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## Examiners' Report January 2011

### GCSE History 5HB03 3B

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January 2011

Publications Code UG026475

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## Introduction

This was the second opportunity for candidates to sit this Schools History Project Source Enquiry paper. The focus this series was on how successful the Suffragette tactics were in the period before 1914.

The majority of candidates were able to attempt and gain at least some credit for all questions on the paper. There were a few blank responses to question 4 and more to question 5. However there were far fewer of these in comparison to the June 2010 series. This suggests that although there were significant improvements since the last series, some candidates still faced problems managing their time in the examination. Candidates should be encouraged to ensure that they attempt all five questions. Care should also be taken to ensure that they allocate time proportionately to the marks available for each question. Few candidates attained only Level 1 in any of the questions, but equally few managed to achieve Level 4 in response to question 5. Candidates would be well advised to use the provenance given above each source, especially in tackling questions 2, 3 and 4. Another area worth focusing on is to ensuring that candidates have knowledge of their own that reflects the syllabus coverage outlined in the specification. There was evidence that a significant number of candidates were able to use own knowledge where relevant and sometimes where it wasn't. The overwhelming majority of candidates were able to access the questions and display their knowledge of the topic and interpret the sources provided.

### **Question 1**

This question was fairly well answered with many candidates achieving Level 3 marks by making supported inferences. However there was a tendency among some candidates to paraphrase the material contained in the source. Candidates need, at times, to select quotes from the source and add their own comments and inferences. A number of candidates attempted to use just own knowledge or analysis of the nature of the source, which was not relevant to this question.

Most candidates focused on Christabel attempting to get arrested as the main inference of the source at Level 2. At Level 2 the responses were mainly about the violence being used and breaking the law, or the focus was on the tactics of how to get arrested. Candidates at Level 3 were able to make good inferences linking this to gaining publicity and getting into court. The purpose of the latter was to have the issue of votes for women discussed and getting arrested was a means to achieve this. Some candidates suggested that Suffragette tactics were thought out rather than spontaneous.

Look carefully at the background information and Sources A to G in the Sources Booklet and then answer Questions 1 to 5 which follow.

**1 Study Source A.**

What can you learn from Source A about the methods used by Suffragettes?

(6)

From source A you can learn that the methods of the suffragettes were militant, 'I needed to be charged with assaulting a police officer', Further more you can learn that the methods the suffragettes used were specifically used to gain media attention "To get myself arrested, i needed to commit an assault" the ~~was~~ suffragette ~~wanted~~ wanted as much media attention as possible whether good or bad. You can also learn that the women were passionate about their cause which sometimes led to extreme methods, the women also planned ~~and~~ their methods they were pre-meditated, Source A shows this 'I would need to be arrested', Source A clearly shows that the suffragettes used passionate, militant and often illegal, extreme tactics to gain media attention, so that people ~~are~~ recognised their cause.

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Examiner Comments

This response gives several inferences with support provided from the source and therefore achieved a good Level 3 mark.

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Examiner Tip

Try and make at least two inferences from the source and use the source to support it.

Avoid focusing on own knowledge without reference to the source.

## Question 2

Nearly all candidates clearly understood the source was against the Suffragettes and at various levels described how they knew the source disapproved. At Level 2 there was mainly description from the source or a focus on the fact that Ullswater was an MP or a man who was against women achieving the vote. At Level 3 there was good understanding of treatment and selection focusing on the negative language and tone in the source, indicating bias. Generally candidates had a good grasp of the question and were confident in using the source to answer the question itself, with most answers in top Level 2 and beyond. Those that combined the use of text, provenance and made effective analysis of the language used in the source achieved Level 3 and maximum marks.

How can you tell from Source B that Ullswater disapproved of the actions of the Suffragettes? Explain your answer, using Source B.

(8)

There are many ways that you can tell that Ullswater disapproved of the Suffragettes' action. One way you can identify this from the source is that he portrays the Suffragettes as vicious as he says 'nothing was safe'. This hints to the reader, that he is suggesting, they were dangerous and put lives at risk.

Secondly, the list of actions he provides for the reader about the methods used is there to show his disappointment and to shock the reader. He uses the violent tactics in the article which creates violent imagery; for example 'bombs were exploded'.

Another way you can tell from Source B about Ullswater's disapproval of the actions of the suffragettes is that he compares them to people who were not part of the campaign. He compares the Suffragettes to 'law-abiding citizens' which creates sympathy for them because they are being targeted by the women.

A fourth way you can tell from Source B about Ullswater's disapproval of the actions by the Suffragettes is because of the

way he describes the Suffragettes. He calls the methods used 'outrages' which suggests they are like animals and not women campaigning.

Another way you can tell of his disapproval is the way he describes the methods they used and their punishment. There are many horrific images used, for example 'churches were burnt', whereas when he talks about them going to prison he seems uninterested. This hints he disapproved of their tactics so deserved to go to prison.



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#### Examiner Comments

This is a balanced response that achieved Level 3. The answer makes effective use of both the source's content and the language used.



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#### Examiner Tip

This is a question where comment on the source's nature, origin and purpose can help the response achieve higher levels and marks.

### Question 3

This question was generally answered well up to Level 2. Most candidates were able to consider all three sources and extract valid content details from each source. In fact the focus of many candidate responses was content-led, though many failed to bring their argument together in a balanced way. Often candidates simply went through each source in turn and then related each source to the question. What is often lacking is an overall judgement and a focus on 'how far' each source does or does not agree. Many candidates seem reluctant to use nature, origin and purpose and often answers failed to make cross-referencing explicit. The latter area would be improved if candidates compared sources and included the use of key words or phrases such as 'whereas', 'however', and 'while Source B suggests ...Source C does not....'. Where reference to nature, origin and purpose was used, much of it was of the simplistic learnt response variety such as 'it is a cartoon and not of much use as it is from a man and therefore biased'.

How far do Sources A, B and C suggest that the Suffragettes were a real threat to law and order? Explain your answer, using these sources.

(10)

Source A very much suggests this as it describes Christabel Pankhurst causing a fuss in a ~~meeting~~ <sup>meeting</sup> and aiming to be arrested for attacking the police. This kind of behaviour suggests that the suffragettes were a ~~nuisance~~ <sup>nuisance</sup> ~~for the~~ <sup>for the</sup> police and that they aimed to cause as much disruption as possible, taking up valuable police time and resources. Source A shows them as being quite a threat, however, it is only about one suffragette and ~~not~~ although she is a leader, from the source alone we do not know if other suffragettes act in this way. If just one acted like that, it would not be that much of a threat to law and order, but many of them would pose quite a large threat due to the level of disturbance.

Source B suggests that suffragettes were a real threat to law and order even more so than source A. It describes major crimes including churches being 'burnt', buildings being 'destroyed', banks being 'exploded' and more. It also, ~~like source~~ like source A, says that 'police were assaulted' however that seems to be for less of a big deal in this source as they are many other crimes being named. Source B shows them being a very large threat, much more so than in source A where they seem more of a disturbance. Also, the fact the author generalises <sup>militant</sup> all suffragettes as acting this way shows that they are a



Much larger threat as there are for more of them, which is unlike source A where it is just one suffragette.

Source C is very different to sources A and B as it does not show the suffragette as being that much of a threat to the law which is clear from the fact she is not violent nor does she appear threatening. However, the caption says that yesterday she '~~was~~ managed to burn down two pavilions and a church' which makes her seem much more like the 'militant' suffragette she is labelled as. The fact she cannot 'light her own fire' and her house looks messy shows the attitude that suffragettes were ~~not~~ <sup>not</sup> being violent instead of taking care of their homes. This source doesn't mention anything about police but the lack of control of the suffragette, shown by her messy appearance and house, shows her to be a threat to society as she is not the ideal homemaker that she should be.

So therefore, I would say source B and to an extent, source A, show suffragettes to be quite a threat to law and order, however source C ~~does~~ shows them to be more of a threat to society. However, as it is from ~~the~~ Punch magazine it is possible that this is irony and that the magazine is trying to show suffragettes as not being a violent threat, but more of a threat to themselves as they cause opposition to their own cause.



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### Examiner Comments

This response focuses on effective cross-referencing and use of content to make a judgement. As a consequence, this answer achieved Level 3.



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### Examiner Tip

Recognise the importance of effective cross-referencing and the advantages of using nature, origin and purpose where appropriate.

### Question 4

There was a tendency here, as well as elsewhere, to focus on the usefulness of a source in terms of its content, rather than its nature, origin and purpose. However, most candidates were able to offer a judgement on a source's value, though these were not necessarily related to the historian mentioned in the question.

There is a tendency for some candidates to produce a generalised comment on bias which owe more to memorised comment rather than a balanced evaluation of Sources D and E. Most candidates were in Level 2 discussing the value of Source D over Source E, with the focus on Source D being more reliable as a first-hand account rather than a media report, but not going into great detail about Source E or vice versa with Source E being more reliable because it went into more detail whereas Source D didn't say much. At Level 3 good candidates were able to combine both nature, origin and purpose with information from the source.

Which of Sources D or E is more valuable to the historian investigating why there was opposition to the methods used by the Suffragettes? Explain your answer, using Sources D and E.

(10)

Source D, a letter written by Winston Churchill to the Manchester Suffrage Society, is describing why the Suffragettes had political opposition. It claims: 'disturbing and breaking up my own election meetings and those of other parliamentary candidates.' This clearly explains how the Suffragettes disturbed the political opposition and their motives. Furthermore, Winston Churchill claims in source D: 'I used to be sympathetic to the women's campaign for the vote. In the House of Commons, I voted in favour of it.' This emphasises how the Suffragettes had political support, but then turned to opposition due to their actions.

Source E, an extract from The Times newspaper, describes the actions of Emily Davison, who threw herself in front of the King's horse on Derby Day. The source claims: '...but she nearly killed a jockey as well as herself.' This emphasises the behaviour of Emily Davison was not only life threatening for the jockey, but also herself. The source continues to claim: 'People who recklessly destroy property and endanger lives must be either desperately wicked, or entirely unbalanced.'

This indicates how the <sup>vicious</sup> tactics used by the Suffragettes were opposed as they were life threatening and also implies that they were almost evil and or as a morally emboldened.

Source E is more valuable to the historian as it indicates how the Suffragettes gained opposition due to the vicious and life threatening methods used. It also indicates that the media and public did not support the Suffragettes' cause due to their tactics. However, Source D is implying how the Suffragettes gained political opposition from peaceful, humane methods. ~~Source E only gained~~ As Source D only emphasises how Suffragettes gained a few political oppositions, Source E is more valuable to the historian as it explains why the Suffragettes gained opposition from the media and public through life threatening tactics.



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### Examiner Comments

This response focuses on the value of the information contained in the sources to make a judgement. As such, it achieved a good Level 2 mark.



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### Examiner Tip

To reach top level marks it is necessary to comment on a source's nature, origin and purpose as well as the information it contains to make an assessment of its relative utility.

### **Question 5**

Most candidates were able to deploy information from the sources and some of their own knowledge to attempt a judgement. Candidate use of own knowledge was more confident here than in some of the other units. Most candidates were able at least to produce answers confidently at Level 2 using sources or own knowledge. At this level sources were used mainly to agree with the statement. At Level 3 there was more of a 'yes and no' feel with candidates looking at the sources nature, origin and purpose and/or using wider own knowledge or factors from other sources. At Level 3 the focus of many responses tended to be more on the publicity achieved rather than the vote. At Level 4 the balanced discussion was on 'publicity yes' but 'vote no', but also that the groundwork had been done before 1914 and that would contribute to women getting the vote later. Other candidates argued that the government was not going to give in to the Suffragettes due to violent tactics, but that the First World War broke the deadlock and women's war efforts, plus the methods they had used before, won them the vote. Lack of time seemed to be an issue for some candidates in this question, with examples of responses to either this question or question 4 demonstrating signs of haste.

**\*5 Study Sources D, F and G and use your own knowledge.**

'The militant methods of the Suffragette protesters were unsuccessful in gaining support for votes for women in the period before 1914.'

How far do you agree with this view? Explain your answer, using your own knowledge, Sources D, F and G and any other sources you find helpful.

(16)

The suffragettes violent tactics ended in 1914 due to the start of the world <sup>war</sup> ~~war~~ because hand the suffragettes were not getting very far with securing them selves the vote. However ~~as source~~ in 1913 Emily Davidson threw herself in front of the kings horse at a derby horse race. I can make inference from source F that this got a lot of public support. Many people thought it was awful the way she died even though it was her choice.

Source D also ~~shows~~ shows how some people in parliament were supporting and starting to support there movements. Source G shows that not all supporters of the suffragettes agreed with the violent tactics used and this is how they lost some support. In ~~contrast~~ <sup>contrast</sup> to this source A says that they went into a protest with a view of ~~causing~~ <sup>causing</sup> mass disruption and being violent. I still upto 1912 that the methods being used were unsuccessful of getting the women the vote, but I still the act by emily

D  
Davidson in 1913 attracted a lot of public support and if the war itself didn't start in 1914 ~~that~~ then they would have got more public support and eventually got the vote. Overall I still yes the methods used up to 1913 were too violent and these methods lost them a lot of support meaning they didn't get themselves the vote.

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## Examiner Comments

This response does focus on whether the actions of the Suffragettes were successful. However, little use is made of the candidate's own knowledge. It did just enough to get into Level 3, but was very much a borderline answer.

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## Examiner Tip

To access top level marks, use must be made of both the sources identified and the candidate's own knowledge to support a sustained argument.

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Order Code UG026475 January 2011

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