

Mark Scheme (Results) January 2011

GCSE

GCSE History B (5HB03/3B)

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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.

Unit 3: Schools History Project Source Enquiry

Option 3B: Protest, law and order in the twentieth century

Question Number		
1		<p>What can you learn from Source A about the methods used by the Suffragettes?</p> <p>Target Source comprehension: inference (AO3A)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1	<p>Comprehension</p> <p>Response selects relevant detail(s) from source.</p> <p><i>e.g. Suffragettes wanted to be arrested or to attack the police</i></p>
2	2-3	<p>Unsupported inference</p> <p>Valid inference(s) are offered, but without support from source.</p> <p><i>e.g. Prepared to break law because it would get them publicity.</i></p>
3	4-6	<p>Supported inference</p> <p>Valid inference(s) are made and supported from the source.</p> <p><i>e.g. prepared to go to court to get publicity and draw attention to the campaign. To do so would need to assault the police and be prepared to risk a prison sentence.</i></p> <p>One well developed point may score a maximum of 5.</p>

Question Number		
2		How can you tell from Source B that Ullswater disapproved of the actions of the Suffragettes? Explain your answer, using Source B. Target: Analysis of source for portrayal (AO3a).
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	<p>Simple statement without support</p> <p>Valid comment is offered about the actions of the suffragettes or the attitude of Ullswater without support from the source.</p> <p><i>e.g. Women burnt down public buildings and exploded bombs.</i></p> <p>OR</p> <p>Answer identifies detail(s) or information from source(s), but relevance to show message is not explained.</p> <p><i>e.g. The suffragettes assaulted individuals which was a bad thing to do.</i></p>
2	3-5	<p>Supported statement</p> <p>Valid comment about disapproval is offered and linked to content or nature of the source.</p> <p><i>e.g. The source shows a range of outrages committed by the suffragettes such as arson; they were troublemakers; they used militant methods</i></p>
3	6-8	<p>Explained message</p> <p>Analysis of the treatment or selection of the source content is used to explain what in Source A expresses disapproval.</p> <p><i>e.g. Attempts to focus on illegal acts with use of examples , outrages, assaults, all to annoy law abiding citizens. Use of negative language and tone of comments could be used, e.g. 'outrages'.</i></p>

Question Number		
3		<p>How far do Sources A, B and C suggest that the Suffragettes were a real threat to law and order? Explain your answer, using these sources.</p> <p>Target: Cross referencing for support (AO3a)</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1-2	<p>Generalised answer</p> <p>Offers valid undeveloped comment, without support from sources.</p> <p><i>e.g. The suffragettes were a real threat because of violent tactics</i></p> <p>OR</p> <p>Selects details from the sources, but without linkage to the question focus.</p> <p><i>e.g. B mentions attacks on the police, burning churches and uses bombs. C the use of arson</i></p>
2	3-6	<p>Supported answer</p> <p>Identifies elements of support and/or challenge based on matching detail(s) of source(s) content.</p> <p><i>e.g. Source A shows suffragettes want to be arrested and sent to prison and Source C also shows someone involved in arson attacks.</i></p> <p>OR</p> <p>Concept of support/challenge is approached as a reliability issue and comments are offered based on the nature of the source(s).</p> <p><i>e.g. C is a cartoon and an exaggeration so might give a false image of suffragettes and A might be biased as from a suffragette.</i></p> <p>Reserve top level for answers which make explicit use of all three sources.</p>

3	7-10	<p>Balanced Judgement</p> <p>The overall impression of a threat to law and order in Sources A, B and C is recognised and addressed by cross-referencing the sources.</p> <p>EITHER</p> <p>Cross referencing focuses on content: considers elements of both support and challenge to arrive at an overall judgement on the <u>extent</u> of support.</p> <p><i>e.g. A shows lengths women prepared to go to as do B and C Yet A and B are from totally different stand points and C sees suffragettes as inadequate.</i></p> <p>OR</p> <p>Cross referencing focuses on sources: considers the nature of the sources in order to judge the <u>strength/quality</u> of support/challenge provided by the content.</p> <p><i>e.g. A written years later with hindsight. Source B also written later than the events described. A and B both show situation from different points but with much less exaggeration than source C.</i></p> <p>Reserve top level (10) for those able to combine both these elements of extent and nature of support in coming to an overall judgement.</p>
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Question Number		
4		<p>Which of Sources D or E is more valuable to the historian investigating why there was opposition to the methods used by the Suffragettes? Explain your answer, using Sources D and E.</p> <p>Target: Evaluation of utility (AO3a)</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1-3	<p>Judgement based on simple valid criteria.</p> <p>Comments based on subject/ amount of detail, or assumed reliability because of the time /nature / origins of the source.</p> <p><i>e.g. D is from the time or by someone involved and is more useful or E is from a newspaper that opposed suffragette methods.</i></p> <p>Maximum 2 marks for one source only.</p>
2	4-7	<p>Judgement is based on the usefulness of the sources' information.</p> <p>Answer focuses on what the sources can or cannot tell us.</p> <p><i>e.g. Source D shows growing hostility of one member of the Government in the face of suffragette activity: Source E gives another reason why there was opposition to the methods used - it was a wicked act.</i></p> <p>OR</p> <p>Judgement is based on evaluation of nature or authorship of sources:</p> <p>Answer focuses on how reliable/how representative /authoritative/the source is.</p> <p><i>e.g. Only one member of the Government and opposition parties might have a different view. Other source shows an obvious bias in argument and tone of the newspaper article.</i></p> <p>Maximum 5 marks if L2 criteria are met for only one source.</p>

3	8-10	<p>Judgement combines both elements of L2 to assess the contribution the sources can make to the specific enquiry.</p> <p>Answer considers the value of information, taking into account an aspect of its nature (i.e. how reliable /representative /authoritative/comprehensive it is.</p> <p><i>e.g. Shows how some were put off by suffragette methods used especially those in Government the target of many of the attacks and this would make the evidence of Churchill to be perhaps less reliable as it is likely to be biased; but other broadens the argument by identifying that other factors were responsible for opposition such as the destruction of property and the risk to people's lives. Must also relate to the value and possible limitations of each of the sources in terms of nature, origin and provenance.</i></p> <p>Maximum 9 marks if level 3 criteria are met for one source only.</p>
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Question Number		
*5		<p>'The militant methods of the Suffragette protestors were unsuccessful in gaining support for votes for women in the period before 1914'.</p> <p>How far do you agree with this view? Explain your answer, using your own knowledge, Sources D, F and G and any other sources you find helpful.</p> <p>Target: Reaching a judgement (AO1: 4, AO2: 4, AO3a: 8) QWC Strands i ii iii Assessing QWC: <ul style="list-style-type: none"> For the highest mark in a level all criteria for the level, including those for QWC must be met. </p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	<p>Generalised answer</p> <p>Answer offers valid undeveloped comment without direct support from sources or own knowledge.</p> <p><i>e.g. The methods used put many off supporting the suffragettes because of their violent methods</i></p> <p>OR</p> <p>Selects details from the sources, but without direct linkage to the question.</p> <p><i>e.g. Violent methods attracted attention; not all methods were violent with support from some sources</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>1 mark for each separate point offered</p>
		QWC i-ii-iii

<p>2</p> <p>QWC i-ii-iii</p>	<p>5-8</p>	<p>Supported answer</p> <p>Answer offers a judgment on the hypothesis and links to relevant details from sources and/or own knowledge.</p> <p><i>e.g. Yes women may have got further if methods less extreme; many put off by what they thought was irresponsible behaviour with examples either from sources or own knowledge. Or identifies that that the action of Emily Wilding Davidson and the Suffragettes did get support from large numbers of people at the funeral.</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>3</p> <p>QWC i-ii-iii</p>	<p>9-12</p>	<p>Response focuses on the issue of whether the actions of the suffragettes were unsuccessful.</p> <p>Answer shows awareness of range of factors that could explain the methods did get publicity and did attract support as well as opposition using evidence of sources and own knowledge.</p> <p><i>e.g. The use of militant methods by the suffragettes got publicity and put real pressure on the government to give the votes to women as earlier efforts had been ignored. However the methods used did put many people off from supporting the cause and they achieved nothing. It was the war that eventually helped women get the vote.</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>At this level the answer will be unbalanced and only points of agreement or disagreement will be convincingly explored.</p> <p>Reserve 11-12 marks for answers which use sources and own knowledge.</p> <p>NB No access to this level for responses which do not use the sources.</p>

<p>4</p> <p>QWC i-ii-iii</p>	<p>13-16</p>	<p>Sustained argument, exploring the evidence for and against the hypothesis.</p> <p>Answer considers the positive and negative aspects of suffragette tactics. Own knowledge and material from the sources is precisely selected to support the points made.</p> <p><i>e.g. Answer evaluates how methods led to opposition in sources C, D and E. But also how publicity could help in A and F and G. Can indicate relative success of the Suffragettes in gaining support through actions like hunger strikes and force-feeding.</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> <p>Reserve 15-16 for those responses which also take into account the strength of the evidence from the provided sources when coming to an overall conclusion.</p> <p>NB No access to this level for responses which do not include additional recalled knowledge.</p>
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