

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, c1931–51

Edexcel and BTEC qualifications

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk. Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

Summer 2016

Publications Code 5HA03_3b_1606_MS

All the material in this publication is copyright

© Pearson Education Ltd 2016

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		
1		<p>What can you learn from Source A about the 'Special Areas'?</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 Parliament has voted £5 million for the Special Areas.</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 situation in the Special Areas improved.</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 situation in the Special Areas improved because the source says that unemployment fell by 26 per cent in two years. Source A also suggests that the Special Areas were manufacturing centres because the source says they were given orders for armaments and that trade improved.</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 cartoon 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 to show there was no Means Test for the Royal Family.</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 It shows the royal family with large amounts of money.</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 The purpose of the cartoon was to increase opposition to the Means Test and try to shame the government into providing more help to the unemployed. This is shown in the cartoon by comparing what is earned by members of the Royal Family including £470,000 a year by the King and Queen to the £1.30 given to a man and his wife on the dole. This was not enough for them to live on and was well below the average wage of the time...</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>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 win more support for the NUWM, increase opposition to the Means Test and try to shame the government into providing more help to the unemployed. The cartoon was published by the NUWM which had been set up in the 1920s to help the unemployed and had organised a number of hunger marches. The cartoon has deliberately selected the theme of the Silver Jubilee, which was very popular at the time, to highlight the plight of the unemployed by comparing the amount given to members of the Royal Family, more especially the King and Queen, £470,000 each year compared to £67.60 given to a man and his wife. It shows King George V carrying £470,000, to stress the wealth of the rich compared to the poverty of the unemployed. The cartoonist has selected the families which were worst affected by the Means Test which had brought much</i></p>

		<p><i>was hated by the unemployed. The £1.30 per week was well below the average wage of £3 per week at the time and was not enough for families to live on...</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 there was a march from Jarrow to London in 1936. 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	<p>Simple statements.</p> <p>EITHER The candidate makes simple statements from the source.</p> <p>OR The candidate makes simple statements from additional knowledge without reference to the source.</p> <ul style="list-style-type: none"> • 1 mark for one simple statement. • 2–3 marks for two or more simple statements. <p><i>eg To get publicity for Jarrow.</i></p>
2	4–7	<p>Supported statements.</p> <p>The candidate supports their statement with relevant detail from the source and/or additional knowledge.</p> <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. <p><i>eg Source C says that the march was organised to make the government aware of the unemployment situation in the town. This was because the main source of employment in the town, the shipyards, had been scrapped in 1934. Unemployment in the town had reached 80 per cent by 1936. The source also mentions that the march was to get sympathy from the public...</i></p>
3	8–10	<p>Developed explanation.</p> <p>The candidate uses the source and precise additional knowledge.</p> <ul style="list-style-type: none"> • 8 marks for one explained factor. • 9–10 marks for two or more explained factors. <p><i>eg Source C says that the march was organised to make the government aware of the unemployment situation in the town. This was because the main source of employment in the town, the shipyards, had been bought up by the National Shipbuilders' Security Ltd and then scrapped in 1934. Unemployment in the town had reached 80 per cent by 1936. This had a terrible effect on Jarrow with families totally dependent upon support from the local community, which could not cope, or the government. The people of Jarrow had sent a number of deputations to the Board of Trade in Jarrow but had achieved nothing. The source also mentions that the march was to get sympathy from the public. The object was to draw attention to the plight of the town by taking a petition all the way to parliament...</i></p>

		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 the effects of unemployment in Britain in the 1930s? 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 reliable because it is a photograph and Source E is reliable because it was an interview given 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 unemployed men standing on a street corner, with nothing to do. This was a scene typical of the depressed areas in the 1930s. We know that for the first week or so, unemployed men treated unemployment as a holiday, got up early, put on their best suits and went to the Labour Exchange. After a few weeks, they became resigned to their fate and hung around street corners or in local libraries...</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 reliable because it is evidence given by a medical officer of health who would have first-hand experience and evidence of the psychological effects of unemployment and gives specific case studies of men who have 'gone to pieces' due to long term unemployment ...</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 was published in a national newspaper in order to highlight the plight of the unemployed, get sympathy from the public and encourage more help from the government. The newspaper may well have selected one of the worst examples of men standing on street corners, as it shows quite a number of not very well dressed and miserable looking unemployed men. Source E is reliable because various investigators found that unemployment, especially long term unemployment, did have psychological effects which are suggested by the two case studies. Many of the long term unemployed felt guilty and lost all self-respect and self-esteem. Inadequate diet and idleness imposed on normally active men caused many to complain of feeling unwell and being out of condition as suggested in Source D...</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>
--	--

Question Number		
5		<p>Source F suggests that the National Government did little to help with the problem of unemployment in the 1930s</p> <p>How far do you agree with this interpretation? Use your own knowledge, Sources A, B 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 Agrees with view, saying that sources show that the government did little to help the problem of unemployment in the 1930s.</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 hated Means Test from Sources B and F and reduced government spending in Source F.</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 agrees and selects details from Sources B and F which show how little the government did to help the problem of unemployment and/or using own knowledge; disagrees with the view and selects details from Sources A and F which show that the government did introduce measures which helped the problem of unemployment and/or using 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> <p>QWC i-ii-iii</p>
3	9–12	<p>Developed evaluation, agreeing or disagreeing with the interpretation.</p>

<p style="text-align: center;">QWC i-ii-iii</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 B and F agree with the view that the National Government did little to help the problem of unemployment in the 1930s. Source B suggests that the unemployed did not receive enough in dole due to the Means Test with 10,000 families receiving only £1.30 per week at a time when the average weekly wage was nearly double that amount. Source F suggests that the government did very little because they did not believe that government intervention and spending would help the unemployed. Instead, they did quite the opposite and decided to reduce spending by introducing the hated Means Test in 1931. The amount paid was based on the income of the whole family with the average maximum too little to survive on. Moreover, people hated having an inspector go through all their belongings and force them to sell them. The Means Test was a great strain on family life, especially if one of the older children who had a job, was forced to pay more towards family funds. Moreover, as Source F suggests, the Special Areas Act was 'too little too late'. Unemployment only came down very slowly in these areas. By 1938, only 121 firms had been set up with many companies in newer industries reluctant to move to Special Areas...</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 style="text-align: center;">4</p>	<p style="text-align: center;">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 As Level 3. Strong evidence is provided by Sources A and F against the view that the National Government did little to help the problem of unemployment in the 1930s. Source A suggests that the Special Areas Act had achieved much for the depressed areas by 1937. Not only had the government spent £5 million but had also given orders worth £24 million to firms in these areas. It also suggests that unemployment had fallen by 26 per cent in just over two years. By 1938, the government had spent £8,400,000 with one success being the opening of the Team Valley Trading Estate near Gateshead in 1938. Moreover, as Source F suggests, the government also tried to prevent further unemployment by protecting British industry. The Import Duties Act of 1932 put a 10-20 per cent duty on all imports. This benefitted new industries such as motor vehicles and electrical goods.</i></p> <p><i>Moreover, the weight of evidence challenging the view is further</i></p>

QWC i-ii-iii		<p><i>strengthened by the reliability of Sources A and F. Source A is from a magazine which would have no reason to exaggerate or distort the achievements of the Special Areas Act. Source F is from a modern world history textbook which should provide a balanced view of government measures...</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.