

Examiners' Report
June 2012

GCSE History 5HB03 3B

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Introduction

This was the sixth series of this Schools History Project Source Enquiry on Protest, law and order in the twentieth century. The focus of the enquiry was the tactics used by the Suffragettes and the Government's response to these. Most candidates were able to demonstrate responses that were worthy of some credit and many produced answers that were well argued, developed and supported by the sources provided and additional recalled knowledge. There was evidence that more responses were able to access all questions and generally achieve more than basic level marks. As with earlier series achievement of Level 4 in question 5 proved more elusive. The focus on force feeding by many candidates in responses to question 5 tended to limit the scope of their arguments. There was continuing evidence that centres are responding to comments in earlier reports. Certainly there were fewer papers that presented blank responses to a question. Most commonly these were concentrated on Question 5. Many however still struggle to cross reference source in responses to question 3 and described what each source said or showed one after the other. Fewer were able to deploy understanding of differences in content alongside comment on support provided by the nature and provenance of each source. Question 4 produced many answers that were good on content but had either no reference to a source's nature, origin or purpose. Moreover many comments on utility focused on simplistic learnt responses of dubious historical value. Timing was generally less of a problem for candidates than in earlier series. However some candidates produced answers that were overlong in response to questions 1 and 2 which left them with difficulties completing developed answers to questions 3, 4 and 5. One key to improving attainment is to measure responses to the mark tariff on offer. There were fewer responses written in the wrong sections of the answer book. Though this continues to be a problem that could easily be avoided by teachers telling candidates to make sure a continuation to question 4 is on the next page not the last page of question 3 preceding it. There were far too many simplistic responses concerning the value and utility of sources to questions such as 1 and 5 that do not require it.

Question 1

Overall candidates answered this question well with very few staying at L1 or 2. Most candidates reached L3 4 to 5 with a minimum weak supported inference or a good supported inference. A good number developed two well supported inferences.

Most candidates focused on the inference that the Home Secretary's attitude was negative or annoyed with the suffragettes or that they were criminals or selfish.

Support provided from the source were 'they caused disturbances', they 'chose' to cause trouble and they 'wished to have it all ways'.

Good candidates who reached a second supported inference focussed mainly on how the Home Secretary did have some sympathy and didn't want them to die so force fed them to either save them (he was humane to them) or to save the government from charges of manslaughter (he was determined that the government wasn't going to get the blame for their selfishness).

Most candidates appeared to have grasped the concept of supporting inferences with evidence drawn from the sources. However, not all of these were at the top level, as many of these candidates failed to make more than one inference. Equally, there were a great many students who made multiple inferences and probably spent far too long on this question.

Of those students who failed to reach Level 3, this was typically a result of 'missing the point' of the question. Some candidates had been trained to draw inferences, but on occasion they simply drew a range of inferences which did not focus on the Home Secretary's attitude (instead focusing on the brutality of the treatment).

A further weakness in some responses (although this did not lead to any loss of marks, only a loss of time) was that some candidates insisted on including material from their own knowledge. For example, some started to discuss the intricacies of the Cat and Mouse Act. While impressive in many ways this approach failed to answer the question set and could not go beyond a basic level 1 response at best.

1 Study Source A.

What can you learn from Source A about the Home Secretary's attitude to the Suffragettes?

(6)

From Source A, I can learn that the Home Secretary's attitude towards the Suffragettes was negative.

He thought that the suffragettes "chose to organise disturbances and commit assaults" which was true, since the Suffragettes wanted to raise awareness in order to get people understanding what they wanted. However we can infer that he the Home

Secretary thought it was the Suffragette idea of doing all these violent tactics which meant they should be punished for it.

the Home Secretary says "they wish to have it all ways" which suggest they wanted all these harm that was causes on them. E.g the force - feeling was their fault if they didn't go on hunger-strike no one would have pulled metal tubes down their throats. This implies

the home secretary thinks the Suffragettes have no one to blame but themselves.

By the Suffragettes causing so much damage means they committed assaults and disturbance shows the home secretary thinks they were ~~be~~ dumb, useless women who shouldn't be allowed to vote if they can't control their behaviour which makes people like the home secretary even more against them and think their stupid women.

~~The~~ "They chose to go to prison", "they choose to refuse food" and "they choose to resist ~~to~~ force-feeding". This Rule of Three shows this was the Suffragettes opinion. They brought all this on them it was no one's fault. Which implies the home secretary thinks this all their demands we haven't done anything wrong, which shows the home secretary thinks their the one causing damage, harm to themselves. He thought force-feeding them was helping them "not a punishment".

(Total for Question 1 = 6 marks)



ResultsPlus
Examiner Comments

A good Level 3 with several supported inferences.



ResultsPlus
Examiner Tip

One inference with support is good, two with support is better.

Question 2

This question was very well understood by candidates, helped in no small part by a very accessible source with an obvious provenance bias. Generally candidates answered this question very well with very few staying at L1. Candidates had a good grasp of the question and were confident in using the source to produce answers achieving top level 2 or higher. At level 2 some focused on message showed obvious pain or directly referred to 'torture' as the message. They described what they saw in the image – hair being pulled, man handling and tubes in mouth and nose. Candidates also referred to the biased nature of the message but at this level didn't use the key skills to show how this message was portrayed by explicitly linking the message with how the artist built up and created the message.

At level 3 candidates used key words and images which portrayed the horror e.g. tortured in bold lettering, hands that demonstrated the force use against women. The faces of the prison guards and bars to show that there was no escape as the woman is in prison and the torture is secret

At top levels the candidates systematically showed how the picture of horror/torture was built up and reinforced. Some juxtaposed the pictures message of the powerlessness of so called 'Militant' women with the portrayal of even more militant use of force/torture by the government with power over women.

2 Study Source B.

How does this newspaper illustration get its message across? Explain your answer, using Source B.

(8)

Source B puts across the message that force feeding is torture by using the emotive phrase - 'Militant women tortured'. This would have caused public uproar, as torturing prisoners was an illegal act and the simple fact that those prisoners were women creates emotion for the plight of the 'weak' suffragette.

Source B portrays the message that the government is evil by depicting their action as carried out by demons. ~~The~~ In the picture, the man that should be the doctor has been replaced by a demonic creature who looks like he's enjoying hurting the suffragette. This successfully

puts out the message that the Government is evil, which would, in turn gain suffragette support, which is clearly the aim of the illustration as it was published in 'The suffragette newspaper'.

It also gets the point across that

women should be given the vote, to prevent monstrosities like force feeding from happening. The bars show that the woman is in prison, but they also connote that women have been imprisoned by men for too long, and it's time to allow them to be free and given the vote.

To conclude, although the illustration is clearly an exaggeration of what really happened, it gets the message to the public that the government is evil by portraying them as demonic. It also hints that giving women the vote will set them free and stop the unjust violence.



ResultsPlus
Examiner Comments

A concise well argued and supported Level 3.



ResultsPlus
Examiner Tip

Be prepared to respond to different type of this question such as message, impression, why produced or given.

Question 3

Many candidates responded well to this question and most answered with responses that showed that they understood that C was a verbal mirror of the pain illustrated in B and D was claiming the opposite to B's message. A majority of answers were in Level 2 and in Level 3 going beyond matching most were at the bottom of Level 3 (7) and a few got to 8 marks or more by combining comment on the bias in the sources with their content. Responses often tended to provide detail from sources C and D and match by saying yes it did support B - e.g. source C tells us she was sick, they pressed my head/leant on my knees or I forgot my sufferings and No it doesn't support B as Source D says 'neither dangerous nor painful'.

Most candidates concentrated on content rather than the reliability of sources. However they did not appear to realise that they needed to make the message of B more explicit in order to show how they were matching details in the sources. As it was it was difficult to establish how far the sources supported the impression. It would be helpful for candidates to realise that in the skill of cross referencing they need to also detail B and the message of B they are testing.

Marks at the highest levels were often were much clearer on how the reliability/nature of sources gave weight to how far their content supported B. Some answers explained that D did and didn't support B. This was because although Source D denied pain or danger it acknowledged that there was concern over the treatment of suffragettes. The government is therefore acknowledging concerns (which agree with B) but is attempting to cover up problems as it is against the suffragettes and defending its own actions. This would then be set against source B & C in favour of the Suffragettes message that it's torture and they are biased too.

Many of the responses tended to trawl through each source in turn, outlining what Source C said, followed by similar treatment of the other two sources.

3 Study Sources B, C and D.

How far do Sources C and D support the impression given in Source B about the use of force-feeding? Explain your answer, using these sources.

(10)

Source B gives the impression that the treatment inside prison were harsh. The fact that it states the word 'tortured' imply that the Home Secretary were ~~not~~ unwilling to stop force feeding. Source C vastly supports source B as it suggests that they were aggressive towards them. The fact that they were physically handling them in a violent ~~manner~~ manner suggests treatment was not harsh. However, although both sources agree that treatment in prison were not comforting in ^{source C it} states that

only prison ~~was~~ "wonder" and doctors are present in the procedure. Whereas, source B highlights a number of hands grabbing the lady which suggests it is over exaggerated. However, source D vastly differs with source B and source C's presentation about the treatment the suffragettes faced. It states that the procedure is 'neither dangerous nor painful' whilst the suffragette in source C largely challenges it by stating it left her 'sick'.

Additionally, source D reiterates that the attitude ~~the~~ Home Secretary had was that they are unable to help anyone as there ~~was~~ are no injuries. Source B differs with this as the lady seems to be attacked by the doctor and is handled ~~rather~~ extremely rough. However, a limitation in source C is that it is the opinion of a suffragette and may just want the public's sympathy. ~~the~~ Source D is also limited as it is ~~the Home Secretary~~ mentioning the Home Secretary's beliefs about the hostility of the treatment. They are evidently going to be lenient as they do not condone or the suffragette militant action. Source B is also limited as it is the opinion of the cartoonist and is not the reality of the suffragettes.

treatment. Therefore, source B and C largely challenge the impression of source D as they both have the ideology that treatment was really hostile whilst source D states ~~that~~ that there were no injury. However, sources B and C differ slightly as source B is exaggerated.



ResultsPlus

Examiner Comments

A response that is cross referenced and uses both content and nature in support of a judgement.



ResultsPlus

Examiner Tip

Make sure you refer to all three sources and avoid simple matching of each sources detail.

Question 4

Overall candidates answered this question well and most responses reached Level 2 mid to top range. The majority focused on what the source tells us i.e. content as opposed to reliability/nature. Candidates found it easier to explain the value of the King's letter source E compared to the value of source F. There was a lot of detail about the letter and emphasis of how it would horrify people with no sympathy with the suffragettes. At the top of level 2 they explained the usefulness of the content and that the King's message reflected reactions from the public too. This was supplemented with comments about source F just telling us about the Cat and mouse Act rather than reactions of the people.

At Level 2 there was often L1 comments about the reliability/nature of the sources around bias. E.g. some candidates emphasised that the King hadn't written the letter so therefore it was not reliable. Others felt that that as it was written at the time it was reliable. Similarly as source F was a history book it too was reliable or not written at the time and therefore unreliable.

At level 3 the responses used good mixture of content and reliability and made good effort to test value of the sources for investigating reactions. However it was largely reliability of source E mainly that moved responses into level 3:

For source F there was less use of reliability but more on the facts it revealed about the Cat and Mouse Act and it was therefore a reaction to pressure and the King rather than directly about force feeding.

Many students attempted to address both usefulness and nature/authorship (as required for Level 3), but many of these answers addressed these issues in too brief a manner, or without much explanation of the consequences. Numerous answers referred to supposed 'bias' or a lack of 'reliability', but left their assertions unproven. This type of undeveloped statement was common across a variety of papers.

Misconceptions were seen throughout the papers marked. Many students placed great faith in 'primary' sources without any form of explanation of (a) what a 'primary' source was or (b) why the distinction between 'primary' and 'secondary' sources was significant. Equally, many students missed key aspects of the provenance of the sources- e.g. the fact that the letter was sent in a private capacity.

It was also disappointing to see many candidates dismiss sources as 'useless'. This demonstrates a lack of engagement with source analysis. It may also reflect a rather formulaic approach to the teaching of source analysis within some centres.

4 Study Sources E and F.

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.

Reliability / Usefulness - Judgment.

(10)

Source E is a letter written to the Home Secretary in 1913 which already makes it very useful to a historian as it is a documented part of history from the time that the historian would be investigating. Despite this whereas Source F, an extract from a 1994 book would not seem as useful and reliable on paper. Despite this the book extract does have something that the letter doesn't - hindsight. A unique attribute that would allow the historian to 'look over' the situation and really garner some reaction to force-feeding reflected in it. Source E quite clearly shows the reaction of one person - the King. A figurehead for the country. It shows a very shocked reaction, of a man whose eyes are seemingly squinting at the thought of these women being force-fed. It is very useful to a historian, because it does show a

reaction, but this could also be a trait. It only shows one reaction. This makes it ~~re~~ less reliable as it is only showing one person's view, and whilst it is exciting because it is the King's reaction; once the novelty of that wears off, it is simply a reaction. Though it is still useful. This is different to Source F because Source F is more reliable as it shows the reaction of many. Firstly, it writes 'the government was under pressure', showing that at the time many people were asking and questioning the government about force-feeding. Secondly, it talks about how the Act that the government introduced in 1913 was quickly nicknamed the 'Cat and Mouse Act'. This shows that many people thought that, as the extract states; 'the government was seen to be cruelly, resembling a cat playing with a mouse'. Both of these show a reaction of many, whereas Source E just shows the reaction of one. Though Source F only writes about the reaction to one thing. This is different to Source E. Source E

not only talks of the King's reaction to force-feeding, but also to ~~the~~ Emmeline Pankhurst's account of being force-fed. It shows the King's reaction to this, which is again of shock. ~~not~~ So all in all, whilst Source E rights about reactions to different things regarding force-feeding, it does only cast the view of one person. Whereas, Source F successfully, ~~states~~ though subtly documents the view of many, by showing what actually happened in the 'real world', not just in the King's palace. So I think Source F is more useful than Source E.



ResultsPlus

Examiner Comments

A good Level 3 response using nature and content and focuses on the question set.



ResultsPlus

Examiner Tip

Avoid simple learnt response like it is biased and therefore of no value or it is reliable as the person was around at that time.

Question 5

This question produced a range of answers and evidence of the usual timing issues clear to see - very few candidates appeared to have spent an appropriate period of time on this question.

At the lower levels (Levels 1 and 2), candidates were often able to recount relevant details, but failed to formulate these details into anything equating to an argument. Some candidates reverted to bland assertion without any support from the sources or ARK. One particular concern was that candidates seemed to find it quite difficult to use sources in an argument - i.e. where the source does not give an obvious answer to the question at hand, the candidates sometimes appear to think it is irrelevant to the enquiry.

At the higher levels (Levels 3 and 4), candidates used sources and ARK confidently and with a degree of flair. Some had clearly considered the issues beforehand and were most eloquent in the expression of their ideas. That said, very few candidates made any reference to the provenance of the sources, meaning that their marks were limited to 14/16. It was disappointing that candidates who were able to view sources with an intelligent and critical eye in Question 3 and Question 4 became so unquestioning of sources in Question 5!

At low to mid-Level 3 there tended to be focus only on force feeding rather than wider militant tactics. At higher levels knowledge of other militant actions was mentioned but was not always balanced or reached a sustained supported conclusion.

At level 4 there were a number of sustained balanced answers which looked at both sides. These often tended to conclude with the winning of the vote after the war as evidence that the government were never going to win. This showed clearly that the suffragettes were determined and won their aim after stopping militant tactics

A few candidates made technical errors (e.g. not using the sources at all), which limited their marks, even where the arguments they put forward were sophisticated. Some had run out of time in the examination and were not able to produce a detailed answer. However, this was clearly fewer than in previous series of the examination.

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

'The Government's actions were successful in dealing with the militant tactics of the Suffragettes in the years 1908-14.'

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.

(16)

It is unclear to what extent this statement is correct. Evidently, sources such as A show that government actions were successful. Source G, is shown in favour of government and admits how the time of the police was wasted. The suffragettes appear difficult and "unnecessary work" showing government's actions were somewhat successful despite the trouble they caused. It states bluntly how the "miserable" women are "gone" showing they are no longer a threat. This source ~~is~~

~~that information~~ was written before major militant
revels. It ~~exists~~ was written before the time in which
the suffragettes planted bombs in public areas as
well as burning post boxes and smashing windows.
It shows, almost ironically, how they will be
not "tolerated" even though the desire and passion of freedom.
~~Suffragettes such as that~~ that the suffragettes showed
in source B and C was bewildering. Sources B and C
show the feminists fighting against a male dominated
political empire. The weak government was seen as
participating in the act and made out, releasing
suffragettes as they became ill allowing them time to recuperate
only to imprison them again shortly after. This was one

event which agrees with this statement as it shows the
government's cunning plan and how they were in complete
control.

The major disagreement of this statement is that militant
activity continued to increase up until the first world
war, when the suffragettes joined in with the war effort.
What began as the suffragettes' distributive league
ended with terrorist attacks such as throwing an axe
at the prime minister and chaining themselves to railings
as well as jumping on the PM's car. Additionally,
all the government's actions resulted in increased publicity
for the suffragettes, a major advantage meaning
more people became aware of them. The feminists began
to cause mischief on purpose in the hope that they
would be arrested and put on trial, like the opinions ^{and beliefs} ~~would~~ would
be clearly recorded on tape and in newspapers.

In essence, it is clear that the government eventually did not succeed as women were later given the vote in 1918. This showed how the weak government eventually gave in and allowed women over 30 to be seen equal to men.

To conclude, government actions were ultimately unsuccessful as women over 18 could vote as early as in the 1920's. Source F accurately describes, with great reliability, how the suffragettes were dealt with but shows no clear conclusion

or summary. Fundamentally, I believe government actions only delayed the inevitable with not only the public but also the king, presented in source E, showing desire towards the abolishment of force feeding.



ResultsPlus Examiner Comments

A response that reached Level 4 with use of sources and some ARK in support of a judgement.



ResultsPlus Examiner Tip

Save enough time in early questions to allow you to do justice to this one.

Paper Summary

Candidates would do well to:

Read each question carefully and make sure your answer focuses on its requirements

Make sure the responses to question 1 make clear inferences and support them with information in the source.

Question 2 is the question about message or impression or why a source was made or spoken.

Answers to Question 3 should make a judgement on levels of support provided by content and nature and cross reference between the three sources.

Candidates should respond to question 4 with comment on both content and nature in making a judgement.

Question 5 should make use of relevant sources and your own knowledge of the topic.

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