

Mark Scheme (Results)

January 2011

GCSE

GCSE History A (5HA03/3B)

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January 2011

Publications Code UG026477

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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.
- 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.*

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 Jarrow March of 1936?</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><i>e.g. The Jarrow March can do no good and will cause unnecessary hardship</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><i>e.g. Source A suggests that the Jarrow March will fail to achieve its aims.</i></p> <ul style="list-style-type: none"> • 2 marks for one unsupported inference. • 3 marks for two unsupported inferences. |
| 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><i>e.g. Source A suggests that the Jarrow March will fail to achieve its aims because Baldwin will refuse to receive a deputation from the marchers.</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>Study Source B and use your own knowledge. Why was this petition widely publicised during the Jarrow March? Use details of the petition 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>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 says that they want to get help from the government for the town of Jarrow</i></p> <p>OR</p> <p>Answer offers comment about the source context but relevance to message/purpose is not explained.</p> <p><i>e.g. Jarrow had very high unemployment because of the closure of the Palmers shipyard and steelworks.</i></p> |
| Level 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 source suggests that Jarrow was suffering badly because of the depression with very few people in employment and is in desperate need of government intervention and assistance.....</i></p> <p>Award top of level to students who identify the message of the source using detail from both content and context.</p> |

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| Level 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. As Level 2. The petition was to encourage public support and sympathy for the plight of Jarrow and to ensure that the government would intervene to provide some help for the town. It highlights the desperation of the men who were prepared to march from Jarrow to London in order to present their petition to Parliament and the government....</i></p> <p>Award top of level to students who analyse both the selection and treatment of the source to show its purpose.</p> |
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| Question Number | | |
|-----------------|------|--|
| 3 | | <p>How far do Sources A and B support the evidence of Source C about the Jarrow March? 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>Generalised yes and/or no answers without support from the source.</p> <p><i>e.g. Some of the sources agree and some disagree about the Jarrow March</i></p> <p>Award top of level to answers which offer undeveloped yes and no points.</p> |
| Level 2 | 4-7 | <p>Answers with support from the source(s).</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 about the Jarrow March. Source C suggests that the march aroused much sympathy and support and was to influence Parliament and the government. Source A suggests that the march had little or no effect on the prime minister and the government. Source B does support the views of Source C. It suggests that the march was to encourage government help for the town...</i></p> |
| Level 3 | 8-10 | <p>Answers which, in addition, consider the degree to which support is provided.</p> <p>This level also includes evaluation of sources for reliability/typicality etc.</p> <p><i>e.g. ... As Level 2. Source A strongly disagrees with the views expressed in Source C. However, Baldwin, in Source A, was trying to prevent the need for government help to Jarrow by playing down the importance of the march. Source B strongly supports the views of Source C, although Scullion was reflecting on the march many years later and possibly exaggerating its achievement.</i></p> |

| Question Number | | |
|-----------------|------|---|
| 4 | | <p>How reliable are Sources D and E as evidence of the Jarrow March? 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>Judgment based on simple valid criteria</p> <p>Comments based on assumed reliability / unreliability because source is primary or from an eyewitness etc Or undeveloped comment on reliability of content - subject, amount of detail contained, etc</p> <p><i>e.g. Sources D and E are both reliable because they are primary accounts.</i></p> |
| Level 2 | 4-7 | <p>Judgment based on the reliability of the sources' information</p> <p>Students extract reliable/unreliable information from sources.</p> <p><i>e.g. Source D is reliable because it shows the marchers on their way, marching along a country lane with the famous banner. Moreover they are being led by Ellen Wilkinson, who was one of the greatest supporters of the march....</i></p> <p>OR</p> <p>Judgment based on evaluation of the Nature /Origin /Purpose of the sources - answer focus on how representative / reliable / authoritative the sources are.</p> <p><i>e.g. Source E is not reliable because the reporter may exaggerate the effects of the march in order to gain sympathy for the marchers as well as sell more copies of the newspaper....</i></p> <p>Maximum 5 marks if L2 criteria met for only one source.</p> |

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| Level 3 | 8-10 | <p>Judgment combines both elements of level two, assessing the reliability of the sources to the specific enquiry.</p> <p>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 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. As Level 2. Source D is not reliable because the photograph deliberately features Ellen Wilkinson, who did not take part in most of the march. The photograph was to publicise the support of a prominent Labour MP. Source E is reliable because the reporter actually took part in one section of the march ...</i></p> |
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| Question Number | | |
|---------------------|------|---|
| 5 | | <p>'The Jarrow march was a great success'.</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)</p> <p>QWC Strands i-ii-iii</p> <ul style="list-style-type: none"> Assessing QWC: For the highest mark in a level all criteria for the level, including those for QWC must be met. |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| Level 1 | 1-4 | <p>Generalised answer, offers valid undeveloped comment without direct support from sources or own knowledge.</p> <p><i>e.g. The march was carefully organised by local people and began in early October.</i></p> <p>Or</p> <p>Selects details from the sources, but without direct linkage to the question.</p> <p><i>e.g. Source B says that the marchers want help from the government. Source D shows the marchers on their way.</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>Supported answer 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><i>e.g. Source B suggests it was a success because it stresses the need for government support. Sources C and E suggest that it aroused much publicity and public support. However Source C was written many years later by one of the marchers who will give a one-sided account...</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 | | |

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| <p>Level 3</p> <p>QWC i-ii-iii</p> | <p>9-12</p> | <p>Response focuses on the issues and reaches a judgement making direct use of the sources. At this level the answer will be unbalanced and only points of agreement or disagreement will be convincingly dealt with. Award 11-12 marks to responses which also identify issues of the reliability or sufficiency of the sources.</p> <p><i>eg As Level 2. Sources B, C D, E and F suggest that the march was a great success. Source D highlights the support of Ellen Wilkinson, the Labour MP. However the photograph was deliberately taken to publicise her brief part in the march as well as her support. Ellen Wilkinson was the MP who highlighted the plight of Jarrow in her book 'The Town that was Murdered'....</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>Level 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 reliability and /or sufficiency) in the process of coming to an overall conclusion.</p> <p><i>e.g. As Level 3. However, Sources A and F suggest that the march was a failure. Baldwin, in Source A, insists he will not meet the marchers and will not be influenced by hunger marchers. Nevertheless, as this is a speech to Parliament, he may be exaggerating his attitude to play down the public support for the marchers. Source F, from a modern world textbook with the benefit of hindsight, suggests that the march achieved nothing for the town of Jarrow ...</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> |

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Order Code UG026477 January 2011

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