

Examiners' Report
June 2014

GCSE History B 5HB03 3B

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Introduction

This was the ninth series of this specification and is one of four similar Source Enquiries. Each follows a similar pattern with the exception of WOTH. The structure of the paper and the mark scheme remain unchanged. Generally all that changes is the context provided by the evidence used and the particular focus of the questions provided. The paper this series focused on the methods used by the Suffragettes and whether Suffragette militancy discouraged people from supporting votes for women in the years 1908-14. The paper was comparable to other units in terms of the demands made by the questions set. Although with a much smaller entry than the Transformation of Surgery, it was again the second most popular paper in terms of candidates entered.

Some of the work seen was exceptionally good and demonstrated a sound grasp of the topic. However, the lack of additional recalled knowledge was again a feature of many of the responses to Question 5. The latter was surprising for this usually popular topic. In many respects the performance of candidates has continued to improve.

There is increasing evidence that candidates are using the time allocated for the paper more effectively. Fewer candidates failed to make a response to Question 5 although some left Question 4 unanswered instead. There were a number of outstanding responses at the very top of levels. There were, however, at the other end of the spectrum perhaps fewer really weak responses. Evidence based skills and ability to use sources were often better deployed than the candidates' additional recalled knowledge of the topic and subject area. This prevented some candidates being unable to access the highest marks of Question 5 at Level 3 and Level 4.

Question 1

The majority of candidates achieved Level 3 on this question with a high proportion making two well supported inferences; those candidates achieving Level 3 did so with ease, clearly stating two separate inferences from the source which were explicitly supported with quotations from it. At Level 2 candidates struggled to support their answers with some comments which simply did not refer to the source in a way that supported their point. Candidates were often awarded limited marks for basic and general comments that made no attempt to select from the source but did comment on the use of 'violent actions being wrong'. There were a relatively large number of responses from candidates who are unsure what an inference actually is. Some merely copied out huge sections of the source, some inserted lots of own knowledge writing virtually two pages in some cases. The latter means that valuable exam time must have been wasted on what should be a simple, fairly brief process of giving two inferences and providing quotations to support them. Those who managed this then had more time to spend on the higher mark questions later in the paper. Most candidates were able to access the higher marks. It was obvious to see where pupils had been taught key skills that enabled them to infer from the evidence provided.

Most candidates focussed on supported valid inferences (in this order):

- Millicent's negative attitude towards the suffragettes as hated force/violence and preferring peaceful methods – how past great triumphs were made
- not being totally negative as accepted that inspiring self-sacrifices attracted support
- Suffragettes were not totally to blame for violent tactics/methods as it was the 'fault of stupid politicians' and the government
- women were being treated unfairly so not surprising that suffragettes used violence as if men were being treated like that there would be violence all over the country.

Responses that only managed to reach the lower end of Level 3 were characterised by weak and poorly developed inferences.

Many candidates would have scored 6 rather than 5 had they taken a little more care over developing their inferences.

Other responses made perfectly valid inferences that were not linked directly to the question focus of Millicent Fawcett's attitudes towards the Suffragettes.

The best responses recognised the nuances of Fawcett's words.

On the one hand she hated the Suffragettes' methods, but on the other she could not deny that they were a force for good in some ways.

1 Study Source A.

What can you learn from Source A about Millicent Fawcett's attitude to the Suffragettes?

(6)

Millicent Fawcett's attitude towards the Suffragettes is over all a very negative one. She states in her first sentence of the source that "militant action is hated by me". This suggests that she doesn't agree with such forceful behaviour and doesn't think its the correct a moral way to deal with things.

She moves on to say that the "great triumphs of the women's movement have not been won by physical force". This shows Fawcett believes that "physical force" won't help the women get the vote in any way as it hasn't helped triumphs in the past so why should it help now.

Fawcett says they are "won by peaceful means" to back-up the way she believes is the correct way to deal with the situation.

However, she doesn't blame the tactics on the suffragettes themselves, but on the government. This is backed up when she states "are the result of the stupidity of politicians".

Therefore, over all, although Millicent Fawcett doesn't agree with the way the suffragettes are behaving and believes "peaceful means" are more successful, she does agree with what they are fighting for, as she doesn't think the way ~~the~~ women were treated is right, like the suffragettes.



ResultsPlus
Examiner Comments

This is a Level 3 response. It makes several inferences and provides effective support from the source.



ResultsPlus
Examiner Tip

Make one inference with support: 5 marks.
Make two or more inferences with support: 6 marks.
Do not paraphrase the details from the source.

Question 2

Good responses to this question were characterised by a clear analysis of specific details and the words chosen by the cartoonist.

Many successfully exploited the quote 'you help our cause? You are its worst enemy' to clearly explain the intended impression of the cartoon.

Many others successfully explored the contrast between the appearance of the 'sensible woman' and the 'shrieking sister'.

Less successful answers (generally Level 2) were able to identify the impression of the source and support with specific detail, but did not analyse specific choices made by the cartoonist.

Candidates should be careful not to simply describe the source they see. The weakest responses to this question were typified by an inability to identify the impression of the cartoon. Although this was rare, it significantly limited students scoring potential.

At Level 2 some candidates focused on the impression by describing what they saw in the cartoon to explain a general impression.

Others suggested a negative impression due to the woman being shown as a mad suffragette or the women's vote is split between the shrieking militant and sensible woman.

Candidates referred to the negative anti-suffragette impression but at this level did not use the key skills to show how this message was portrayed by explicitly linking the cartoon with how the artist purposely or selectively built up and created the impression with detailed examples.

At Level 3 candidates used key words/observations/methods of portrayal/ such as:

- shrieking is used / done purposefully to show they are irritating, not normal....
- 'Sister' is used in a deliberately patronising way whilst the suffragist is called a sensible woman
- the suffragette is drawn as a scruffy, old, poor and on her own in contrast to the richer looking calm woman to show that they are of a lower class, isolated and do not know how to behave
- the phrases 'Help our cause' and 'Worse enemy' are deliberately used sarcastically to show that the suffragettes have not got a clue.

At top levels (7 & 8 marks) the candidates systematically showed how the cartoons anti-suffragette's impression was built up and reinforced. The responses tended to focus on what the cartoon was suggesting but not what the cartoon wanted to imply. Some did manage to do this with suggestions such as the cartoonist is clearly trying to show that the angry irrational woman will do the suffrage movement no good with her strategy of violence while the more sensible woman will be angry at the fact that the suffragist is doing this.

2 Study Source B.

What impression of Suffragettes does the cartoonist try to give? Explain your answer, using Source B.

(8)

Overall the cartoon gives off a very negative impression of the Suffragettes. The first thing that is noticed^{is} that the woman presented to be a Suffragette is clenching her fists and is in a very angry stance which suggests that these women were clearly very irrational with their behaviour and how they presented themselves. It suggests that they were to lack social grace which women were deemed to have and therefore were not treated as greatly as they would have liked to have been. In the cartoon there is also shown to be another woman which has a firm grip on the 'Suffragette'. This gives the impression that not all women in that era were Suffragettes which would represent a lack of respect not only from the men which was obvious but from certain women as well. The narration of the cartoon is also very important as the Suffragette is 'The Screaming Sister' which represents that the Suffragettes were clearly not respectful to those around and also backs up the point of having very little social grace. Also by referring it to a 'sister' the cartoonist is belittling the Suffragettes which could suggest that he didn't see them as a potential threat as all they want is attention 'screaming' rather than actually trying to get women the right to vote. Also in the narration it shows that the Suffragettes had very little respect and were seen to do more harm than good as 'the sensible woman' exclaims 'You help our cause? You're its worst enemy!' showing that

many people didn't agree with what the Suffragettes were doing and felt as if they were damaging the cause rather than helping it.



ResultsPlus

Examiner Comments

This is a solid Level 3 response that focuses on the impression the cartoonist tries to give of the Suffragette protestors' behaviour and the reaction of the sensible woman and makes effective use of the source in support.



ResultsPlus

Examiner Tip

Decide what impression is being made before you attempt to answer the question

Use information and details from the source that support the impression given.

Comment on how the language used/ picture details support the impression.

Question 3

Very few candidates approached this question by directly cross-referencing details of support and challenge in the sources. Those that took this approach were generally successful.

However, many responses were limited to 9 because of a lack of engagement with the nature, origin and purpose of the sources and how this impacted on the quality of the evidence.

Most candidates approached this question by taking the sources in turn and looking for details of support and challenge.

For some candidates this limited their progression into Level three because there was no judgement offered as to 'how far' the sources supported/challenged the view.

Despite this, some candidates did successfully take the sources in turn and produce well-balanced judgements.

The top responses recognised that much of the publicity that the Suffragettes received was negative but that this still contributed to raising awareness for the cause.

Less successful responses tended to present key details from the sources without a clear focus on the question (whether or not the Suffragettes got the type of publicity they wanted).

Many candidates focused more broadly on what type of publicity the Suffragettes received without addressing whether or not this is what they wanted.

Answers in Level 1 tended to involve a simple narration of the source content.

A typical Level 2 answer would state that all the sources show they got what they wanted which was publicity whether good or bad/ or used militant methods to get publicity and this was supported with source content. Candidates understood that Source B was clearly against the suffragettes/they were seen as militant and so although the suffragettes got publicity it was bad publicity; Source C showed they got bad publicity/they were militant and even got upset if not arrested and D showed that they wanted to get arrested as it made news or D showed that they wanted publicity and because they had been ignored with more peaceful types of protest, they were going to be militant.

At Level 3 going beyond matching most were at the bottom of Level 3 (7) and some got to 8 (a few 9) marks by demonstrating challenge and support/testing how far using good source content detail or reasoning the bias of the sources to weigh the validity of their content.

The reason why most candidates stayed in the bottom to mid Level 3 was typically because one of the above cross-references would be a bolt on at the end of a Level 2 response so just lifting it into Level 3: 7 or 8. A discussion of one or more of these cross-references with more detailed cross-referenced explanation woven into the response, or at the end with selected detailed support, would get a higher mark.

The key to this question is cross-referencing. Candidates are not able to access Level 3 without it, and few answers attempted it successfully. This suggests candidates are not at ease with this question. Many candidates are taking the sources one at a time (eg 'Source E says... Source C says... Source D shows...'), even extending this to their conclusion (eg 'Overall Source B says... Source C says... Source D shows...'). Merely summing up what has already been said in a conclusion does not count as successful cross-referencing.

Candidates are increasingly using connectives, words and expressions while still in Level 2, which suggests they are getting good at technique, but still do not have the actual skill of cross-referencing. This is a question that would benefit from repeated practise with teachers, because there is a significant portion of marks available (10) and the majority of answers stay at Level 2.

The same is true of some well-expressed detailed answers which thoroughly deconstruct the content and the NOP of the sources in quite a sophisticated way, but fail to cross-reference.

Some candidates attempted to cross-reference each source with the question. It would be better if candidates focus instead on cross-referencing the sources with each other.

The majority of Level 2 answers on this question were descriptive, whereas Level 3 answers were using the sources to support an argument they were making. This is a skill which centres would benefit from teaching their candidates, as it will help candidates to access higher levels in not only this question, but also Question 5.

Where only NOP or content was addressed, it was nearly always content that candidates covered. Candidates are clearly still very unsure how to deal effectively with NOP in a way that goes beyond simple statements of reliability based on primary/secondary evidence being reliable or not. Many candidates found making links between the content of the sources in order to provide a clear cross-reference challenging. Answers often followed a formulaic structure, plodding through the sources, identifying elements of support and/or challenge. Candidates needed to identify areas of support and then challenge by linking/combining elements of the content of Sources X, Y and Z together to produce a clear, focused answer. Using phrases such as 'which agrees with' or 'which supports the opinion' and judgement phrases such as 'to an extent' or 'partially agrees with/supports' would be helpful. Candidates need to realise that in order to achieve high marks for this question less is more.

Candidates should ensure that they read the sources, and their origin, carefully before beginning their answer.

How far do Sources B, C and D suggest that the Suffragettes got the type of publicity they wanted? Explain your answer, using these sources.

(10)

Source B suggests that the suffragettes got a negative type of publicity. It is an image which clearly distinguishes between 2 forms of ^{same as ones for the suffrage} ~~suffragettes~~ movement. This is highlighted by one being referred to as 'the shrieking sister' and the other 'the sensible woman'. The word 'shrieking' emphasises the negativity surrounding these ~~the~~ women (suffragettes) and a calmer approach, as presented by the 'sensible woman' is more appropriate. The ~~man~~ image is a cartoon which aims to entertain people therefore how seriously should the image really be taken. Perhaps Punch has done this to mimic those who have this idea of the suffragettes. Nevertheless the use of the words 'worst enemy' symbolises the negative impact publicity stunts have had on the suffragettes. The magazine is neutral ~~the~~ hence this could portray generally the negative type of publicity which is not what the suffragettes wanted.

(Question 3 continued) Secondly, source B is from a newspaper article aimed at informing people of actions of the suffragettes. Strong negative words have been used such as "worst ever seen" and "disgusted". This again shows the negative publicity the suffragette movement had gained. The use of the word 'march' shows that women couldn't be controlled and the use of 'violence' had enabled them to gain publicity which is essentially what they wanted. The opinion of the author is very evident throughout the article which hinders the reliability of the article as it comes across very exaggerated. "Never before have sensible women gone so far" is an example of a very exaggerated statement. The writer has left out the pressure this has left on the government to do actions for the suffrage movement which only further hinders the reliability. This source gives the impression that through these acts the suffragettes merely wanted publicity and didn't really care whether it was ~~public~~ negative or positive.

The third source (source D) further highlights

(Question 3 continued) the significance of publicity in their movements. stating things such as "that was the aim of their militancy". It also shows the aim of publicity by stating "to make women's suffrage a serious issue". Another aim is "the government could not ignore" which aligns with idea of publicity being used to put pressure on the government as shown in source B & C as "the suffragettes... the House of Commons". this source ~~is~~ is very neutral as it is a text book aimed to educate people as opposed to the other sources that were written at the time aimed to impose ideas on the public.

source B has a neutral opinion based on ~~the~~ its origins ~~of~~ but often presents them in a negative way. This is along with the source C ~~most~~ most present them very negatively.



ResultsPlus
Examiner Comments

This is a very good response that combines effective cross-referencing of both nature and content to make a balanced assessment of the suggestion. This is a Level 3 response.



ResultsPlus
Examiner Tip

Make sure you cross-reference between all three sources.
Avoid writing simply what each source shows.
Make use of both content and NOP in your answer.

Question 4

The response to this question improves annually. There is an obvious understanding from most centres about what the candidates must do when analysing the usefulness of the evidence provided. Most candidates recognised the potential for bias within the Suffragette article. Better answers also explained in detail how this would weaken the strength of the evidence, however some would just regard it as 'useless'. Some candidates were able to comprehensively acknowledge the strengths and weaknesses of using a photograph. A common response recognised the failure of a photograph when assessing emotion or events before or after the 'snapshot in time'.

All candidates interpreted the evidence and were able to at least say whether it was useful or not. It was rare to read a response that focused solely on the evidence.

The best responses to this question retained a clear focus on the particular enquiry in the question (impact of Davison's death).

Some exceptional responses recognised that Source E presented a limited picture of the long term impact of Davison's death. Others identified that while it could be inferred that the numbers present at the funeral suggested sympathy, this may not have been the case.

Again, with Source F, top responses recognised that the source is rooted in assertion and offers no concrete evidence of impact.

Responses that reached the top level were often restricted the middle of the level because of a weak piece of analysis in one area, often in relation to nature, origin, purpose.

A significant number of responses only reached Level 2.

There were a couple of main reasons for this. Many only discussed content or provenance. Others attempted to discuss the provenance of the sources but were only able to offer simple statements built around assumed bias; 'Source F is biased because it was the Suffragette newspaper' and 'Source E, it is reliable because it is a photograph'.

Most responses were in Level 2 mid to top range 6 to 7 marks but also quite a few were in Level 3, 8 and 9.

At Level 2 the majority focused on what the source tells us ie content as opposed to reliability/nature/origin/purpose. Candidates found it easy to explain the value of the photograph - Source E - in terms of it showing the impact was big as a large crowd, mixed gender support, people showed their respects etc. There was also emphasis on what it did not tell us before and after and being a limited snapshot of one moment in time. For Source F, the candidates focused on the content's usefulness of what it said about Emily's courage, touching hearts, telling the world etc. Most candidates recognised that the source was biased and limited due to it being in the suffragettes' newspaper and examples of the exaggeration/propaganda/martyrdom were evidenced – taking some candidates into Level 3, 8 and 9.

Level 3, 10 was awarded on a few occasions where there was clear integration of explaining value from the content and NOP.

Is Source E or Source F more useful to the historian who is enquiring into the impact of Emily Davison's death? Explain your answer, using Sources E and F.

(10)

Emily Davison's death made an incredibly big impact, as it shows in Source E.

Source E shows it was a big impact on publicity as there was a large amount of people at her funeral.

that many its hard to find spare space in the photo.

Source E even shows police there, this suggests there was that many people crowded they needed help keeping things under control.

Source E is very reliable to the historian as its picture prog of the event and shows events and amount of people who attended. However it is only a one second snapshot.

Source F states the impact of Emily Davison's death was world wide this shows it was big.

It includes includes things such as "amazing", "incredible courage", "touched the hearts of the people", "are so patriotically for the vote... willing to die for it"

This source shows courage and pushed people to go extreme to what they want especially the suffragettes.

Source F certainly targets the suffragettes as its audience as it praises them and Emily Davison for what they believe in.

Source F isn't very reliable as it is published by

(Question 4 continued) The Suffragette newspaper. This shows it is one sided and for the suffragettes which doesn't make it very reliable towards the historian. Overall source E is the most reliable to the historian as it is a snapshot of the event and can clearly see the impact that Emily Davidson's death actually made unlike the source F which is one sided and on the suffragette side.



ResultsPlus
Examiner Comments

This is a well-argued response that deals with both content and NOP in making a judgement. It achieved a high Level 3 mark.



ResultsPlus
Examiner Tip

Do not just describe each source in turn.
Cross-reference between the three sources not just the question posed.
Look at the overall impression provided by all three sources.

Question 5

This question really served its purpose of allowing the stronger candidates to perform well. However, the majority of candidates tended to be in Level 2.

The main reason was that they treated the question as a source analysis question rather than constructing and developing an argument which made use of their own recalled knowledge. Examiners often felt that many candidates have difficulty in expressing themselves sufficiently well to construct a coherent argument and VERY few considered strength of the evidence to reach an overall conclusion. ARK was sometimes deployed effectively although few candidates seemed to fully understand the evolution of the suffragette movement in the period in question.

However, most candidates had a reasonable attempt at answering this question and were able to answer confidently at Level 2 using the sources. Most marks were given in the range Level 2, 8 to Level 3, 10 as own knowledge typically at Level 3 was limited. Some students stayed at Level 2 due to lack of use of sources despite good historically accurate, well-written answers. In contrast it was felt that candidates did not get beyond Level 3, 10 as they were not confident of the wider knowledge they should bring in to help answer – role of the media, the split in the women's suffrage movement, political/historical context of the Liberal and Conservative Party's attitudes to the women's vote, Black Friday, Cat and Mouse Act.

At Levels 2 and 3 sources A, F and G were used confidently to agree and disagree with the statement. Some candidates also used other sources notably B and D to reinforce their answers. Good responses only using sources typically got Level 3, 9 or 10.

At Level 2 typically candidates made supporting statements to agree or disagree:

- A= Yes - Millicent and women didn't like the militancy or No - Millicent was inspired by the self sacrifice
- F= No – Emily's death showed great support or Yes - it was biased supporting suffragettes
- G= No – it gained notice for the cause or Yes – not enough to achieve aims

At low to mid-Level 3 (9 and 10 marks) there tended to be a more detailed examination/discussion of the sources to support a Yes/No position and quite often a mixed judgement of Yes and No as the support went up and down/varied over time/started off with support but lost it later.

At the top end of Level 3 and bottom of Level 4 ARK was used with good reasoning to evaluate more the extent of whether militancy discouraged people from supporting votes or other factors helped to discourage: the government's attitude, the role of the media, extreme militancy etc.

At Level 4 most responses remained in 13 or 14 marks. These were typically sustained, balanced answers which looked at both sides and tended to conclude that other factors played a part along with militancy. Comment was frequently made that militancy had kept up publicity which was very important to keep the women's vote in the public's mind. Conversely, some comment concluded that it was the bad publicity which was responsible for discouragement, or it was the government's refusal to give the vote that was the problem.

Spelling, punctuation and grammar will be assessed in this question.

'Suffragette militancy discouraged many people from supporting votes for women in the years 1908-14'

How far do you agree with this statement? Use your own knowledge, Sources A, F and G and any other sources you find helpful to explain your answer.

(16)

Source A supports this statement as Fawcett was a suffragist so she would oppose ~~of~~ ~~the~~ militancy. ~~and~~ This can be confirmed with the quote, "Militant action is hated by me", this clearly agrees as it states others (women) would otherwise do nothing. Because of this evidence I agree, but source F only encourages people to support suffrage for women ~~as~~ ~~of~~ the death of Emily Davison, implying sympathy gathered from this incident, suggesting an encouragement for suffrage, also because it was written by suffragettes; with this evidence this drives me to disagree, but source B shows what a negative impact ~~of~~ militancy has brought and implies a propaganda image of discouragement to oppose women's suffrage, this source (B) agrees with G, but only to a certain point, this is because source G contains mixed opinions as militancy did involve new support, however was not enough so ~~given~~ discouragement could be implied, however ~~source~~ source D could link to G as

militancy was not enough, the arrests proved that militancy was a key factor of getting votes. However it was not only militancy that discouraged others to support the suffragettes it was the fact that they were women as seen in source C, "forgetting that they were women", this is because many saw politics as something of a male's role, and this is what also discouraged people from supporting them.

Source A agrees with C in terms of militancy being a negative aim, as it is 'disgusting', this may have been one of the reasons why some were discouraged, however G disagrees as the militancy aims did gain or help gain more attention therefore voters but this was not the reason why some were discouraged as the suffragettes (shown in sources E and F) risked their ~~the~~ lives, so many people thought that ~~not~~^{supporting} would encourage more deaths, so many stayed away; the Conciliation Bill being abandoned also encouraged more support, as many felt sympathy for this disappointment and militancy was apart of this disappointment which only encouraged them to gather more support.



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Examiner Comments

This is a good Level 4 response that makes effective use of ARK and sources with a sustained and focused argument.



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Examiner Tip

Answer Question 5 with enough time to spare - it is worth 19 marks.

Use both the sources indicated as well as ARK in your answer.

Be sure to make a judgement on how far you agree with the statement in the question.

Paper Summary

Based on their performance in this paper, candidates are offered the following advice:

- plan to use your time well, spend longer on high mark questions
- answer all 5 questions
- make two or more inferences on Question 1 and support them by using the source
- decide what the impression/message is in Question 2 before answering the question
- cross-reference the three sources in Question 3 and comment on content and NOP
- use both sources using both content and NOP.

Grade Boundaries

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