

# Mark Scheme (Results) Summer 2011

GCSE History B (5HB03/3D)

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You can also telephone 0844 576 0034 to speak to a member of our subject advisor team.

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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		
<b>1</b>		What can you learn from Source A about the Great Fire of London?  Target Source comprehension: inference (AO3A)
Level	Mark	Descriptor
	<b>0</b>	No rewardable material
<b>1</b>	<b>1</b>	<b>Comprehension</b> Response selects relevant detail(s) from source  <i>e.g. It was a big fire with lots of flames and smoke</i>
<b>2</b>	<b>2-3</b>	<b>Unsupported inference.</b> Valid inference(s) are offered, but without support from source.  <i>e.g. The fire was out of control and covered a large area of the city</i>
<b>3</b>	<b>4-6</b>	<b>Supported inference.</b>  Valid inference(s) are made and supported from the source.  <i>e.g. The fire was widespread can be seen from A and houses have been destroyed". It also had not crossed the river so areas were not burnt. Fire was on the North bank only..</i>  One well developed point may score a maximum of 5.

Question Number		
<b>2</b>		What impression of the fire has the artist tried to create? Explain your answer, using Source B.  Target: Analysis of source for portrayal (AO3a).
Level	Mark	Descriptor
	<b>0</b>	No rewardable material
<b>1</b>	<b>1-2</b>	<p><b>Simple statement without support</b></p> <p>Valid comment is offered about impression/purpose of the picture but without support from the source.</p> <p><i>e.g. People are trying to escape from the flames</i></p> <p>OR</p> <p>Answer identifies detail(s) or information from source(s), but relevance to show impression is not explained.</p> <p><i>e.g. It shows people in boats on the river with a bridge with buildings on it</i></p>
<b>2</b>	<b>3-5</b>	<p><b>Supported statement</b></p> <p>Valid comment about impression is offered and linked to content or nature of the source.</p> <p><i>e.g. Painting shows the ferocity of the fire and people escaping. It shows that the fire was widespread and produced a lot of smoke. The colours are dark – indicating disaster.</i></p>
<b>3</b>	<b>6-8</b>	<p><b>Explained impression</b></p> <p>Analysis of the treatment / selection of the source content is used to explain impression.</p> <p><i>e.g. Shows fierce fire out of control and houses and important buildings on fire. It shows how people reacted to the fire, people were desperate to escape with what belongings they could carry away. It shows a scene of horror with flames more threatening against a night sky. The scene is horrifying and out of control.</i></p>

Question Number		
3		<p>How far do Sources D and E support the impression given in Source C that people were too shocked to be able to deal with the fire? 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><b>Generalised answer</b></p> <p>Offers valid undeveloped comment, without support from sources</p> <p><i>e.g. The fire caused people to panic; little was done to control the fire.</i></p> <p>OR</p> <p>Selects details from the sources, but without linkage to the question focus.</p> <p><i>e.g. Source C mentions the fire and how people escaped on the river; Source E describes the pulling down of houses.</i></p>
2	3-6	<p><b>Supported answer</b></p> <p>Identifies elements of support and/or challenge based on matching details of source(s) content.</p> <p><i>e.g. All three show a fire that is not just a small one and lots of destruction. C and D talk of confusion and panic but E shows efforts were made that did have an effect on limiting fire's progress.</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 from a diary and therefore is reliable because it was written while the details still fresh in the author's mind; B is also a diary but Pepys had a role in the Navy and knew important people including the King so he is likely to be reliable or know what they did in the fire. E is from a history book and based on looking at evidence.</i></p>

		Reserve top level for answers which make use of all three sources.
<b>3</b>	<b>7-10</b>	<p><b>Balanced Judgement</b></p> <p>The overall impression of panic and lack of effective action given in Source 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. All three show a major fire, two indicate little was being done to stop the fire but not the case with Source E. In Source C no attempts were made to save possessions but D shows that the Mayor was incapable or unable to take any effective action.</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. The diaries were done by people in London at the time of the fire and this makes them useful as they had information that we might not have today. Source E is from a historian with hindsight but describes a later stage of the fire.</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>

Question Number		
4		<p>Is Source E or Source F more valuable to the historian who is enquiring into the methods used to fight fires in seventeenth century England? Explain your answer, using Sources E and F.</p> <p>Target: Evaluation of utility (AO3a)</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 of the time /nature / origins of the source.</p> <p><i>e.g. Source E is by a historian and therefore reliable; Source F shows what they did to pull down houses.</i></p> <p>Maximum 2 marks for one source only.</p>
2	4-7	<p><b>Judgement 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 F shows fire fighting methods at the time; E says that these methods were used but mentions also the use of gunpowder; Source E shows what methods were used to deal with the fire in 1666 London.</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. Source E is from a historian who would have researched the methods used therefore is reliable. Source F only shows one example of fire fighting from Devon, therefore its usefulness is limited because we don't know if this typical.</i></p> <p>Maximum 5 marks if L2 criteria are met for only one source.</p>

3	8-10	<p><b>Judgement 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 information, taking into account an aspect of its nature (i.e. how reliable /representative /authoritative/comprehensive it is.</p> <p><i>e.g. F shows efforts to control fires close to the fire itself but it is only a drawing and shows a fire in Devon which limits its value. Cannot be sure how accurate the picture is but historian in E should be reliable as he knew what happened from research and puts into context of what happened in London to control the fire.</i></p> <p>Maximum 9 marks if level 3 criteria are met for one source only or if content and reliability are not integrated.</p>
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Question Number		
5		<p><b>Study Source G and use your own knowledge of the work of the historian.</b></p> <p>This source suggests that the impact of the Great Fire on London was enormous.</p> <p>Explain the difficulties in finding evidence to check this and suggest other research the historian could do to discover the actual impact of the fire.</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 <b>all</b> criteria for the level, including those for QWC must be met.</li> </ul> </p>
Level	Mark	Descriptor
	<b>0</b>	No rewardable material
<b>1</b>	<b>1-4</b>	<p><b>Generalised answer</b>  Answer offers valid undeveloped comment about problems of evidence and/or research without direct support from sources or own knowledge.</p> <p><i>e.g. Difficult to prove how extensive the damage was as city rebuilt; from the sources could mention paintings and contemporary accounts. Describes the size of fire.</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>
<b>QWC i-ii-iii</b>		
<b>2</b>	<b>5-8</b>	<p><b>Supported answer</b>  Answer identifies problems and suggests avenues for further research based on sources and/or own knowledge.</p> <p><i>e.g. Difficulty in proving what areas were damaged most and much evidence has been lost. Diaries could be used as could other records, letters and news sheets describing what happened.</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</p>
<b>QWC i-ii-iii</b>		

		some of the rules of grammar with general accuracy.
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<p><b>3</b></p> <p><b>QWC i-ii-iii</b></p>	<p><b>9-12</b></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 incidents in the fire and reliability of some accounts of damage caused, some may have exaggerated and may be difficult to generalise. Official records might provide additional information such as Parliamentary reports etc. News sheets could also help as could architects plans/maps of the damage.</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 newspapers, legal 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><b>4</b></p>	<p><b>13-16</b></p>	<p><b>Sustained analysis exploring the problems and the potential sources for resolution.</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><b>QWC i-ii-iii</b></p>	<p><i>e.g. A range of possible evidence not all reliable some exaggerated and some evidence has been lost. Can look at buildings rebuilt after the fire and maps of damage and contemporary drawings, insurance claims, financial records, comments in parliament and legal documents on ownership etc.</i></p> <p>Responses at this level will have a greater range and development than L3</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><b>NB No access to this level for responses which do not include additional recalled knowledge.</b></p>
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