

Mark Scheme (Results)

Summer 2015

Pearson Edexcel GCSE
in History A (5HA03)

Paper 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.

| Question Number | | |
|-----------------|------|---|
| 1 | | <p>What can you learn from Source A about the General Strike of 1926?</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 the trade unions are fighting to save the miners' standard of living.</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 General Strike was to help the miners.</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 General Strike was to help the miners because it says that the trade unions are fighting for one thing only, to protect the miners' standard of living. Source A also suggests that the government saw the General Strike as a serious threat as the source says that the Prime Minister insists that the General Strike is a challenge to the way Britain is governed...</i></p> <ul style="list-style-type: none"> • 4–5 marks for one supported inference. • 5–6 marks for two supported inferences. |

| Question Number | | |
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| 2 | | <p>What was the purpose of this representation?</p> <p>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 drawn to show what would happen if there was a General Strike.</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 Opponents of a general strike said that it was a threat to the way Britain is governed.</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 turn the public against the General Strike. This is supported by the message of the cartoon that direct action such as a general strike was a threat to parliament and the Constitution. Arthur Cook, a leader of the miners, is shown crushing the much smaller figure of parliament. The cartoon was published in 1925 at a time when, because of the events of Black and Red Friday, there was a distinct possibility of a general strike.</i></p> <p>Award top of level to candidates who identify the purpose of the representation using detail from both the content of the source AND own knowledge of the historical context.</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 propaganda, encouraged by the government, to turn the general public against the idea of a general strike and to dissuade the TUC from using the weapon of a general strike. The cartoonist has selected the large figure of Arthur Cook, a leader of the miners, crushing the much smaller figure of parliament, making him look very threatening. The cartoon gives the message that direct action such as a general strike was a threat to parliament and the Constitution. The cartoon was published in 1925 at a time when, because of the events of</i></p> |

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| | | <p><i>Black and Red Friday, there was a distinct possibility of a general strike. In 1925 there were still problems in the coal industry and the possibility of further cuts in wages, which could encourage the TUC to call a general strike.....</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 there were problems in the coal industry after the First World War 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 Demand for British coal abroad was falling.</i> |
| 2 | 4–7 | Supported statements. The candidate supports their statement with relevant detail from the source and/or additional knowledge. <i>eg Source C suggests that the problem was due to a fall in demand abroad due to the high cost of mining British coal compared to American coal which was easier and cheaper to mine. Britain also faced competition from other countries such as Poland and Germany.</i> <i>Maximum 5 marks for answers which do not use both source and additional knowledge</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 suggests that the problem was due to a fall in demand abroad as a result of the high cost of mining British coal compared to American coal which was easier and cheaper to mine. British coal seams were thin and a great distance from the pit shaft. Britain also faced competition from other countries such as Poland and Germany who could also undercut our prices. The high cost of British coal was worsened by the inefficient management of the coal industry. Britain's 2500 mines were run by small businesses which did not have the cash to make the big improvements, especially modernisation, that was needed. For example coal-cutting machinery was standard in the USA but not in British coal mines. Furthermore, coal demand at home also fell due, as Source C suggests, to competition from other forms of power and fuel such as gas and electricity....</i> NB: No access to Level 3 for answers that do not include additional knowledge. |

| Question Number | | |
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| 4 | | <p>How reliable are Sources D and E as evidence of the activities of the strikers during the General Strike? 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. Source E is reliable because it was written at the time.</i></p> <p>Maximum 2 marks in this level for use of one source only.</p> |
| 2 | 4–7 | <p>EITHER Judgement based on reliability of the sources' information. Candidates extract information from the sources, which is shown by reference to context to be reliable.</p> <p><i>eg Source D is reliable because it suggests that the strikers used peaceful methods and that many came out on strike to support the standard of living of the miners and workers in general as can be seen from the placard which says not a penny off the workers' wages and not a penny tax off food. The miners were being threatened with pay cuts and other workers came out in sympathy because they were convinced that wage cuts would spread to other industries...</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 not reliable because it is from a newspaper published by the government, which is trying to turn the public against the General Strike by convincing the public that the strikers were acting violently. The government printed its own newspaper, the British Gazette, and used it as propaganda against the strikers and the TUC.....</i></p> <p>Maximum 5 marks in this level if Level 2 criteria met for only one source.</p> <p>Maximum 6 marks in this level 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 the 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/</p> |

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| | | <p>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 winning support for the General Strike. The photograph shows placards which suggest the Strike was not only to help the miners but to protect the standard of living of all workers. This was not necessarily typical of the methods used by the strikers. Indeed, some of the methods were more violent with attacks on volunteers. Source E is less reliable because the British Gazette exaggerates the violence of the strikers. There were some examples of violence by strikers, especially against volunteer workers, but these were not as widespread as suggested in the newspaper, with many strikers well behaved and disciplined...</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 | | |
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| 5 | | <p>Source F suggests that the General Strike did threaten to bring about revolution in Britain.</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 Disagrees with the view, saying that some of the sources show that the General Strike was to help the miners and not to bring down the government.</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 Source A says that the workers must not be misled by the government's attempts to present the strike as a revolution. Source B shows the miner's leader crushing parliament.</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 disagrees and selects details from Sources A and F which show that the TUC did not threaten revolution but were trying to maintain the standard of living of the miners, using additional knowledge; or agrees using evidence from Sources B and F, providing examples of how the General Strike threatened the government, supported by additional 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 | Developed evaluation, agreeing or disagreeing with the |

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| <p style="text-align: center;">QWC i-ii-iii</p> | | <p>interpretation. 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 the General Strike did threaten revolution in Britain. In Source A, the newspaper insists that the TUC was not trying to bring down the government but to protect the standard of living of the miners. This was the main aim of the strike as the coal owners were insisting on not only reducing the pay of the miners but making them work longer hours. The withdrawal of government financial support prompted the strike and therefore the strike must challenge government but not necessarily intend revolution. Moreover, Source F suggests that it was not an attempt at revolution as the TUC did not use its full strength. This was true as the TUC did not call out key workers such as the power and health workers. There were only 5 million on strike. In addition, Source F insists that the TUC leaders were not revolutionaries. This was the case, as was shown by the fact that they called off the strike after nine days fearing that it could become violent and threaten law and order as well as the government and parliament. The TUC adopted a responsible attitude. The strike was not intended as a challenge to parliament and the violence was provoked by the police rather than the strikers..</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. 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 is provided that the strike did threaten revolution. The cartoon in Source B suggests that direct action or a general strike was designed to bring down parliament and therefore did bring the threat of revolution. This is further confirmed by Source F which suggests that the TUC leaders knew that there were some extremists within the trade union movement who wanted to bring down the government. Moreover, the TUC leaders had limited control of the actions of all strikers and how far extremists could influence the strike. There were some violent clashes and the longer the strike lasted, the more it posed a threat to law and order and the authority of the government. Even the TUC leaders realised the potential threat of revolution when, after nine days, they called off the strike without securing any guarantees for the miners. However, the evidence from Sources A and B is weakened by their reliability. Source A is from a newspaper published by the TUC and</i></p> |

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| QWC i-ii-iii | | <p><i>used as propaganda to win support for the strike. Source B is a cartoon which deliberately exaggerates the threat posed by a general strike...</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 and make use of the sources.</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. |

