

Mark Scheme (Results)

Summer 2014

Pearson Edexcel GCSE
History B (5HB03/3B)
Unit 3: Schools History Project
Development Study
Option 3B: Protest, law and order in
the twentieth century

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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 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		<p>What can you learn from Source A about Millicent Fawcett's attitude to the Suffragettes?</p> <p>Target: Source comprehension; inference (AO3a)</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1	<p>Comprehension Response selects relevant detail(s) from source.</p> <p><i>e.g. They have inspired people</i></p>
2	2-3	<p>Unsupported inference Valid inference(s) are offered, but without support from source.</p> <p><i>e.g. Suffragette methods are not the best way of getting the vote: Militant methods loses public support: The suffragettes are using the wrong methods to achieve their aims.</i></p>
3	4-6	<p>Supported inference Valid inference(s) are made and supported from the source.</p> <p><i>e.g. The suffragettes' militant methods are not the best way to achieve the vote as they arouse opposition and lose support. The suffragette methods do inspire some people so they do have some value in the overall campaign to get the vote. However the source suggests that Millicent Fawcett had sympathy for what the suffragettes had achieved despite her disapproval of their methods.</i></p> <p>One well-developed point may score a maximum of 5.</p>

Question Number		
2		<p>What impression of Suffragettes does the cartoonist try to give? Explain your answer, using Source B.</p> <p>Target: Analysis of source for portrayal</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1-2	<p>Simple statement without support Valid comment is offered about the impression given by the cartoon but without support from the source</p> <p><i>e.g. Suffragette methods are not the right ones to use</i></p> <p>OR</p> <p>Answer identifies detail(s) or information from source, but relevance to show the impression is not explained.</p> <p><i>e.g. The suffragettes want to disrupt meetings</i></p>
2	3-5	<p>Supported statement Valid comment about the impression is offered and linked to content or nature of the source.</p> <p>Responses to be credited can accommodate either comments that both women are suffragettes or only one of them, or that one woman is a suffragist.</p> <p><i>e.g. The suffragette is seen as violent and behaving in an un-lady like way. She is shown as a bad tempered and aggressive way that will only do damage to the campaign to get the vote. The sensible woman is opposing such a view by suggesting that the suffragette is an enemy to the cause by the methods she is prepared to use.</i></p>
3	6-8	<p>Explained Impression Analysis of the treatment/selection and imagery of the source is used to explain impression.</p> <p><i>e.g. That the suffragettes are a major reason why women are failing to get the vote. The 'shrieking sister' is shown in an unflattering way as aggressive and almost crazy. She is drawn in a way that contrasts with the reasonable woman who is trying to restrain the militant suffragette.</i></p>

Question Number		
3		How far do Sources B, C and D suggest that the Suffragettes got the type of publicity they wanted? Explain your answer, using these sources. Target: Cross referencing for support (AO3a)
Level	Mark	Descriptor
	0	No rewardable material.
1	1-2	Generalised answer Offers valid undeveloped comment, without support from sources. <i>e.g. The suffragette methods did get publicity</i> OR Selects details from the sources, but without linkage to question focus. <i>e.g. Processions were held such as marching on the Commons and arrests made.</i>
2	3-6	Supported answer Identifies elements of support and/or challenge based on matching details of source(s) content. <i>e.g. Source D says suffragettes wanted to be arrested and this is shown in Source C. Source B also shows the militancy of one suffragette who wanted to get attention by using militant methods to disrupt a meeting. Much of the publicity as shown in sources B and C was hostile to the suffragettes but a different view is expressed in Source D</i> OR Concept of support/challenge is approached as a reliability issue and comments are offered based on the nature of the source(s). <i>e.g. Both Source B and C are from the time but only show a view that is opposed to the suffragettes and their militant campaign methods. D is a more balanced and factual view based on research and hindsight and should be more reliable.</i> Reserve top of level for answers which make use of all three sources.
3	7-10	Balanced judgement The overall hypothesis to be tested that the Suffragettes achieved their aims to be taken seriously, is recognised and addressed by cross referencing the sources. EITHER Cross referencing focuses on content: considers elements of

	<p>both support and challenge to arrive at an overall judgement on the <u>extent</u> of support.</p> <p><i>e.g. That both Sources B and C show that militant methods were recognised as getting publicity but both suggest that the suffragettes did not get the type of publicity they wanted; Suffragette tactics are portrayed as unreasonable and of a nature to put people off supporting the suffragettes. However publicity was achieved albeit negatively. Source D suggests that these methods were more successful than other methods such as marches and petitions.</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. Both Source B and C are clearly biased against the suffragettes and only present one side of the issue. D is more balanced but outlines intentions rather than making a judgement, it is based on hindsight and a range of evidence.</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 impact of Emily Davison's death? 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>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 a photograph so is reliable; Source F is from a newspaper which was done at the time.</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 shows that Davison's death had a major impact by the size of the crowds that were attracted to her funeral, Source F shows her death had an impact around the world.</i></p> <p>OR</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. The photograph was taken at the time and would have been too difficult to stage; Source F is from a Suffragette newspaper and would be biased in favour of the suffragettes.</i></p> <p>Maximum 5 marks if level 2 criteria are met for only one source. Maximum 7 marks for both elements but for only one source.</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 shows a photograph taken at the time that would have been difficult at the time to alter and it does show the use of her funeral to make a political point. It also indicates the great interest it attracted by the size of the crowds who watched it. Source F is a biased account produced by the suffragettes themselves that indicates that Davison was a hero who inspired the movement.</i></p> <p>Maximum 9 marks if content and nature are not</p>

		integrated.
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Question Number		
5		<p>Study Sources A, F and G and use your own knowledge.</p> <p>'Suffragette militancy discouraged many people from supporting votes for women in the years 1908-14.'</p> <p>How far do you agree with this statement? Use your own knowledge, Sources A, F and G and any other sources you find helpful to explain your answer.</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, without direct support from sources or own knowledge.</p> <p><i>e.g. Agrees - Suffragette methods put many people off supporting their cause by the use of militant methods.</i></p> <p>OR</p> <p>Selects details from the sources, but without direct linkage to the question.</p> <p><i>e.g. Suffragettes used militant methods in Source A and F and were prepared to go to extremes; G the suffragettes got publicity for their actions.</i></p> <p>Writing communicates ideas using everyday language and shows 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		
2	5-8	<p>Supported answer Answer offers a judgement on the hypothesis and links to relevant details from sources and/or own knowledge.</p> <p><i>e.g. Disagrees as the Suffragettes did get people to consider the issue of women's suffrage through incidents such as the Derby and from force feeding in prison, Agrees that extremism turned many off such as Mrs Fawcett in source A and there was an increasing loss of support as a result of militancy as shown in Source G.</i></p> <p>Writing communicates ideas using a limited range of</p>
QWC i-ii-iii		

		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.
3	9-12	<p>Response focuses on the issue of whether the actions of the suffragettes did more harm than good.</p> <p>Answer considers that the use of militant methods put off many who may have supported the campaign for women and the vote. Others saw suffragette activity as what pushed the cause to the top of the agenda in Parliament.</p> <p><i>e.g. Source G gives a view that yes the early militancy was useful but that later 'excesses' caused anger and took people's attention away from other issues vital to women. However suffragists and other more peaceful methods had achieved nothing of significance and the cause of votes for women could no longer be ignored.</i></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>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>
4	13-16	<p>Sustained argument, exploring the evidence for and against the hypothesis.</p> <p>Answer considers the impact of suffragette activity in advancing the case cause of women's suffrage to reach a balanced judgement on whether they were successful or not.</p> <p>Own knowledge and material from the sources is precisely selected to support the points made.</p> <p><i>e.g. weighs the evidence both for and against and indicates areas where the suffragettes did benefit the cause of getting the vote and where they attracted more or less support. Their methods were sometimes counterproductive and had the effect of alienating potential supporters. This included groups such as the suffragists and politicians such as Churchill.</i></p> <p>Reserve 15-16 marks 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>N.B. No access to this level for responses which do not</p>

		<p>include additional recalled knowledge.</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.