

Mark Scheme (Results)

Summer 2014

Pearson Edexcel GCSE
History B (5HB03/3D)
Unit 3: Schools History Project
Development Study
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.

Spelling, Punctuation and Grammar Marking Guidance

- The spelling, punctuation and grammar assessment criteria are common to GCSE English Literature, GCSE History, GCSE Geography and GCSE Religious Studies.
- All candidates, whichever subject they are being assessed on, must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Spelling, punctuation and grammar marking criteria should be applied positively. Candidates must be rewarded for what they have demonstrated rather than penalised for errors.
- Examiners should mark according to the marking criteria. All marks on the marking criteria should be used appropriately.
- All the marks on the marking criteria are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the marking criteria.
- Examiners should be prepared to award zero marks if the candidate's response is not worthy of credit according to the marking criteria.
- When examiners are in doubt regarding the application of the marking criteria 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.
- Handwriting may make it difficult to see if spelling, punctuation and grammar are correct. Examiners must make every effort to assess spelling, punctuation and grammar fairly and if they genuinely cannot make an assessment, the team leader must be consulted.
- Specialist terms do not always require the use of complex terminology but the vocabulary used should be appropriate to the subject and the question.
- Work by candidates with an amanuensis, scribe or typed script should be assessed for spelling, punctuation and grammar.
- Examiners are advised to consider the marking criteria in the following way:
 - How well does the response communicate the meaning?
 - What range of specialist terms is used?
 - How accurate is the spelling, punctuation and grammar?

Question Number		
1		What can you learn from Source A about John Ball's ideas? Target: Source comprehension; inference (AO3a)
Level	Mark	Descriptor
	0	No rewardable material.
1	1	Comprehension Response selects relevant detail(s) from source. <i>e.g. He wants to tell the King about their grievances.</i>
2	2-3	Unsupported inference Valid inference(s) are offered, but without support from source. <i>e.g. Ball believed that the way society was organised was unfair. Ball believed the King would listen to their grievances and probably do something to deal with them. Ball thought that the poor created wealth and should have a greater share of it.</i>
3	4-6	Supported inference Valid inference(s) are made and supported from the source. <i>e.g. Ball thought that the poor who made wealth should have a fair share of it. He was prepared to try and persuade the King to do something about it but was not convinced he would. Ball thought that the peasants must do something to reduce the inequalities between rich and poor. The first thing Ball believed they needed to do was to let the King know what their grievances were. He wanted them to get angry and be prepared to act if the King did nothing.</i> One well-developed point may score a maximum of 5.

Question Number		
2		<p>What impression does the artist give of the rebels in this illustration? 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>Simple statement without support. Valid comment is offered about portrayal but without support from the source.</p> <p><i>e.g. That Ball was one the leaders of the rebels.</i></p> <p>OR</p> <p>Answer identifies detail(s) or information from source but relevance to show impression or purpose is not explained.</p> <p><i>e.g. The rebels are dressed in armour. That they are on foot but Ball rides a horse.</i></p>
2	3-5	<p>Supported statement. Valid comment about way the peasants are presented is offered and linked to content or nature of the source.</p> <p><i>e.g. That Ball was prepared to play a leading role in the revolt and had confidence to be a leader. The peasants are shown as being armed for battle and ready to use force. The peasants are shown as an army.</i></p>
3	6-8	<p>Explained impression Analysis of the treatment or selection of the source content is used to explain the impression of the rebels given in the illustration.</p> <p><i>e.g. The rebels are well organised and well equipped with weapons and armour; They are carrying flags which show they are patriotic and they are listening to Ball with attention: It is obvious that this is no mob and they do not look like peasants. The chances are the impression is exaggerated and this makes them look better organised and equipped than they perhaps were. Ball is clearly the leader</i></p>

Question Number		
3		How far do Sources B, C and D suggest that the rebels were not just a criminal mob? Explain your answer, using these sources. Target: Cross referencing for support (AO3a)
Level	Mark	Descriptor
	0	No rewardable material.
1	1-2	<p>Generalised answer Offers valid undeveloped comment, without support from sources.</p> <p><i>e.g. The rebels were well prepared and knew what they wanted to achieve.</i></p> <p>OR</p> <p>Selects details from the sources, but without linkage to question focus.</p> <p><i>e.g. Source B and D suggest that the peasants were organised and knew what they were doing.</i></p>
2	3-6	<p>Supported answer Identifies elements of support and/or challenge based on matching details of source(s) content.</p> <p><i>e.g. Source B shows the rebels as being well organised and well equipped like an army and Source D says they were not a rabble; C is a bit different and talks about murder and arson.</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. Source B is an illustration painted years after the event so might not be very realistic; Sources C and D are from modern history books and therefore should be well researched..</i></p> <p>Reserve top of level for answers which make use of all three sources.</p>
3	7-10	<p>Balanced judgement Judgement combines both elements of level 2 to assess the contribution the sources can make to the specific enquiry. Answer considers the value of the information, taking into account an aspect of its nature (i.e. how reliable/representative/authoritative/comprehensive it is). The overall hypothesis to be tested, that the rebels were not just a criminal mob is recognised and addressed by cross referencing the sources</p> <p>EITHER</p> <p>Cross referencing focuses on content: considers elements of</p>

		<p>both support and challenge to arrive at an overall judgement on the <u>extent</u> of support.</p> <p><i>e.g. B and D show a well organised rebel force that was well led and was not a rabble. Source C on the other hand talks of murder and arson and breaking into prisons and killing people.</i></p> <p>OR</p> <p>Cross referencing focuses on source: considers the nature 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 and D are from historians who have researched the issue but have different views of the rebel behaviour; Source B however was produced by an artist much later who was unlikely to have been there and its reliability doubtful.</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 judgement.</p>
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Question Number		
4		<p>Is Source E or Source F more useful to the historian who is enquiring into the death of Wat Tyler? Explain your answer, using Sources E and F.</p> <p>Target: Evaluation of utility</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1-3	<p>Judgement based on simple valid criteria. Comments based on subject/amount of detail, or assumed reliability because of time/nature/origins of the source.</p> <p><i>e.g. Source E is from a chronicle written by a monk and gives a lot of detail: Source F is a picture which was painted many years after the events it shows.</i></p> <p>Maximum 2 marks for use of one source only.</p>
2	4-7	<p>Judgement is based on the usefulness of the sources' information. Answer focuses on what the sources can or cannot tell us.</p> <p><i>e.g. Source E provides detail of the killing of Wat Tyler and the events leading up to it. Source F show the same event but shows how he was killed.</i></p> <p>Judgement is based on evaluation of nature or authorship of sources. Answer focuses on how reliable/representative/authoritative the source is.</p> <p><i>e.g. Source E is from a monk writing soon after the event and a monk is likely to tell the truth and may have talked to witnesses; Source F is likely to be less reliable as it was painted later and just an artist's impression.</i></p> <p>Maximum 5 marks if level 2 criteria are met for only one source. Maximum 7 marks for both elements but for one source only.</p>
3	8-10	<p>Judgement combines both elements of level 2 to assess the contribution the source(s) can make to the specific enquiry. Answer considers the value of the information, taking into account an aspect of its nature (i.e. how reliable/representative/authoritative/comprehensive it is).</p> <p><i>e.g. Source E is from a religious person, a monk who was writing soon after the event and so he may have talked to witnesses. However it is just one view and may be biased. Source F was produced much later but may be based on accounts from the time. However it is an artist's impression and may be inaccurate or exaggerated.</i></p> <p>Maximum 9 marks if content and nature are not integrated.</p>

Question Number		
5		<p>Study Source G and use your own knowledge of the work of the historian.</p> <p>This source suggests that King Richard II behaved bravely during the Peasants' Revolt.</p> <p>Explain the difficulties in finding evidence to support this and suggest other research the historian could do to check this claim about King Richard II's behaviour.</p> <p>Target: Reaching a judgement (AO1/AO2/AO3a) QWC Strands i-ii-iii. Assessing QWC: For the highest mark in a level all criteria for the level, including those for QWC must be met. Spelling, punctuation and grammar (SPaG): up to 3 additional marks will be awarded for spelling, punctuation and grammar.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1-4	<p>Generalised answer 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. Source G is only one piece of evidence and might not be reliable; As the events are a long time ago it might be difficult to find much evidence; Historians could look for more accounts of what happened such as letters or other chronicles or personal accounts from the period.</i></p> <p>1 mark for each separate point offered.</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>
QWC i-ii-iii		
2	5-8	<p>Supported answer 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 that suggest different views of the King's character; some evidence would have been lost or destroyed: could check personal records such as letters, chronicles or histories from the time such as written by monks or those who knew the King well; paintings from the time or any artefacts from the period.</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>
QWC i-ii-iii		
3	9-12	Response focuses on research and the resolution of problems.

<p style="text-align: center;">QWC i-ii-iii</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 sources in the paper or own knowledge of similar types of records, with a clear explanation of their value for this enquiry.</p> <p><i>e.g. Indicates that many accounts were written by churchmen as many others were illiterate; Some accounts will be biased that support the King or written by those who opposed him: The issue of the King's character depends on people who would have opposed the rebels; It might be that many accounts were written much later and it may not be possible to check accuracy by cross referencing sources; Other accounts written by those at the court or official records that might have been kept; Historians should be looking for other examples that demonstrate the King's behaviour during the revolt from those who knew him or had talked to those who had.</i></p> <p>At this level the answer will be unbalanced and only points of problems or research will be convincingly explored.</p> <p>Reserve 11-12 marks for answers which use sources and own knowledge, i.e. have a good understanding of the sources available for this period – do not credit diaries, newspapers, census records.</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 style="text-align: center;">4</p> <p style="text-align: center;">QWC i-ii-iii</p>	<p style="text-align: center;">13-16</p>	<p>Sustained analysis, exploring the problems and the potential sources for resolution.</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 assessing the difficulty of the shortage of material and obvious bias of many accounts. Problems associated with evidence based memories and hindsight or the tendency to take sides for or against. Can suggest some appropriate and realistic sources to research in order to examine the claim. At this level candidates should be able to specify and explain the value of other types of sources beside those contained within this paper e.g. records of official bodies, church records and court records and royal orders and charters. Comments on the King's character from those who knew him well, relatives, enemies or members of the royal council and the view of overseas ambassadors. Should try and get a balanced account of the King's behaviour at that time.</i></p> <p>Reserve 15-16 marks for answers which attempt to evaluate</p>

		<p>the strength of evidence from suggested sources or recognise that conclusions must be tentative and provisional.</p> <p>N.B.: No access to this level for responses which do not include additional recalled knowledge of appropriate sources methods.</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>
Marks for SPaG		
Performance	Mark	Descriptor
	0	Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question.
Threshold	1	Students spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
Intermediate	2	Students spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
High	3	Students spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.