison.</i></p> <p>Award top of level to answers which offer undeveloped yes and no points.</p>
Level 2	4-7	<p>Answers with support from the source(s).</p> <p>1 mark per example quoted.</p> <p>To gain marks above 6 answers must identify details which agree and disagree.</p> <p>e.g. <i>Source B agrees with Source C about the actions of Emily Davison. Source C supports the actions of Emily Davison and suggests that these actions achieved much publicity and support for the cause of votes for women. The leaflet also supports her actions and that they furthered the cause of votes for women by stressing how she suffered imprisonment and endured the torture of forced feeding....</i></p> <p><i>Source A does not support the views of Source C. Source C believes that Emily's actions had positive effects on the cause of votes for women 'making the whole world understand that women were serious about the vote'. However, Source A is critical of her actions, and will not increase the popularity of the women's cause...</i></p>
Level 3	8-10	<p>Answers which, in addition, consider the degree to which support is provided.</p> <p>This level could also include evaluation of sources for reliability/typicality etc.</p> <p>e.g. <i>...Source B strongly supports the views of Source C about the actions of Emily Davison with both suggesting she had a positive effect on the cause of votes for women. This support is increased by the provenance of each source. Both are written by supporters of the suffragettes. However, Source B is a leaflet promoting the achievements of Emily Davison. Source C was written many years later with the benefit of hindsight. Source A strongly disagrees with the views of Source C. This is not surprising as Source C is written by one of the leaders of the WSPU and Source A is from a male-dominated newspaper which will be unsympathetic to the suffragettes.....</i></p>

Question Number		
4		How reliable are Sources D and E as evidence of the activities of the WSPU? Explain your answer, using Sources D and E and your own knowledge. Target: Evaluation of sources for reliability (AO1, A02 and AO3)
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-3	Judgment based on simple valid criteria. Comments based on assumed reliability/unreliability because source is primary or from an eyewitness, etc. OR undeveloped comment on reliability of content: subject, amount of detail contained, etc. <i>e.g. Source D is not reliable because it was written later. Source E is not reliable because it is only a sketch.</i>
Level 2	4-7	Judgment based on reliability of the sources' information Students extract information which is shown to be reliable from sources. <i>e.g. Source D is reliable because it provides details of the activities of the WSPU and stresses that the actions of the WSPU achieved much publicity. They were, indeed, often on the front page of newspapers in the years after 1906. Also that for the first two years of their activities they used more moderate methods and were often treated with physical violence by the authorities. The police often showed little restraint and a number were imprisoned in these years...</i> OR Judgment based on evaluation of the nature/origin/purpose of the sources - answers focus on how representative/authoritative the sources are. <i>e.g. Source E is less reliable because it was almost certainly a sketch used by the WSPU for propaganda purposes to justify the window-smashing activities and gain even more publicity.</i> Maximum 5 marks if L2 criteria met for only one source.

<p>Level 3</p>	<p>8-10</p>	<p>Judgment combines both elements of level two, 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 their nature/origin/purpose (e.g. 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>10 marks if evaluation of both sources meets level 3 criteria.</p> <p><i>e.g. ... Source D is reliable because it was written by Millicent Fawcett who was a suffragist and the leader of the NUWSS and was against the militant actions of the suffragettes and yet, writing years later, with the benefit of hindsight, she is positive about the activities of the WSPU. Source E is reliable because it provides evidence of the window-smashing activities of the suffragettes in the west end of London in March 1912. The WSPU had deliberately targeted the expensive shops in Oxford and Regent Street. It shows the determination of the women as well as the reaction of onlookers and the police....</i></p>
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Question Number		
5		<p>'The activities of the WSPU did more harm than good in the campaign for votes for women'.</p> <p>How far do the sources in this paper support this statement? Use details from the sources and your own knowledge to explain your answer</p> <p>Target: (AO1: 2, AO2: 2, AO3: 12)</p> <p>QWC Strands i-ii-iii</p> <ul style="list-style-type: none"> Assessing QWC: For the highest mark in a level all criteria for the level, including those for QWC must be met. <p>Spelling, punctuation and grammar (SPaG): up to 4 additional marks will be awarded for spelling, punctuation and grammar.</p>
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-4	<p>Generalised answer, offers valid undeveloped comment without direct support from sources or own knowledge.</p> <p>e.g. <i>Sources D and E agree that the suffragettes harmed the cause. Sources B and C do not...</i></p> <p>Or</p> <p>Selects details from the sources, but without direct linkage to the question.</p> <p>e.g. <i>Source A tells me about the actions of Emily Davison during the Derby of 1913. Source E shows women smashing windows....</i></p> <p>Writing communicates ideas using everyday language and showing some selection of material, but the response lacks clarity and organisation. The student spells, punctuates and uses the rules of grammar with limited accuracy.</p>
QWC i-ii-iii		
Level 2	5-8	<p>Supported answer offers a judgment on the hypothesis and links to relevant details from sources and/or comment on the reliability or sufficiency of the sources.</p> <p>e.g. <i>Source A says that the actions of Emily Davison had a negative effect and were the actions of a wicked person. Source B stresses her positive achievements for the WSPU. Source C says that the actions of Emily Davison concentrated the attention of millions upon the cause of votes for women.....</i></p> <p>Writing communicates ideas using a limited range of historical terminology and showing some skills of selection and organisation of material, but passages lack clarity and organisation. The student spells, punctuates and uses some of the rules of grammar with general accuracy.</p>
QWC i-ii-iii		

<p>Level 3</p> <p>QWC i-ii-iii</p>	<p>9-12</p>	<p>Response focuses on the issues and reaches a judgement making direct use of the contents and/or the reliability or sufficiency of the sources. At this level the answer will be unbalanced and only points of agreement or disagreement will be convincingly dealt with.</p> <p><i>e.g. ...Sources B, C D and F disagree with the hypothesis and suggest that the activities of the Suffragettes benefitted the cause of votes for women. Source B suggests that Emily Davison achieved much in her own education and sacrificed much for the WSPU. Source C also suggests that her actions showed the world that women were serious about the vote. However this evidence is weakened by the reliability of each source. They are produced by supporters of the suffragette movement and give a one-sided view of the actions of Emily Davison. Source F suggests that the suffragette activities got huge publicity and made parliament take them seriously. This evidence is strengthened by the reliability of this source which is from a modern world textbook which should provide a balanced view of the achievements of the suffragettes</i></p> <p>Writing communicates ideas using historical terms accurately and showing some direction and control in the organising of material. The student uses some of the rules of grammar appropriately and spells and punctuates with considerable accuracy, although some spelling errors may still be found.</p>
<p>Level 4</p> <p>QWC i-ii-iii</p>	<p>13-16</p>	<p>Balanced answer exploring the evidence for and against the hypothesis. Material from the sources is precisely selected to support the points made. Award 15-16 marks to responses which also take into account the strength of the evidence from the provided sources (their contents and/or reliability or sufficiency) in the process of coming to an overall conclusion.</p> <p><i>e.g. ... As with Level 3. However, Sources A, E and F strongly support the hypothesis. Source A strongly agrees that the suffragettes damaged the cause. It suggests that the actions of Emily Davison decreased the popularity of votes for women. However this evidence is weakened by the reliability of the account. It is from a male-dominated newspaper which was unsympathetic to the cause and to the suffragettes. Source E also strongly supports the view as it provides evidence of the more violent activities of the suffragettes, the window-smashing shown in Source E suggests that these actions would alarm all property owners and turn them against votes for women. Source F supports the hypothesis because it suggests that the violence of the WSPU made the government very stubborn and unwilling to introduce votes for women. The evidence from this source is strengthened by its reliability as it is from a history textbook which should give a balanced view of the activities of the WSPU</i></p> <p>Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. The student spells, punctuates and uses the rules of grammar with considerable accuracy, although some spelling errors may still be found</p>

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

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