

# Mark Scheme (Results)

## Summer 2010

GCSE

GCSE History (5HA03 3B)

Edexcel is one of the leading examining and awarding bodies in the UK and throughout the world. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers.

Through a network of UK and overseas offices, Edexcel's centres receive the support they need to help them deliver their education and training programmes to learners.

For further information, please call our GCE line on 0844 576 0025, our GCSE team on 0844 576 0027, or visit our website at [www.edexcel.com](http://www.edexcel.com).

If you have any subject specific questions about the content of this Mark Scheme that require the help of a subject specialist, you may find our **Ask The Expert** email service helpful.

Ask The Expert can be accessed online at the following link:

<http://www.edexcel.com/Aboutus/contact-us/>

**This bit for subject advisor subjects only (any MFL, any Science, PE, History):  
OTHER SUBJECTS, DELETE THIS SENTENCE**

Alternatively, you can speak directly to a subject specialist at Edexcel on our dedicated **History** telephone line: **0844 576 0034**

Summer 2010

Publications Code UG024123

All the material in this publication is copyright

© Edexcel Ltd 2010

## General Marking Guidance

- All students must receive the same treatment. Examiners must mark the first student in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Students 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 student'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 student's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the student 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**  
There will always be guidance within the band about how to reward the highest mark or the top 2 marks. Follow the guidance above to decide the reward for the other 2 or 3 marks within the level.

## Unit 3: Modern World Source Enquiry

### Option 3B: War and the transformation of British society, c1931-51

Question Number		
1		<p>What can you learn from Source A about the D-Day lands on Omaha beach?</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>e.g. <i>Source A tells me that men were killed by mines.</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>e.g. <i>It suggests that the landings were difficult</i></p> <ul style="list-style-type: none"> <li>• 2 marks for one unsupported inference.</li> <li>• 3 marks for two unsupported inferences.</li> </ul>
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>e.g. <i>It suggests that the landings were difficult because the landing craft faced heavy shelling and machine gun fire.....</i></p> <ul style="list-style-type: none"> <li>• 4-5 marks for one supported inference.</li> <li>• 5-6 marks for two supported inferences.</li> </ul>

Question Number		
2		<p>What was the purpose of these newspaper headlines? Use details of the newspaper headlines 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><b>Simple Statement</b>  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>e.g. <i>The source says that they had won beachheads</i></p> <p>OR  Answer offers comment about the source context but relevance to message/purpose is not explained.</p> <p>e.g. <i>The landings by British and American troops took place on five beaches in Normandy</i></p>
Level 2	3-5	<p><b>Supported statement.</b>  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>e.g. ... <i>The Source suggests that the landings went according to plan. The message of the source is that the landings have been successful. All news would have been carefully censored...</i></p> <p>Award top of level to students who identify the message of the source using detail from both content and context</p>

Level 3	6-8	<p><b>Explained purpose .</b>  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 Source B is to encourage morale in Britain by showing that the landings were successful. One headline is 'All going to plan'. Source B is an example of carefully censored news by the Allies in order to maintain morale.</i></p> <p><i>The landings had been delayed and were not all straightforward with heavy casualties on Omaha Beach. The newspaper report would be to reassure the public that the landings had been a success and a beachhead had been established..</i></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		<p>How far do these sources agree about what happened during the D-Day landings? 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><b>Generalised yes and/or no answers without support from the source.</b></p> <p><i>e.g. Responses which say yes and/or no. In B and C the landings are easy.</i></p> <p>Award top of level to answers which offer undeveloped yes and no points.</p>
Level 2	4-7	<p><b>Answers with support from the source(s).</b></p> <p>1 mark per example quoted.</p> <p>To gain marks above 6 answers must identify details which agree and disagree</p> <p><i>e.g. ... Source A does not support Source C. Source A suggests that it was difficult with heavy casualties. Source C suggests the landings were easy and there was little resistance. Source B supports the evidence of Source C with both suggesting the landings were a success.</i></p>
Level 3	8-10	<p><b>Answers which, in addition, consider the degree to which support is provided.</b></p> <p>This level also includes evaluation of sources for reliability/typicality etc.</p> <p><i>e.g. ... There is strong support between B and C as both are news reports to keep up morale in Britain and will have been used for propaganda purposes. There is little support between A and C with A, being an army report, giving a realistic description of the difficulties on Omaha Beach and C a generalised, optimistic distant view of the landings.</i></p>

Question Number		
4		<p>How useful are Sources D and E as evidence of the advance towards Berlin in 1945? Explain your answer, using Sources D and E and your own knowledge.</p> <p>Target: Evaluation of sources for utility (AO1, A02 and AO3)</p>
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-3	<p><b>Judgment based on simple valid criteria</b></p> <p>Comments based on assumed reliability / unreliability because source is primary or from an eyewitness etc Or undeveloped comment on usefulness of content - subject, amount of detail contained, etc.</p> <p><i>e.g. I think that Source D is useful because the camera never lies. Source E is useful because it will tell the truth.</i></p>
Level 2	4-7	<p><b>Judgment based on the usefulness of the sources' information - answers which give examples of what source is useful for or its limitations.</b></p> <p>Students extract useful information from sources.</p> <p><i>e.g. Source E is useful because it suggests that the Allies only just secured the bridge at Remagen. It also suggests that the Russians have reached Berlin first.....</i></p> <p>OR</p> <p><b>Judgment based on evaluation of the Nature /Origin /Purpose of the sources - answer focus on how representative / reliable / authoritative the sources are.</b></p> <p><i>e.g. Source D is useful as evidence of the propaganda used by the Allies to promote the advance on Germany and the crossing of the Rhine.....</i></p> <p>Maximum 5 marks if L2 criteria met for only one source.</p>



Level 3	8-10	<p><b>Judgment combines both elements of level two, assessing the contribution the sources can make to the specific enquiry.</b></p> <p>Answer provides a developed consideration of the usefulness 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 what difference this makes to what the source can contribute. It is not enough to say it is reliable/unreliable / typical. Comments must be developed or else mark at L2.</p> <p>Award 10 marks if evaluation of both sources meets L3 criteria.</p> <p><i>e.g. ... Source D is useful as evidence of Allied propaganda about the crossing of the Rhine which was seen as a major landmark in the advance on Berlin. However, it provides no evidence of the difficulties faced by the Allies in crossing the Rhine. Source E provides a more detailed insight into the advance on a daily basis from an experienced journalist who may more likely to give his genuine views in diary form. However, if the diary was for publication he may sensationalise some of the events .....</i></p>
---------	------	--

Question Number		
5		<p>'The main reason for the defeat of Germany in 1945 was the success of the D-Day landings in 1944.'</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</p> <ul style="list-style-type: none"> <li>Assessing QWC: For the highest mark in a level all criteria for the level, including those for QWC must be met.</li> </ul>
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-4	<p><b>Generalised answer</b>, offers valid undeveloped comment without direct support from sources or own knowledge.</p> <p>e.g. <i>The Germans were defeated in April-May 1945 and Hitler killed himself.</i></p> <p>Or</p> <p>Selects details from the sources, but without direct linkage to the question.</p> <p>e.g. <i>Source B says that the landings are going to plan.</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><b>Supported answer</b> offers a judgment 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>e.g. <i>Sources B says that the D-Day landings were a great success but it is from a biased newspaper. Source A says they were not a success. Source D shows the troops who had crossed the Rhine. Source F says it was because of the Ardennes Offensive.....</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		





Further copies of this publication are available from  
Edexcel Publications, Adamsway, Mansfield, Notts, NG18 4FN

Telephone 01623 467467  
Fax 01623 450481

Email [publications@linneydirect.com](mailto:publications@linneydirect.com)

Order Code UG024123 Summer 2010

For more information on Edexcel qualifications, please visit [www.edexcel.com/quals](http://www.edexcel.com/quals)

Edexcel Limited. Registered in England and Wales no.4496750  
Registered Office: One90 High Holborn, London, WC1V 7BH