

Write your name here

Surname

Other names

Centre Number

Candidate Number

Edexcel GCSE

History A (The Making of the Modern World)
Unit 3: Modern World Source Enquiry
Option 3A: War and the transformation of British society, c1903–28

Additional Sample Assessment Material
Time: 1 hour 15 minutes

Paper Reference

5HA03/3A

You must have:

Sources Booklet (enclosed)

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions.
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 50.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*
- Questions labelled with an **asterisk** (*) are ones where the quality of your written communication will be assessed
– *you should take particular care with your spelling, punctuation and grammar, as well as the clarity of expression, on these questions.*

Advice

- Read each question carefully before you start to answer it.
- Keep an eye on the time.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

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Blank lined area for writing.

(Total for Question 1 = 6 marks)



Handwriting practice area with 25 horizontal dotted lines.

(Total for Question 2 = 8 marks)



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Handwriting practice area with 25 horizontal dotted lines.

(Total for Question 3 = 10 marks)



4 Study Sources D and E and use your own knowledge.

How useful are Sources D and E as evidence of government attempts to deal with food shortages during the First World War? Explain your answer, using Sources D and E and your own knowledge.

(10)

Dotted lines for writing the answer.



Handwriting practice area with 20 horizontal dotted lines.



Handwriting practice area with 25 horizontal dotted lines.

(Total for Question 4 = 10 marks)



***5 Study all the sources (A to F) and use your own knowledge.**

'The main reason that Germany did not succeed in starving Britain out of the First World War was the work of women.'

How far do the **sources** in this paper support this statement? Use details from the sources and your own knowledge to explain your answer.

(16)

Dotted lines for writing the answer.



Lined writing area with horizontal dotted lines.



Handwriting practice area with 25 horizontal dotted lines.



(Total for Question 5 = 16 marks)

TOTAL FOR PAPER = 50 MARKS



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Edexcel GCSE

History A (The Making of the Modern World) Unit 3: Modern World Source Enquiry Option 3A: War and the transformation of British society, c1903–28

**Additional Sample Assessment Material
Sources Booklet**

Paper Reference

5HA03/3A

Do not return this Sources Booklet with the question paper.

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Propaganda, rationing and the part played by women in the First World War

Background information

During the First World War, Britain was not self-sufficient in food and had to import supplies from abroad. German U-Boats sank many British merchant ships and this created severe shortages by April of 1917. But they did not succeed in starving Britain out of the war. Some historians believe this was due to the work of women. Some, however, have suggested other reasons such as rationing and government propaganda.

Source A: A member of the Home Service Corps writes about her experiences in 1915.

I am learning all kinds of outdoor work, and can milk cows, feed calves and pigs and poultry. I also drive the milk float. I get up at four every morning and enter the joys of milking. I was knocked over by a calf this morning and my hand is pretty badly hurt. Some people tell me that I will not be able to cope with my farm work in the winter, but I intend to stick to it. Our men don't stop fighting in the cold weather, and I shall not stop working.

Source B: An official painting called *A Land Girl Ploughing*. It was painted for the government in 1917.



Source C: From an article in a British newspaper, July 1916.

Farmers are taking advantage of the register introduced by the Board of Agriculture for the employment of women on the land. The work is of supreme usefulness because we have German submarines constantly attacking our shipping. This makes Britain's burden heavier so we must produce everything possible. The girls working on the land have improved in health and physique. They like the work, and many will permanently stay on.

Source D: A government poster of 1917.



Source E: From a government leaflet published in 1917.

I am a slice of bread. I am wasted once a day by 48 million people of Britain. I am 'a bit left over', the slice eaten when really I wasn't needed. I am the waste crust. If you collected me and my companions for a week you would find that we amounted to 9,380 tonnes of good bread.

**WASTED! Nine shiploads of good bread!
SAVE ME, AND I WILL SAVE YOU!**

Source F: From a history of the First World War, published in 1993.

In 1917, the government tried to operate a voluntary ration scheme, asking people to limit themselves to a certain amount of bread, meat and sugar each week. But the campaign failed as shortages continued and queues for food grew longer. Therefore, in 1918, compulsory rationing was phased in on sugar, meat, butter, margarine and cheese. This worked, as queuing for food became a thing of the past.

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Mark Scheme

Additional Sample Assessment Material

GCSE

GCSE History A (5HA03/3A)

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.
- 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 3A: War and the transformation of British society, c1903-28

Question Number		
1		What can you learn from Source A about the work of women during the First World War? Target: Source comprehension, inference and inference support (AO3)
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1	Students do no more than copy/paraphrase the source. Award 1 mark at this level for a piece of information copied or paraphrased. e.g. Source A tells me that they did all kinds of outdoor work.
Level 2	2-3	Makes unsupported inferences. An inference is a judgement that can be made from studying the source, but is not directly stated by it. e.g. Source A suggests that women worked on the land during the First World War. <ul style="list-style-type: none">• 2 marks for one unsupported inference.• 3 marks for two unsupported inferences.
Level 3	4-6	Makes supported inferences. A supported inference is one which uses detail from the source to prove the inference. e.g. ... Source A suggests that women worked on the land during the First World War, including milking cows, feeding calves, pigs and poultry. <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 the painting? Use details of this painting 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.</p> <p>These are generalised statements without support from source or detailed contextual knowledge.</p> <p>EITHER</p> <p>Valid comment is offered about the message of the source but without support from the source.</p> <p>e.g. The source shows a woman ploughing on the land.</p> <p>OR</p> <p>Answer offers comment about the source context but relevance to message/purpose is not explained.</p> <p>e.g. A lot of woman volunteered to work on the land during the First World War.</p>
Level 2	3-5	<p>Supported statement.</p> <p>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. Source B gives the message that women are doing important war work, more especially on the land. The painting shows a land girl ploughing using two large horses...</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>Explained purpose.</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 is designed to achieve.</p> <p>e.g. As with level 2. There were shortages of men in all areas of employment, but especially in 1917 with heavy losses on the Western Front and the introduction of conscription. It is an example of government propaganda to encourage more women to volunteer for farm work and to motivate those already involved...</p> <p>Award top of level to students who analyse both the selection and treatment of the source content to show its purpose.</p>
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Question Number		
3		How far do these sources agree about the work of women during the First World War? Explain your answer, using the sources. Target: Source comprehension and interpretation, cross-reference (A03)
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-3	Generalised yes and/or no answers without support from the source. e.g. Some of the sources agree and some disagree about the work of women... Award top of level to answers which offer undeveloped yes and no points.
Level 2	4-7	Answers with support from the source(s). 1 mark per example quoted. e.g. ... All three sources agree about the work of women on the land during the First World War. Source A suggests that they did all the jobs previously done by men, and were prepared to suffer the same hardships even in winter. Source B shows a woman doing the heavy job of ploughing, using two large horses. Source C stresses the importance of their work due to the food shortages caused by German U-boat sinkings. To gain marks above 6 answers must identify details which agree and disagree.
Level 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. e.g. ... As level 2. However, Sources A and C give a more realistic view of the work of women on the land compared to Source B. Source B deliberately glamorises the work in order to encourage more women to volunteer for the land army. ... Overall, however, there is strong agreement between the sources about the work of women...

Question Number		
4		How useful are Sources D and E as evidence of government attempts to deal with food shortages during the First World War? Explain your answer, using Sources D and E and your own knowledge. Target: Evaluation of sources for utility (AO1, A02 and A03)
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-3	Judgment based on simple valid criteria. 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. e.g. I think that Source E is useful because it was done at the time Source D is not useful because it is only a poster.
Level 2	4-7	Judgment based on the usefulness of the sources' information - answers which give examples of what source is useful for or its limitations. Students extract useful information from sources. e.g. Source D is useful because it suggests that food consumption is vital to the war effort using the slogan 'The kitchen is the key to victory' and makes clever use of the symbol of a key. Source E is useful because to get across the amount of bread that is wasted each week... OR Judgment based on evaluation of the Nature/Origin/Purpose of the sources - answer focuses on how representative/reliable/authoritative the sources are. e.g. ... It is also very good evidence of the government use of posters to encourage support for voluntary rationing. Source E provides useful evidence of an alternative method used by the government to encourage rationing and discourage waste... Maximum 5 marks if L2 criteria met for only one source.

Level 3	8-10	<p>Judgment combines both elements of level two, assessing the contribution the sources can make to the specific enquiry.</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>e.g. ... As Level 2. However, Source D only provides evidence of government methods to deal with bread shortages and deliberately glamourises the image of the woman in the kitchen. There is no evidence of the effects of this campaign. Source E is useful because it was produced at a time of growing food shortages due to the increasing U-boat sinkings of merchant ships...</p> <p>Award 10 marks if evaluation of both sources meets L3 criteria.</p>
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Question Number		
5		<p>'The main reason that Germany did not succeed in starving Britain out of the First World War was the work of women'.</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:</p> <ul style="list-style-type: none"> 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>e.g. The German U Boats attacked British merchant ships during the First World War.</p> <p>Or</p> <p>Selects details from the sources, but without direct linkage to the question.</p> <p>e.g. Some sources suggest that it was due to the work of women, but other sources say it was due to rationing.</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>e.g. Source A agrees that it was due to the work of women on the land. Source B agrees because it shows a woman working on the land. Source C agrees because it says that their work was very useful.</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

<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>e.g. ... As level 2 but use made of sources and contextual knowledge. Sources A, B and C suggest that the work of women was the most important reason Britain was not starved out of the war. Source A highlights the key work of a land girl, milking the cows and looking after the farm animals and the sacrifices she was prepared to make. Furthermore it is an eyewitness account. Source B is less reliable because it was used for propaganda purposes but provides further evidence of women's work on the land, in this case heavy ploughing work. A number of women volunteered for the land army and carried out work previously only done by men...</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>e.g. ... As Level 3 but argues against the hypothesis, using Sources D, E and F. Sources D and E highlight the importance of government propaganda in preventing starvation. Source D is a poster to encourage people to eat less bread. Moreover, it uses a glamorised image of a woman in a kitchen in order to put across its message. The government made widespread and effective use of posters throughout the war. There is, however, no evidence of the impact of this poster... Overall the sources suggest that rationing and the work of women were both important...</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>

Write your name here

Surname

Other names

Centre Number

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Edexcel GCSE

History A (The Making of the Modern World)
Unit 3: Modern World Source Enquiry
Option 3B: War and the transformation of British society, c1931–51

Additional Sample Assessment Material
Time: 1 hour 15 minutes

Paper Reference
5HA03/3B

You must have:
Sources Booklet (enclosed)

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
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- Answer the questions in the spaces provided
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Information

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Advice

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Answer ALL questions.

Look carefully at the background information and Sources A to F in the Sources Booklet and then answer Questions 1 to 5 which follow.

1 Study Source A.

What can you learn from Source A about evacuation?

(6)

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(Total for Question 1 = 6 marks)



2 Study Source B and use your own knowledge.

Why was this poster published? Use details of the poster and your own knowledge to explain your answer.

(8)

A series of horizontal dotted lines for writing an answer.



Handwriting practice area with 25 horizontal dotted lines.

(Total for Question 2 = 8 marks)



3 Study Sources A, B and C.

Do Sources A and B support the evidence of Source C about evacuation? Explain your answer, using the sources.

(10)

A series of horizontal dotted lines for writing an answer.



Blank lined writing area with horizontal dotted lines.



Handwriting practice area with 25 horizontal dotted lines.

(Total for Question 3 = 10 marks)



4 Study Sources D and E and use your own knowledge.

How reliable are Sources D and E as evidence of the experiences of evacuees? Explain your answer, using Sources D and E and your own knowledge.

(10)

A series of horizontal dotted lines for writing the answer.



Handwriting practice area with 20 horizontal dotted lines.



Blank lined area for writing.

(Total for Question 4 = 10 marks)



Handwriting practice area with 25 horizontal dotted lines.



Handwriting practice area with 20 horizontal dotted lines.



Blank lined area for writing answers.

(Total for Question 5 = 16 marks)

TOTAL FOR PAPER = 50 MARKS



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Edexcel GCSE

History A (The Making of the Modern World) Unit 3: Modern World Source Enquiry Option 3B: War and the transformation of British society, c1931–51

**Additional Sample Assessment Material
Sources Booklet**

Paper Reference

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Evacuation during the Second World War

Background information

The government expected that the Germans would attack Britain from the air, so it organised the evacuation of children from the likeliest targets, cities and towns, to the countryside where they would be safe and sound. Some historians believe evacuation was an unpleasant experience for all involved. Some, on the other hand, suggest that evacuation was a success.

Source A: From a government leaflet, *Evacuation, Why and How?* July 1938.

If we are involved in war, our big cities may suffer heavy attacks from the air – at any rate in the early stages. Although our defences are strong and are rapidly growing stronger, some bombers will undoubtedly get through. We must ensure that the enemy does not achieve his main aims – the creation of anything like panic, or the crippling dislocation of everyday life. We can save lives by evacuating children from the more dangerous areas even though this will disrupt family life.

Source B: A government poster of January 1940. Hitler is shown talking to a mother.



***DON'T do it,
Mother –***

**LEAVE YOUR CHILDREN
IN THE SAFER AREAS**

ISSUED BY THE MINISTRY OF HEALTH

Source C: From the memoirs of Ray Whitehurst, published in 2006. He was evacuated from Derby in September 1939.

When Bert, Jean, Reg and myself were told we were being evacuated from our house, I had no idea why. My mother explained that young children were being moved out of towns to the countryside because Hitler and Germany were now at war with us and we might get bombed. It still didn't mean much to me but if my Mum said this was going to happen then it would. My friends said that Hitler hated small children and ate them at mealtimes.

Source D: An official photograph showing evacuees in the garden with their new host family in the autumn of 1939.



Source E: The memories of Kate Eggleston, from a book published in 1989 about evacuation.

I was at primary school when war broke out. As a small child I can remember the evacuees coming. We were horrible to them. It's one of my most shameful memories, how nasty we were. We didn't want them to come, and we all ganged up on them in the playground. We were all in a big circle and the poor evacuees were herded together in the middle, and we were glaring at them and saying, 'You made us squash up in our classrooms, you've done this, you've done that.' I can remember them now, looking frightened to death.

Source F: From a modern world history textbook, published in 1999.

The children who were evacuated had mixed experiences. Some were happy, helping on the farms and eating better than they had ever done. Others had a miserable time. Some were even seen as a burden by their host families. They also missed their own families, far away in the cities. Many country families were in for a shock. They had to deal with evacuees who wet the bed and had no experience of using a knife and fork to eat.

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Mark Scheme

Additional Sample Assessment Material

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GCSE History A (5HA03/3B)

General Marking Guidance

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Placing a mark within a level mark band

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start with the presumption that the mark will be the higher of the two.
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Start with a presumption that the mark will be the middle of the three.
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 - 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		What can you learn from Source A about evacuation? Target: Source comprehension, inference and inference support (AO3)
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1	Students do no more than copy/paraphrase the source. Award 1 mark at this level for a piece of information copied or paraphrased. e.g. Source A tells me that some bombers will get through.
Level 2	2-3	Makes unsupported inferences. An inference is a judgement that can be made from studying the source, but is not directly stated by it. e.g. ... Source A suggests that evacuation will split up family life. <ul style="list-style-type: none">• 2 marks for one unsupported inference.• 3 marks for two unsupported inferences.
Level 3	4-6	Makes supported inferences. A supported inference is one which uses detail from the source to prove the inference. e.g. ... Source A suggests that evacuation will split up family life because if the German bombers get through they will cause panic and cripple civilian life... <ul style="list-style-type: none">• 4-5 marks for one supported inference.• 5-6 marks for two supported inferences.

Question Number		
2		<p>Why was this poster published? Use details of the poster 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.</p> <p>These are generalised statements without support from source or detailed contextual knowledge.</p> <p>EITHER</p> <p>Valid comment is offered about the message of the source but without support from the source.</p> <p>e.g. The source shows Hitler telling mothers to send their children back.</p> <p>OR</p> <p>Answer offers comment about the source context but relevance to message/purpose is not explained.</p> <p>e.g. Some children did go back to the cities and towns by Christmas 1939.</p>
Level 2	3-5	<p>Supported statement.</p> <p>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. ... The message of Source B is that mothers will endanger the lives of their children by sending them back the towns and cities. This is created by using the image of Hitler encouraging the mother to end the evacuation of her children.</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>Explained purpose.</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 is designed to achieve.</p> <p>e.g. ... As with level 2. This is an example of government propaganda with the purpose of convincing mothers of the importance of evacuation - that children will be safer in the countryside rather than their homes in city or town centres...</p> <p>Award top of level to students who analyse both the selection and treatment of the source content to show its purpose.</p>
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Question Number		
3		<p>Do Sources A and B support the evidence of Source C about evacuation? 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 sources.</p> <p>e.g. Some of the sources agree and some disagree about evacuation.</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>e.g. ... Source C suggests that evacuation was due to the threat of bombing of towns and cities. Indeed, this is reinforced with the story of Hitler eating little children. This image of Hitler is supported by the evidence of Source B in which Hitler is tempting the mother to return her children to the towns...</p> <p>To gain marks above 6 answers must identify details which agree and disagree.</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>e.g. ... As level 2. Sources A and B strongly support the evidence of Source C about evacuation. All three highlight the threat from German bombing and the need to move children out of town centres. However, Source A is preparing for evacuation whilst Source C reflects the reality.</p>

Question Number		
4		How reliable are Sources D and E as evidence of the experiences of evacuees? Explain your answer, using Sources D and E and your own knowledge. Target: Evaluation of sources for reliability (AO1, A02 and AO3)
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-3	Judgment based on simple valid criteria. 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. e.g. I think that Source D is reliable because the camera never lies. Source E is not reliable because the evacuee might have forgotten.
Level 2	4-7	Judgment based on the reliability of the sources' information. Students extract reliable/unreliable information from sources. e.g. ... Source D provides reliable evidence of the experiences of some evacuees. It shows some children in the pleasant garden of a host family. The children seem content and well looked after. A number of evacuees enjoyed a better lifestyle than they had experienced before evacuation. OR Judgment based on evaluation of the Nature/Origin/Purpose of the sources - answer focus on how representative/reliable/authoritative the sources are. e.g. ... Source E is not reliable. Kate Eggleston is writing for a book about evacuation which may well highlight the more extreme evidence of evacuation in order to interest of the reader... Maximum 5 marks if L2 criteria met for only one source.

Level 3	8-10	<p>Judgment combines both elements of level two, assessing the overall 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>e.g. ... As Level 2. However, Source D was probably used by the government to highlight the benefits of evacuation and encourage mothers to send their children to the countryside. This was a carefully selected image not necessarily typical of the experiences of all evacuees some of whom were not well treated and did not enjoy their new surroundings. Nevertheless, a number of evacuees enjoyed a better lifestyle than they had been used to, partly because of the attitude of their hosts...</p> <p>Award 10 marks if evaluation of both sources meets L3 criteria.</p>
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Question Number		
5		<p>'Evacuation was an unpleasant experience for all involved'.</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: <ul style="list-style-type: none"> For the highest mark in a level all criteria for the level, including those for QWC must be met. </p>
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>e.g. Even before the war broke out the British government began to evacuate schoolchildren from towns and cities.</p> <p>Or</p> <p>Selects details from the sources, but without direct linkage to the question.</p> <p>e.g. Some sources suggest that it was an unpleasant experience, but other sources say it was pleasant.</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>e.g. ... Source A says it was unpleasant because it disrupted families. Source E says that the evacuees were bullied by other children. Source F says that some children missed their families...</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

<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>e.g. ... As level 2 but use made of sources and contextual knowledge. Sources A, B, D and F suggest that, for some, it was a pleasant experience. Source B suggests that children were content in the countryside. Source D shows happy evacuees apparently well looked after in very pleasant country surroundings including a large house and garden. However, these are all examples of government propaganda designed to promote evacuation...</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>e.g. ... As Level 3 but argues against the hypothesis, using Sources A, B, E and F. However, Sources A, B, E and F also suggest that, for some, it was an unpleasant experience. Source A mentions the potential disruption to family life which is highlighted again in Source B where the mother is undecided about what to do with her children. Many mothers did desperately miss their children, many of whom had returned to their homes by Christmas of 1939. Source F, a balanced account of evacuation, gives examples of the down side of evacuation...The sources suggest it is not possible to generalise about the experience of evacuation...</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>

Write your name here

Surname

Other names

Centre Number

Candidate Number

Edexcel GCSE

History A (The Making of the Modern World)
Unit 3: Modern World Source Enquiry
Option 3C: A divided union? The USA 1945–70

Additional Sample Assessment Material
Time: 1 hour 15 minutes

Paper Reference
5HA03/3C

You must have:
Sources Booklet (enclosed)

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions.
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 50.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*
- Questions labelled with an **asterisk** (*) are ones where the quality of your written communication will be assessed
– *you should take particular care with your spelling, punctuation and grammar, as well as the clarity of expression, on these questions.*

Advice

- Read each question carefully before you start to answer it.
- Keep an eye on the time.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

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(Total for Question 1 = 6 marks)



S 3 7 2 7 0 A 0 3 1 6

(Total for Question 2 = 8 marks)



S 3 7 2 7 0 A 0 5 1 6

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Handwriting practice area with 25 horizontal dotted lines.

(Total for Question 3 = 10 marks)



Lined writing area with horizontal dotted lines.



Blank lined area for writing.

(Total for Question 4 = 10 marks)



Lined writing area with horizontal dotted lines.



Lined writing area with horizontal dotted lines.



(Total for Question 5 = 16 marks)

TOTAL FOR PAPER = 50 MARKS



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Edexcel GCSE

History A (The Making of the Modern World) Unit 3: Modern World Source Enquiry Option 3C: A divided union? The USA 1945–70

**Additional Sample Assessment Material
Sources Booklet**

Paper Reference

5HA03/3C

Do not return this Sources Booklet with the question paper.

Turn over ►

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The women's movement and student protest in the USA in the 1960s

Background information

There were many different groups involved in protest in the USA in the 1960s. They campaigned against war, racial discrimination and gender inequality. Some historians believe the main reason for protest was US involvement in the conflict in Vietnam. Some, however, believe there were other important reasons such as the women's movement and changing popular culture.

Source A: From *The Feminine Mystique*, written by Betty Friedan in 1963.

The problem lay buried, unspoken, for many years in the minds of American women. It was a strange sense of dissatisfaction, a yearning that women suffered in the middle of the twentieth century in the United States. It was clear that truly feminine women should not want careers, higher education or political rights. As she made the beds, shopped for groceries, and made peanut butter sandwiches with her children – she was afraid to ask even of herself the silent question – 'Is this all?'

Source B: A photograph taken by the Women's Liberation Movement. It shows members of the Movement demonstrating in August 1970.



Source C: From a declaration made at the first national conference of the National Organization for Women (NOW), in October 1966.

We, men and women of the National Organization for Women, believe that the time has come for a new movement toward true equality for all women in America, and toward a fully equal partnership of the sexes. The purpose of NOW is to take action to bring women into complete participation in American society now, having all the privileges and responsibilities in full and equal partnership with men.

Source D: A photograph of a student demonstration at the University of Berkeley, 1967, against the war in Vietnam.



Source E: From the song *The Times They Are A-Changin'* by Bob Dylan. The song was written in 1963.

Come senators, congressmen
Please heed the call
Don't stand in the doorway
Don't block up the hall
For he that gets hurt
Will be he who has stalled*
There's a battle outside
And it is ragin'.
It'll soon shake your windows
And rattle your walls
For the times they are a changin'.

* stalled = delayed

Source F: From a textbook on the USA, published in 2005.

The 1960s saw a variety of protest movements in the USA, with many groups campaigning for improved black or female civil rights or opposing government policies. This unrest spread to colleges and universities and led to student demonstrations. Protest was also influenced by the assassination of President Kennedy in 1963, the pop music explosion of the 1960s, the war in Vietnam and student unrest across the world.

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Mark Scheme

Additional Sample Assessment Material

GCSE

GCSE History A (5HA03/3C)

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.
- 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 3C: A divided union? The USA 1945-70

Question Number		
1		What can you learn from Source A about women in US society in the 1960s? Target: Source comprehension, inference and inference support (AO3)
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1	Students do no more than copy/paraphrase the source. Award 1 mark at this level for a piece of information copied or paraphrased. e.g. Source A tells me that she made beds and shopped for groceries.
Level 2	2-3	Makes unsupported inferences. An inference is a judgement that can be made from studying the source, but is not directly stated by it. e.g. Source A suggests that a woman's place was in the home. <ul style="list-style-type: none">• 2 marks for one unsupported inference.• 3 marks for two unsupported inferences.
Level 3	4-6	Makes supported inferences. A supported inference is one which uses detail from the source to prove the inference. e.g. Source A suggests that a woman's place was in the home because they were expected to make beds and do the shopping... <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 publishing this photograph in the USA at the time? Use details of the photograph 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.</p> <p>These are generalised statements without support from source or detailed contextual knowledge.</p> <p>EITHER</p> <p>Valid comment is offered about the message of the source but without support from the source.</p> <p>e.g The source shows women with placards</p> <p>OR</p> <p>Answer offers comment about the source context but relevance to message/purpose is not explained.</p> <p>e.g. Some women supported the Women’s Liberation Movement.</p>
Level 2	3-5	<p>Supported statement.</p> <p>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. The message of Source B is that the Women’s Liberation Movement is unhappy with their role in US society and want change more especially equality rather than independence. They are prepared to demonstrate for such change...</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>Explained purpose.</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 is designed to achieve.</p> <p>e.g. As with level 2. This photograph was taken to promote and win support the aims of the Women’s Liberation Movement. A number of women supported the views of this more extreme organisation which went beyond the modest aims of the National Organisation for Women...</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 these sources agree that women in the USA challenged their traditional role in society? 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>e.g. Some of the sources agree and some disagree about challenging their role.</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>e.g. Sources A and B agree that that women were challenging their traditional role in US society. Freidan suggests that they are dissatisfied with their limited role as housewives. Source B also supports the view providing evidence of a protest meeting by the Women’s Liberation Movement demanding independence and greater equality...</p> <p>To gain marks above 6 answers must identify details which agree and disagree.</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>e.g. As level 2. All three sources strongly agree that women challenged the traditional role of women in US society. However they greatly differ in the methods used to challenge this view. In Source A Betty Freidan uses literature to challenge the view. Moreover it suggests that women not strongly challenging but silently questioning their role in society. In the other hand although Source B only shows a few extremists, they are strongly challenging their role through a protest meeting by the Women’s Liberation Movement. Source C, a conference of NOW, suggests a more challenging if less extreme method...</p>

Question Number		
4		<p>How useful are Sources D and E as evidence of protest in the 1960s? 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 usefulness of content - subject, amount of detail contained, etc.</p> <p>e.g. I think that Source D is useful because the camera never lies Source D is not useful because it is only a made up song.</p>
Level 2	4-7	<p>Judgment based on the usefulness of the sources' information - answers which give examples of what source is useful for or its limitations.</p> <p>Students extract useful information from sources.</p> <p>e.g. Source D is useful because it suggests that protest was due to the war in Vietnam with people of all ages involved. Source E is useful because it is an extract from a song popular with many in the 1960s written and sung by Bob Dylan whose music did much to encourage protest...</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>e.g. Source D It was taken in 1967 when protest against the war was beginning to spread. Source E is evidence from only one song...</p> <p>Maximum 5 marks if L2 criteria met for only one source.</p>

Level 3	8-10	<p>Judgment combines both elements of level two, assessing the contribution the sources can make to the specific enquiry.</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>e.g. As level 2. Source D only provides evidence of one demonstration. The photograph could have been taken to advertise the anti-war movement and may not be typical of 1960s protest. Source E is useful because of Dylan’s music, and ‘The Times They are A-changin’ very much captures the mood of protest of the 1960s. However Dylan may well exaggerate the situation at the time in order to get his message across...</p> <p>Award 10 marks if evaluation of both sources meets L3 criteria.</p>
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Question Number		
5		<p>‘The main reason for protest in the USA in the 1960s was the war in Vietnam’.</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: <ul style="list-style-type: none"> For the highest mark in a level all criteria for the level, including those for QWC must be met. </p>
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>e.g. The USA became involved in the war in Vietnam. They were helping South Vietnam against the North.</p> <p>Or</p> <p>Selects details from the sources, but without direct linkage to the question.</p> <p>e.g. Some sources suggest that it was due to the War in Vietnam, but other sources say it was due to other reasons.</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>
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>e.g. Source D says it was due to the War in Vietnam. It is a demonstration against the war. Source F also says it was due to the war in Vietnam...</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>

