

# Mark Scheme (Results)

Summer 2012

GCSE History B (5HB03/3D)

Unit 3: Schools History Project

Source Enquiry

Option 3D: The work of the historian

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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 Thomas Becket? Target: Source comprehension; inference (A03a)
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. Henry and Becket were good friends.</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. Becket became very religious once he was Archbishop; Becket changed the way he behaved as Archbishop.</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. Becket was prepared once appointed Archbishop to abandon his former life completely; Becket changed completely and became very religious. The church now became more important than his friendship with the King.</i>  One well developed point may score a maximum of 5.

Question Number		
2		<p>What impression does the author try to give about the relationship between Thomas Becket and King Henry II? 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 impression created in the book but without support from the source.</p> <p><i>e.g. That Becket was prepared to argue with the King.</i></p> <p>OR</p> <p>Answer identifies detail(s) or information from source, but relevance to show the message is not explained</p> <p><i>e.g. That Becket had come from a poor family; Becket made the King angry.</i></p>
2	3-5	<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. Becket was prepared to argue with the king and stand up for his beliefs; Henry and Becket had different ideas about birth and status; Henry thought that Becket did not pay him enough respect.</i></p>
3	6-8	<p><b>Explained message</b></p> <p>Analysis of the treatment/selection of the source is used to explain impression</p> <p><i>e.g. That Becket was a religious man and serving God was more important than serving any man including the King; Becket was aware of all that the king had done for him but that following God was more important than following the King; the king expected Becket to do as he wished and was abusive to his former friend.</i></p>

Question Number		
<b>3</b>		How far do Sources C, D and E suggest that Henry was to blame for Becket's death? Explain your answer, using these sources.  Target: Cross Referencing for support (AO3a)
Level	Mark	Descriptor
	<b>0</b>	No rewardable material
<b>1</b>	<b>1-2</b>	<p><b>Generalised answer.</b></p> <p>Offers valid undeveloped comment, without support from sources.</p> <p><i>e.g. Henry wanted to stop Becket bothering him and he was King and so Becket ought to obey him..</i></p> <p>OR</p> <p>Selects details from the sources, but without linkage to question focus</p> <p><i>e.g. Sources C and D suggest Henry had a temper and lost control. The knights were part of Henry's household and were responsible for the murder.</i></p>
<b>2</b>	<b>3-6</b>	<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. Source C says King may not have wanted his death but if it happened so be it. This is supported by Source E but not D.</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 history book so will be researched; D is from a priest so may support Becket; E is from a supporter of the king and is likely to show his side of the dispute.</i></p> <p>Reserve top of level for answers which make explicit use of all three sources.</p>

3	7-10	<p><b>Balanced judgement</b></p> <p>The overall hypothesis to be tested, that Henry was responsible in many ways 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. Source C tends to support the view that Henry had to accept some responsibility for the death of Becket which is also the view of Source D, whereas Source E says that the king was not responsible but his knights were.</i></p> <p>OR</p> <p>Cross referencing focuses on source reliability/nature/origins of Sources B, C and D in order to judge the <u>strength/quality</u> of support/challenge provided by the content.</p> <p><i>e.g. C is from a historian who has researched the issue and firmly holds the King and his temper to blame for losing control and really wanting to get rid of Becket. On the other hand E is from a priest who claims that the King was innocent, but he was a supporter of the king so he would say that even though he was a priest.</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		
<b>4</b>		Is Source F or Source G more useful to the historian who is enquiring into the murder of Becket in Canterbury Cathedral? Explain your answer, using Sources F and G.  Target: Evaluation of utility (AO3a)
Level	Mark	Descriptor
	<b>0</b>	No rewardable material
<b>1</b>	<b>1-3</b>	<p><b>Judgement based on simple valid criteria</b></p> <p>Comments based on amount of detail, or assumed reliability because G is a painting done hundreds of years later but F is from an eyewitness who was there at the time of the murder.</p> <p><i>e.g. Source G is useful to show what happened; Source F gives more detail; F is from the time of the murder.</i></p> <p>Maximum 2 marks for use of one source only</p>
<b>2</b>	<b>4-7</b>	<p><b>Judgement is based on the usefulness of the sources' information.</b></p> <p>Answers focuses on what the sources can or cannot tell us.</p> <p><i>e.g. Source G shows the murder and the Knights that did it; F describes what happened and what was said and therefore is more valuable.</i></p> <p>OR</p> <p>Judgement is based on evaluation of nature or authorship of source(s).</p> <p>Answer focuses on how reliable/how representative/authoritative the source is.</p> <p><i>e.g. Source G is a religious painting showing the murder of a much loved saint and is biased. Source F is from a priest who tried to prevent the murder.</i></p> <p><i>Maximum 5 marks if L2 criteria are not met by 1 source only.</i></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 the information, taking into account an aspect of its nature (i.e. how representative/authoritative/ comprehensive it is).</p> <p><i>e.g. The details in F about the murder are from an eyewitness and a priest so might be reliable however he was a priest and was likely to take the view of the church about the murder. Source G may be based on accounts from the time but is an artist's impression and may be inaccurate or exaggerated.</i></p> <p>Maximum 9 marks if level 3 criteria are met by one source only or if content and reliability are not integrated.</p>
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Question Number		
*5		<p>This source suggests that Henry II had an uncontrollable temper.</p> <p>Explain the difficulties in finding evidence to support this and suggest other research the historian could do to check this claim about Henry II's character.</p> <p>Target: Reaching a judgement (AO1 &amp; 2: 8; AO3a: 8)</p> <p><b>QWC Strands i ii iii</b> Assessing QWC: For the highest mark in a level <b>all</b> criteria for the level, including those for QWC must be met.</p>
Level	Mark	Descriptor
	<b>0</b>	No rewardable material
<b>1</b>	<b>1-4</b>	<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. Says that evidence is contradictory or it is difficult to find reliable evidence centuries later; historians could check for more accounts of what happened such as letters from the church or orders of the King or any other personal accounts from the period.</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></p> <p>Answer identifies problems and suggests avenues for further research based on sources and/or own knowledge.</p> <p><i>e.g. Uses a range of sources to illustrate conflicting or unreliable evidence and therefore difficulty in checking what the situation was centuries earlier; could check personal records, chronicles or histories from the time and any visual sources paintings, or accounts from members of the King's court;.</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>
<b>QWC i-ii-iii</b>		





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