

Mark Scheme (Results)

Summer 2016

Pearson Edexcel GCSE
in History A (5HA03)

Paper 03

Unit 3: Modern World Source Enquiry:
The transformation of British society,
c1951–79

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_3c_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 capital punishment?</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 says that it is something out of date.</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 capital punishment was the wrong punishment for Ruth Ellis...</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 capital punishment was the wrong punishment for Ruth Ellis because this was a crime of passion under severe provocation. Source A also suggests that capital punishment itself is far too brutal as a form of punishment as it says that I have been tormented for a week at the idea of breaking her neck...</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 that capital punishment should be abolished.</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 opposition to the death penalty in the 1960s.</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 win public support for the abolition of the death penalty. The message of the cartoon is that capital punishment should be abolished. In the cartoon the supporters of capital punishment are shown holding placards with unpleasant words such as 'Hang 'em' and 'Keep the Gallows'. On the other hand, the supporter of the abolition of capital is holding a piece of paper which suggests that judges are in favour of abolition. In the 1950s and 1960s there was growing opposition to the death penalty due to the possibility of executing someone who was later found to be innocent...</i></p> <p>Award top of level to candidates who identify the purpose of the</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 public support for the abolition of the death penalty. The cartoonist has carefully selected how to show the supporters and opponents of the death penalty in order to achieve this purpose. The supporters of capital punishment are depicted in the cartoon as angry and unpleasant people holding placards with unpleasant words such as 'Hang 'em' and 'Keep the Gallows' with one of them suggesting, with the use of sarcasm here by the cartoonist, that they are the 'informed opinion'. On the other hand, the Home Secretary is perplexed because he is the one to make a decision and he is holding a piece</i></p>

		<p><i>of paper which suggests that judges are in favour of abolition. In the 1950s and early 1960s there were an increasing number of people who worked in prisons, governors and prison offices, as well as judges and MPs, who opposed the use of capital punishment which they believed did not act as a deterrent. Moreover, public opinion became more critical of capital punishment, because of the publicity provided by the Derek Bentley, Ruth Ellis and Timothy Evans criminal cases...</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 abortion was legalised in 1967. 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 This was because of the side effects of the drug thalidomide. Women died having abortions...</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 it was due to the side effects of the drug thalidomide. The drug had led to significant numbers of children with seriously malformed limbs children being born. This provided a strong argument for those campaigning for the legalisation of abortion. Source C also mentions illegal or backstreet abortions...</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 says it was due to the side effects of the drug thalidomide. The drug had led to significant numbers of children with seriously malformed limbs being born. This provided a strong argument for those campaigning for the legalisation of abortion. Source C also mentions illegal or backstreet abortions. The only way to terminate a pregnancy was to find a private clinic, if the fees were affordable. Between 100,000 and 200,000 illegal abortions were performed each year and about 35,000 women were admitted to hospital with complications as a result. Worse still, a number of women died after backstreet abortions and many others were left permanently damaged. Source C also mentions the work of the Abolition Law Reform Association which had campaigned for a change in the law since 1945 as well as the</i>

	<p><i>Liberal MP, David Steel, who led the campaign for the legalisation of abortion in parliament and introduced a private members' bill...</i></p> <p>NB: No access to Level 3 for answers that do not include additional knowledge.</p>
--	---

Question Number		
4		<p>How reliable are Sources D and E as evidence of the campaign to stop the execution of Derek Bentley?</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 Source E is not reliable because it was not written at the time. Source D is reliable because it is a photograph.</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 provides evidence of the campaign to prevent the execution of Bentley, showing supporters of Derek Bentley asking people to sign a petition asking the Home Secretary to stop the execution of Derek Bentley. This reflects the strong support for Bentley as most people felt he should not hang because he was an epileptic with a mental age of 11 and was not directly involved in the murder...</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</i></p> <p><i>The account is not reliable because it was published in 1998, the year that Bentley was pardoned by a newspaper which would have wanted to prove that Bentley should not have been executed. Pierrepoint is less reliable because he is reflecting on events in the light of the pardon...</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</p>

	<p>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 a photograph published in a national newspaper which wanted to increase support for the campaign to stop the execution of Derek Bentley. The newspaper has carefully selected a scene which shows supporters of the campaign collecting signatures for a petition which may not have been typical of public reaction at a time when there was still support for capital punishment...</i></p> <p><i>Source E is reliable because, as Pierrepoint suggests, the jury did recommend mercy for Bentley and were against his execution but this was ignored by the Home Secretary. Moreover, he mentions the storm of protest against the decision as well as the support given by newspapers with placards proclaiming 'MPs Fight to Save Bentley. There was strong support for Bentley in parliament as well as several large protest demonstrations...</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 the main reason for the abolition of the death penalty was the role of Parliament.</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>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 Parliament played an important role.</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 part played by Parliament 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>
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 Answer agrees and selects details from Source F which shows that Parliament played the most important role in the abolition of the death penalty, providing further evidence from their own knowledge; disagrees and selects details from Sources A and E which show that other factors played an important role in the abolition of the death penalty, 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>
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</p>

<p style="text-align: center;">QWC i-ii-iii</p>		<p>the answer will be unbalanced and only points of agreement or disagreement with the interpretation will be convincingly explored.</p> <p><i>eg Source F agrees with the view that Parliament played the most important part in the abolition of the death penalty. Source F mentions the powerful support for abolition in the House of Commons where two bills had been passed to abolish the death penalty, in 1947 and 1956, only to be rejected by the House of Lords. Moreover, in 1957 Parliament limited the number of cases which carried the death penalty and eight years later, in 1965, death penalty by hanging was abolished for a trial period of five years. As Source F mentions, the Labour MP, Sydney Silverman, was a fervent opponent of the death penalty. Silverman founded the National Campaign for the Abolition of Capital Punishment. He wrote about several miscarriages of justice in the 1940s and 1950s, such as the hanging of Timothy Evans...</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;">QWC i-ii-iii</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. However there is strong evidence from the sources, especially Sources A, E and F that there were other important reasons for the abolition of the death penalty, more especially three notable cases – the Bentley, Ellis and Evans cases. Source A mentions the execution of Ruth Ellis for a crime of passion. There was widespread public and media opposition to the decision to execute Ruth Ellis. A petition of 50,000 signatures was rejected by the Conservative Home Secretary. Once again, the case led to a media debate about the use of the death penalty. Source E mentions the public outcry against the execution of Bentley, especially as the jury had recommended mercy for him. As the source suggests, there were protest marches as well as a petition to prevent the execution. The case stimulated a widespread national debate in newspapers, on the television and the radio about the death penalty. Source F also stresses the significance of the other two cases. In 1960, Timothy Evans received a posthumous pardon for his hanging ten years earlier. The public outcry at this miscarriage of justice played an important role in the abolition of the death penalty.</i></p> <p><i>On balance, the view is not correct. It was the high profile cases which publicised the death penalty debate and put pressure on Parliament to abolish capital punishment. This view is strengthened by the reliability of Sources E and F. Source F is a textbook which should provide a balanced and objective view of the 1960s. Source E</i></p>

		<p><i>is an eyewitness account of the impact of the Derek Bentley case from his actual hangman...</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>
Performance	Mark	Marks for SPaG
		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.