

# Mark Scheme (Results)

Summer 2013

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.*

## 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?

## Unit 3: Schools History Project Source Enquiry

### Option 3D: The Work of the Historian

Question Number		
<b>1</b>		<p>What can you learn from Source A about conditions for child apprentices at Quarry Bank Mill?</p> <p>Target Source comprehension: inference (AO3A)</p>
Level	Mark	Descriptor
	<b>0</b>	No rewardable material
<b>1</b>	<b>1</b>	<p><b>Comprehension</b> Response selects relevant detail(s) from source</p> <p><i>e.g. The children went to night school; they had conveniences to wash themselves.</i></p>
<b>2</b>	<b>2-3</b>	<p><b>Unsupported inference.</b> Valid inference(s) are offered, but without support from source.</p> <p><i>e.g. They are very well looked after; it was good place to work; there was a lack of compulsion; work did not exhaust the children. They were not allowed to be beaten; it was a long day for the children.</i></p>
<b>3</b>	<b>4-6</b>	<p><b>Supported inference.</b> Valid inference(s) are made and supported from the source.</p> <p><i>e.g. The children were well treated as ill treatment was punished; Education and decent facilities were provided which shows the Gregs were concerned for the welfare of their child apprentices; There was some ill treatment as some spinners were punished.</i></p> <p>One well developed point may score a maximum of 5.</p>

Question Number		
2		<p>What impression does Andrew Ure try to give about conditions for child apprentices at Quarry Bank Mill? Explain your answer, using Source B.</p> <p>Target: Analysis of the 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 but without support from the source.</p> <p><i>e.g. The child apprentices were well looked after</i></p> <p>OR</p> <p>Answer identifies detail(s) or information from the source but relevance to show the impression is not explained.</p> <p><i>e.g. The child apprentices were well fed; they lived in a handsome house.</i></p>
2	3-6	<p><b>Supported statement</b></p> <p>Valid comment is offered and linked to content of the source.</p> <p><i>e.g. Ure tries to give the impression that the Gregs were good employers and the apprentices were well fed and housed; Ure give the impression that the apprentices were treated well and indicates they were educated and had a good attitude to work; Supervisors are kind and look after the apprentices.</i></p>
3	7-8	<p><b>Explained impression</b></p> <p>Analysis of the treatment/selection of the source is used to explain impression.</p> <p><i>e.g. The response is glowing in praise of the Gregs and Ure uses words such as great, kind, intelligent and credit to suggest how good conditions were and how enlightened the Gregs were as employers in their kind treatment of child apprentices. The impression given is that the children were well behaved because they were described as being respectful in church.</i></p>

Question Number		
3		How far do Sources C and D support the evidence of Source B about the experiences of child apprentices at Quarry Bank Mill? Explain your answer, using these sources.  Target: Cross referencing for support (AO3a)
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. Conditions in the mill were good and the children well treated</i></p> <p>OR</p> <p>Selects details from the sources, but without linkage to the question focus.</p> <p><i>e.g. There was a school in the apprentice house and conditions were clean.</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 B shows a well-run and caring attitude to their apprentices by the Gregs with good food and education and conditions in C show a concern for the welfare of the apprentices; D talks of an apprentice who ran away and was badly treated when she returned to the mill.</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. B is a source from a visitor but one who seems to only see the positive side of the children's experiences; C is from an apprentice who was positive about his treatment at the mill; D is an account about a former apprentice at a later date who ran away but has a different view of treatment at the mill. It is from a modern book but is from records kept by the Gregs.</i></p> <p><b>Reserve top level for answers which make use of all three sources.</b></p>
3	7-10	<b>Balanced Judgement</b>

	<p>The overall impression of good treatment shown 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. C does support B but D does show evidence of bad treatment of apprentices at the mill; B shows an idyllic view of conditions and C shows a concern to clothe and house apprentices well.</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. B is based on the evidence of a visitor to the mill but one who has a very positive attitude to the employers and is possibly biased; . D is a modern account but one based on examining evidence and putting it in context. C is based on records from or on the mill possibly from court records</i></p> <p><b>Reserve top level (10) for those able to combine both these elements of extent and nature of support in coming to an overall judgement.</b></p>
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Question Number		
4		<p>Is Source E or Source F more useful to the historian who is enquiring into life for child apprentices at Quarry Bank Mill? 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. E is a modern reconstruction and might not be accurate: Source F gives us a lot of information about treatment of the apprentices.</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. F tells us how long the children had to work and the conditions of their apprenticeships and E shows us the inside the apprentice house in a modern reconstruction.</i></p> <p>OR</p> <p><b>Judgement is based on evaluation of nature or authorship of sources:</b>            Answer focuses on how reliable/how representative /authoritative/the source is.</p> <p><i>e.g. E is a reconstruction so might not be accurate but it is based on the surviving apprentice house so this is broadly accurate evidence; F is evidence to an official enquiry so should be quite accurate</i></p> <p><b>Maximum 5 marks if L2 criteria are met for only one source.</b></p> <p><b>Maximum 7 marks for both elements but for only one source.</b></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. E is a reconstruction but is based on the surviving apprentice house and on other evidence such as costume of the</i></p>

		<p><i>period that have survived and written records; F is evidence from the two people in charge of the apprentice house who might want to make out it was better than it was.</i></p> <p><b>Maximum 9 marks if content and nature are not integrated.</b></p>
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Question Number		
<b>5</b>		<p>Study Source G and use your own knowledge of the work of the historian.</p> <p>This source shows a reconstruction of life for child apprentices at Quarry Bank Mill.</p> <p>Explain the difficulties in finding evidence to support the accuracy of reconstructions such as this and suggest other research the historian could do to check their accuracy.</p> <p>Target: Reaching a judgement (AO1: 4, AO2: 4, AO3a: 8)</p> <p><b>QWC Strands i ii iii</b></p> <p>Assessing QWC:</p> <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><b>Spelling, punctuation and grammar (SPaG):</b> up to 3 additional marks will be awarded for spelling, punctuation and grammar.</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 without direct support from sources or own knowledge.</p> <p><i>e.g. Says that the evidence is contradictory or it is difficult to find evidence all these years later; Historian could check other documents, records or diaries.</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><b>1 mark for each separate point offered.</b></p> <p><b>QWC i-ii-iii</b></p>
<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. Difficult to really understand what life was like 200 years ago. Evidence can be patchy and one sided. Uses sources to illustrate conflicting or unreliable evidence and therefore difficulty in checking what the situation was several centuries earlier; could check personal records, diaries, newspapers, court records, commission reports on conditions in mills and treatment of apprentices.</i></p>

<b>QWC i-ii-iii</b>		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.
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<p style="text-align: center;"><b>3</b></p> <p style="text-align: center;"><b>QWC i-ii-iii</b></p>	<p style="text-align: center;"><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 check specific details of way Greys treated their workforce using official records and possibly newspaper accounts. Some may be misleading or exaggerated. Official records kept by Commissions or by Parliament may be useful. Letters and diaries may also be useful. Need to compare findings with treatment of workers by other factory owners. Study of surviving artefacts and clothes might help as well</i></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>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 ie have a good understanding of the sources available for this period.</p> <p><b>NB No access to this level for responses which do not use the sources.</b></p>
<p style="text-align: center;"><b>4</b></p> <p style="text-align: center;"><b>QWC i-ii-iii</b></p>	<p style="text-align: center;"><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><i>e.g. Identifies the key issues in reconstructing the past such as deciding if the Greys were good or bad employers, eg variations in the evidence and, over time, individual and anecdotal examples, problems associated with evidence based memories and hindsight or the unwillingness to admit to prejudice, – and suggests 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 types of sources besides those within this paper e.g. records of official bodies, commemorative articles and programmes, local records or Factory reports, evidence to commissions and questions in Parliament and letters to the press.</i></p>

		<p><b>Reserve 15-16 for answers which attempt to evaluate the strength of evidence from suggested sources or recognise that conclusions must be tentative and provisional.</b></p> <p>NB 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>
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<b>Marks for SPaG</b>		
Performance	Mark	Descriptor
	<b>0</b>	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	<b>1</b>	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	<b>2</b>	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	<b>3</b>	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.

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