

Mark Scheme (Results)

Summer 2012

GCSE History B (5HB03/3B)

Unit 3: Schools History Project

Source Enquiry

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.*

## Unit 3: Schools History Project Source Enquiry

### Option 3B: Protest, law and order in the twentieth century

Question Number		
<b>1</b>		<p>What can you learn from Source A about the Home Secretary's attitude to the Suffragettes?</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></p> <p>Response selects relevant detail(s) from source</p> <p><i>e.g. women were responsible for committing assaults</i></p>
<b>2</b>	<b>2-3</b>	<p><b>Unsupported inference.</b></p> <p>Valid inference(s) are offered, but without support from source.</p> <p><i>e.g. The suffragettes were irresponsible ; Force feeding was morally right.</i></p>
<b>3</b>	<b>4-6</b>	<p><b>Supported inference.</b></p> <p>Valid inference(s) are made and supported from the source</p> <p><i>e.g. The Home Secretary felt little sympathy for the Suffragettes, who were in prison for committing criminal acts and chose to go on hunger strike; he felt that force-feeding was a positive move to preserve the lives of the Suffragettes; he felt that the Suffragettes were irresponsible in their actions which created a situation where the government was forced to use force-feeding.</i></p> <p>One well developed inference may score a maximum of 5.</p>

Question Number		
2		How does this newspaper illustration get its message across? Explain your answer, using Source B.  Analysis of source for portrayal (AO3a)
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 message in the illustration but without support from the source.</p> <p><i>e.g. Shows that the government treated women on hunger strike very badly.</i></p> <p>OR</p> <p>Answer identifies detail(s) or information from source, but relevance to show message is not explained.</p> <p><i>e.g. The woman is being tortured and violently held down.</i></p>
2	3-5	<p><b>Supported statement</b></p> <p>Valid comment about message or the way it is presented is offered and linked to content or nature of the source.</p> <p><i>e.g. The source gives the impression that the suffragettes were treated brutally and the use of violence was deliberate; The use of words such as "Tortured" conveys this: The picture shows an evil looking man forcing open the woman's mouth which underlines the horror and brutality.</i></p>
3	6-8	<p><b>Explained message</b></p> <p>Analysis of the treatment of the source content and the way it is presented is used to explain message.</p> <p><i>e.g. the words used forcible, tortured and militant women graphically shows how badly women are punished, with image of horror which heightens the brutality. Women are forced by the Government to endure all this but are prepared to in order to get their rights.</i></p>

Question Number		
<b>3</b>		How far do Sources C and D support the impression given in Source B about the use force-feeding? 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. Force feeding was not pleasant and involved struggling;</i></p> <p>OR</p> <p>Selects details from the sources, but without linkage to the question focus.</p> <p><i>e.g. Source B shows violence. C describes the violent treatment; in D the Home Secretary suggests force-feeding is not brutal and no-one had been injured.</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 detail(s) of source content.</p> <p><i>e.g. Source B shows a scene of horror and even torture. Source C describes an unpleasant experience but not really torture though physical force is used. Source D is different and claims no one has been hurt or injured while in prison.</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 an illustration from a Suffragette newspaper that shows a woman being tortured and is biased. C is an account of force feeding that claims to show the views of the Home Secretary and might be inaccurate or biased.</i></p> <p>Reserve top level for answers which make use of all three sources.</p>

3	7-10	<p><b>Balanced Judgement</b></p> <p>The overall hypothesis to be tested, that force feeding was a cruel form of torture, 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 extent of support.</p> <p><i>e.g. B, C and D all refer to the process of force feeding. Both B and C indicate that violence was used against the hunger strikers. Source D on the other hand shows the desire of the Home Secretary to deny any harm and no mention of the violence indicated in the other two sources.</i></p> <p>OR</p> <p>Cross referencing focuses on source: considers the reliability/ nature/ origins of B, C and D in order to judge the strength/quality of support/challenge provided by the content.</p> <p><i>e.g. suggests that both Sources B and C have elements of bias but only present one side of the issue, but Source D presents the biased view of the Home Secretary, trying to prove that the suffragettes' view was not the correct one.</i></p> <p>Reserve top level (10) for those able to combine both these elements, considering the strength/weight of the evidence from the sources, when coming to an overall judgement.</p>
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Question Number		
4		<p>Is Source E more useful than Source F to the historian investigating reactions to the force-feeding of Suffragettes? 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 amount of detail, or assumed reliability because E is a letter sent at the request of the king to the Home Secretary and F from a historian.</p> <p><i>e.g. Source E contains details about the King's concern that force feeding is winning support for the suffragettes; F suggests that the Suffragettes gained sympathy when they were on hunger strike.</i></p> <p><i>Source F is from a textbook and therefore should be reliable.</i></p> <p>Maximum 2 marks for use of 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 E tells us the suffragette campaign was winning them support; Source F says the Government changed its tactics in the light of the outrage caused by force feeding.</i></p> <p>OR</p> <p><b>Judgement is based on evaluation of nature or authorship of source(s).</b></p> <p>Answer focuses on how reliable/how representative/authoritative the source is</p> <p><i>e.g. Source E is a letter sent at the King's instructions and is likely to be an accurate impression of his views. Source F is from a textbook based on research and hindsight; Both sources might not be representative of what the general population felt.</i></p> <p>Maximum 5 marks if Level 2 criteria are met for one source only.</p>

3	8-10	<p><b>Judgement combines both elements of L2 to assess the contribution the source(s) can make to the specific enquiry.</b></p> <p>Answer considers the value of this information, taking into account an aspect of its nature (i.e. how representative /authoritative/comprehensive it is).</p> <p><i>e.g. Source E shows a response to the force feeding issue from the King and by him putting pressure on the Government to do something to end it. No reason for it to be either exaggerate or inaccurate. Source F is from a textbook and was written with hindsight and shows how the Government reacted to public opinion by the introduction of the Cat and Mouse Act. Both these sources require a historian to infer public opinion from a limited number of views given.</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		
<b>5</b>		<p>'The Government's actions were successful in dealing with the militant tactics of the Suffragettes in the years 1908-14.'</p> <p>How far do you agree with this statement? Explain your answer, using your own knowledge, Sources A, F and G and any other sources you find helpful.</p> <p>Target: Reaching a judgement (AO1 &amp; 2: 8, 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></p> <p>Answer offers valid undeveloped comment without direct support from sources or own knowledge.</p> <p><i>e.g. Disagrees – Suffragette methods did win support, they got publicity.</i></p> <p>OR</p> <p>Selects details from the sources, but without direct linkage to the question.</p> <p><i>e.g. People did not like rioting and violence. Support was given to the authorities and their defence of law and order. Writing communicates ideas using everyday language and showing some selection of material, but the response lacks clarity and organisation.</i></p> <p>The student spells, punctuates and uses the rules of grammar with limited accuracy.  1 mark for each separate point offered.</p> <p><b>QWC i-ii-iii</b></p>
<b>2</b>	<b>5-8</b>	<p><b>Supported answer</b></p> <p>Answer offers a judgment on the hypothesis and links to relevant details from sources and /or own knowledge.</p> <p><i>e.g. Disagrees, the hunger strikes did gain support as a result of the outrage caused by force feeding which forced the Government to change its tactics.</i>  <i>Agrees can mention the success of Cat and Mouse Act.</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> <p><b>QWC i-ii-iii</b></p>

<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 the issue of whether the actions taken were or were not effective in dealing with the militant suffragettes.</b></p> <p>Answer considers that the use of militant methods put some off who may have supported the right to vote. Others saw it as gaining the publicity that other non militant methods had failed to do.</p> <p><i>e.g. Source G the Daily Express very much against those who encouraged rioting and disorder and demanded that the authorities act more forcibly. Others thought that militant methods lost public sympathy for the Suffragettes but the Government's actions could increase support such as the use of force feeding. The Government's use of the Cat and Mouse Act was successful in dealing with hunger strikers.</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 agreement or disagreement will be convincingly explored.</p> <p>Reserve 11-12 marks for answers which use sources and own knowledge. <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 argument exploring the evidence for and against the hypothesis.</b></p> <p>Answer considers the actions of the Government' and their tactics and their effectiveness in winning support to reach a balanced judgement on whether they were effective or otherwise. Use of own knowledge and material from the sources is precisely selected to support the points made.</p> <p><i>e.g. weighs the evidence that indicates areas where the Government's actions were successful and where they were not. Arresting suffragettes for law breaking gained them support from many. However the use of force feeding hunger strikers was not successful. Over reaction often gained sympathy for the suffragettes.</i></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 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><b>NB No access to this level for responses which do not include additional recalled knowledge.</b></p>

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