

# Mark Scheme (Results) January 2011

GCSE

GCSE History B (5HB03/3D)

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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 3D: The work of the historian

Question Number		
1		<p>What can you learn from Source A about life as a domestic servant in a big house?</p> <p>Target Source comprehension: inference (AO3A)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1	<p><b>Comprehension</b></p> <p>Response selects relevant detail(s) from source.</p> <p><i>e.g. Often girls started as scullery maids washing pots and things.</i></p>
2	2-3	<p><b>Unsupported inference</b></p> <p>Valid inference(s) are offered, but without support from source.</p> <p><i>e.g. Conditions were better in the house rather than kitchen but there was a career for those working in either house or kitchen. There were different grades of jobs.</i></p>
3	4-6	<p><b>Supported inference</b></p> <p>Valid inference(s) are made and supported from the source.</p> <p><i>e.g. Respectable career for working class women. Offered the prospect of a career for those who were able and promoted. They were valued as a good cook could get a pay rise if they threatened to leave. Hierarchy below stairs - status.</i></p> <p>One well developed point may score a maximum of 5.</p>

Question Number		
2		<p>What message are these illustrations trying to give about the effects of domestic service? Explain your answer, using Source B.</p> <p>Target: Analysis of source for portrayal (AO3a)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	<p><b>Simple statement without support</b></p> <p>Valid comment is offered about the portrayal but without support from the source.</p> <p><i>e.g. Domestic service was a good job for working class women.</i></p> <p>OR</p> <p>Answer identifies detail(s) or information from source, but relevance to show impression is not explained.</p> <p><i>e.g. Women were desperate for work and when they were employed in domestic work they were given a uniform.</i></p>
2	3-5	<p><b>Supported Statement</b></p> <p>Valid comment about the impression is offered and linked to content or nature of the source.</p> <p><i>e.g. Suggests that women were much better off; were better dressed; and were hard working. Before they were desperate and poor. Comment on desire to give a better life to the poor.</i></p>
3	6-8	<p><b>Explained message</b></p> <p>Analysis of the treatment or selection of the source content is used to explain the message.</p> <p><i>e.g. The different effects of poverty and hunger are shown in the first drawing. The second shows improvement in both dress and possibly respectability. Allowed women to get their self respect back through a respected job. Allow rescue the poor by employing them.</i></p>

Question Number		
3		<p>Does the evidence of Sources A, B and C support the view that being a domestic servant was a good job for a woman? Explain your answer using Sources A, B and C.</p> <p>Target: Cross referencing for support (AO3a)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	<p><b>Generalised answer</b></p> <p>Offers valid undeveloped comment, without support from the sources.</p> <p><i>e.g. Women working were often treated badly; Domestic work was hard but it was a job.</i></p> <p>OR</p> <p>Selects details from the sources, but without linkage to the question focus.</p> <p><i>e.g. Shows the sort of work women could do in domestic service cleaning cooking and doing errands etc.</i></p>
2	3-6	<p><b>Supported answer</b></p> <p>Identifies elements of support and/or challenge based on matching detail(s) of sources content.</p> <p><i>e.g. Source A, B and C show work women did. Source A shows it was a job with prospects; Source B shows it was a good job; Source C shows hard work done but makes no comment on treatment.</i></p> <p>OR</p> <p>Concepts of support/challenge are approached as a reliability issue and comments are offered based on the nature of the source(s).</p> <p><i>e.g. Source B is from a magazine and therefore aimed at middle and upper class people who employ servants to make them feel they are doing a good thing; Source C is a personal view and therefore likely to be coloured by her own experiences, but is not necessarily typical.</i></p> <p>Reserve top level for answers which make explicit use of all three sources.</p>

3	7-10	<p><b>Balanced Judgment</b></p> <p>The overall impression given in Source A is that domestic service was a good job with some prospects: Source B shows a very different picture of life before and as a result of domestic service. Source C is a more neutral source which outlines work done but makes no value judgement and is evidenced by cross-referencing the sources.</p> <p>Either</p> <p>Cross referencing focuses on content: considers elements of both support &amp; challenge to arrive at an overall judgment on the <u>extent</u> of support.</p> <p><i>e.g. The source recognises that the work women do in Source is valued and a good job. Source C portrays as a less positive occupation.</i></p> <p>OR</p> <p>Cross referencing focuses on source reliability/nature/origins of sources A, B and C in order to judge the <u>strength / quality</u> of support / challenge provided by the content.</p> <p><i>e.g. Can comment that C is a personal account, might not be typical. B is from a contemporary magazine which gives some understanding of views at that time; and A from a book written in 1945 with hindsight.</i></p> <p>Reserve top of level (10) for those able to combine both these elements of extent and nature of support in coming to an overall judgment.</p>
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Question Number		
4		<p>Which of Sources D or E is more valuable to the historian who is enquiring about new job opportunities for women? Explain your answer, using Sources D and E.</p> <p>Target: Evaluation of utility (AO3).</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	<p><b>Judgement based on simple valid criteria:</b></p> <p>Comments based on subject/ amount of detail, or assumed reliability because source is a photograph the other from an historian etc</p> <p><i>E.g. Source D is useful to show what new job opportunities there were now available to women; Source E is a photograph of people working in a telephone exchange.</i></p> <p>Maximum 2 marks for use of one source only.</p>
2	4-7	<p><b>Judgment is based on the usefulness of the sources' information:</b></p> <p>Answer focuses on what the sources can or cannot tell us.</p> <p><i>E.g. Source D shows job ranges and the advantages of these jobs as opposed to domestic work; Source E shows how women worked sat at desk using new technology.</i></p> <p>OR</p> <p><b>Judgement is based on evaluation of nature or authorship of sources:</b></p> <p>Answer focuses on how reliable / how representative / authoritative / the source is.</p> <p><i>E.g. Sources were produced at different times and D may show an exaggerated point of view; E may have been untypical as it is only one exchange in one place.</i></p> <p>Maximum 5 marks if L2 criteria are met for only one source.</p>

3	8-10	<p><b>Judgment combines both elements of L2 to assess the contribution the sources can make to the specific enquiry.</b></p> <p>Answer considers the value of this information, taking into account an aspect of its nature (i.e. how representative/ authoritative/ comprehensive it is).</p> <p><i>e.g. we cannot be confident of the accuracy of D as it looks like giving a biased view by a woman journalist which can be seen in the tone of the article and the language used; we could cross reference with other sources of information for collaboration. There is no real reason to assume the photograph in source E is inaccurate or staged to give a better or worse impression of the new type of work women could now do.</i></p> <p>Maximum 9 marks if level 3 criteria are met for one source.</p>
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Question Number		
*5		<p>Study Source F and use your own knowledge of the work of the historian.</p> <p>This source suggests that women chose to avoid working as a domestic servant because they wanted a better life.</p> <p>Explain the difficulties of finding evidence to support this and suggest other research the historian could do to check this claim about why many women no longer wanted to work as domestic servants in the years c1870-c1914.</p> <p>Target: Reaching a judgement (AO1: 4, AO2: 4, AO3a: 8)  <b>QWC Strands i ii iii</b>  Assessing QWC: <ul style="list-style-type: none"> <li>For the highest mark in a level all criteria for the level, including those for QWC must be met.</li> </ul> </p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	<p><b>Generalised answer</b></p> <p>Answer offers valid undeveloped comment about problems of evidence and/ or further research without direct support from sources or own knowledge.</p> <p><i>e.g. The work described took place many years ago so much evidence has been lost or cannot question the people who experienced these conditions; historian could check for more photographs, newspapers or personal accounts.</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> <p><b>QWC i-ii-iii</b></p>
2	5-8	<p><b>Supported answer</b></p> <p>Answer identifies problems and suggests avenues for further research based on sources and/ or own knowledge.</p> <p><i>e.g. Difficulty of finding reliable evidence when details of exploitation would have been hidden; could check court records or evidence to Royal Commissions or official report, personal diaries and newspaper reports.</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><b>QWC i-ii-iii</b></p>

<p>3</p> <p>QWC i-ii-iii</p>	<p>9-12</p>	<p><b>Response focuses on research and the resolution of problems.</b></p> <p>Answer identifies problem(s) with the evidence and offers suggestions for further research, explaining how the research could help to resolve the problem; comments may be based on suggestions for further research and use of sources similar to those in this paper but with a clear understanding of how such sources could be used to resolve the identified problem.</p> <p><i>e.g. May be possible to check specific details about individual conditions in some areas and life for those in domestic service and those in new jobs but may be difficult to generalise. Reports may focus on bad conditions and areas where work did improve the condition and status of women. Official records might provide additional information such as Parliamentary reports etc. Census evidence is useful to find out the sort of work women did.</i></p> <p>Writing communicates ideas using historical terms accurately and showing some direction and control in the organising of material. The candidate uses some of the rules of grammar appropriately and spells and punctuates with considerable accuracy, although some spelling errors may still be found.</p> <p>At this level the answer will be unbalanced and only points of problems or research will be convincingly explored.</p> <p>Reserve marks 11-12 for answers which have a good understanding of the sources available for this period - do not credit diaries, newspapers, census records at top of level.</p> <p><b>NB No access to this level for responses which do not use the sources.</b></p>
<p>4</p>	<p>13-16</p>	<p><b>Sustained argument, exploring the evidence for and against the hypothesis.</b></p> <p>Answer identifies problems with the evidence and offers suggestions for further research, explaining how the research could help to resolve the problem. There is a secure understanding of sources appropriate to these issues and the period.</p> <p><i>E.g. identifies the key issues in finding out about how work improved conditions and status as well as giving women greater freedom. Poor conditions would not be generally advertised or known to many other than those working under them. Fear of losing work was another factor that limited the amount of evidence available. Reluctance to talk about their domestic life and inability to write about themselves would limit amount and type of evidence available. Can suggest appropriate sources to research in order to examine the claim. At this level candidates should be able to specify and explain the value of other</i></p>

<p><b>QWC</b> <b>i-ii-iii</b></p>	<p><i>examples of the types of sources within this paper e.g. records of bodies such as Royal Commissions responsible for investigating conditions of work in domestic service, factories, shops etc. Also need to be aware of the significance that what people say not always what they think especially if they are interviewed? Census evidence particularly valuable as they give clear idea of the numbers involved and other occupations for women and other occupations in different areas but reliability can be questioned.</i></p> <p>Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. The candidate spells, punctuates and uses the rules of grammar with considerable accuracy, although some spelling errors may still be found</p> <p>Reserve 15-16 marks for answers which attempt to evaluate the strength of evidence from suggested sources or recognise that conclusions must be tentative and provisional.</p> <p><b>NB: No access to this level for responses which do not include additional recalled knowledge of appropriate sources/methods</b></p>
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