Mark Scheme

Summer 2017

5HA03/3A

Pearson Edexcel GCSE
in History A (5HA03)
Paper 03
Unit 3: Modern World Source Enquiry:
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

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, 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.

- 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		What can you learn from Source A about school medical inspections in London? **Target**: source comprehension, inference and inference support (AO3).
Level	Mark	Descriptor
	0	No rewardable material.
1	**1**	**Candidates do no more than copy/paraphrase the source.** Award 1 mark at this level for each piece of information copied or paraphrased. *eg Source A tells me medical inspections by the London County Council were inadequate.*
2	**2–3**	**Makes unsupported inference(s).** An inference is a judgement that can be made from studying the source, but is not directly stated by it. *eg Source A suggests that school medical inspections were not very successful.* • 2 marks for one unsupported inference. • 3 marks for two unsupported inferences.
3	**4–6**	**Makes supported inference(s).** A supported inference is one which uses detail from the source to provide evidence for the inference. *eg Source A suggests that school medical inspections were not very successful because medical problems in probably at least half the children were overlooked. Source A also suggests that follow-up treatment was not very successful because of 1000 cases with medical problems referred to the Throat Hospital, only 131 attended…* • 4–5 marks for one supported inference. • 5–6 marks for two supported inferences.

Question Number	
2	What was the purpose of this representation?
	Use details of the poster and your own knowledge to explain your answer.
	Target: knowledge recall and selection, key features and characteristics of the periods studied, analysis of representations of history (AO1/AO2/AO3).

Level	Mark	Descriptor
	0	No rewardable material.
1	**1–2**	**Simple statement(s) about the representation.** These are generalised statements without support from source or own knowledge of the historical context. EITHER Valid comment is offered about the representation, but without support from the source. *eg It was drawn to show the benefits of the National Insurance Act.* OR Answer identifies detail(s) or information from the representation but relevance to the intended purpose is not identified. *eg The National Insurance Act gave workers sickness benefit and treatment.*
2	**3–5**	**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. *eg The purpose of the poster was to win support for the National Insurance Act of 1911. The poster shows that for a contribution from the male worker of 4d, employers of 3d and the state of 2d, the workers who were sick would be able to claim 10/- per week for 26 weeks, as well as free doctor treatments and for women a maternity grant of 30/-. There was some strong opposition to the National Insurance Act from various groups...* Award top of level to candidates who identify the purpose of the representation using detail from both content AND own knowledge of the historical context.
3	**6–8**	**Explained purpose, analysing the representation.** Analysis of the treatment or selection of the content of the representation is used to explain its purpose. *eg The purpose of the poster was to win support for the National Insurance Act of 1911. There was some strong opposition to the National Insurance Act from various groups, such as doctors who resented state control, domestic servants who disliked having to make a payment towards it each week and the Labour Party who did not believe that workers should have to make any contribution at all towards the scheme. The Liberals have carefully designed it to show the benefits of the scheme by using a return train ticket with the slogan 'The Right Ticket for You! You are travelling on a*

		safe line and you are assured of a safe return'. The poster shows that for a contribution from the male worker of 4d, employers of 3d and the state of 2d, the worker who was sick would be able to claim 10/- per week for 26 weeks, as well as free doctor treatment and mentions maternity grants… Maximum 6 marks for answers which do not make explicit use of own knowledge of the historical context.

Question Number	
3	Use Source C and your own knowledge to explain why the School Meals Act of 1906 was introduced. **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. • 1 mark for one simple statement. • 2–3 marks for two or more simple statements. *eg Many starving children could not attend school.*
2	**4–7**	**Supported statements.** The candidate supports their statement with relevant detail from the source and/or additional knowledge. *eg Source C suggests that a number of children who attended school were close to starvation because their parents could not afford to feed them. This lack of food was badly affecting their ability to learn at school. There had been many such reports of starving children…* Maximum 5 marks for answers which do not use both source and additional knowledge.
3	**8–10**	**Developed explanation.** The candidate uses the source and precise additional knowledge. • 8 marks for one explained factor. • 9–10 marks for two or more explained factors. *eg Source C suggests that a number of children who attended school were close to starvation because their parents could not afford to feed them. This lack of food was badly affecting their ability to learn at school. There had been many such reports of starving children, which showed that hungry children could not and did not learn at school. In 1904 a Committee on Physical Deterioration found so many working-class families to be malnourished*, especially their children. *Many parents were too poor to provide adequate meals for their children. Schooling highlighted the problem with many children attending school without having had any breakfast and not getting any meals during the course of a school day. It was the newly formed Labour Party which was most concerned about this issue and a Labour MP who introduced the School Meals Act as a private members bill.* **NB: No access to Level 3 for answers that do not include additional knowledge.**

Question Number		
4		How reliable are Sources D and E as evidence of the benefits of the first old age pensions? Explain your answer, using Sources D and E and your own knowledge. **Target**: knowledge recall and selection, key features and characteristics of periods studied, evaluation of sources for reliability (AO1/AO2/AO3).
Level	Mark	Descriptor
	0	No rewardable material.
1	**1–3**	**Judgement based on simple valid criteria.** EITHER Comments based on assumed reliability/unreliability because source is from an eyewitness, etc. OR Undeveloped comment on reliability of content: subject, amount of detail contained, etc. *eg Source D is not reliable because it is a cartoon. Source E is not reliable because it was written later.*
2	**4–7**	EITHER **Judgement based on reliability of the sources' information.** Candidates extract information from sources which is shown by reference to context to be reliable. *eg Source D is reliable because it suggests that pensioners were pleased with the provisions of the first old age pensions shown by the look on the faces of the two old people as the little figure arrives with their pension. The scheme was popular because it was non-contributory and old age pensioners were given it as of right. It could be enough to prevent some old people ending up in the workhouse…* OR **Judgement based on evaluation of the nature/origin/ purpose of the sources.** Answers focus on how representative/authoritative the sources are. *eg Source E is reliable because it is the memoirs of a Labour politician who is able to reflect on the provisions of the Old Age Pensions Act many years later and is able to give a judgement with the benefit of hindsight. He also gives a balanced judgement that shows both the benefits of the proposals, with over half a million eligible for the pensions, as well as its shortcomings …* Maximum 5 marks if Level 2 criteria met for only one source. Maximum 6 marks if answer does not use own knowledge of the
3	**8–10**	**Judgement combines both elements of Level 2, 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 (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.

eg Source D is less reliable because it was published in a popular magazine. The cartoon is sympathetic to the Liberals and is trying to win support for the new OAP provisions by exaggerating the amount old people would receive. This exaggeration is shown by the large money bag being carried by the little figure. In fact, there was criticism at the time that the usual pension of 5 shillings a week was inadequate.
Source E is less reliable because Clynes was a Labour MP and Labour was critical of pensions suggesting, as he does in his memoirs, that there were important limitations. He is trying to discredit the proposals. He ignores the benefits of the proposals, which did prevent many old people from having to give up their homes and move into the workhouse...

Maximum 8 marks if answer does not use own knowledge of the historical context.

Award 9–10 marks if evaluation of both sources meets Level 3 criteria, supported by explicit reference to knowledge of the historical context.

Question Number		
5		Source F suggests that the Liberal welfare reforms achieved very little. 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. **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.
Level	Mark	Descriptor
	0	No rewardable material.
1 **QWC** **i-ii-iii**	**1–4**	**Generalised answer.** EITHER Answer offers valid undeveloped comment to support or counter the interpretation without direct support from sources or additional knowledge. *eg Agrees with the view, saying that some of the sources show that the Liberals achieved little.* OR Selects details from the sources which support or counter the interpretation, but without direct linkage to the question. *eg Source A says that the school medical inspections achieved very little.* 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.
2 **QWC** **i-ii-iii**	**5–8**	**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. *eg Answer disagrees and selects details from Sources B and F which show that the Liberal reforms did provide benefits, providing further evidence from their own knowledge; or agrees using evidence from Sources A and F, providing examples of the limitations of the reforms, providing further evidence from their own knowledge.* 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.
3	**9–12**	**Developed evaluation, agreeing or disagreeing with the 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.

eg Sources B and F disagree with the view that the Liberals achieved very little. Source B suggests that the National Insurance Act achieved much with workers receiving sick pay for up to 26 weeks a year, which prevented them from relying on the hated Poor Law as well as from slipping into poverty. The government used the slogan of 'ninepence for fourpence' to suggest that, although the workers had to make a contribution of four pence week, the total contribution, including 3 pence from the employer and 2 pence from the state, was 9 pence. The Liberals also introduced the first state unemployment insurance with 2.3 million on the scheme by 1913. Such workers were able to claim seven shillings a week for up to 15 weeks a year in the event of unemployment. Again, this protected many from the hated workhouse and helped to support them during cyclical or seasonal unemployment. For many years after the act workers who were off work would say that they were 'on the Lloyd George'. Source F mentions other achievements such as school meals, school medical services and the first old age pensions…

Maximum 10 marks for answers which do not include additional knowledge to support their argument.

NB: No access to Level 3 for answers which do not use the sources.

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. |
|---|---|---|
| **QWC**
i-ii-iii | | |
| **4**

QWC
i-ii-iii | **13–16** | **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.

eg As Level 3. However, evidence from Sources A and F suggests that the Liberals achieved very little. Source A suggests that the school medical inspection scheme achieved very little with at least half the children overlooked by the scheme. Source F stresses the overall limitations of the Liberal reforms with the amounts provided, especially for pensions and health and unemployment insurance, very small, even by the standard of the day. There were further shortcomings to health insurance, which did not cover workers' wives and children. The first old age pensions set the qualifying age too high with the amount given insufficient to live on. Moreover, Source F suggests that the Liberals did not go far enough. For example, they did not tackle the problem of housing nor did they introduce a national health service. Furthermore, the evidence from Sources A and F is strengthened by their reliability. Source A is from the British Medical Association and should provide an accurate view of school medical inspections. Source F is from a modern world history, which should provide a balanced and objective view of recruitment. Overall, the |

Liberals achieved very little...

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.

NB: No access to Level 4 for answers that do not include additional knowledge.

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.

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.