

Write your name here

Surname

Other names

Centre Number

Candidate Number

Edexcel GCSE

History B (Schools History Project)
Unit 3: Schools History Project Source Enquiry
Option 3A: The transformation of surgery, c1845–c1918

Additional Sample Assessment Material

Time: 1 hour 15 minutes

Paper Reference

5HB03/3A

You must have:

Sources Booklet (enclosed)

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions.
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 50.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*
- Questions labelled with an **asterisk** (*) are ones where the quality of your written communication will be assessed
– *you should take particular care with your spelling, punctuation and grammar, as well as the clarity of expression, on these questions.*

Advice

- Read each question carefully before you start to answer it.
- Keep an eye on the time.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

S37277A

©2010 Edexcel Limited.

1/1/



edexcel 
advancing learning, changing lives

(Total for Question 1 = 6 marks)



S 3 7 2 7 7 A 0 3 1 6

2 Study Sources A, B and C.

How far do Sources B and C support the view of problems in surgical operations given in Source A? Explain your answer, using all three sources.

(10)

Dotted lines for writing the answer.



Lined writing area with horizontal dotted lines.



Handwriting practice area with 25 horizontal dotted lines.

(Total for Question 2 = 10 marks)



3 Study Sources D and E.

Is Source D more useful than Source E to the historian studying the methods of Joseph Lister? Explain your answer, using Sources D and E.

(10)

A series of horizontal dotted lines for writing an answer.



Lined writing area with horizontal dotted lines.



(Total for Question 3 = 10 marks)



Handwriting practice area with 25 horizontal dotted lines.

(Total for Question 4 = 8 marks)



Lined writing area with horizontal dotted lines.



Handwriting practice area with 20 horizontal dotted lines.



Handwriting practice area with 30 horizontal dotted lines.

(Total for Question 5 = 16 marks)

TOTAL FOR PAPER = 50 MARKS



BLANK PAGE



Edexcel GCSE

History B (Schools History Project) Unit 3: Schools History Project Source Enquiry Option 3A: The transformation of surgery, c1845–c1918

Additional Sample Assessment Material
Sources Booklet

Paper Reference
5HB03/3A

Do not return this Sources Booklet with the question paper.

Turn over ►

S37277A

©2010 Edexcel Limited.

1/1/



edexcel 
advancing learning, changing lives

Background information

The problem of infection after surgery was the main reason why so many people died after being operated on. Important in this fight against infection was the work of Pasteur and Lister.

This paper presents you with sources about the development of antiseptic techniques and the battle to fight infection. It gives you the opportunity to decide for yourself how important developments to fight infection were in decreasing deaths following surgery.

Source A: From *The Age of Miracles* by Guy Williams, 1981. Here he is writing about surgery in the mid-nineteenth century.

Very few people who were operated on in the overcrowded hospitals actually survived the dreaded period after surgery. This was because the flesh that had been cut would start, almost inevitably, to develop gangrene. With such a big problem, the surgeons of those days were forced to limit their activities to the performance of emergency operations such as the amputation of limbs and minor repairs to the outer surfaces of the body. Major surgical work on the chest or internal organs was made virtually impossible by the great risk of sepsis.

Source B: From a book published by John Leeson in 1927 about his early days as a medical student in 1871. Leeson later worked with Joseph Lister.

I remember the surgeon with his threaded needles hanging from the front of his coat, the silken threads touching the well worn cloth which was blood-stained and dirty. One of our surgeons lectured on anatomy in an old coat. I see it now, faded with age, stained with blood and covered with pus.

Source C: A photograph of an operation in 1847. It was one of the first to use an anaesthetic.



Source D: From an article by Joseph Lister in 1867. Here he is writing about the impact of the ideas of Louis Pasteur on his own work as a surgeon.

It had been shown by the researches of Pasteur that the septic* nature of the atmosphere was not a result of miasma but was the result of tiny organisms suspended in the air. It occurred to me that gangrene in the injured limb might be avoided by applying as a dressing some material capable of destroying the life of these tiny organisms.

*septic = infected

Source E: From *The Greatest Benefit to Mankind* by Roy Porter, 1999.

Lister saw the effectiveness of using carbolic acid to reduce infection among cattle and on sewage farms. He became convinced that it was necessary to cleanse the wound and keep out further infection, and tried various ways to do so. His first trial was on a boy with a broken leg who had been run over by a cart; Lister used a dressing soaked in carbolic acid. The dressing remained in place for four days and the wound stayed infection-free; the boy walked out of the hospital after six weeks.

Source F: From the *British Medical Journal*, reporting on an international meeting of medical experts in Paris in 1878.

Professor Joseph Lister gave a speech in response to the criticisms made of his antiseptic methods. Professor Lister was greeted by the whole assembly with the greatest enthusiasm. When he rose to make his speech the whole assembly rose to their feet. With deafening and repeated cheers, and waving of hats they hailed the distinguished Professor time and time again. This continued for some minutes until Professor Donders shook his hand and said: 'Professor Lister, it is not only our admiration which we offer you; it is our gratitude and the gratitude of all our nations!'

Source G: From *The Lancet*, a medical magazine. This article is reporting ideas held by some surgeons in 1875.

Many of the most successful surgeons have given Mr Lister's plan a trial and then given it up. They have returned to using previous methods. The use of the antiseptic system is certainly not more successful than the use of ordinary methods. It is said to be less successful.

Every effort has been made to contact the copyright holders where possible. In some cases, every effort to contact copyright holders has been unsuccessful and Edexcel will be happy to rectify any omissions of acknowledgement at the first opportunity.

Mark Scheme

Additional Sample Assessment Material

GCSE

GCSE History B (5HB03/3A)

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.
- 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 3A: The transformation of surgery, c1845-c1918

| Question Number | | |
|-----------------|------|--|
| 1 | | What can you learn from Source A about problems in surgery in the mid-nineteenth century? Target: Source comprehension: inference (AO3a) |
| Level | Mark | Descriptor |
| | 0 | No rewardable material |
| 1 | 1 | Comprehension Response selects relevant detail(s) from source. <i>eg People often did not survive surgery.</i> |
| 2 | 2-3 | Unsupported inference Valid inference(s) are offered, but without support from source. <i>eg Complex types of operation were not performed; they didn't know what caused infection.</i> |
| 3 | 4-6 | Supported inference Valid inference(s) are made and supported from the source. <i>eg Operations were very risky because of infection therefore surgery was a last resort.</i> <i>The high death rate after surgery shows there was no understanding of how to prevent infection following surgery.</i> One well developed point may score a maximum of 5. |

| Question Number | | |
|-----------------|------|--|
| 2 | | How far do Sources B and C support the view of problems in surgical operations given in Source A? Explain your answer, using all three sources. Target: Cross referencing for support (AO3a) |
| Level | Mark | Descriptor |
| | 0 | No rewardable material |
| 1 | 1-2 | <p>Generalised answer</p> <p>Offers valid undeveloped comment, without support from sources.</p> <p><i>eg B supports the view that many died as surgery was poor.</i></p> <p>OR</p> <p>Selects details from the sources, but without linkage to the question focus.</p> <p><i>eg A and B both mention dirt or sepsis but C shows anaesthetic being used.</i></p> |
| 2 | 3-6 | <p>Supported answer</p> <p>Identifies elements of support and/or challenge based on matching details of source(s) content.</p> <p><i>eg Both B and A mention the problem of sepsis and poor methods but the conditions in C seem clean; A and B are both about problems but C shows an improvement in surgery.</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>eg B is from a surgeon who was a colleague of Lister and so his comments are a reliable indication of the problems in surgery; C proves that surgery was improving because it is a photograph which is intended to record and publicise the use of anaesthetics.</i></p> <p>Reserve top level for answers which make use of all three sources.</p> |

| | | |
|---|------|---|
| 3 | 7-10 | <p>Balanced Judgement</p> <p>The overall impression of problems given in Source A 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>eg Establishing that the problem of infection is shown in A and B and makes links that to C suggesting the operation shows improvement because it appears clean, or pointing out that infection is likely because they are wearing ordinary clothes.</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>eg Source C is a posed photograph and therefore its appearance of cleanliness cannot be taken at face value whereas Source B is from a contemporary surgeon, writing from his own experience and therefore provides strong supporting evidence to show infection was a problem and to back up the view in A.</i></p> <p>Reserve top level (10) for those able to combine both these elements of extent and nature of support in coming to an overall judgement.</p> |
|---|------|---|

| Question Number | | |
|-----------------|------|---|
| 3 | | <p>Is Source D more useful than Source E to the historian studying the methods of Joseph Lister? Explain your answer, using Sources D and E.</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.</p> <p>Comments based on subject/ amount of detail, or assumed reliability because of the time /nature / origins of the source.</p> <p><i>eg Source D comes from Lister himself and is therefore more useful; Source E is useful because it has a lot of detail about what Lister did; Source E is less use because it was written at a later date.</i></p> <p>Maximum 2 marks for one source only.</p> |
| 2 | 4-7 | <p>Judgement is based on the usefulness of the sources' information.</p> <p>Answer focuses on what the sources can or cannot tell us.</p> <p><i>eg Source D only tells us about how Lister got the idea of antiseptic techniques; Source E tells us about the actual methods Lister used; Source E tells us that Lister's methods worked; Source E only tells us about one case.</i></p> <p>OR</p> <p>Judgement is based on evaluation of nature or authorship of sources.</p> <p>Answer focuses on how reliable/how representative /authoritative/the source is.</p> <p><i>eg Source D is from Lister himself explaining how he got his ideas therefore it gives us valuable insight into his thinking; E is from a modern history book on medicine so is based on research which can be checked.</i></p> <p>Maximum 5 marks if L2 criteria are met for only one source.</p> |

| | | |
|---|------|---|
| 3 | 8-10 | <p>Judgement combines both elements of L2 to assess the contribution the sources can make to the specific enquiry.</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>eg Source D provides direct evidence from the discoverer of antiseptis himself but he is explaining his ideas after his trials have been successful so he may want to show how well he has used Pasteur's ideas and not include any mistakes he made; the information in Source E about how Lister put his ideas into practice and how successful he was can be trusted because the historian would have researched this and so the information is useful for showing what Lister did on this occasion but does not give us any information about whether he made any changes to his methods later.</i></p> <p>Maximum 9 marks if level 3 criteria are met for one source only.</p> |
|---|------|---|

| Question Number | | |
|-----------------|------|---|
| 4 | | <p>How does the author of this article suggest that Lister's work was important in the development of surgery? Explain your answer, using Source F.</p> <p>Target: Analysis of source for portrayal (AO3a)</p> |
| Level | Mark | Descriptor |
| | 0 | No rewardable material |
| 1 | 1-2 | <p>Simple statement without support.</p> <p>Valid comment is offered and linked to content or nature of the source.</p> <p><i>eg Lister was greeted well at meeting; the whole report is positive about Lister.</i></p> <p>OR</p> <p>Answer identifies detail(s) or information from source(s), but relevance to show message is not explained.</p> <p><i>eg The whole assembly rose to its feet.</i></p> |
| 2 | 3-5 | <p>Supported statement</p> <p>Valid comment about message is offered and linked to content or nature of the source.</p> <p><i>eg Lister's work must have been important because he was treated like a hero and thanked for what he had achieved; Lister's work must have been important for the BMJ to have published the article.</i></p> |
| 3 | 6-8 | <p>Explained message</p> <p>Analysis of the treatment/selection of the source content is used to explain message.</p> <p><i>e.g. The impression it gives is great respect through the description of behaviour - the assembly rose to its feet as he went up to make his speech, deafening and repeated cheers, waving of hats. A positive emphasis is created throughout the extract through language such as greatest enthusiasm, distinguished, admiration and gratitude.</i></p> |

| Question Number | | |
|-----------------|------|---|
| 5 | | <p>'The work of Lister was the main factor in solving the problem of infection after surgery'.</p> <p>How far do you agree with this statement? Use your own knowledge, Sources A, C, D and G and any other source you find helpful to explain your answer.</p> <p>Target: Reaching a judgement (AO1: 4, AO2: 4, AO3a: 8) QWC Strands i ii iii Assessing QWC: <ul style="list-style-type: none"> For the highest mark in a level all criteria for the level, including those for QWC must be met. </p> |
| Level | Mark | Descriptor |
| | 0 | No rewardable material |
| 1 | 1-4 | <p>Generalised answer</p> <p>Answer offers valid undeveloped comment without direct support from sources or own knowledge.</p> <p><i>eg Lister developed techniques to solve the problem of infection; Lister's work was not the key factor since many people involved.</i></p> <p>OR</p> <p>Selects details from the sources, but without direct linkage to the question.</p> <p><i>eg Source F shows that Lister was important; Source G says that many surgeons did not agree with Lister.</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> |
| QWC i-ii-iii | | |
| 2 | 5-8 | <p>Supported answer</p> <p>Answer offers a judgment on the hypothesis and links to relevant details from sources and/or own knowledge.</p> <p><i>eg Comments on the high numbers who did not survive before as mentioned in Source A and explain that Lister's work reduced this death rate. Comments on the opposition from other practitioners such as that mentioned in The Lancet article in G which claims Lister's methods were less successful than 'ordinary methods' . Describes Lister's development of the carbolic spray.</i></p> |

| | | |
|--|--------------------|--|
| <p>QWC i-ii-iii</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>3</p> <p>QWC i-ii-iii</p> | <p>9-12</p> | <p>Response focuses on the issue of whether solving the problem of infection can be attributed to any one individual and reaches a judgement based on evidence.</p> <p>Answer shows the changes that followed from Lister’s work and explains the significance of his work in the context of the increased problem of infection after the discovery of anaesthetics.</p> <p>Answers shows how antiseptic techniques were based on Pasteur’s germ theory and supported by developments in technology.</p> <p><i>eg Lister’s work was very important because he developed the use of the carbolic acid to kill germs and used this on the wound the bandages and the equipment, which is explained in E; this meant the death rate from infection was reduced and ended the Black Period of surgery. As he admits in Source D, Lister’s work was based on the germ theory and without the work of Pasteur and finding out that carbolic acid was used to kill germs Lister would not have developed antiseptic techniques and many surgeons would not use his carbolic spray so antiseptic techniques only became widely used after Koch invented the steam steriliser.</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.</p> <p>NB No access to this level for responses which do not use the sources.</p> |

| | | |
|----------------------------------|--------------|---|
| <p>4</p> <p>QWC i-ii-iii</p> | <p>13-16</p> | <p>Sustained argument, exploring the evidence for and against the hypothesis.</p> <p>Answer considers the changes made and the speed with which these were adapted in the context of surgery during the period. Can evaluate Lister's importance in terms of the context of the work of others. Own knowledge and material from the sources is precisely selected to support the points made.</p> <p><i>eg Strong evidence provided by sources E and F that Lister was widely regarded as making an important breakthrough but D shows how much Lister relied on Pasteur's ideas to develop his theory. G also shows that his ideas were not immediately accepted but antiseptic techniques were made easier by developments such as the steam steriliser and by 1900 there was a move towards aseptic surgery.</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 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>NB No access to this level for responses which do not include additional recalled knowledge.</p> |
|----------------------------------|--------------|---|

Write your name here

Surname

Other names

Centre Number

Candidate Number

Edexcel GCSE

History B (Schools History Project)
Unit 3: Schools History Project Source Enquiry
Option 3B: Protest, law and order in the twentieth century

Additional Sample Assessment Material
Time: 1 hour 15 minutes

Paper Reference

5HB03/3B

You must have:
Sources Booklet (enclosed)

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions.
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 50.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*
- Questions labelled with an **asterisk** (*) are ones where the quality of your written communication will be assessed
– *you should take particular care with your spelling, punctuation and grammar, as well as the clarity of expression, on these questions.*

Advice

- Read each question carefully before you start to answer it.
- Keep an eye on the time.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

S37278A

©2010 Edexcel Limited.

1/1/



edexcel 
advancing learning, changing lives

Answer ALL questions.

Look carefully at the background information and Sources A to H 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 why the miners went on strike in 1984?

(6)

Dotted lines for writing.



(Total for Question 1 = 6 marks)



S 3 7 2 7 8 A 0 3 1 6

2 Study Sources B, C and D.

How far do Sources B, C and D suggest that the violence of the Miners' Strike was mainly due to Arthur Scargill? Explain your answer, using these sources.

(10)

Dotted lines for writing.



Lined writing area with horizontal dotted lines.



Blank writing area with horizontal dotted lines.

(Total for Question 2 = 10 marks)



3 Study Source E.

What do you think that Mrs Thatcher wanted to achieve by making the speech in this way? Explain your answer, using Source E.

(8)

A series of horizontal dotted lines for writing the answer.



S 3 7 2 7 8 A 0 7 1 6

(Total for Question 3 = 8 marks)



Handwriting practice area with 20 horizontal dotted lines.



Blank lined area for writing.

(Total for Question 4 = 10 marks)



***5 Study Sources B, E, F and H and use your own knowledge.**

'The Miners' Strike was a deliberate and violent challenge to the rule of law'

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

(16)

Dotted lines for writing



Lined writing area with horizontal dotted lines.



Handwriting practice area with 20 horizontal dotted lines.



(Total for Question 5 = 16 marks)

TOTAL FOR PAPER = 50 MARKS



BLANK PAGE



Edexcel GCSE

History B (Schools History Project)

Unit 3: Schools History Project Source Enquiry

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

**Additional Sample Assessment Material
Sources Booklet**

Paper Reference

5HB03/3B

Do not return this Sources Booklet with the question paper.

Turn over ►

S37278A

©2010 Edexcel Limited.

1/1/



edexcel 
advancing learning, changing lives

Background information

The Miners' Strike began in March 1984 and lasted for a year. It was a bitter industrial dispute that was to have important economic and political consequences. On one side it was seen as a defence of the union's rights and on the other an attempt to hold the country to ransom.

This paper presents you with sources about the Miners' Strike and gives you the opportunity to decide for yourself how much of a threat the strike was.

Source A: From *This Sceptred Isle* by Christopher Lee, published in 1999.

In February 1984 the miners were negotiating a pay deal. The economic climate was poor. The Coal Board was offering little more than a five per cent increase. The board's Chairman, Ian McGregor, also decided to close twenty pits that were not making money. On 1 March the National Coal Board announced that the Cortonwood colliery in Yorkshire was to be closed. The National Union of Mineworkers (NUM) opposed the closure of pits. A strike began in early March.

Source B: From Lord Peter Walker, who was recalling the events of 1984 in an interview in 2009. Peter Walker was a Conservative government minister in 1984.

The Conservative Government wanted to avoid any strike or confrontation. Mrs Thatcher said to me 'Almost certainly we will have an attempt by Scargill to have a major strike'. Scargill used violent picketing during the strike. No other union in the country supported the strike and Scargill didn't have the Labour Party's support. It wasn't a strike about pay or for industrial reasons; it was a strike for political motives. If he had won, it would have shown that if you use militant picketing and create unemployment in key economic areas you can bring down a democratically elected government.

Source C: From an article by Arthur Scargill in *The Miner*, the official newspaper of the NUM, March 1984.

It is the Coal Board's intention to wipe out half of the South Nottingham coalfield, cut the Midlands area by 40 per cent, close down half of the Scottish pits, cut the North Western area's pits by half, close 60 per cent of the collieries in the North East, wipe out half of North Derbyshire, 70 per cent of the pits in South Wales and shut down twenty Yorkshire collieries. No miner can say that he has not been warned about what will happen.

Source D: A photograph from *The Guardian* showing Arthur Scargill near the lines of police with riot shields in the 'Battle of Orgreave' in June 1984.



Source E: From a speech by Mrs Thatcher on 30 May 1984, the day after clashes between pickets and police at Orgreave.

I must tell you that what we have got is an attempt to replace the rule of law with the rule of the mob, and it must not succeed. It must not succeed! There are those who are using violence and intimidation to impose their will on others who do not want it. The rule of law must succeed over the rule of the mob.

Source F: From an interview with Arthur Scargill on 29 May 1984.

We've had riot shields, we've had riot gear, we've had police on horseback charging into our people, we've had people hit with truncheons and people kicked to the ground. The intimidation and the brutality that have been used are more like the methods used in a dictatorship.

Source G: A photograph showing a later clash between strikers and police at Orgreave on 18 June 1984.



Source H: From an interview with Kim Howells in 2009. Mr Howells was a NUM official in 1984.

The problems in the mining industry should not have led to a strike. We should have had gradual closure of the most uneconomic pits and there should have been real efforts to find those men jobs. A lot of blame must fall on Arthur Scargill's shoulders but he was not the only one. I don't know Arthur Scargill well enough to judge whether he wanted to bring down the government.

Every effort has been made to contact the copyright holders where possible. In some cases, every effort to contact copyright holders has been unsuccessful and Edexcel will be happy to rectify any omissions of acknowledgement at the first opportunity.

Mark Scheme

Additional Sample Assessment Material

GCSE

GCSE History B (5HB03/3B)

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.
- 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 | | |
|-----------------|------|--|
| 1 | | What can you learn from Source A about why the miners went on strike in 1984? Target: Source comprehension: inference (AO3a) |
| Level | Mark | Descriptor |
| | 0 | No rewardable material |
| 1 | 1 | Comprehension Response selects relevant detail(s) from source. <i>eg Pay dispute; 'opposed the closure of pits'.</i> |
| 2 | 2-3 | Unsupported inference Valid inference(s) are offered, but without support from source. <i>eg Miners felt the offered pay increase was too small; NUM resistance to Coal Board changes.</i> |
| 3 | 4-6 | Supported inference Valid inference(s) are made and supported from the source. <i>eg The strike could have been a tactic during negotiations with the Coal Board which had only offered of 5% pay increase; the NUM took action to resist the announcement that 20 pits would be closed; the announcement of the closure of Cortonwood colliery was seen as the first step in a wide ranging programme which the NUM felt it had to resist.</i> One well developed inference may score a maximum of 5. |

| Question Number | | |
|-----------------|------|---|
| 2 | | <p>How far do Sources B, C and D suggest that the violence of the Miners' Strike was mainly due to Arthur Scargill? Explain your answer, using these sources.</p> <p>Target: Cross referencing for support (AO3a)</p> |
| Level | Mark | Descriptor |
| | 0 | No rewardable material |
| 1 | 1-2 | <p>Generalised answer</p> <p>Offers valid undeveloped comment, without support from sources</p> <p><i>eg Scargill was responsible because he was the leader of the miners and he called the strike.</i></p> <p>OR</p> <p>Selects details from the sources, but without linkage to the question focus.</p> <p><i>eg B says Scargill used violent picketing; D shows Scargill confronting the police.</i></p> |
| 2 | 3-6 | <p>Supported answer</p> <p>Identifies elements of support and/or challenge based on matching detail(s) of sources content.</p> <p><i>eg Source B identifies him as leader determined to have a strike and prepared to use violent tactics therefore he was responsible; C shows that Scargill felt forced into action as he saw Coal Board's actions as an attempt to wipe out the industry and therefore Scargill was not responsible for any violence which developed; C clearly aimed to arouse fears about the future and could be seen as incitement of violence; D shows Scargill haranguing the police which could lead to violence; D shows the police wearing riot gear although Scargill just seems to be making a speech and there is no sign of violence from the strikers in the photo.</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>eg B is from someone who was a government minister and would therefore want to blame Scargill for violence; C is an article by Scargill in the NUM paper so it would naturally emphasise the actions of the Coal Board and the fears of the miners; D is a photo and therefore shows the situation accurately /In D the angle could have been deliberately chosen or the photo cropped to avoid including other details and it does not show what</i></p> |

| | | |
|---|------|--|
| | | <p><i>happened before or after.</i></p> <p>Reserve top level for answers which make use of all three sources.</p> |
| 3 | 7-10 | <p>Balanced Judgement</p> <p>The sources are examined and weighed in order to assess the idea that Scargill was responsible for violence.</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>eg Although B blames him for the violence, the fears expressed in Source C and the government response shown in D suggest that the miners felt desperate and the use of violence was not due solely to Scargill's actions.</i></p> <p>OR</p> <p>Cross referencing focuses on sources: considers the nature of B,C and D in order to judge the <u>strength/quality</u> of support/challenge provided by the content.</p> <p><i>eg Source B is the only source that directly blames Scargill for using violent tactics yet it must be treated cautiously in view of its origins; D shows that Scargill was confrontational during the strike but does not show the events leading up to this so Scargill's role may have only been one element in a range of factors.</i></p> <p>Reserve top level (10) for those able to combine both these elements of extent and nature of support in coming to an overall judgement.</p> |

| Question Number | | |
|-----------------|------|--|
| 3 | | <p>What do you think that Mrs Thatcher wanted to achieve by making the speech in this way? Explain your answer, using Source E.</p> <p>Target: Analysis of source for portrayal (AO3a)</p> |
| Level | Mark | Descriptor |
| | 0 | No rewardable material |
| 1 | 1-2 | <p>Simple statement without support.</p> <p>Valid comment is offered about the purpose / message of the speech but without support from the source</p> <p><i>eg She wanted to blame the miners for the violence.</i></p> <p>OR</p> <p>Answer identifies detail(s) or information from source(s), but relevance to her purpose is not explained.</p> <p><i>eg She is saying the rule of the mob must not succeed.</i></p> |
| 2 | 3-5 | <p>Supported statement</p> <p>Valid comment about purpose/message is offered and linked to content or nature of the source.</p> <p><i>eg It is a speech to condemn the miners' action by describing it as mob rule; She wanted to justify police actions at Orgreave by saying they were upholding the rule of law.</i></p> |
| 3 | 6-8 | <p>Explained message and purpose.</p> <p>Analysis of the treatment/selection of the source content is used to explain her purpose.</p> <p><i>eg The description in a political speech, of the miners as a mob, using violence and intimidation, was a deliberate tactic by the head of government to discredit the miners and make the government and police appear as the guardian of law and order; the negative language and repetition of 'mob' and 'it must not succeed' emphasises the government's determination not to give in to their demands and makes the miners look like bullies, so that the public will not sympathise with the miners.</i></p> |

| Question Number | | |
|-----------------|------|---|
| 4 | | <p>Is Source F more useful than Source G to the historian enquiring about the clashes between the police and pickets at Orgreave? Explain your answer, using Sources F and G.</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.</p> <p>Comments based on subject/amount of detail, or assumed reliability because is F is a primary source /G is a photo.</p> <p><i>eg Source F is from Scargill so he must know the truth; Source G is a photograph so it must be reliable.</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.</p> <p>Answer focuses on what the sources can or cannot tell us.</p> <p><i>eg Source F is useful because it shows that the police used violence and it was not all the miners' fault; Source G is useful because it shows people running from the police, which suggests that the violence was not totally from the miners.</i></p> <p>OR</p> <p>Judgement is based on evaluation of nature / origins of sources.</p> <p>Answer focuses on how reliable/how representative /authoritative the source is.</p> <p><i>eg Source F is from someone who was there at the time but, coming from Scargill himself, this source is likely to lay the blame for violence on the police; Scargill, as the leader of the strike, was the person best placed to know all the events; Source G gives a snapshot of an event but does not show us what led up to it - are these innocent people running away from being attacked or militants who are retreating after attacking the police?</i></p> <p>Maximum 5 marks if Level 2 criteria are met for one source only.</p> |

| | | |
|---|------|--|
| 3 | 8-10 | <p>Judgement combines both elements of L2 to assess the contribution the sources can make to the specific enquiry.</p> <p>Answer considers the value of this information, taking into account an aspect of its nature (i.e. how reliable/representative /authoritative/comprehensive it is).</p> <p><i>eg Source F from the union leader in an interview where he clearly puts blame on the police with strong emphasis on the miners as victims but where he would want to gain sympathy and support from the public; Source G an accurate record but a snapshot of a single moment - it shows police methods and possible use of violence but without any idea of the overall context.</i></p> <p>Maximum 9 marks if level 3 criteria are met for one source only.</p> |
|---|------|--|

| Question Number | | |
|-----------------|---------------------|--|
| 5 | | <p>'The Miners Strike was a deliberate and violent challenge to the rule of law'.</p> <p>How far do you agree with this view? Explain your answer, using your own knowledge, Sources B, E, F and H and any other sources you find helpful.</p> <p>Target: Reaching a judgement (AO1: 4, AO2: 4, AO3a: 8) QWC Strands i ii iii Assessing QWC: <ul style="list-style-type: none"> For the highest mark in a level all criteria for the level, including those for QWC must be met. </p> |
| Level | Mark | Descriptor |
| | 0 | No rewardable material |
| 1 | 1-4 | <p>Generalised answer</p> <p>Answer offers valid undeveloped comment without direct support from sources or own knowledge.</p> <p><i>eg Agrees, actions taken by NUM did indicate an attempt to take on the government and there was violence. No, action taken by the Government escalated dispute.</i></p> <p>OR</p> <p>Selects details from the sources, but without direct linkage to the question.</p> <p><i>eg Source E says the strike was 'an attempt to replace the rule of law with the rule of the mob'.</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>1 mark for each separate point offered.</p> |
| | QWC i-ii-iii | |

| | | |
|----------------------------------|-------------|--|
| <p>2</p> <p>QWC i-ii-iii</p> | <p>5-8</p> | <p>Supported answer</p> <p>Answer offers a judgment on the hypothesis and links to relevant details from sources and /or own knowledge.</p> <p><i>eg Uses sources and/or own knowledge to show ways in which the strike challenged the rule of law or to give examples of violence. B and E both show that the government viewed this as a challenge to legal authority; F suggests the violence came from the police rather than the miners; Uses knowledge of trade unions to show that strikes are an acceptable tactic in negotiations, or shows that lack of national ballot, or actions of Nottinghamshire miners undermined legality of the strike.</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>3</p> <p>QWC i-ii-iii</p> | <p>9-12</p> | <p>Response focuses on the actions of the strike and the reaction of the government in order to assess whether it was a deliberate and violent challenge .</p> <p>Answer considers the actions of the miners, TUC and Government during the Strike to establish the aims of the strike and whether there was a real threat of revolution.</p> <p><i>eg Agrees with the view and points to information in B and E about extremism of strikers and wider ambitions; uses wider knowledge of government concern about the power of the unions to discuss the political context; Disagrees, and uses H and F to show that the miners had legitimate concerns and the government handled the situation badly; Uses wider knowledge of the economic situation to explain the fears and actions of both sides.</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.</p> <p>NB No access to this level for responses which do not use the sources.</p> |

| | | |
|---|--------------|--|
| <p>4</p> <p>QWC i-ii-iii</p> | <p>13-16</p> | <p>Sustained argument exploring the evidence for and against the hypothesis.</p> <p>Answers consider the positive and negative evidence for the political and violent aspects of the strike. Own knowledge and material from the sources is precisely selected to support the points made.</p> <p><i>eg Weighs the evidence provided by the sources on differing views of the Government and the NUM about the aims of the strike and discusses the use of violence by both sides; considers whether the violence from the miners constituted the actions of a mob and an attempt to end the rule of law or workers defending their jobs; uses own knowledge to analyse the aims and character of the strike within the wider economic and political context.</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>NB No access to this level for responses which do not include additional recalled knowledge.</p> |
|---|--------------|--|

Write your name here

Surname

Other names

Centre Number

Candidate Number

Edexcel GCSE

History B (Schools History Project)
Unit 3: Schools History Project Source Enquiry
Option 3C: The impact of war on Britain c1914–c1950

Additional Sample Assessment Material

Time: 1 hour 15 minutes

Paper Reference

5HB03/3C

You must have:

Sources Booklet (enclosed)

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions.
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 50.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*
- Questions labelled with an **asterisk** (*) are ones where the quality of your written communication will be assessed
– *you should take particular care with your spelling, punctuation and grammar, as well as the clarity of expression, on these questions.*

Advice

- Read each question carefully before you start to answer it.
- Keep an eye on the time.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

S37279A

©2010 Edexcel Limited.

1/1/



edexcel 
advancing learning, changing lives

Answer ALL questions.

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 Christabel Pankhurst's attitude to the war effort?

(6)

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....



(Total for Question 1 = 6 marks)



S 3 7 2 7 9 A 0 3 1 6

2 Study Source B.

Why was this painting made during the First World War? Explain your answer, using Source B.

(8)

Dotted lines for writing the answer.



Blank lined area for writing.

(Total for Question 2 = 8 marks)



3 Study Sources B, C and D.

How far do Sources B and D support the view given in Source C of the role of women during the war? Explain your answer, using Sources B, C and D.

(10)

Dotted lines for writing the answer.



Lined writing area with horizontal dotted lines.



Handwriting practice area with 25 horizontal dotted lines.

(Total for Question 3 = 10 marks)



Handwriting practice area with 20 horizontal dotted lines.



Blank lined area for writing.

(Total for Question 4 = 10 marks)



Handwriting practice area with 25 horizontal dotted lines.



Handwriting practice area with 20 horizontal dotted lines.



(Total for Question 5 = 16 marks)

TOTAL FOR PAPER = 50 MARKS



BLANK PAGE



Edexcel GCSE

History B (Schools History Project) Unit 3: Schools History Project Source Enquiry Option 3C: The impact of war on Britain c1914–c1950

Additional Sample Assessment Material
Sources Booklet

Paper Reference
5HB03/3C

Do not return this Sources Booklet with the question paper.

Turn over ►

S37279A

©2010 Edexcel Limited.

1/1/



edexcel 
advancing learning, changing lives

Background information

The First World War (1914–18) had a great impact on life in Britain. Some people have suggested that the experience of war led to significant improvements in the economic and social role women played in society. Others have argued that many of these changes were not that important and many did not last beyond the end of the war.

This paper presents you with sources and gives you the opportunity to decide for yourself the effect of the war on the position of women in work and society.

Source A: From a speech made in September 1914 by Christabel Pankhurst, a leading suffragette.

Our position with regard to women fighting is this. If we are needed in the fighting line, we shall be there. If we are needed to take care of the economic prosperity of the country, we shall be there. Women will do whatever is in the best interests of the state. The country is not yet making best use of the activities of women.

Source B: A painting called *For King and Country*, showing women working in a munitions factory. It was painted during the First World War.



Source C: From *A Modern History of Britain in the Twentieth Century* by J Traynor and E Wilmot, published in 1994.

At the beginning of World War I thousands of women came forward to volunteer their services. Many were disappointed to find there was little work available for them to do. Only gradually were women taken on in new occupations. They became van drivers, ticket collectors, lift attendants, tram conductors and munitions workers. The frustration felt by those women for whom no work could be found was made clear in 1915. Thirty thousand women assembled in the centre of London in a rally organised by the WSPU. This was an organisation that campaigned for women's right to vote; the members were called suffragettes. This time however, they did not demand the right to vote, but the 'right to serve'.

Source D: An Appeal for Land Workers made by *The Daily News and Leader*, a national newspaper, 15 February 1916.

Already the country has raised an army of 4,000,000 men for the front. It has organised another army, still growing, of 250,000 women for munitions factories. There now remains the problem of mobilising a third army of 400,000 women for work on the land. This is the most difficult problem of all. Work on the land is not popular among those women most able to do it. No woman can be expected to enjoy milking cows at four a.m. on a winter morning, or spreading manure, or cleaning a pigsty. Much of the most necessary work is hard and unpleasant and by no means well paid. That is why the appeal is aimed at the patriotism of women.

Source E: A government poster produced during World War I encouraging women to enlist as nurses in the New Voluntary Aid Detachments.



Source F: A table showing women's employment in Britain. It is based on official statistics produced at the end of the war in 1918.

| NUMBER OF WOMEN EMPLOYED IN 1914 AND 1918 | | |
|--|-----------|-----------|
| Occupation | 1914 | 1918 |
| In munitions (chemical and metal industries) | 212,000 | 947,000 |
| Transport | 18,200 | 117,200 |
| Commerce (shops and trade) | 505,200 | 934,500 |
| Agriculture | 190,000 | 228,000 |
| Domestic service | 1,658,000 | 1,250,000 |

Source G: From a book by R Strachey, published in 1928, called *The Cause*. Strachey was a suffragette. Here she is writing about the situation just after the war ended.

After the war, thousands upon thousands of women workers were dismissed and found no work to do. Everyone assumed, of course, that they would go quietly back to their homes, and that everything would be as it was before the war. Public opinion assumed that all women could still be financially supported by men and that if they went on working it was from a sort of deliberate wickedness. The tone of the press swung from extravagant praise of women to the opposite extreme. The very same people who had been heroines and saviours were now called 'hangers on'. Employers were encouraged to dismiss women as enthusiastically as they had been encouraged to employ them.

Every effort has been made to contact the copyright holders where possible. In some cases, every effort to contact copyright holders has been unsuccessful and Edexcel will be happy to rectify any omissions of acknowledgement at the first opportunity.

Mark Scheme

Additional Sample Assessment Material

GCSE

GCSE History B (5HB03/3C)

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.
- 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 3C: The Impact of War on Britain c1914-c1950

| Question Number | | |
|-----------------|------|--|
| 1 | | <p>What can you learn from Source A about Christabel Pankhurst's attitude to the war effort?</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>eg Pankhurst says women will do whatever is in the best interests of the state.</i></p> |
| 2 | 2-3 | <p>Unsupported inference</p> <p>Valid inference(s) are offered, but without support from source.</p> <p><i>eg Pankhurst feels women are prepared to fight; women are now prepared to work all out for the war effort; women want to help their country.</i></p> |
| 3 | 4-6 | <p>Supported inference</p> <p>Valid inference(s) are made and supported from the source.</p> <p><i>eg She feels women want to support the war effort and are prepared to work in different roles or wherever they are needed in order to do so. She is frustrated that women are not being used properly - they are prepared to go into the fighting line or into industry but the country is not making use of them.</i></p> <p>One well developed point may score a maximum of 5.</p> |

| Question Number | | |
|-----------------|------|---|
| 2 | | <p>Why was this painting made during the First World War? Explain your answer, using Source B.</p> <p>Target: Analysis of source for portrayal (AO3a)</p> |
| Level | Mark | Descriptor |
| | 0 | No rewardable material |
| 1 | 1-2 | <p>Simple statement without support.</p> <p>Valid comment is offered and linked to content or nature of the source.</p> <p><i>eg It was done to as an example of the sort of work women were doing during the war by showing the scene in a munitions factory.</i></p> <p>OR</p> <p>Answer identifies detail(s) or information from source, but relevance to message or purpose is not explained.</p> <p><i>eg It shows a munitions factory where the workers are all women.</i></p> |
| 2 | 3-5 | <p>Supported statement</p> <p>Valid comment about message/ purpose is offered and linked to content or nature of the source.</p> <p><i>eg It shows that women were doing their bit for the war effort and doing work normally done by men in a munitions factory; The scale of the building and the number of women involved make it clear that this work will contribute significantly towards the war effort; By showing women doing this work it might have encouraged other women to volunteer as munitions workers and help the war effort.</i></p> |
| 3 | 6-8 | <p>Explained message</p> <p>Analysis of the treatment or selection of the source content is used to explain message.</p> <p><i>eg The painting was possibly propaganda to praise the women who worked in a munitions factory because the women are shown as young and pretty, especially the one in the centre, but it clear that their work is important for the war effort they are doing work usually done by men; it was probably intended to encourage women to volunteer for war work and to feel that their contribution to the war effort was important which is shown by the size of the building and the scale of the work being done.</i></p> |

| Question Number | | |
|-----------------|------|--|
| 3 | | <p>How far do Sources B and D support the view given in Source C of the role of women during the war? Explain your answer, using Sources B, C and D.</p> <p>Target: Cross referencing for support (AO3a)</p> |
| Level | Mark | Descriptor |
| | 0 | No rewardable material |
| 1 | 1-2 | <p>Generalised answer</p> <p>Offers valid undeveloped comment, without support from sources.</p> <p><i>eg B and D both show that women played an important role in the war; comments about details in C without reference to B or D.</i></p> <p>OR</p> <p>Selects details from the sources, but without linkage to the question focus.</p> <p><i>eg Describes the scene in B; gives examples from D of women's involvement in war work.</i></p> |
| 2 | 3-6 | <p>Supported answer</p> <p>Identifies elements of support and/or challenge based on matching detail(s) of sources' content.</p> <p><i>eg B supports the comments in C because it shows women working at one type of job mentioned in C; D shows how many women volunteered to work in the munitions factories which were mentioned in C; C says women were not used as much as they should have been whereas D says they can't get enough women to be involved in the hard jobs.</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>eg B is a painting that may have been used for propaganda - there is no evidence to show this reflected reality; D is from a wartime appeal made in a newspaper so it will naturally emphasise the gaps where women were still needed; The very fact an appeal was needed suggests that women did not volunteer in huge numbers.</i></p> <p>Reserve top level for answers which make use of all three sources.</p> |

| | | |
|---|------|---|
| 3 | 7-10 | <p>Balanced Judgement</p> <p>The view that women volunteered to perform war work in huge numbers and that there was only limited use made of them is assessed by reference to Sources B and D.</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>eg Both B and D show that women did do valuable work, supporting the claims in C, but D also suggests that women were selective in the work they chose to do.</i></p> <p>OR</p> <p>Cross referencing focuses on sources: considers the nature of B and D in order to judge the <u>strength/quality</u> of support/challenge provided by the content.</p> <p><i>eg B is possibly propaganda and is a painting so it cannot be taken as evidence for women volunteering for munitions work; D is an appeal in a newspaper and therefore will stress the gaps that still need to be filled so the contradiction with C about women not being able to find jobs should be treated cautiously.</i></p> <p>Reserve top level (10) for those able to combine both these elements of extent and nature of support in coming to an overall judgement.</p> |
|---|------|---|

| Question Number | | |
|-----------------|------|--|
| 4 | | <p>Is Source D more valuable than Source E to the historian who is enquiring about the efforts made to encourage women into work during the war? Explain your answer using Sources D and E.</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.</p> <p>Comments are based on subject/amount of detail, or assumed reliability of source.</p> <p><i>eg D is from a newspaper and therefore will be exaggerated; E is a propaganda poster and therefore is unreliable; D provides more information than E.</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.</p> <p>Answer focuses on what the sources can/cannot tell us.</p> <p><i>eg Source D tells us the scale of the problem and why it was difficult to mobilise women to work on the land; E tells us the sort of jobs that women could do as a VAD; E presents the women as if they are rescuing the country.</i></p> <p>OR</p> <p>Judgement is based on evaluation of nature or authorship of sources.</p> <p>Answer focuses on how reliable/how representative /authoritative/the source is.</p> <p><i>eg D shows us that the press were used and that direct appeals were made to women; E is an example of government poster which had a striking visual impact and aimed to inspire women.</i></p> <p>Maximum 5 marks if Level 2 criteria are met for one source only.</p> |

| | | |
|---|------|---|
| 3 | 8-10 | <p>Judgement combines both elements of L2 to assess the contribution the sources can make to the specific enquiry.</p> <p>Answer considers the value of this information, taking into account an aspect of its nature (i.e. how reliable/representative /authoritative/comprehensive it is).</p> <p><i>eg Source D shows the way the media was used to appeal to women's patriotism even though land work is hard and unpleasant; E shows that government propaganda presented an idealistic image and feminine area of war work listed on the poster.</i></p> <p>Maximum 9 marks if level 3 criteria are met for one source only.</p> |
|---|------|---|

| Question Number | | |
|-----------------|------|---|
| 5 | | <p>'Women's contribution to the nation's war effort was widely recognised and valued'.</p> <p>How far do you agree with this statement? Use your own knowledge, Sources D, F and G and any other sources you find helpful to explain your answer.</p> <p>Target: Reaching a judgement (AO1: 4, AO2: 4, AO3a: 8) QWC Strands i ii iii Assessing QWC: <ul style="list-style-type: none"> For the highest mark in a level all criteria for the level, including those for QWC must be met. </p> |
| Level | Mark | Descriptor |
| | 0 | No rewardable material |
| 1 | 1-4 | <p>Generalised answer</p> <p>Answer offers valid undeveloped comment without direct support from sources or own knowledge.</p> <p><i>eg Agrees, sources show the range of work women did to support the war effort; Disagrees, sexist attitudes remained.</i></p> <p>OR</p> <p>Selects details from the sources, but without direct linkage to the question.</p> <p><i>eg Gives examples of the work women did from D or F.</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>1 mark for each separate point offered.</p> <p>QWC i-ii-iii</p> |
| 2 | 5-8 | <p>Supported answer</p> <p>Answer offers a judgment on the hypothesis and links to relevant details from sources and/or own knowledge.</p> <p><i>eg Comments on the importance of the work women did with examples from D or F; Uses G to discuss the way they were treated when the war came to an end; Provides examples from own knowledge of continuing sexist attitudes.</i></p> |

| | | |
|--|---------------------|---|
| <p>QWC i-ii-iii</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>3</p> <p>QWC i-ii-iii</p> | <p>9-12</p> | <p>Response focuses on the issue of whether women’s work was recognised and valued.</p> <p>Answer considers the attitude of the government, public and media towards the work women did during the war.</p> <p><i>eg Agrees with the view and points to information in D to show public recognition of women’s patriotism and government propaganda to present women as playing an important role; disagrees by mentioning changed attitude in G among the public and press once peace declared and shows that the government did little to challenge this view; considers whether enfranchisement was in response to women’s work during the war.</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.</p> <p>NB No access to this level for responses which do not use the sources.</p> |
| <p>4</p> <p>QWC i-ii-iii</p> | <p>13-16</p> | <p>Sustained argument exploring the evidence for and against the hypothesis.</p> <p>Answers consider the importance of women in the war effort and way it was valued like by the government, press and public. Own knowledge and material from the sources is precisely selected to support the points made.</p> <p><i>eg Strong evidence is provided by the sources that during the war the government, press and public did value the work done by women but may question how sincere that was since the attitude changed once the context changed.</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>NB No access to this level for responses which do not include additional recalled knowledge.</p> |
|--|--|---|

Write your name here

Surname

Other names

Centre Number

Candidate Number

Edexcel GCSE

History B (Schools History Project)
Unit 3: Schools History Project Source Enquiry
Option 3D: The work of the historian

Additional Sample Assessment Material
Time: 1 hour 15 minutes

Paper Reference

5HB03/3D

You must have:
Sources Booklet (enclosed)

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions.
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 50.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*
- Questions labelled with an **asterisk** (*) are ones where the quality of your written communication will be assessed
– *you should take particular care with your spelling, punctuation and grammar, as well as the clarity of expression, on these questions.*

Advice

- Read each question carefully before you start to answer it.
- Keep an eye on the time.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

S37280A

©2010 Edexcel Limited.

1/1/



edexcel 
advancing learning, changing lives

Answer ALL questions.

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 Richard Arkwright's success as a businessman?

(6)

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....



(Total for Question 1 = 6 marks)



S 3 7 2 8 0 A 0 3 1 6

2 Study Source B.

What impression of Arkwright's mill at Cromford was the artist trying to create?
Explain your answer, using Source B.

(8)

A series of horizontal dotted lines provided for writing the answer to the question.



Handwriting practice area with 25 horizontal dotted lines.

(Total for Question 2 = 8 marks)



3 Study Sources C, D and E.

How far does the evidence of Sources C, D and E support the view that Arkwright did not deserve his success? Explain your answer, using Sources C, D and E.

(10)

A series of horizontal dotted lines for writing an answer.



Lined writing area with horizontal dotted lines.



Handwriting practice area with 25 horizontal dotted lines.

(Total for Question 3 = 10 marks)



4 Study Sources F and G.

Is Source F more valuable than Source G to the historian who is enquiring about how Arkwright treated his workers in his mills? Explain your answer, using Sources F and G.

(10)

A series of horizontal dotted lines for writing the answer.



Handwriting practice area with 20 horizontal dotted lines.



Handwriting practice area with 25 horizontal dotted lines.

(Total for Question 4 = 10 marks)



***5 Study Source C and use your own knowledge of the work of the historian.**

This source suggests that Arkwright was ruthless and concerned with getting rich whatever the cost to others.

Explain the difficulties in finding evidence to support this and suggest other research the historian could do to check this claim about Arkwright's character and business methods.

(16)

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....



Lined writing area with horizontal dotted lines.



Handwriting practice area with 25 horizontal dotted lines.



Blank lined area for writing answers.

(Total for Question 5 = 16 marks)

TOTAL FOR PAPER = 50 MARKS



BLANK PAGE



Edexcel GCSE

History B (Schools History Project) Unit 3: Schools History Project Source Enquiry Option 3D: The work of the historian

Additional Sample Assessment Material
Sources Booklet

Paper Reference

5HB03/3D

Do not return this Sources Booklet with the question paper.

Turn over ►

S37280A

©2010 Edexcel Limited.

1/1/



edexcel 
advancing learning, changing lives

Background information

Sir Richard Arkwright (1733–92) was the man who was credited with the invention of the water frame, a spinning machine that was powered by water rather than by hand. This was a revolutionary invention at the time because the machine could do the work of hundreds of workers. His first mill at Cromford led to the growth of factories and changed the nature of industry in Britain. However there has been controversy over Arkwright's achievements. Was he a good employer or was he just a good organiser who used other people's ideas and lives for his own benefit?



A portrait of Richard Arkwright by Joseph Wright of Derby.

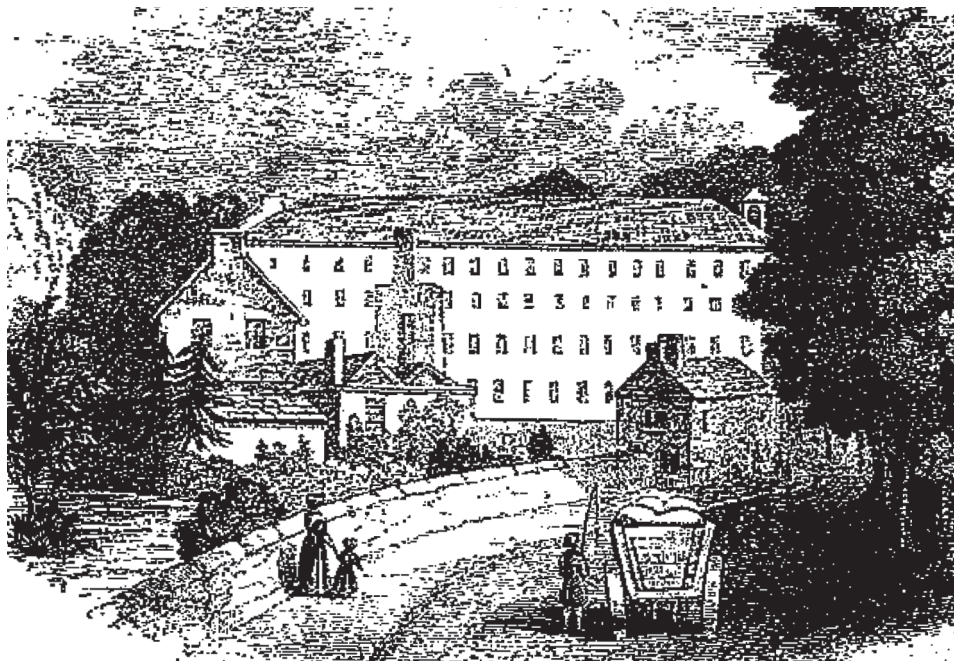
In this paper you will investigate some of the evidence about Richard Arkwright and show your understanding of the way historians work when they try to investigate a controversy in the past.

Source A: From *British Economic and Social History 1780–1870* by Phillip Sauvain, published in 1997.

Some people believe that Richard Arkwright's water frame was based on an earlier spinning machine invented by Lewis Paul in 1738. Arkwright installed it in the world's first cotton mill at Cromford. He became rich, famous and was knighted.

Arkwright was a ruthless businessman. He organised his factories efficiently, putting his workers on 12-hour shifts, in order to operate the machinery 24 hours a day.

Source B: An illustration of Cromford Mill from the *Mirror* magazine, 1836.



Source C: From *Industry and Empire* by the historian E.J. Hobsbawm, published in 1968.

The water frame was not the original idea of Arkwright although he was the person who patented* it. Richard Arkwright was a ruthless operator, who would stop at nothing to achieve his ambitions. Unlike most real inventors of the period, Arkwright became very rich.

*patented = took out a licence giving him the right to all profits from the invention

Source D: From *The Early Factory Masters* by S.D. Chapman, published in 1967.

Arkwright was a genius as a businessman. Although there are several eyewitnesses to his practical ability with machines, he could hardly call himself an inventor. Certainly he did not invent the ideas behind the water frame. Arkwright's achievement was to take Lewis Paul's invention and use it in factories and make it a business success.

Source E: From a letter from James Watt, a famous engineer, to his business partner in 1785.

Mr Arkwright is one of the most arrogant, ignorant men I have ever met. But Britain certainly owes him a great deal and has honoured and rewarded him. Whoever was responsible for inventing the water frame, Arkwright certainly performed the most difficult part, which was making it useful.

Source F: Taken from the diary of Syllas Neville in 1781. He travelled the country and made a special visit to see Cromford Mill.

Arkwright appears to be a man of great understanding. He knows how to make people do their best. He rewards them by giving special clothes to the most successful men and women. Twice a year he gives a special celebration and dance at The Greyhound Hotel, which he built in Cromford. At the time of each celebration, Arkwright also provides a week of holiday for his workers and their families. This makes them hardworking and sober all the rest of the year.

Source G: From a pamphlet called *The Case of the Poor Cotton Spinners*, written in 1780.

Within just ten years, Arkwright has gone from being a poor man only worth five pounds to become a Lord of the Manor. He now has his own carriage and servants and has purchased land worth £20,000. Meanwhile, thousands of women, if they can get work at his mill, must work a long day to spin 5,040 yards of cotton. For this they are paid just four or five pence a day.

Every effort has been made to contact the copyright holders where possible. In some cases, every effort to contact copyright holders has been unsuccessful and Edexcel will be happy to rectify any omissions of acknowledgement at the first opportunity.

Mark Scheme

Additional Sample Assessment Material

GCSE

GCSE History B (5HB03/3D)

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.
- 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 3D: The work of the historian

| Question Number | | |
|-----------------|-------|--|
| 1 | | What can you learn from Source A about Richard Arkwright's success as a businessman? Target: Source comprehension; inference (A03a) |
| Level | Mark | Descriptor |
| | 0 | No rewardable material |
| 1 | 1 | Comprehension Response selects relevant detail(s) from source. <i>eg He was efficient and ruthless.</i> |
| 2 | 2-3 | Unsupported inference Valid inference(s) are offered, but without support from source. <i>eg He was successful as a businessman because he was ruthless and efficient; He gained public recognition for his success.</i> |
| 3 | 4 - 6 | Supported inference Valid inference(s) are made and supported from the source. <i>eg He was the founder of the factory system, building the first mill and organising his workers so that the mill worked 24 hours a day; His success was because he was organised but also because he was ruthless, using Lewis Paul's invention and making his workers work long hours; the fact that he was knighted means that he was recognised as being successful and influential.</i> One well developed point may score a maximum of 5. |

| Question Number | | |
|-----------------|-------|--|
| 2 | | <p>What impression of Arkwright’s mill at Cromford was the artist trying to create? Explain your answer, using Source B.</p> <p>Target: Analysis of source for portrayal (AO3a)</p> |
| Level | Mark | Descriptor |
| | 0 | No rewardable material |
| 1 | 1 - 2 | <p>Simple statement without support.</p> <p>Valid comment is offered about the impression/purpose of the picture but without support from the source</p> <p><i>eg The factory looks impressive; The artist wanted to create a favourable impression.</i></p> <p>OR</p> <p>Answer identifies detail(s) or information from source(s), but relevance to the purpose is not explained.</p> <p><i>eg It shows the factory in a rural area with trees.</i></p> |
| 2 | 3-5 | <p>Supported statement</p> <p>Valid comment about purpose/impression is offered and linked to content or nature of the source.</p> <p><i>eg The building looks white and clean which makes the factory look like a pleasant place to work; The mill looks successful as the picture shows a big factory which suggests it may have had many machines and workers.</i></p> |
| 3 | 6-8 | <p>Explained impression and purpose.</p> <p>Analysis of the treatment/selection of the source content is used to explain the artist’s intended impression.</p> <p><i>eg The artist wanted to create a favourable impression of the mill, therefore the presentation of the factory as a white building in a rural setting suggests it was a nice place to work and the fact that it was so big suggests it was a very important and successful factory.</i></p> |

| Question Number | | |
|-----------------|------|--|
| 3 | | <p>How far does the evidence of Sources C, D, and E support the view that Arkwright did not deserve his success? Explain your answer, using Sources C, D and E.</p> <p>Target: Cross referencing for support (AO3a)</p> |
| Level | Mark | Descriptor |
| | 0 | No rewardable material |
| 1 | 1-2 | <p>Generalised answer</p> <p>Offers valid undeveloped comment, without support from sources.</p> <p><i>eg He was not the original inventor of the water frame.</i></p> <p>OR</p> <p>Selects details from the sources, but without linkage to question focus</p> <p><i>eg Source C says ‘Richard Arkwright was a ruthless operator who would stop at nothing to achieve his ambitions’.</i></p> |
| 2 | 3-6 | <p>Supported answer</p> <p>Identifies elements of support and/or challenge based on matching detail(s) of sources content.</p> <p><i>eg All three indicate some degree of him not being the originator of the water frame; D and E both suggest he became rich because of his ability but C suggests he became rich because he was unscrupulous.</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>eg James Watt clearly didn’t like Arkwright and therefore the evidence in E cannot be trusted.</i></p> <p>Reserve top of level for answers which make explicit use of all three sources.</p> |

| | | |
|---|------|---|
| 3 | 7-10 | <p>Balanced Judgement</p> <p>The overall idea to be tested that Arkwright did not deserve his success, 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>eg The overall impression from all 3 sources is that he was rich and successful but it is only D which clearly shows this was due to his business ability in developing a factory; all 3 suggest he was not a successful inventor but E suggest that his work in developing the water frame was extremely important whereas C suggest his success was just down to the fact that he had the patent on the invention.</i></p> <p>OR</p> <p>Cross referencing focuses on sources: considers the nature of C,D and E in order to judge the <u>strength/quality</u> of support/challenge provided by the content.</p> <p><i>eg The sources disagree over whether Arkwright was a good businessman but the approach in D is largely factual and seems to present a balanced view of Arkwright's abilities so that should carry more weight than E where James Watt only admits Arkwright's success very reluctantly or C where the historian is very negative.</i></p> <p>Reserve top level (10) for those able to combine both these elements of extent and nature of support in coming to an overall judgement.</p> |
|---|------|---|

| Question Number | | |
|-----------------|------|--|
| 4 | | <p>Is Source F more valuable than Source G to the historian who is enquiring about how Arkwright treated his workers in his mills? Explain your answer, using Sources F and G.</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.</p> <p>Comments are based on subject/amount of detail, or assumed reliability because source is primary or from eyewitness etc.</p> <p><i>eg Source F is useful as it was written at the time; G is useful because it provides lots of details.</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.</p> <p>Answer focuses on what the sources can/cannot tell us.</p> <p><i>eg Source F shows he treated his workers well; Source G shows that his workers remained poor even when he became rich.</i></p> <p>OR</p> <p>Judgement is based on evaluation of nature/authorship of sources.</p> <p>Answer focuses on how reliable/how representative /authoritative/the source is.</p> <p><i>eg The author of F was an outsider and could not know what the situation was like all year round; F is an extract from a diary and the author has no reason to lie; Source G is clearly written to gain support for the cotton spinners and therefore emphasises the workers' poverty.</i></p> |

| | | |
|---|------|---|
| 3 | 8-10 | <p>Judgement combines both elements of L2 to assess the contribution the sources can make to the specific enquiry.</p> <p>Answer considers the value of this information, taking into account an aspect of its nature (i.e. how reliable/representative /authoritative/comprehensive it is).</p> <p><i>eg F is from a diary with no reason to lie but only limited insight into the situation - do the celebrations and the holiday compensate for low pay throughout the year? G is from a group of workers with a grievance - that does not mean the facts are inaccurate but they may have been selected in order to present their case as strongly as possible and other details omitted.</i></p> <p>Maximum 9 marks if level 3 criteria are met by one source only.</p> |
|---|------|---|

| Question Number | | |
|-----------------|------|---|
| 5 | | <p>This source (Source C) suggests that Arkwright was ruthless and concerned with getting rich whatever the cost to others.</p> <p>Explain the difficulties in finding evidence to support this and suggest other research the historian could do to check this claim about Arkwright's character and business methods.</p> <p>Target: Reaching a judgement (AO1: 4, AO2: 4, AO3a: 8) QWC Strands i ii iii Assessing QWC: <ul style="list-style-type: none"> For the highest mark in a level all criteria for the level, including those for QWC must be met. </p> |
| Level | Mark | Descriptor |
| | 0 | No rewardable material |
| 1 | 1-4 | <p>Generalised answer</p> <p>Answer offers valid undeveloped comment about problems of evidence and/or further research without direct support from sources or own knowledge.</p> <p><i>eg Difficult to check his character because people who knew him are now dead or sources give conflicting views; The historian could look for Arkwright's diary or use records from his factory; The historian could research how Arkwright treated workers at his other mills to see what his character was like.</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>QWC i-ii-iii</p> |
| 2 | 5-8 | <p>Supported answer</p> <p>Answer identifies problems and suggests avenues for further research based on sources and/or own knowledge.</p> <p><i>eg Uses sources to illustrate conflicting views such as F and C; indicates problems such as bias or difficulty in proving what people actually thought 200 years earlier. Suggests the historian should check personal records, business accounts, diaries, local newspapers, and reports to Parliament etc. To see how rich Arkwright was. Suggests that conditions in Arkwright's other mills and his behaviour throughout his life should be investigated.</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>QWC i-ii-iii</p> |

| | | |
|----------------------------------|--------------|--|
| <p>3</p> <p>QWC i-ii-iii</p> | <p>9-12</p> | <p>Response focuses on research and the resolution of problems.</p> <p>Answer identifies the problem(s) with the evidence and offers suggestions for further research, explaining how the research could help to resolve the problems; comments may be based on sources in the paper or own knowledge of similar types of records with clear explanation of their value for this enquiry.</p> <p><i>eg Arkwright's workers were probably illiterate and there will be little evidence of their views of him; It would be difficult to prove that Arkwright took advantage of Lewis Paul. May be possible to check specific details about the water frame, his first mill or other personal views of his character through evidence that has survived in newspaper reports, court cases, employment records at his mill or business accounts and trade records etc. Evidence from other business deals and his other mills could give an insight into his character and business methods.</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>Award 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>NB No access to this level for responses which do not use the sources.</p> |
| <p>4</p> | <p>13-16</p> | <p>Sustained analysis exploring the problems and the potential sources for resolution.</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 sources appropriate to these issues and the period.</p> <p><i>eg identifies the key issues in considering Arkwright's character, his development of the water frame and the factory system and his treatment of workers.</i></p> <p><i>Discusses the difficulty in establishing character when so many of the sources based on personal knowledge are likely to be influenced by individual feelings - may suggest investigating personal records from Watt to see whether he had a grievance against Arkwright or if his view changed over time. Explains the problems in investigating whether Arkwright took advantage of Lewis Paul and suggests investigating Paul's life to see if he made any other inventions, whether he received any payment</i></p> |

| | |
|---------------------------------------|---|
| <p>QWC i-ii-iii</p> | <p><i>form Arkwright or if he brought a court case against him or complained in a diary / letter/newspaper, and also investigating any other deals made by Arkwright to see if he took advantage of people. Recognises the need to establish general conditions in factories in order to establish whether Arkwright treated his employees well and suggests checking factory records of hours and conditions, rules, punishment of employees etc in order to compare conditions at Cromford. Since Arkwright received national honours there might be some assessment of his achievements in government records. Arkwright's personal papers and business records might have been preserved in a museum and could be used to show whether he acted ruthlessly on other occasions.</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>NB No access to this level for responses which do not include additional recalled knowledge of appropriate sources/methods.</p> |
|---------------------------------------|---|