

Mark Scheme (Results)

Summer 2014

Pearson Edexcel GCSE
History A (5HA03/3A)
Unit 3: Modern World Depth Study
Option 3A: War and the
transformation of British society,
c1903-28

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 2014

Publications Code UG039120

All the material in this publication is copyright

© Pearson Education Ltd 2014

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?

Question Number		
1		<p>What can you learn from Source A about the Somme offensive?</p> <p>Target: Source comprehension, inference and inference support (A03)</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1	<p>Students 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>e.g. Everywhere there were dead bodies where previous attacks had taken place.</i></p>
2	2-3	<p>Makes unsupported inferences. An inference is a judgement that can be made from studying the source, but is not directly stated by it.</p> <p><i>e.g. The attack had no chance of success.....</i></p> <ul style="list-style-type: none"> • 2 marks for one unsupported inference. • 3 marks for two unsupported inferences.
3	4-6	<p>Makes supported inferences. A supported inference is one which uses detail from the source to prove the inference.</p> <p><i>e.g. The attack had no chance of success because the source says 'they couldn't possibly take the position, not on a frontal attack'.....</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 article? Use details of the article 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.
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 the first day of the Somme was a success.</i></p> <p>OR Answer offers comment about the source context but relevance to message is not explained.</p> <p><i>e.g. On 1 July British troops went over the top at the Somme and attacked the German lines.</i></p>
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 message of the source is that the first day of the Somme was a success. This is because the headlines use phrases such as 'British Advance'. '16 miles of German Front trenches stormed' and 'the day goes well for heroic troops'. The heavy British casualties suffered on the first day are not mentioned.....</i></p> <p>Award top of level to students who identify the message of the source using detail from both content and context.</p>
3	6-8	<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 newspaper headlines is to keep up morale in Britain by suggesting that the first day of the Somme was a success. This is because the newspaper has deliberately selected positive headlines using phrases such as 'British Advance'. '16 miles of German Front trenches stormed' and 'the day goes well for heroic troops'. Newspapers were censored during the First World War and would not be allowed to mention the reality of the first day – a disaster for the British offensive with casualties of 58,000 in less than three hours and no</i></p>

		<p><i>breakthrough.....</i></p> <p>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 causes to happen.</p> <p>Award top of level to students who analyse both the selection and treatment of the source to show its purpose.</p>
--	--	--

Question Number		
3		How far do Sources A and B support the evidence of Source C about the Somme offensive? Explain your answer, using the sources. Target: Source comprehension and interpretation, cross-reference (A03)
Level	Mark	Descriptor
	0	No rewardable material.
1	1-3	Generalised yes and/or no answers without support from the source. <i>e.g. Responses which say yes and/or no. In A and C there are heavy casualties.</i> Award top of level to answers which offer undeveloped yes-and-no points.
2	4-7	Answers with support from the source(s). 1 mark per example quoted. To gain marks above 6 answers must identify details which agree and disagree. <i>e.g. Source A agrees with Source C about the heavy casualties during the Somme. Source A says that there were dead bodies all over the place. Source C says we suffered heavy casualties with streams of wounded coming in. Source B disagrees with Source C. Source B suggests that the attacks were a success with 16 miles of German front trenches stormed. Source C suggests that the attack failed to get through because the German defences had not been destroyed.....</i>
3	8-10	Answers which, in addition, consider the degree to which support is provided. This level also includes evaluation of sources for reliability/typicality etc. <i>e.g. ...Strong similarities between Sources A and C about the casualties suffered by the British which is not surprising as both are from soldiers who took part in the Somme offensive. However, there are slight differences as Source A suggests it was a total failure whereas Source C mentions some success with the surrender of German troops. Strong support between Sources B and C as both suggest success during the Somme Offensive. However also significant differences as Source B does not mention any of the casualties highlighted in Source C. These differences are partly due to the provenance of each source – Source B is from a censored newspaper whereas Source C is from an uncensored diary entry. ...</i>

Question Number		
4		<p>How reliable are Sources D and E as evidence of the Somme offensive? Explain your answer, using Sources D and E and your own knowledge.</p> <p>Target: Evaluation of sources for reliability (AO1, AO2 and AO3)</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1-3	<p>Judgment based on simple valid criteria Comments based on assumed reliability/unreliability because source is primary or from an eyewitness, etc.</p> <p>Or undeveloped comment on reliability of content: subject, amount of detail contained, etc</p> <p><i>e.g. Source D is not reliable because it is only a sketch. Source E is reliable because it was written at the time.</i></p>
2	4-7	<p>Judgment based on reliability of sources' information. Students extract information which is shown to be reliable/unreliable from the sources.</p> <p><i>e.g. Source E is reliable because it suggests that the Somme offensive has caused heavy casualties with little gain. This was true as on the first day of the Somme the British suffered their heaviest ever casualties in one day – 58,000 – and failed to achieve a breakthrough....</i></p> <p>OR</p> <p>Judgment based on evaluation of the nature/origin/purpose of the sources - answers focus on how representative/ reliable/authoritative the sources are.</p> <p><i>e.g. Source D is not reliable because it is a sketch from a British history of the great War, produced in 1917, which will have been censored and will be trying to keep up morale in Britain and in the armed forces. It glorifies this attack by British troops.....</i></p> <p>Maximum 5 marks if Level 2 criteria met for only one source.</p>
3	8-10	<p>Judgment combines both elements of level two, 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 (e.g. how representative/authoritative/reliable it is). The focus must be on 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>Award 10 marks if evaluation of both sources meets Level 3 criteria.</p> <p><i>e.g. ...Source D is not reliable because it suggests that the Somme offensive was successful. It shows one British attack on the German trenches. This was not typical of the Somme when</i></p>

	<p><i>the majority of British offensives failed to even reach the German trenches and resulted in heavy casualties not shown in the sketch.</i></p> <p><i>Source E is reliable because it was written by an MP in 1916 who would have some understanding of the progress of the offensive. Moreover, he would try to give an honest view of the Somme as he is writing in his personal memoir. However, he may well exaggerate the negative aspects of the Somme offensive as he had resigned in the previous year.....</i></p>
--	---

Question Number		
5		<p>'The Somme offensive was a failure'.</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) QWC Strands i-ii-iii. Assessing QWC: for the highest mark in a level all criteria for the level, including those for QWC must be met. Spelling, punctuation and grammar (SPaG): up to 4 additional marks will be awarded for spelling, punctuation and grammar.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1-4	<p>Generalised answer, offers valid undeveloped comment without direct support from sources or own knowledge.</p> <p><i>e.g. There was no breakthrough during the Somme offensive.</i></p> <p>OR</p> <p>Selects details from the sources, but without direct linkage to the question.</p> <p><i>e.g. Source D shows British troops attacking a German trench.</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> <p>QWC i-ii-iii</p>
2	5-8	<p>Supported answer offers a judgement on the hypothesis and links to relevant details from sources. Award 7-8 marks to answers which also comment on the reliability or sufficiency of the sources.</p> <p><i>e.g. Source A says that the British suffered heavy casualties at High Wood. Source B says that the offensive stormed sixteen miles of German trenches. Source C says that the German defences had not been destroyed but that German troops were very keen to surrender....</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> <p>QWC i-ii-iii</p>
3	9-12	<p>Response focuses on the issues and reaches a judgement making direct use of the contents and/or 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 A, C, E and F all suggest that the Somme was a total failure. Source A suggests that the German defences were too strong and there was no chance of success. The offensive resulted in heavy casualties. Source C similarly mentions strong German defences which had not been destroyed, the failure to achieve a</i></p>

<p>QWC i-ii-iii</p>		<p><i>breakthrough as well as heavy casualties. Source E is very critical of the offensive with the MP suggesting that there were very heavy casualties with no actual gains. Finally, Source F mentions the heavy casualties encountered by the British, over 400,000, for only minor gains as well as increasing criticism of Haig. Sources A and C are reliable because they were from soldiers who experienced first-hand the events on the Somme. Source E, is also reliable because it is from the personal memoirs of an MP who will be giving his honest views....</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>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 Level 3. However, Sources B, C, D and E strongly challenge the hypothesis. Source B suggests that the first day was a success with the British penetrating the German defences. However, the evidence is greatly weakened by the reliability of this source – it is a censored newspaper article which will distort the events of the first day in order to maintain morale back home. Source C also partially challenges the view mentioning that the British attacks did lead to the surrender of a significant number of German troops. This evidence is strengthened by its reliability – it is a diary entry from a British soldier who would, presumably, give an honest view of what he witnessed. Source D strongly challenges the hypothesis. It shows a successful British attack on a German trench at Guillemont with the Germans shown as being overrun. Again, however, this evidence is significantly weakened by its unreliability – it is a sketch from a British history of the Great War published in 1917 which glorifies one British attack in order to keep up morale. This was not typical of the Somme offensive...</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.