

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

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 54.
- The marks for **each** question are shown in brackets – *use this as a guide as to how much time to spend on this question.*
- Questions labelled with an **asterisk** (*) are ones where the quality of your written communication will be assessed.
- The marks available for spelling, punctuation and grammar are clearly indicated.

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 ►

W41865A

©2012 Pearson Education Ltd.



W 4 1 8 6 5 A 0 1 0 6

PEARSON

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

Sample Assessment Material

Sources Booklet

Paper Reference

5HA03/3A

Do not return this Sources Booklet with the question paper.

Turn over ►

W41865A

©2012 Pearson Education Ltd.

1/1



PEARSON

The part played by Britain on the Western Front

Background information

The British armies played an important role on the Western Front in the years 1915-17, taking part in offensives such as the Somme in 1916.

Some historians claim that the Somme was a disaster and have blamed commanders such as Haig for heavy casualties. Other historians suggest that factors other than commanders such as Haig caused heavy casualties.

Source A: From an interview with Private George Coppard about the Battle of the Somme. Coppard survived the battle and the interview was given sixty years later.

Hundreds of dead were strung out on the barbed wire. Quite as many died on the enemy wire as on the ground. It was clear that there were no gaps in the wire at the time of attack. The Germans must have been reinforcing it for months. It was so thick that daylight could barely be seen through it. How did the commanders, miles from the front line, imagine that the British soldiers would get through the wire?

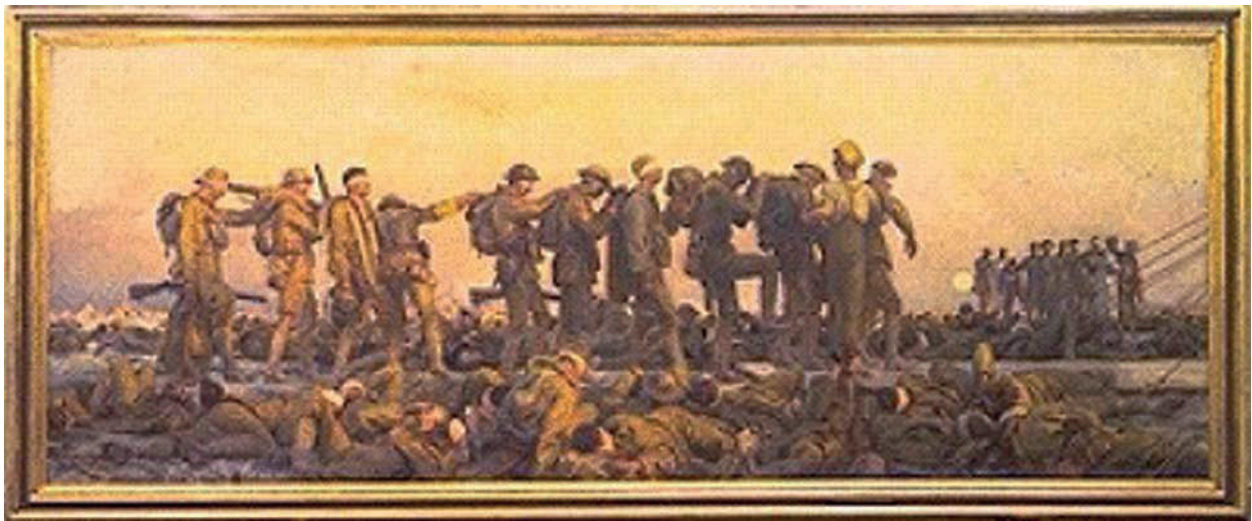
Source B: An illustration from a British newspaper, July 1916, with the title 'The Surrey Regiment Play the Game'. It shows British troops, kicking footballs, advancing on the first day of the Somme.



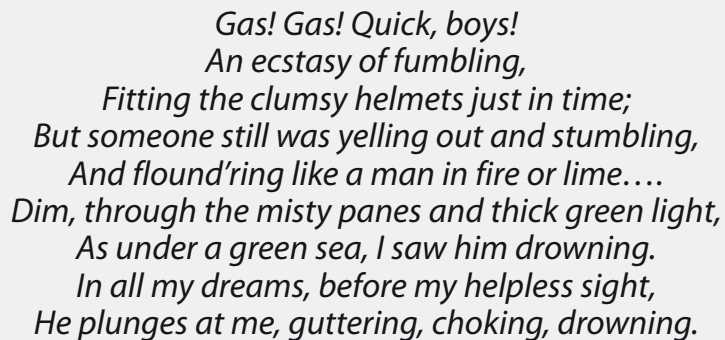
Source C: From a report by the Commander-in-Chief, Douglas Haig, to the British Government, 1 July 1916.

Very successful attack this morning. Several (officers) have said that they have never been so well instructed of the nature of the operations. All went like clockwork. The battle is going very well for us and already the Germans are surrendering freely. The enemy is so short of men that he is collecting them from all parts of the line. Our troops are in wonderful spirits and full of confidence.

Source D: A painting from 1918-19, based on earlier photographs. It shows men, blinded by mustard gas, being led to the treatment tent.



Source E: From the poem *Dulce et Decorum Est* (this is part of a Latin phrase which, translated into English, means 'It is sweet and fitting to die for one's country') written by Wilfred Owen in 1917. Owen was a British soldier who served in the trenches and was killed in November 1918.



*Gas! Gas! Quick, boys!
An ecstasy of fumbling,
Fitting the clumsy helmets just in time;
But someone still was yelling out and stumbling,
And flound'ring like a man in fire or lime....
Dim, through the misty panes and thick green light,
As under a green sea, I saw him drowning.
In all my dreams, before my helpless sight,
He plunges at me, guttering, choking, drowning.*

Source F: From a biography of Douglas Haig, written in 1991.

If generals are judged on whether they win wars, then Haig must be judged a success. The cost of the victory was appalling, but Haig's military methods were in line with the ideas of the time. Attrition was the method used by all sides to achieve victory. Nevertheless, he did not try alternative methods which could have reduced the cost in human lives.

Every effort has been made to contact copyright holders to obtain their permission for the use of copyright material. Edexcel, a product of Pearson Education Ltd. will, if notified, be happy to rectify any errors or omission and include any such rectifications in future editions.

Mark Scheme

Sample Assessment Material

GCSE History A (5HA03/3A)
Unit 3: Modern World Source Enquiry
Option 3A: War and the
transformation of British society,
c1903-28

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications come from Pearson, the world's leading learning company. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information, please call our GCE line on 0844 576 0025, our GCSE team on 0844 576 0027, or visit our qualifications website at www.edexcel.com. For information about our BTEC qualifications, please call 0844 576 0026, or visit our website at www.btec.co.uk.

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

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

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

Alternatively, you can speak directly to the subject team at Pearson about Edexcel qualifications. Their contact details can be found on this link:

www.edexcel.com/teachingservices

Pearson: helping people progress, everywhere

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 raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

Sample Assessment Material

All the material in this publication is copyright

© Pearson Education Ltd 2012

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.

- 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 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.
- Work by candidates with an amanuensis, scribe or typed script should be assessed for spelling, punctuation and grammar.
- 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 | | <p>What can you learn from Source A about the early stages of the Battle of the Somme, July 1916?</p> <p>Target: Source comprehension, inference and inference support (A03)</p> |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| 1 | 1 | <p>Students do no more than copy/paraphrase the source. Award 1 mark at this level for each piece of information copied or paraphrased.</p> <p><i>e.g. Source A tells me that hundreds of dead were strung on the barbed wire.</i></p> |
| 2 | 2-3 | <p>Makes unsupported inferences. 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. It suggests that the first day was a disaster.</i></p> <ul style="list-style-type: none"> • 2 marks for one unsupported inference. • 3 marks for two unsupported inferences. |
| 3 | 4-6 | <p>Makes supported inferences. A supported inference is one which uses detail from the source to prove the inference.</p> <p><i>e.g. It suggests that the first day was a disaster because many died trying to get across the barbed wire.</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>What was the purpose of this illustration? Use details of the illustration 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. |
| 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. It was drawn to show people what it was like in the trenches.</i></p> <p>OR Answer offers comment about the source context but relevance to message is not explained.</p> <p><i>e.g. Life in the trenches was very unpleasant.</i></p> |
| 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. It was drawn to give the message that the attacks were successful and that the troops enjoyed them so much that they kicked a football, that the British troops showed great bravery in advancing across no man's land.</i></p> <p>Award top of level to students who identify the message of the source using detail from both content and context.</p> |
| 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. ...British people will look at this and be encouraged to support the war effort. Men will be encouraged to join up.</i></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 causes to happen.</p> <p>Award top of level to students who analyse both the selection and treatment of the source to show its purpose.</p> |

| Question Number | | |
|-----------------|-------------|---|
| 3 | | Do these sources support the view that the first day of the Somme was a failure? Explain your answer, using the sources. Target: Source comprehension and interpretation, cross-reference (A03) |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| 1 | 1-3 | Generalised yes and/or no answers without support from the source. <i>e.g. In some of the sources the first day is a failure and in others it is a success.</i> Award top of level to answers which offer undeveloped yes-and-no points. |
| 2 | 4-7 | Answers with support from the source(s) 1 mark per example quoted. To gain marks above 6 answers must identify details which agree and disagree. <i>e.g. Source A suggests that it was a disaster because many men were killed trying to cross the barbed wire, whereas Source C says it worked well and the attack went like clockwork. Source B suggests it wasn't a disaster because although there were casualties, overall the attack was a success with the men showing enthusiasm for the fight.</i> |
| 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. <i>e.g. ...Of course, Haig in Source C may have been exaggerating the effects of the attack in order to maintain morale, whilst Coppard, in Source A, was only witness to one failed attack which may not have been typical of all the battle front.</i> |

| Question Number | | |
|-----------------|-------------|---|
| 4 | | How useful are Sources D and E as evidence of the effects of a gas attack on the Western Front? Explain your answer, using Sources D and E and your own knowledge. Target: Evaluation of sources for utility (AO1, A02 and AO3) |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| 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 <i>e.g. I think that Source E is useful because it was by an eyewitness. Source D is not useful because the artist was not there.</i> |
| 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. <i>e.g. They are very useful. Source D shows that gas had a terrible effect on many soldiers who were blinded by its effects.</i> OR Judgment based on evaluation of the nature/origin/purpose of the sources - answers focus on how representative/ reliable/authoritative the sources are. <i>e.g. Source D is very useful because it gives the views of someone who served in the trenches and witnessed the effects of gas attacks.</i> Maximum 5 marks if level 2 criteria met for only one source. |
| 3 | 8-10 | Judgment combines both elements of level two, assessing the contribution the sources can make to the specific enquiry. 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 level 2. Award 10 marks if evaluation of both sources meets level 3 criteria. <i>e.g. ...Source E is useful because it suggests that a gas attack was a terrible experience for those affected by it, causing</i> |

| | | |
|--|--|--|
| | | <i>terrible suffering. It was written by someone who served in the trenches and witnessed its effects. However, it is a poem which uses dramatic language deliberately to exaggerate the effects of gas by someone who, due to personal experiences, cannot write in an objective way.</i> |
|--|--|--|

| Question Number | | |
|-----------------|-------------|---|
| 5 | | <p>'The heavy British casualties on the Western Front in the years 1915-17 were mainly the result of poor leadership by the British commanders.'</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: 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 4 additional marks will be awarded for spelling, punctuation and grammar.</p> |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| 1 | 1-4 | <p>Generalised answer, offers valid undeveloped comment without direct support from sources or own knowledge.</p> <p><i>e.g. There were many casualties on the Western Front. British troops attacked across no man's land with many being killed...</i></p> <p>OR</p> <p>Selects details from the sources, but without direct linkage to the question.</p> <p><i>e.g. Some sources suggest that it was due to the commanders, but other sources say it was due to gas...</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> <p>QWC i-ii-iii</p> |
| 2 | 5-8 | <p>Supported answer offers a judgement 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. I agree that it was mainly due to the commanders because they used outdated tactics. Source A shows that they sent men to attack heavily defended German positions. However, this was written by a British soldier who lost many friends and may want to blame the commanders...</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> <p>QWC i-ii-iii</p> |
| 3 | 9-12 | <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>e.g. As level 2 but more knowledge shown of poor commanders</i></p> |

| | | |
|---|---------------------|--|
| <p>QWC i-ii-iii</p> | | <p><i>and uses Source C which suggests that Haig was unaware of failures of first day of Somme. Can question reliability as written by Haig, who will be trying to justify the attack.</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>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 but argues against the hypothesis, using Sources C and D, which suggest that it was due to new weapons such as gas. Can bring in own knowledge of destructive power of other weapons such as machine guns and tanks. In addition uses evidence of Sources C and F which defend the role of the commanders. Most of support is against the thesis, although Source C is written by Haig to defend the attack. Source F also may not be reliable as from a biography which may be trying to defend Haig's role in First World War.</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> |

| Marks for SPaG | | |
|-----------------------|------------|--|
| Performance | Mark | Descriptor |
| | 0 | Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question. |
| Threshold | 1 | Students 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 | 2-3 | Students 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 | 4 | Students 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. |

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 3B: War and the transformation of British society, c1931–51

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.
- 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 54.
- 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.
- The marks for spelling, punctuation and grammar are clearly indicated.

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 ►

W41866A

©2012 Pearson Education Ltd.

1/1/1



PEARSON

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

Sample Assessment Material
Sources Booklet

Paper Reference
5HA03/3B

Do not return this Sources Booklet with the question paper.

Turn over ►

W41866A

©2012 Pearson Education Ltd.

1/1/1



PEARSON

The impact of the Blitz

Background information

In the years 1940-41 Britain suffered numerous German bomber raids which mainly targeted towns and cities. Hitler believed that the Blitz would destroy the morale of the British people and force Britain out of the war. Some historians believe that the German raids did seriously reduce the morale of the British people. Other historians claim that there were far worse effects.

Source A: From a broadcast on Berlin radio, 16 November 1940, about the air raid on Coventry.

More than 500 planes took part in the greatest attack in the history of aerial warfare. About 500 tonnes of high explosive bombs and 30,000 incendiary bombs were dropped. In a short time all large and small factories were set on fire. The German airforce struck a violent blow in return for the British raid on Munich on the night of 8 November.

Source B: From a British newspaper, the Daily Herald, 16 November 1940.

Coventry

The bombing of Coventry was as foul a deed as Hitler ever ordered. His airmen were instructed: 'Don't worry if you cannot reach your industrial targets. Bomb and burn the city. Never mind if you hit factories. Hit houses. Have no scruples about military objectives. Kill men, kill women, kill children. Destroy! Destroy! Destroy!'

Heil Hitler! Heil bloodshed! Heil pain!

Source C: The diary entry from 16 November 1940 by a woman who lived in Coventry during the bombings.

It was not long after reaching the outskirts of Coventry that we saw evidence of the raider's visit and as we drew nearer the centre the damage became greater. We saw the devastated Rex Cinema, bombed twice over and the hospital seemed more damaged than we expected. This was deliberate bombing of non-military targets by the German brutes to terrify the ordinary citizen into fright and submission.

Source D: An official photograph, taken in the autumn of 1940, of a family of Londoners with what is left of their Anderson shelter.



Source E: From the diary of Harold Nicolson, a minister in the Ministry of Information, 17 September 1940.

Everybody is worried about the feeling in the East End of London, where there is much bitterness. It is said that even the King and Queen were booed the other day when they visited the destroyed areas. One leading member of the government says that if the Germans had the sense to bomb only the East End of London and not the area west of London bridge, there might be a revolution in the country.

Source F: From a modern world history book, published in 1996.

The impact of the Blitz (1940-41) should not be underestimated. In the Blitz, Britain suffered more civilian than military casualties. Thirty thousand people were killed in the raids and a great number of houses and buildings destroyed. Major cities and towns such as London, Coventry, Plymouth, Manchester and Liverpool suffered considerable damage. At the same time, people suffered from the stresses brought about by lack of sleep and nervous strain.

Every effort has been made to contact copyright holders to obtain their permission for the use of copyright material. Edexcel, a product of Pearson Education Ltd. will, if notified, be happy to rectify any errors or omission and include any such rectifications in future editions.

Mark Scheme

Sample Assessment Material

GCSE History A (5HA03/3B)
Unit 3: Modern World Source Enquiry
Option 3B: War and the
transformation of British society,
c1931-51

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications come from Pearson, the world's leading learning company. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information, please call our GCE line on 0844 576 0025, our GCSE team on 0844 576 0027, or visit our qualifications website at www.edexcel.com. For information about our BTEC qualifications, please call 0844 576 0026, or visit our website at www.btec.co.uk.

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

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

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

Alternatively, you can speak directly to the subject team at Pearson about Edexcel qualifications. Their contact details can be found on this link:

www.edexcel.com/teachingservices

Pearson: helping people progress, everywhere

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 raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

Sample Assessment Material

All the material in this publication is copyright

© Pearson Education Ltd 2012

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.

- 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 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.
- Work by candidates with an amanuensis, scribe or typed script should be assessed for spelling, punctuation and grammar.
- 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 | | <p>What can you learn from Source A about the German bombing raid on Coventry, November 1940?</p> <p>Target: Source comprehension, inference and inference support (A03)</p> |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| 1 | 1 | <p>Students do no more than copy/paraphrase the source. Award 1 mark at this level for each piece of information copied or paraphrased.</p> <p><i>e.g. Source A tells me that more than 500 planes took part in the greatest attack in aerial warfare.</i></p> |
| 2 | 2-3 | <p>Makes unsupported inferences. 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. It suggests that the raid was a great success.</i></p> <ul style="list-style-type: none"> • 2 marks for one unsupported inference. • 3 marks for two unsupported inferences. |
| 3 | 4-6 | <p>Makes supported inferences. A supported inference is one which uses detail from the source to prove the inference.</p> <p><i>e.g. It suggests that the raid was a great success because many factories were set on fire.</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>What was the purpose of this newspaper article? Use details of the article 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. |
| 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. It was written to tell people about the bombing.</i></p> <p>OR Answer offers comment about the source context but relevance to show message is not explained.</p> <p><i>e.g. The Germans were trying to bomb Britain out of the war.</i></p> |
| 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. To give the message that the Nazis were evil because they deliberately targeted the civilian population, killing women and children, rather than aiming at industrial areas.</i></p> <p>Award top of level to students who identify the message of the source using detail from both content and context.</p> |
| 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. ...British people will read this and be encouraged to support the war effort. It is to increase hatred for the Nazis and ensure that the Blitz does not reduce civilian morale.</i></p> <p>Award top of level to students who analyse both the selection and treatment of the source to show its purpose.</p> |

| Question Number | | |
|-----------------|-------------|--|
| 3 | | How far do these sources agree about the German bombing of Coventry, November 1940? Explain your answer, using the sources. Target: Source comprehension and interpretation, cross-reference (A03) |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| 1 | 1-3 | Generalised yes and/or no answers without support from the source. <i>e.g. In some of the sources the raid is seen as successful and in others a failure.</i> Award top of level to answers which offer undeveloped yes-and-no points. |
| 2 | 4-7 | Answers with support from the source(s) 1 mark per example quoted. To gain marks above 6 answers must identify details which agree and disagree. <i>e.g. There is agreement that raids caused damage. Source A suggests many factories were destroyed and Sources B and C suggest damage to non-military targets. Source A praises the raid and suggests Germans targeted industrial sites. Sources B and C criticise raids and believe Germans deliberately targeted residential areas.</i> |
| 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. <i>e.g. ... Of course, the broadcast in Source A will exaggerate the impact of the raids to encourage morale in Germany and stress damage to factories to justify raids, whilst the newspaper article will emphasise the effects on women and children to turn people against the Nazis.</i> |

| Question Number | | |
|-----------------|-------------|---|
| 4 | | How reliable are Sources D and E as evidence of the German blitz of 1940-41? 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. |
| 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. <i>e.g. I think that Source C is reliable because it was written at the time. Source D is reliable because the camera never lies.</i> |
| 2 | 4-7 | Judgment based on reliability of the sources' information Students extract information which is shown to be reliable from sources. <i>e.g. Source D is reliable because it shows the damage that was caused by the German bombing and we know that there was considerable damage caused by German bombing during the Blitz...</i> OR Judgment based on evaluation of the nature/origin/purpose of the sources - answers focus on how representative/authoritative the sources are. <i>e.g. Source E is reliable because it is from a diary which may well be giving his genuine views. If the writer thinks that no-one else is going to read what he is writing, then he won't be tempted to exaggerate or make things sound more dramatic...</i> Maximum 5 marks if Level 2 criteria met for only one source. |
| 3 | 8-10 | Judgment combines both elements of level two, 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 (e.g. 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. 10 marks if evaluation of both sources meets level 3 criteria. <i>e.g. ...Source E is reliable because it is from a diary which may well be giving his genuine views. Nicholson is a politician whose motives would be appear to be genuine. Source D is unreliable as it was taken by the British government for propaganda to suggest that the German bombing was not undermining the morale of the British people and is not necessarily typical of the reaction of many civilians. I also think it is unreliable because</i> |

| | | |
|--|--|--|
| | | <i>Source E says that people were so fed up that 'there might be a revolution'. That is not what this picture shows.</i> |
|--|--|--|

| Question Number | | |
|---------------------|-------------|--|
| 5 | | <p>'Lowering the morale of the British people was the worst effect of the Blitz.'</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: 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 4 additional marks will be awarded for spelling, punctuation and grammar.</p> |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| 1 | 1-4 | <p>Generalised answer, offers valid undeveloped comment without direct support from sources or own knowledge.</p> <p><i>e.g. Hitler decided to bomb German towns and cities during 1940 and 1941. Every major town and city was attacked with many homes destroyed...</i></p> <p>OR</p> <p>Selects details from the sources, but without direct linkage to the question.</p> <p><i>e.g. Some sources suggest that the worst effect was on civilian morale, but others say it was damage to houses...</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 | | |
| 2 | 5-8 | <p>Supported answer, offers a judgement 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 D disagrees. It shows that this family is not downhearted and the blitz has not reduced morale. However, it is almost certainly a propaganda photo to keep up morale...</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 | | |
| 3 | 9-12 | <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</p> |

| | | |
|--|---------------------|---|
| <p>QWC i-ii-iii</p> | | <p>sufficiency of the sources.</p> <p><i>e.g. As Level 2. Also includes evidence from Sources B and C which both suggest main damage was to buildings and that far from lowering morale, raids increased determination. However, Source B is from a newspaper which will be propaganda to keep up morale...</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>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. However, Sources E and F agree that lowering morale was the worst effect. Harold Nicolson says that people were annoyed and upset in the East End. This should be reliable as it was written in his diary and he was a government minister who would be expected to play down loss of morale. Source F suggests low morale led to nervous tension. This is from a school textbook which should be giving a balanced view.</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> |
| Marks for SPaG | | |
| Performance | Mark | Descriptor |
| | 0 | Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question. |
| Threshold | 1 | Students 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 | 2-3 | Students 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 | 4 | Students 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. |

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

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 54.
- 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.
- The marks available for spelling, punctuation and grammar are clearly indicated.

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 ►

W41867A

©2012 Pearson Education Ltd.



PEARSON

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**

Sample Assessment Material
Sources Booklet

Paper Reference
5HA03/3C

Do not return this Sources Booklet with the question paper.

Turn over ►

W41867A

©2012 Pearson Education Ltd.

1/1



PEARSON

The Civil Rights Movement

Background information

There was much progress in the campaign for civil rights for black US citizens in the years after 1945. Some historians claim that it was the Montgomery Bus Boycott which did most to encourage such progress. Other historians argue that other factors were equally or more important.

Source A: Arkansas Governor Orval Faubus being interviewed in 1980 about the events at Little Rock High School in 1957.

I placed a small force of National Guardsmen on duty at Little Rock to preserve the peace. I could not wait for violence. I then promptly complied with the federal order to remove the National Guard. The next day there was disorder and the president sent 1,100 troops to Little Rock to escort the students into school. I am fully convinced that my handling of the situation helped to prevent violence and disorder.

Source B: Official BBC report, September 1957, on the events at Little Rock High School.

Nine black students have finally been able to attend Central High School in Little Rock, Arkansas. But they had to be surrounded by more than 1,000 troops, sent by President Eisenhower, to protect them against racist whites. The troops arrived last night and took over from local police after three weeks of disturbances. The students had to walk through a cordon to get to the school building. Outside, about 1,500 whites demonstrated, some violently, and at least seven were arrested.

Source C: A photograph published in US national newspapers showing one of the black students, Elizabeth Eckford, being escorted into Little Rock High School.



Source D: A statement by Martin Luther King, on behalf of the Montgomery Improvement Association, December 1956.

This is a historic week because segregation on buses has now been declared unconstitutional by order of the Supreme Court. Within a few days you will be re-boarding integrated buses. This places upon us all a tremendous responsibility of maintaining, in face of what could be more unpleasantness, a calm and loving dignity befitting good citizens and members of our race. If there is violence in word or deed it must not be our people who commit it.

Source E: From a comic book published worldwide by the civil rights movement in 1956 with the title 'The Montgomery Story'.

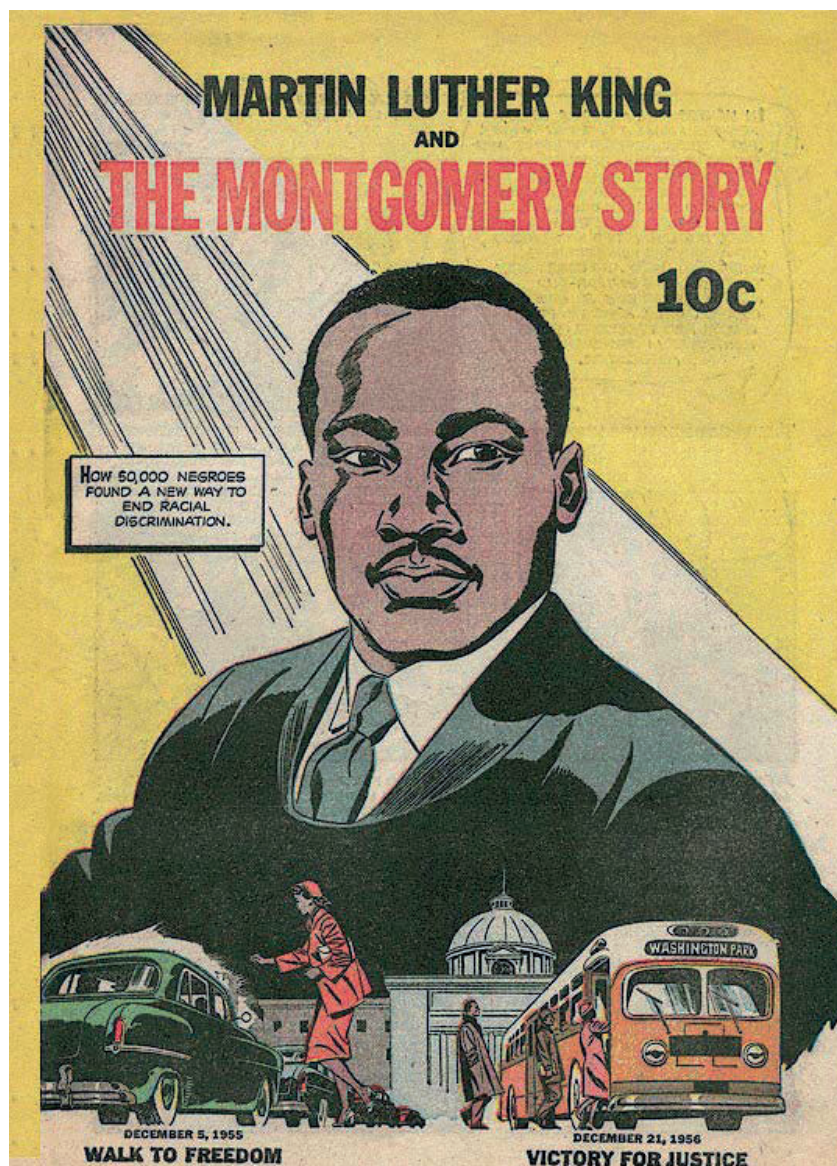


Image courtesy: www.ep.tc/mlk/

Source F: From a history of the USA, 1929-80, published in 2005.

In the years after 1945 two organisations, the National Association for the Advancement of Coloured People (NAACP) and the Congress for Racial Equality (CORE), campaigned for black civil rights. It was the NAACP, encouraged by lawyers such as Thurgood Marshall, who decided to challenge the Supreme Court over segregation. Their first success came in 1954 when the Supreme Court declared that segregated schools were illegal.

Every effort has been made to contact copyright holders to obtain their permission for the use of copyright material. Edexcel, a product of Pearson Education Ltd. will, if notified, be happy to rectify any errors or omission and include any such rectifications in future editions.

Mark Scheme

Sample Assessment Material

GCSE History A (5HA03/3C)

Unit 3: Modern World Source Enquiry

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

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications come from Pearson, the world's leading learning company. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information, please call our GCE line on 0844 576 0025, our GCSE team on 0844 576 0027, or visit our qualifications website at www.edexcel.com. For information about our BTEC qualifications, please call 0844 576 0026, or visit our website at www.btec.co.uk.

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

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

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

Alternatively, you can speak directly to the subject team at Pearson about Edexcel qualifications. Their contact details can be found on this link:

www.edexcel.com/teachingservices

Pearson: helping people progress, everywhere

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 raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

Sample Assessment Material

All the material in this publication is copyright

© Pearson Education Ltd 2012

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.

- 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 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.
- Work by candidates with an amanuensis, scribe or typed script should be assessed for spelling, punctuation and grammar.
- 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 | | <p>What can you learn from Source A about events at Little Rock High School in 1957?</p> <p>Target: Source comprehension, inference and inference support (A03)</p> |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| 1 | 1 | <p>Students do no more than copy/paraphrase the source. Award 1 mark at this level for each piece of information copied or paraphrased.</p> <p><i>e.g. Source A tells me that there was a small force of National Guardsmen on duty at Little Rock to preserve peace.</i></p> |
| 2 | 2-3 | <p>Makes unsupported inferences. 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. The governor must have been worried by events.</i></p> <ul style="list-style-type: none"> • 2 marks for one unsupported inference. • 3 marks for two unsupported inferences. |
| 3 | 4-6 | <p>Makes supported inferences. A supported inference is one which uses detail from the source to prove the inference.</p> <p><i>e.g. The governor must have been worried by events because he says he placed National Guardsmen on duty.</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>Why was this photograph published so widely in the USA? Use details from 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. |
| 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. They wanted to show the problems at Little Rock.</i></p> <p>OR Answer offers comment about the source context but relevance to show message is not explained.</p> <p><i>e.g. There was trouble at the time, race relations was an issue.</i></p> |
| 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. They wanted to show the problems at Little Rock High schools. After the Brown v. the Board of Education decision, the state of Arkansas tried to obey the order to de-segregate schools, but 100s of protestors tried to keep the black students out on their first day.</i></p> <p>Award top of level to students who identify the message of the source using detail from both content and context.</p> |
| 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. ...The dignity of the one black student and the ugly expressions on the faces of the many protestors have been published in the photograph to give the message that the whites were cruel and in the wrong. The purpose of the source was to generate concern about the racism at Little Rock and strengthen support for desegregation of schools.</i></p> <p>Award top of level to students who analyse both the selection and treatment of the source to show its purpose</p> |

| Question Number | | |
|-----------------|-------------|---|
| 3 | | Do these sources support the view that the events at Little Rock in 1957 were carried out peacefully? Explain your answer, using the sources. Target: Source comprehension and interpretation, cross-reference (A03) |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| 1 | 1-3 | Generalised yes and/or no answers without support from the source. <i>e.g. They talk about violence.</i> Award top of level to answers which offer undeveloped yes-and-no points. |
| 2 | 4-7 | Answers with support from the source(s) 1 mark per example quoted. To gain marks above 6, answers must identify details which agree and disagree. <i>e.g. In Source B, the BBC talks about 'three weeks of disturbances'. That is not very peaceful. But you could look at it another way. In Source A Faubus does say he prevented violence and in Source C the student is walking into school unharmed...</i> |
| 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. <i>e.g. ...Of course, Faubus may have been exaggerating his part in avoiding violence just to look good and the photo shows just one girl in an isolated event, so it's difficult to say what the general picture was. Overall there is very little support from the sources for the view that the events were carried out peacefully. Sources B and C strongly disagree suggesting hostile and even violent opposition to the students whilst Faubus deliberately plays down the violence...</i> |

| Question Number | | |
|-----------------|-------------|---|
| 4 | | How useful are Sources D and E as evidence of the impact of the Montgomery Bus Boycott? Explain your answer, using Sources D and E and your own knowledge. Target: Evaluation of sources for utility (AO1, A02 and AO3) |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| 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. <i>e.g. I think these sources are very useful because they are from 1956-57, which was around the time of the events at Little Rock.</i> |
| 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. <i>e.g. They are very useful. Source D shows that the Bus Boycott was successful because segregation had been declared unconstitutional.</i> OR Judgment based on evaluation of the nature/origin/purpose of the sources - answers focus on how representative/reliable/authoritative the sources are. <i>e.g. Source D is very useful because it gives the views of the body which organised the bus boycott and of the leading figure, Martin Luther King.</i> Maximum 5 marks if Level 2 criteria met for only one source. |
| 3 | 8-10 | Judgment combines both elements of level two, assessing the contribution the sources can make to the specific enquiry. 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 Level 2. 10 marks if evaluation of both sources meets L3 criteria. <i>e.g. ...Source E is useful because it says one man's name stands out in the struggle and suggests that Martin Luther King played a key role at Montgomery. However, Source E is from a comic</i> |

| | | |
|--|--|---|
| | | <p><i>book and is obviously setting out to praise Martin Luther King from the start. It contains no criticisms and starts with a huge picture of King (looking very statesmanlike) before explaining that he worked 'so hard and unselfishly'. This source tells me about King but not in an objective way.</i></p> |
|--|--|---|

| Question Number | | |
|---------------------|-------------|---|
| 5 | | <p>'The Montgomery Bus Boycott was the main reason for progress in civil rights for black Americans in the years 1945-60.'</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: 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 4 additional marks will be awarded for spelling, punctuation and grammar.</p> |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| 1 | 1-4 | <p>Generalised answer, offers valid undeveloped comment without direct support from sources or own knowledge.</p> <p><i>e.g. The boycott began after Rosa Parks refused to give up her seat on the bus. This gave the black community the chance to use her arrest as a test case.</i></p> <p>Or</p> <p>Selects details from the sources, but without direct linkage to the question.</p> <p><i>e.g. Some sources say that the boycott was important. Some say it was Little Rock.</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 | | |
| 2 | 5-8 | <p>Supported answer, offers a judgement 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 E suggests that the Montgomery Bus Boycott was the most important. It suggests that it brought publicity for MLK and furthered the cause of freedom. However, it is a comic designed to promote MLK and will exaggerate his role.</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 | | |
| 3 | 9-12 | <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</p> |

| | | |
|--|---------------------|--|
| <p>QWC i-ii-iii</p> | | <p>responses which also identify issues of the reliability or sufficiency of the sources.</p> <p><i>e.g. As Level 2. Also evidence of Source D which highlights success of boycott and also the methods used. However, issued by Montgomery Improvement Association and may exaggerate significance of boycott. Can also bring in own knowledge about the boycott and its effects.</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>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 but argues against. Sources A, B and C suggest that events at Little Rock more important – idea of local, national and international publicity. Can question reliability of Source C as a selected photograph to highlight white racism. Own knowledge on importance of Little Rock, especially intervention of Eisenhower. Use of Source F to show importance of other organisations – NAACP and CORE. Should be reliable as from textbook trying to give balanced view.</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> |
| Marks for SPaG | | |
| Performance | Mark | Descriptor |
| | 0 | Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question. |
| Threshold | 1 | Students 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 | 2-3 | Students 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 | 4 | Students 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. |