

## Sample Assessment Materials

# Edexcel GCSE in History B (Schools History Project) (2HB01)

### Inside this Sample Assessment Materials pack you'll find:

- Accessible papers to help you and your students prepare for the assessment
- Clear and concise mark schemes to let you know what the examiners are looking for
- Supported controlled assessment information including sample tasks and assessment criteria to share with students.



# Welcome to the GCSE 2009 History B (Schools History Project) Sample Assessment Materials

The sample assessment materials have been developed to give you and your students a flavour of the actual exam papers and mark schemes so they can experience what they will encounter in their live assessments. They feature:

- **Accessible papers** using a mixture of question styles. We've worked hard to ensure the papers are easy to follow with an encouraging tone so that the full range of students can show what they know.
- **Clear and concise mark schemes** for each paper outlining what examiners will be looking for in the assessments, so you can use the sample papers with students to help them prepare for the real thing.
- **Supported controlled assessment**, including sample controlled assessment materials to show you the sort of activity students will undertake. Used in conjunction with the guidance in the Teacher's Guide, these samples will help you manage the controlled assessment in your centre and help students achieve their best.

Our GCSE 2009 History B qualification will be supported better than ever before. Keep up to date with the latest news and services available by visiting our website: [www.edexcel.com/gcse2009](http://www.edexcel.com/gcse2009)

# Contents

<b>General Marking Guidance</b>	<b>3</b>
<b>Unit 1: Schools History Project Development Study</b>	
<b>Option 1A: Medicine and treatment</b>	
Sample Assessment Material	5
Sample Mark Scheme	13
<b>Option 1B: Crime and punishment</b>	
Sample Assessment Material	23
Sample Mark Scheme	31
<b>Option 1C: The changing nature of warfare</b>	
Sample Assessment Material	41
Sample Mark Scheme	49
<b>Unit 2: Schools History Project Depth Study</b>	
<b>Option 2A: The transformation of British society, c.1815 - 51</b>	
Sample Assessment Material	59
Sample Mark Scheme	67
<b>Option 2B: The American West, c.1840 - c.1895</b>	
Sample Assessment Material	77
Sample Mark Scheme	85
<b>Option 2C: Life in Germany c.1919 - c.1945</b>	
Sample Assessment Material	95
Sample Mark Scheme	103
<b>Unit 3: Schools History Project Source Enquiry</b>	
<b>Option 3A: The transformation of surgery c.1845 - c.1918</b>	
Sample Assessment Material	113
Sources Booklet	119
Sample Mark Scheme	123
<b>Option 3B: Protest, law and order in the twentieth century</b>	
Sample Assessment Material	131
Sources Booklet	137
Sample Mark Scheme	145
<b>Option 3C: The impact of war on Britain c.1914 - c.1950</b>	
Sample Assessment Material	153
Sources Booklet	159
Sample Mark Scheme	163
<b>Option 3D: The work of the historian</b>	
Sample Assessment Material	173
Sources Booklet	179
Sample Mark Scheme	187

## Unit 4: Representations of History

Sample Controlled Assessment Material for CA5	197
Sample Controlled Assessment Material for CA10 and CA10L	201
Assessment Criteria	205

## 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 the 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.



Write your name here

Surname

Other names

Centre Number

Candidate Number

**Edexcel GCSE**

## History B (Schools History Project)

Unit 1: Schools History Project Development Study

Option 1A: Medicine and treatment

Sample Assessment Material

**Time: 1 hour 15 minutes**

Paper Reference

**5HB01/1A**

**You do not need any other materials.**

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 Questions 1 and 2, **EITHER** Question 3 **OR** 4 and then **EITHER** Question 5(a) and 5(b) **OR** 6(a) and 6(b).
- 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 ►

N35680A

©2008 Edexcel Limited.

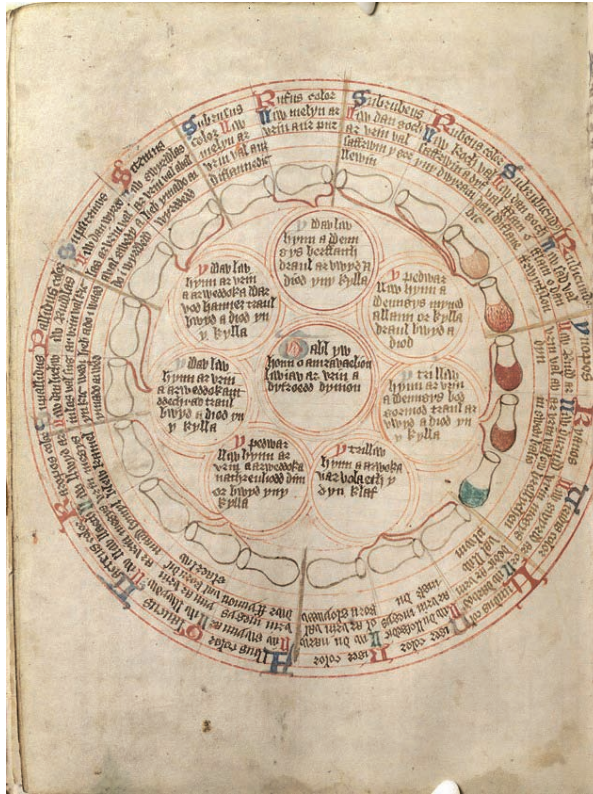
2/2/2



**edexcel**   
advancing learning, changing lives

## Study Sources A and B.

**Source A:** A chart used by doctors in the Middle Ages to help them diagnose what was wrong with a patient by looking at the colour of their urine.



**Source B:** A doctor's notes on the checks made on a patient's health in hospital in the late twentieth century.

Kidney function was checked by measuring urine output. The liver was studied by analysing urine and blood. The heart was monitored and the lungs were X-rayed.



### Answer Question 1 AND Question 2.

**1** What can you learn from Sources A and B about changes in the way doctors find out about a patient’s health?

Explain your answer, using these sources.

(4)

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

**(Total for Question 1 = 4 marks)**

**2** The boxes below show two important events.

Choose **one** event and explain why it was important in improving our understanding of the causes of ill health.

(9)

Louis Pasteur published his work on the Germ Theory in 1861.

Watson and Crick published their discovery of DNA in 1953.

.....

.....

.....

The live question paper will contain one further page of lines.

**(Total for Question 2 = 9 marks)**

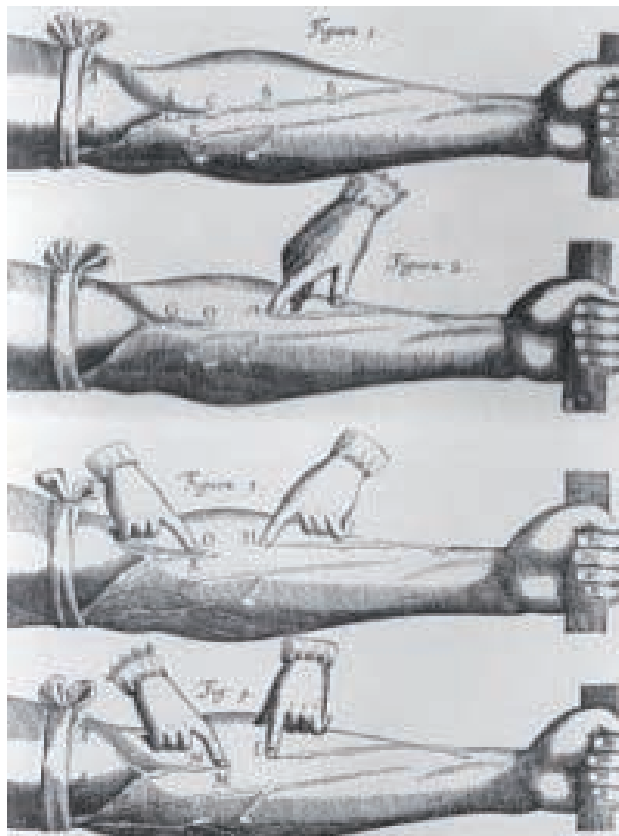
**Answer EITHER Question 3 OR Question 4.**

**EITHER**

- 3** Why did the discoveries of the Renaissance make little practical difference to medical treatment in the period c.1500–c.1700?

(12)

The following information may help you with your answer.



An illustration from William Harvey's book, published in 1628.

**(Total for Question 3 = 12 marks)**

**OR**

- 4** Why did it take so long for penicillin to be produced on a large scale?

(12)

The following information may help you with your answer.  
Alexander Fleming investigated penicillin bacteria in 1928 when it affected a mould he was growing as part of an experiment. He published his findings in an article in 1929.

**(Total for Question 4 = 12 marks)**

Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ~~☒~~ and then indicate your new question with a cross ☒.

Question 3

Question 4

Area with horizontal dotted lines for writing answers.

The live question paper will contain two further pages of lines.

**Answer EITHER Question 5 OR Question 6.**

**You must answer both parts of the question you choose.**

**EITHER**

**5 Medicine and Public Health from Roman Britain to c.1350.**

(a) What developments in medicine were made by Galen? (9)

\*(b) How far was the progress made in medicine by the Romans continued in the Middle Ages? Explain your answer. (16)

You may use the following in your answer and any other information of your own.

- The Romans built sewers in towns such as York and Bath.
- The Romans left Britain c.410 AD.
- St Bartholomew's hospital in London was founded in 1123.

**(Total for Question 5 = 25 marks)**

**OR**

**6 Public Health c.1350 to the present day.**

(a) Why were living conditions in industrial towns so unhealthy in the early nineteenth century? (9)

\*(b) How different was the public health provision in the nineteenth and twentieth centuries? Explain your answer. (16)

You may use the following in your answer and any other information of your own.

- In 1875 a Public Health Act was passed.
- In 1941 a vaccination programme against diphtheria was introduced.
- In 1948 the National Health Service was set up.

**(Total for Question 6 = 25 marks)**

Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ~~☒~~ and then indicate your new question with a cross ☒.

Question 5

Question 6

Area with horizontal dotted lines for writing answers.

The live question paper will contain four further pages of lines.

**TOTAL FOR PAPER = 50 MARKS**

**BLANK PAGE**

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 acknowledgements at first opportunity.

# Sample Assessment Material

## Option 1A: Medicine and treatment

Question Number	Target	
1	<p>What can you learn from Sources A and B about changes in the way doctors find out about a patient's health?</p> <p>Explain your answer, using these sources.</p> <p>Target: Inference from sources (AO3)</p>	
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	<p><b>Simple statement</b></p> <p>Student provides relevant examples from the sources.</p> <p>Award 1 mark for each relevant detail.</p> <p>eg A shows that doctors looked at the colour of the patient's urine; B shows that different aspects of the body are checked.</p>
2	3-4	<p><b>Developed statement</b></p> <p>An inference about change is made and supported, based on the use of both sources.</p> <p>Student shows that tests are now more wide ranging or make greater use of technology.</p> <p>eg A shows that doctors looked at the colour of the patient's urine but B shows tests are now much wider ranging.</p>

Question Number		
2		<p>The boxes below show two important events.</p> <p>Choose <b>one</b> event and explain why it was important in improving our understanding of the causes of ill health.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; width: 45%;"> <p>Louis Pasteur published his work on the Germ Theory in 1861.</p> </div> <div style="border: 1px solid black; padding: 5px; width: 45%;"> <p>Watson and Crick published their discovery of DNA in 1953.</p> </div> </div> <p>Target: recall; analysis of the importance of change. (AO1 &amp; 2)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	<p><b>Generalised answer is offered with little specific detail.</b></p> <p>Student states that the discovery helped our understanding of the causes of ill health and may name some examples, but will not be able to explain the link.</p> <p>eg Pasteur's germ theory helped doctors to understand the cause of illnesses ; the discovery of DNA helped doctors to understand genetic conditions.</p>
2	4-6	<p><b>Relevant details are offered but the link to the question is left implicit.</b></p> <p>Student describes the work of Pasteur/Watson &amp; Crick or describes developments after their breakthrough discovery.</p> <p>eg Pasteur's work on vaccines; Koch's work on microbes; Watson &amp; Crick's use of Franklin's work to discover the structure of DNA is a double helix.</p>
3	7-9	<p><b>The link between the breakthrough and the understanding of the causes of ill health is explicit.</b></p> <p>Student explains how the discovery of germs / DNA led to further research identifying specific microbes which cause illness / faulty genes which cause specific genetic conditions; they may also make comparisons of the situations before &amp; after the breakthrough.</p> <p>eg Pasteur's germ theory led to the discovery of the microbes causing anthrax, etc. and then to Koch's work to discover the causes of TB; theory of spontaneous generation or miasma shown to be false and had to rethink ideas about the cause and therefore the treatment of illness; the discovery that faulty genes are the cause of hereditary conditions and conditions like cystic fibrosis and stimulated the research of the Human Genome Project and recent stem cell research.</p>



Question Number		
3		<p>Why did the discoveries of the Renaissance make little practical difference to medical treatment in the period c.1500 - c.1700?</p> <p>Target: recall; analysis of the factors hindering change (AO1 &amp; 2)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	<p><b>Simple comment is offered, supported by some knowledge.</b></p> <p>Student may provide generalised answer with little supporting detail or relevant details on a very limited aspect of the question.</p> <p>eg The Renaissance discoveries were mainly about anatomy; Vesalius published 'The Fabric of the Human Body'; treatment continued to be based on Galen's ideas.</p> <p>Reserve top of level for answers which identify more than one reason (the nature of Renaissance discoveries and the factors inhibiting change), although answer will still lack specific details.</p>
2	5-8	<p><b>Statements are developed with support from material which is mostly relevant and accurate.</b></p> <p>Student may provide details of the work of Vesalius or Harvey, or explain the importance of technological advances such as the printing press or microscope, or may explain why treatment continued to be based on Galen's ideas.</p> <p>eg The role of the Catholic church in controlling education and the training of doctors meant Galen's ideas were perpetuated. Reserve top of level for answers which provide extensive details, but the link to the question will be left implicit.</p>
3	9-12	<p><b>The response shows understanding of the focus of the question and deploys sufficient accurate and relevant material to support the points the student makes.</b></p> <p>Student shows that the nature of Renaissance discoveries had little direct impact on medical treatment or that training continued to be based on the works of Galen and was unaffected by new discoveries.</p> <p>eg The Church's influence on education and medical training created a monopoly of Galen's ideas and doctors were not encouraged to deviate from the accepted practice; the discoveries of Vesalius and Harvey related to anatomical and physiological knowledge which did not contribute to an understanding of illness or treatment.</p> <p>Reserve top of level for answers which contain both elements.</p>

Question Number		
4		<p>Why did it take so long for penicillin to be produced on a large scale?</p> <p>Target: recall; analysis of the factors hindering change (AO1 &amp; 2)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	<p><b>Simple comment is offered, supported by some knowledge.</b></p> <p>Student may provide generalised answer with little supporting detail or relevant details on a very limited aspect of the question.</p> <p>eg Penicillin needed lots of expensive equipment to be mass produced.</p> <p>Reserve top of level for answers which identify more than one reason (lack of scientific knowledge, lack of funding, only became a priority because of the expected casualties of war) although answer will still lack specific details.</p>
2	5-8	<p><b>Statements are developed with support from material which is mostly relevant and accurate.</b></p> <p>Student may provide details of the work of Fleming, or Florey &amp; Chain, or provide an explanation of factors which helped the mass production of penicillin.</p> <p>eg The attempt to get funding from US drugs companies &amp; the availability of government funding during the war.</p> <p>Reserve top of level for answers which provide a range of accurate detail, but the focus will still be narrative or descriptive.</p>
3	9-12	<p><b>The response shows understanding of the focus of the question and deploys sufficient accurate and relevant material to support the points the student makes.</b></p> <p>Student explains the role of factors inhibiting the mass production of penicillin at an earlier time or shows how the combination of factors made it possible for penicillin to be mass produced during the Second World War.</p> <p>eg Explains why Lister or Fleming did not develop penicillin or explains the factors leading to Florey &amp; Chain's success.</p> <p>Reserve top of level for answers which cover both aspects of the question, clearly showing why penicillin was not developed earlier, what changed and how that enabled the mass production of penicillin.</p>

Question Number		
5 (a)		<p>What developments in medicine were made by Galen?</p> <p>Target: Recall; identification of key features (AO1 &amp; 2)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	<p><b>Simple or generalised comment is offered, supported by some knowledge.</b></p> <p>Student offers valid comment or detail about the work of Galen.</p> <p>eg He developed the Theory of Opposites; he helped to advance knowledge of anatomy.</p> <p>Reserve top of level for answers which offer several valid points.</p>
2	4-6	<p><b>Statements are developed with support from material which is mostly relevant and accurate.</b></p> <p>Student offers detailed description of the work of Galen.</p> <p>eg Describes Galen's experiments on anatomy; explains how treatment was based on the Theory of Opposites.</p> <p>Reserve top of level for answers which link treatment and religious beliefs.</p>
3	7-9	<p><b>The response shows understanding of the focus of the question and deploys sufficient accurate and relevant material to support the points the student makes.</b></p> <p>Student show how the work of Galen led to developments in medicine (they may also comment on whether these developments were progress or not).</p> <p>eg Shows how the Theory of Opposites was a development from Hippocrates' Four Humours; shows how experiments on anatomy increased understanding of surgery (although advances were limited); shows how Galen's work in writing down his ideas allowed a more systematic training of doctors and treatment of the sick to develop.</p> <p>Reserve top of level for answers which explain how religious aspects worked in conjunction with more practical treatment so that treatment at the Asclepion combined healthy lifestyle, hygiene and prayer.</p>

Question Number		
5 (b)		<p>How far was the progress made in medicine by the Romans, continued in the Middle Ages? Explain your answer.</p> <p>Target: Recall; analysis of key features; evaluation of progress (AO1 &amp; 2)  <b>QWC Strands i-ii-iii</b>  Assessing QWC:  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><b>Simple or generalised comment is offered, supported by some knowledge.</b></p> <p>Student may list features of Roman medicine or describe one aspect in limited detail.</p> <p>eg Galen dissected pigs.</p> <p><b>QWC i-ii-iii</b></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>Reserve top of level for answers which offer several valid points.</p> <p><b>NB Do not credit repetition of bullet points without development.</b></p>
2	5-8	<p><b>Statements are developed with support from material which is mostly relevant and accurate.</b></p> <p>Student states that there was progress and provides detailed descriptions of aspects of Roman or medieval medicine.</p> <p>eg Details Galen's work in describing anatomy and how the brain controlled the body; details medical training in the middle ages or describes the control of the Church.</p> <p><b>QWC i-ii-iii</b></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>Reserve top of level for answers which contain material on both periods.</p>

<p>3</p> <p><b>QWC i-ii-iii</b></p>	<p>9-12</p>	<p>The response shows understanding of the focus of the question and deploys sufficient accurate and relevant material to support the points the student makes.</p> <p>Student provides an analysis focused on progress in Rome and makes comparisons with the situation in the Middle Ages.</p> <p>eg Shows that Galen’s work on anatomy was an important improvement and that this teaching continued. May show that the influence of the Church was a force for preserving knowledge or for inhibiting progress in the Middle Ages.</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>Reserve top of level for answers which cover more than one aspect of Roman/medieval medicine.</p>
<p>4</p> <p><b>QWC i-ii-iii</b></p>	<p>13-16</p>	<p>A sustained analysis is supported by precisely selected and accurate material and with sharply focused development of points made. The answer as a whole will focus well on the question.</p> <p>Student recognises the need to compare aspects of progress with areas of stagnation, in order to make a judgement.</p> <p>eg Explores the extent of continuity in ideas about anatomy and the causes of disease and examines the role of the Church as a force inhibiting change and progress. May see the continuity of belief in the theory of the Four Humours and the practices associated with it as evidence of considerable continuity or as evidence of rate of progress slowing.</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 top of level for answers which involve wide ranging examples in the evaluation.</p>

Question Number		
6 (a)		<p>Why were living conditions in industrial towns so unhealthy in the early nineteenth century?</p> <p>Target: Recall; identification of key features and explanation of the role of factors. (AO1 &amp; 2)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	<p><b>Simple or generalised comment is offered, supported by some knowledge.</b></p> <p>Student can offer some information about living conditions.</p> <p>eg Houses were cramped, water was polluted.</p>
2	4-6	<p><b>Statements are developed with support from material which is mostly relevant and accurate.</b></p> <p>Student provides detailed description of living conditions.</p> <p>eg Many families lived within a single room, houses were built in courts with little ventilation, water was polluted, sewage problems.</p>
3	7-9	<p><b>The response shows understanding of the focus of the question and deploys sufficient accurate and relevant material to support the points the student makes.</b></p> <p>Student recognises the need to explain the factors leading to such poor conditions.</p> <p>eg Landlords wanted as many people as possible in the building, water companies made profits from controlling access to water, houses were built quickly and there were no building regulations, parliament was not expected to intervene in housing conditions.</p>

Question Number		
6 (b)		<p>How different was the public health provision in the nineteenth and twentieth centuries? Explain your answer.</p> <p>Target: Recall; analysis of key features; evaluation of factors involved in progress (AO1 &amp; 2)  <b>QWC Strands i-ii-iii</b>            Assessing QWC:            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><b>Simple or generalised comment is offered, supported by some knowledge.</b></p> <p>Student may make general statements of comparison or identify one important development in limited detail.</p> <p>eg Public health during the 19<sup>th</sup> century focused on housing and hygiene; in the 20<sup>th</sup> century the NHS provided access to free treatment for everyone.</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>Reserve top of level for answers which offer several valid points.</p> <p><b>NB Do not credit simple repetition of points from part (a) or repetition of bullet points without development.</b></p>
QWC i-ii-iii		
2	5-8	<p><b>Statements are developed with support from material which is mostly relevant and accurate.</b></p> <p>Student identifies difference(s) but with limited support or provides detailed descriptions of improvements in public health in one period.</p> <p>eg The appointment of a town Medical Health Officer, improvements in housing, provision of water and dealing with sewage in the 19<sup>th</sup> century or an explanation that whereas public health in the 19<sup>th</sup> century focused on hygiene and living conditions, in the 20<sup>th</sup> century access to health care and preventive measures are also included.</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>Reserve top of level for answers providing wide ranging details</p>
QWC i-ii-iii		

<p>3</p> <p><b>QWC i-ii-iii</b></p>	<p>9-12</p>	<p>The response shows understanding of the focus of the question and deploys sufficient accurate and relevant material to support the points the student makes.</p> <p>Student provides an analysis focused on comparison of the two periods, although the extent of support may be unbalanced. eg identifies the difference as being 19<sup>th</sup> century focus on health/housing and provides details of the Public Health Acts of 1848 and 1875, compared to the wider range of provision in the 20<sup>th</sup> century, covering welfare, health care, vaccination and concern about lifestyle, eg smoking.</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>Reserve top of level for answers which cover more than one point.</p>
<p>4</p> <p><b>QWC i-ii-iii</b></p>	<p>13-16</p>	<p>A sustained analysis is supported by precisely selected and accurate material and with sharply focused development of points made. The answer as a whole will focus well on the question.</p> <p>Student recognises the need to analyse factors and show how they interacted to bring about change at a specific time.</p> <p>eg the 19<sup>th</sup> century developments in both improving hygiene and housing and a new attitude towards government responsibility, compared to the extensive provisions of the welfare state in the 20<sup>th</sup> century and the focus on preventive action.</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 top of level for answers which appreciate and explain the concentration of government action within a short timespan.</p>



Write your name here

Surname

Other names

Centre Number

Candidate Number

**Edexcel GCSE**

## History B (Schools History Project)

Unit 1: Schools History Project Development Study

Option 1B: Crime and punishment

Sample Assessment Material

**Time: 1 hour 15 minutes**

Paper Reference

**5HB01/1B**

**You do not need any other materials.**

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 Questions 1 and 2, **EITHER** Question 3 **OR** 4 and then **EITHER** Question 5(a) and 5(b) **OR** 6(a) and 6(b).
- 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 ►

N35699A

©2008 Edexcel Limited.

2/2/2



**edexcel**   
advancing learning, changing lives

**Study Sources A and B.**

**Source A:** From the rules of the Manor of Yalding in the late Middle Ages.

It is the duty of every person to raise the hue and cry if he or she sees any of Yalding's laws and customs broken.

**Source B:** A Norwich police constable in 1850.



**Answer Question 1 AND Question 2.**

**1** What can you learn from Sources A and B about changes in the methods of enforcing the law between the Middle Ages and the nineteenth century?

Explain your answer, using these sources.

(4)

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

**(Total for Question 1 = 4 marks)**

**2** The boxes below show two important individuals.

Choose **one** individual and explain why that person was important in changing attitudes towards punishment.

(9)

Elizabeth Fry and Newgate prison

Derek Bentley and capital punishment

.....

.....

.....

The live question paper will contain one further page of lines.

**(Total for Question 2 = 9 marks)**

**Answer EITHER Question 3 OR Question 4.**

**EITHER**

- 3** Why were vagabonds and sturdy beggars treated so harshly in the Tudor period? (12)

The following information may help you with your answer.



A sixteenth-century drawing of a beggar being whipped through the streets.

**(Total for Question 3 = 12 marks)**

**OR**

- 4** Why were the laws against smuggling so difficult to enforce in the seventeenth and eighteenth centuries? (12)

The following information may help you with your answer.

In 1746, customs officers seized some smuggled goods and stored them in the Customs House at Poole in Dorset. The Hawkhurst gang then attacked the Customs House during the night and got most of the goods back. They were cheered by crowds when they stopped at Fordingbridge for breakfast.

**(Total for Question 4 = 12 marks)**

Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ~~☒~~ and then indicate your new question with a cross ☒.

Question 3 ☒

Question 4 ☒

Area with horizontal dotted lines for writing answers.

The live question paper will contain two further pages of lines.

**Answer EITHER Question 5 OR Question 6.**

**You must answer both parts of the question you choose.**

**EITHER**

**5 Crime and punishment from Roman Britain to c.1450.**

(a) Describe the key features of Trial by Ordeal. (9)

\*(b) How much did methods of trial and punishment change from the Norman period (eleventh century) to the Tudor period (end of the fifteenth century)? Explain your answer. (16)

You may use the following in your answer and any other information of your own.

- Criminals could claim sanctuary.
- Anyone who claimed Benefit of Clergy was tried by the Church courts.
- Quarter Sessions began in 1361, where JPs would meet to deal with local crimes.

**(Total for Question 5 = 25 marks)**

**OR**

**6 Changing views of the nature of criminal activity c.1450 to present day.**

(a) In what ways did new laws change the position of women in society in the twentieth century? (9)

\*(b) Why were conscientious objectors treated harshly in the First World War but more leniently in the Second World War? (16)

You may use the following in your answer and any other information of your own.

- Over 1,000 conscientious objectors were imprisoned in Dartmoor prison in 1916.
- Many conscientious objectors acted as stretcher carriers on the battlefields of the First World War.
- In the Second World War the government tried to give conscientious objectors jobs in farming and industry.

**(Total for Question 6 = 25 marks)**

Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ~~☒~~ and then indicate your new question with a cross ☒.

Question 5 ☒

Question 6 ☒

Area with horizontal dotted lines for writing answers.

The live question paper will contain four further pages of lines.

**TOTAL FOR PAPER = 50 MARKS**

**BLANK PAGE**

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 acknowledgements at first opportunity.



# Sample Mark Scheme

## Option 1B: Crime and Punishment

Question Number		
1		<p>What can you learn from Sources A and B about changes in the methods of enforcing the law between the Middle Ages and the nineteenth century?</p> <p>Explain your answer, using these sources.</p> <p>Target: Inference from sources (AO3)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	<p><b>Simple statement</b></p> <p>Student provides relevant examples from the sources.</p> <p>Award 1 mark for each relevant detail.</p> <p>eg A shows everyone was involved in enforcing law and order; B shows an official/organised police force.</p>
2	3-4	<p><b>Developed statement</b></p> <p>An inference about change is made and supported, based on the use of both sources.</p> <p>Student shows that law enforcement has shifted from private individuals or collective responsibility to an official body.</p> <p>eg A shows that individuals had no help catching criminals, but B shows an official body has now taken on that responsibility.</p>

Question Number				
2		<p>The boxes below show two important individuals.</p> <p>Choose <b>one</b> individual and explain why that person was important in changing attitudes towards punishment.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;">Elizabeth Fry and Newgate prison</td> <td style="width: 50%; padding: 5px;">Derek Bentley and capital punishment</td> </tr> </table> <p>Target: recall; analysis of the importance of change. (AO1 &amp; 2)</p>	Elizabeth Fry and Newgate prison	Derek Bentley and capital punishment
Elizabeth Fry and Newgate prison	Derek Bentley and capital punishment			
Level	Mark	Descriptor		
	0	No rewardable material		
1	1-3	<p><b>Generalised answer is offered with little specific detail.</b></p> <p>Student states that attitudes changed as a result of that individual, but will not be able to provide specific details in support of the comment.</p> <p>eg Fry reformed conditions for women in prison; Bentley was unfairly executed.</p>		
2	4-6	<p><b>Relevant details are offered but the link to the question is left implicit.</b></p> <p>Student describes the work of Fry or the circumstances of Bentley's death; or makes a comparison of attitudes before and after these developments.</p> <p>eg Describes Fry's work in providing clothing, work, religious guidance in Newgate; describes Bentley's crime and describes how his execution aroused protest.</p>		
3	7-9	<p><b>The link between the individual and the change in attitudes is explicit.</b></p> <p>Student places the individual in context and explains how Fry's work was seen as part of the move towards reform or explains the effect of Bentley's execution in the context of the debate over the abolition of capital punishment; may also place the individual in context and discuss the factors limiting change.</p> <p>eg Fry's work showed that reform was possible and that these women were less likely to commit crime once released; Bentley's execution, in conjunction with other cases such as Timothy Evans and Ruth Ellis, gave added force to the concern over the use of the death penalty.</p>		

Question Number		
3		<p>Why were vagabonds and sturdy beggars treated so harshly in the Tudor period?</p> <p>Target: recall; analysis of key features and factors affecting attitudes (AO 1 &amp; 2)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	<p><b>Simple comment is offered, supported by some knowledge.</b></p> <p>Student provides generalised answer with little supporting detail.</p> <p>eg They were worried about the threat to law and order; describes some aspect of treatment of beggars.</p> <p>Reserve top of level for answers which identify more than one reason or example of treatment, although answer will still lack specific details.</p>
2	5-8	<p><b>Statements are developed with support from material which is mostly relevant and accurate.</b></p> <p>Student may provide details of the treatment of beggars and the various acts passed, or explain the reasons for the rise in the unemployed.</p> <p>eg Beggars were publicly whipped through the towns in order to deter others; the closure of the monasteries, land enclosures all increased the number of vagrants seeking support.</p> <p>Reserve top of level for answers which provide extensive details but the link to the question will be left implicit.</p>
3	9-12	<p><b>The response shows understanding of the focus of the question and deploys sufficient accurate and relevant material to support the points the student makes.</b></p> <p>Student shows that the attitude of the authorities was based on fear of social disorder and the sturdy beggar, and the absence of suitable mechanisms to control this. They may also point out that many punishments were physically harsh at this time.</p> <p>eg Tudor society had strong emphasis on hierarchy and order but lacked a police force to control popular disorder and therefore the increase in vagrants seeking support and the perceived link between idleness and crime led to harsh punishments.</p> <p>Reserve top of level for answers which contain both elements.</p>

Question Number		
4		<p>Why were the laws against smuggling so difficult to enforce in the seventeenth and eighteenth centuries?</p> <p>Target: recall; analysis of factors (AO1 &amp; 2)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	<p><b>Simple comment is offered, supported by some knowledge.</b></p> <p>Student may provide generalised answer with little supporting detail or relevant details on a very limited aspect of the question.</p> <p>e.g. Smuggling happened at night.</p> <p>Reserve top of level for answers which identify more than one reason (done in secret, public support, limited law enforcement), although answer will still lack specific details.</p>
2	5-8	<p><b>Statements are developed with support from material which is mostly relevant and accurate.</b></p> <p>Student may provide details of the way smuggling was carried out, show the extent of public support or explain the difficulties in detection.</p> <p>eg There were many small coves where smugglers could operate; many people appreciated the chance to buy luxury goods they would not normally be able to afford.</p> <p>Reserve top of level for answers which provide a range of accurate detail but the focus will still be narrative or descriptive.</p>
3	9-12	<p><b>The response shows understanding of the focus of the question and deploys sufficient accurate and relevant material to support the points the student makes.</b></p> <p>Student explains the role of factors inhibiting the detection and arrest of smugglers.</p> <p>eg Shows how the nature of smuggling is secretive and the customs officials were not able to patrol all areas, but also shows the public support from members of the establishment gave acceptance and the smugglers were strong enough to take action to protect themselves.</p> <p>Reserve top of level for answers which show the interaction of factors.</p>

Question Number		
5 (a)		Describe the key features of Trial by Ordeal. Target: Recall; identification of key features (AO1 & 2)
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	<b>Simple or generalised comment is offered, supported by some knowledge.</b>  Student offers valid point(s) about Trial by Ordeal.  eg It was conducted by a priest; you had to put your hand in hot water.  Reserve top of level for answers which offer several valid points.
2	4-6	<b>Statements are developed with support from material which is mostly relevant and accurate.</b>  Student offers detailed description of Trial by Ordeal.  eg Describes Trial by hot iron, hot water, cold water, consecrated bread, or explains that God is thought to indicate innocence or guilt.  Reserve top of level for wide ranging details.
3	7-9	<b>The response shows understanding of the focus of the question and deploys sufficient accurate and relevant material to support the points the student makes.</b>  Student explicitly analyses the nature of Trial by Ordeal and shows the link between the basis of the trial and the way it was carried out.  eg This was done if a jury could not reach agreement; the priest conducted the trial since it was a way for God to declare innocence.  Reserve top of level for answers which provide wide ranging examples to support the explanation.

Question Number		
5 (b)		<p>How much did methods of trial and punishment change from the Norman period (eleventh century) to the Tudor period (end of the fifteenth century)?</p> <p>Explain your answer.</p> <p>Target: Recall; analysis of key features; evaluation of progress (AO1 &amp; 2)  <b>QWC Strands i-ii-iii</b>            Assessing QWC:            For the highest mark in a level <b>all</b> criteria for the level, including those for QWC must be met.</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	<p><b>Simple or generalised comment is offered, supported by some knowledge.</b></p> <p>Student makes generalised statement about continuity between the two periods or offers an example of the methods of trial and punishment</p> <p>Eg There was a lot of continuity; religion continued to be important.</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>Reserve top of level for answers which offer several valid points.</p> <p><b>NB Do not credit repetition of bullet points without development.</b></p>
QWC i-ii-iii		
2	5-8	<p><b>Statements are developed with support from material which is mostly relevant and accurate.</b></p> <p>Student describes methods of trial and punishment in Norman and/or medieval - early Tudor period.</p> <p>eg Explains Benefit of the Clergy / describes the work of the church court, describes the introduction of royal courts and JPs.            NB If only example used is Trial by Ordeal, restrict to Level 1.</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>Reserve top of level for answers going beyond one aspect of Norman methods.</p>
QWC i-ii-iii		

<p>3</p> <p><b>QWC i-ii-iii</b></p>	<p>9-12</p>	<p>The response shows understanding of the focus of the question and deploys sufficient accurate and relevant material to support the points the student makes.</p> <p>Student provides examples of continuity or change.</p> <p>eg Explains continuity in the role of the church courts; shows change in the introduction of the JPs and royal courts.</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>Reserve top of level for answers which cover more than one aspect of Norman methods.</p>
<p>4</p> <p><b>QWC i-ii-iii</b></p>	<p>13-16</p>	<p><b>A sustained analysis is supported by precisely selected and accurate material and with sharply focused development of points made. The answer as a whole will focus well on the question.</b></p> <p>Student provides an analysis examining the extent of change and continuity.</p> <p>eg Explains the continuing role of the church courts, the effects of the introduction of royal courts, sheriffs and JPs, the change to trial by jury and ending of Trial by Ordeal, etc.</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 top of level for answers which involve wide ranging examples in the evaluation.</p>

Question Number		
6 (a)		<p>In what ways did new laws change the position of women in society in the twentieth century?</p> <p>Target: Recall; identification of key features and explanation of the role of factors. (AO1 &amp; 2 )</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	<p><b>Simple or generalised comment is offered, supported by some knowledge.</b></p> <p>Student can offer some information about the changed position of women.</p> <p>eg Now women can vote; there are laws against sex discrimination.</p>
2	4-6	<p><b>Statements are developed with support from material which is mostly relevant and accurate.</b></p> <p>Student provides detailed description of changes during the 20<sup>th</sup> century.</p> <p>eg Getting the vote 1918 &amp; 1928; Sex Discrimination Act; easier divorce laws.</p>
3	7-9	<p><b>The response shows understanding of the focus of the question and deploys sufficient accurate and relevant material to support the points the student makes.</b></p> <p>Student explains the effect of laws on the position of women in society.</p> <p>eg Getting the vote meant that further laws could be made to improve women's economic situation; easier divorce laws made it possible for women to escape unhappy or restrictive homes.</p>



Question Number		
6 (b)		<p>Why were conscientious objectors treated harshly in the First World War but more leniently in the Second World War?</p> <p>Target: Recall; analysis of key features; evaluation of factors involved in progress (AO1 &amp; 2)  <b>QWC Strands i-ii-iii</b>            Assessing QWC:            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><b>Simple or generalised comment is offered, supported by some knowledge.</b></p> <p>Student provides limited information about the treatment of conscientious objectors in the First and Second World Wars.</p> <p>eg They had to explain why they would not fight; some of them were shot.</p> <p>Writing communicates ideas using everyday language and shows 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>Reserve top of level for answers which offer several valid points.</p> <p><b>NB Do not credit simple repetition of points from part (a) or repetition of bullet points without development.</b></p>
2	5-8	<p><b>Statements are developed with support from material which is mostly relevant and accurate.</b></p> <p>Student describes the treatment of conscientious objectors in the First and Second World Wars; or offers valid comments about why treatment changed but with little supporting detail.</p> <p>eg They had to explain their reasons for not fighting to a military tribunal; attitudes towards war had changed by the time of the Second World War.</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>Reserve top of level for answers providing wide ranging details.</p>

<p>3</p> <p>QWC i-ii-iii</p>	<p>9-12</p>	<p>The response shows understanding of the focus of the question and deploys sufficient accurate and relevant material to support the points the student makes.</p> <p>Student provides an analysis focused on the reasons why attitudes changed and links this to the treatment of COs.</p> <p>eg Attitudes to war had changed after the carnage of trench warfare and COs had shown they were not cowards through their work as stretcher bearers; therefore the government was prepared to accommodate them.</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>Reserve top of level for answers which cover more than one point.</p>
<p>4</p> <p>QWC i-ii-iii</p>	<p>13-16</p>	<p>A sustained analysis is supported by precisely selected and accurate material and with sharply focused development of points made. The answer as a whole will focus well on the question.</p> <p>Student shows a range of factors leading to changed attitudes and therefore changed treatment.</p> <p>eg Changed attitude to war; the emphasis on the Second World War as a fight for liberty and freedom of conscience; the effect of changes in the nature of warfare on the need for training and reduced need for numbers.</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 top of level for answers which can show the interaction of factors leading to changed attitudes.</p>

Write your name here

Surname

Other names

Centre Number

Candidate Number

**Edexcel GCSE**

## History B (Schools History Project)

Unit 1: Schools History Project Development Study

Option 1C: The changing nature of warfare

Sample Assessment Material

**Time: 1 hour 15 minutes**

Paper Reference

**5HB01/1C**

**You do not need any other materials.**

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 Questions 1 and 2, **EITHER** Question 3 **OR** 4 and then **EITHER** Question 5(a) and 5(b) **OR** 6(a) and 6(b).
- 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 ►

N35700A

©2008 Edexcel Limited.

2/2/2



**edexcel**   
advancing learning, changing lives

## Study Sources A and B.

**Source A:** A description of King Edward III's march to Paris in 1360.

King Edward and the rich brought with them 6,000 carts carrying tents, cooking ovens, and everything they needed. They had boats big enough for 3 men so they could go fishing on a lake or river. The king had falconers and greyhounds to go hunting. But the ordinary soldiers had to make do with whatever they could get.

**Source B:** A field kitchen providing hot food and drink for British soldiers on the Western Front in the First World War.



**Answer Question 1 AND Question 2.**

**1** What can you learn from Sources A and B about changes in the way an army was supplied with food during a military campaign?

Explain your answer, using these sources.

**(4)**

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

**(Total for Question 1 = 4 marks)**

**2** The boxes below show two weapons used in warfare.

Choose **one** weapon and explain why it had an important effect on the way that battles were fought in that period.

**(9)**

The longbow in the Hundred Years War

The tank in the First World War

.....

.....

.....

The live question paper will contain one further page of lines.

**(Total for Question 2 = 9 marks)**

**Answer EITHER Question 3 OR Question 4.**

**EITHER**

- 3** Why was Florence Nightingale's work in the Crimean War so important in improving the care of wounded soldiers? (12)

The following information may help you with your answer.

Florence Nightingale was from a wealthy background but she had trained as a nurse. She was asked to lead a group of trained nurses to the Crimea, where the death rate amongst injured soldiers was 42%.

**(Total for Question 3 = 12 marks)**

**OR**

- 4** Why did the government use propaganda to help recruitment during the First World War? (12)

The following information may help you with your answer.



A recruitment poster from 1915.

**(Total for Question 4 = 12 marks)**

Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ~~☒~~ and then indicate your new question with a cross ☒.

Question 3 ☒

Question 4 ☒

Area with horizontal dotted lines for writing.

The live question paper will contain two further pages of lines.

**Answer EITHER Question 5 OR Question 6.**

**You must answer both parts of the question you choose.**

**EITHER**

**5 The changing nature of warfare from Roman Britain to c.1350.**

(a) What were the key defensive features of castles in the Norman period of the eleventh and twelfth centuries? (9)

\*(b) How similar were the weapons and tactics of soldiers in the Roman army against the Iceni and the Norman army at Hastings? Explain your answer. (16)

You may use the following in your answer and any other information of your own.

- Roman soldiers carried a short sword called the gladius.
- Roman soldiers were trained to use set formations in battle.
- The Norman army at Hastings included cavalry.

**(Total for Question 5 = 25 marks)**

**OR**

**6 Reasons for military conflict c.1450 to present day.**

(a) Explain **three** main reasons why Britain went to war in 1914. (9)

\*(b) Charles I was at war against his own subjects in the Civil War and George III was at war against his subjects in the American War of Independence. How similar were the motives of the two kings for going to war? (16)

You may use the following in your answer and any other information of your own.

- Charles I believed in the Divine Right of Kings.
- In 1765 representatives from nine American colonies refused to accept the Stamp Act which had been passed by the British parliament.
- In 1773 a mob threw 342 crates of tea into Boston Harbour.

**(Total for Question 6 = 25 marks)**



Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ~~☒~~ and then indicate your new question with a cross ☒.

Question 5 ☒

Question 6 ☒

Area with horizontal dotted lines for writing answers.

The live question paper will contain four further pages of lines.

**TOTAL FOR PAPER = 50 MARKS**

**BLANK PAGE**

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 acknowledgements at first opportunity.

## Sample Mark Scheme

### Option 1C: The changing nature of warfare

Question Number		
1		<p>What can you learn from Sources A and B about changes in the way an army was supplied with food during a military campaign?</p> <p>Explain your answer, using these sources.</p> <p>Target: Inference from sources (AO3)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	<p><b>Simple statement</b></p> <p>Student provides relevant examples from the sources.</p> <p>Award 1 mark for each relevant detail.</p> <p>eg In A everything necessary for the rich was brought with them; A shows the expectation that food could be caught during the campaign; ordinary soldiers in A expected to find their own food; B shows the organisation of food being supplied.</p>
2	3-4	<p><b>Developed statement</b></p> <p>An inference about change is made and supported, based on the use of both sources.</p> <p>Student shows change over time as the ordinary soldier was supplied with food, shows that greater organisation was needed in modern warfare or that an army cannot expect to live off the land.</p> <p>eg A shows that they took some food with them but also expected to be able to catch fish, while in B the provision of food is organised centrally.</p>

Question Number		
2		<p>The boxes below show two weapons used in warfare.</p> <p>Choose <b>one</b> weapon and explain why it had an important effect on the way that battles were fought in that period.</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="border: 1px solid black; padding: 5px; width: 40%;">The longbow in the Hundred Years War</div> <div style="border: 1px solid black; padding: 5px; width: 40%;">The tank in the First World War</div> </div> <p>Target: recall; analysis of the importance of change. (AO1 &amp; 2)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	<p><b>Generalised answer is offered with little specific detail.</b></p> <p>Student describes the weapon or states that important changes happened, but is not be able to provide specific details in support of the comment.</p> <p>eg The longbow helped England to win the Battle of Agincourt; tanks were a breakthrough weapon in the trenches on the Western Front.</p>
2	4-6	<p><b>Relevant details are offered but the link to the question is left implicit.</b></p> <p>Student describes the effects in battle of the longbow or tank; or makes a comparison of tactics before and after these developments.</p> <p>eg Describes the advantages of the longbow; shows how tanks could be used to spearhead attacks and crush barbed wire.</p>
3	7-9	<p><b>The link between the weapon and the change in tactics is explicit.</b></p> <p>Student places the weapon in context and explains its advantages and how this then led to new tactics being adopted.</p> <p>eg The longbow's range and ability to produce a hail of arrows and the consequent need for protection; the integration of archers with infantry &amp; the need to co-ordinate tactics. The tank's strength and ability to crush barbed wire etc. but also its slow speed and unsuitability in mud.</p>

Question Number		
3		<p>Why was Florence Nightingale's work in the Crimean War so important in improving the care of wounded soldiers?</p> <p>Target: recall; analysis of key features and factors affecting attitudes (AO1 &amp; 2)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	<p><b>Simple comment is offered, supported by some knowledge.</b></p> <p>Student provides generalised answer with little supporting detail.</p> <p>eg Says that death rate was high and she made improvements.</p> <p>Reserve top of level for answers which identify more than one reason, although answer will still lack specific details.</p>
2	5-8	<p><b>Statements are developed with support from material which is mostly relevant and accurate.</b></p> <p>Student may provide details of the work of Florence Nightingale or may compare the situations before and after her work.</p> <p>eg Her emphasis on hygiene, bought provisions from her own money, 'lady with the lamp'; death rate went from 42% to 2%; provided a model for others to copy.</p> <p>Reserve top of level for answers which provide extensive details, but the link to the question will be left implicit.</p>
3	9-12	<p><b>The response shows understanding of the focus of the question and deploys sufficient accurate and relevant material to support the points the student makes.</b></p> <p>Student links what she did to its effect and shows how this was an improvement.</p> <p>eg The hospital became clean and ordered, and care of individual patients improved, with the effect that the death rate was reduced; shows how her work in Scutari had a huge impact in that hospital and that this was publicised and set a model for other military hospitals.</p> <p>Reserve top of level for answers which contain both elements of her work in Scutari and its overall impact.</p>

Question Number		
4		<p>Why did the government use propaganda to help recruitment during the First World War?</p> <p>Target: recall; analysis of factors (AO1 &amp; 2)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	<p><b>Simple comment is offered, supported by some knowledge.</b></p> <p>Student may provide generalised answer with little supporting detail or relevant examples of propaganda.</p> <p>eg Propaganda was needed to make men volunteer to fight; propaganda showed the enemy as cruel.</p> <p>Reserve top of level for answers which provide more than one reason or example, although answer will still lack specific details.</p>
2	5-8	<p><b>Statements are developed with support from material which is mostly relevant and accurate.</b></p> <p>Student describes examples of propaganda for recruitment during the early years of the war.</p> <p>eg The appeal to a sense of duty or sense of shame, the emphasis on protecting the family; the presentation of the enemy as amoral in stories about crucifixion and rape.</p> <p>Reserve top of level for answers which provide a range of accurate detail, but the focus will still be narrative or descriptive.</p>
3	9-12	<p><b>The response shows understanding of the focus of the question and deploys sufficient accurate and relevant material to support the points the student makes.</b></p> <p>Student explains the role of propaganda in recruitment during the early years of the war before conscription, especially after the initial rush and once it became a war of attrition, or in maintaining morale after the introduction of conscription.</p> <p>eg The need for continual reinforcements as a result of the tactics of the Western Front; the need to maintain high morale in the face of heavy casualties and as people became aware of the nature of fighting on the Western Front.</p> <p>Reserve top of level for answers which cover both elements or which recognise the changing importance of propaganda during the war in the context of casualties, and also changing attitudes towards the war.</p>

Question Number		
5 (a)		<p>What were the key defensive features of castles in the Norman period of the eleventh and twelfth centuries?</p> <p>Target: Recall; identification of key features (AO1 &amp; 2)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	<p><b>Simple or generalised comment is offered, supported by some knowledge.</b></p> <p>Student offers general comment about hills, strong walls or identifies individual features.</p> <p>eg The castles were built on a hill, the walls were made of stone, early castles were called motte and bailey.</p> <p>Reserve top of level for answers which offer several valid points.</p>
2	4-6	<p><b>Statements are developed with support from material which is mostly relevant and accurate.</b></p> <p>Student offers detailed description of defensive features of castles.</p> <p>eg Hill, bailey fences, shell keep, stone walls.</p> <p>Reserve top of level for wide ranging details.</p>
3	7-9	<p><b>The response shows understanding of the focus of the question and deploys sufficient accurate and relevant material to support the points the student makes.</b></p> <p>Student explicitly analyses the way in which individual features strengthened the castle's defence system.</p> <p>eg Since the castle was on a hill it was difficult to attack it by surprise; the ramparts and fences defending the bailey were the first line of defence and allowed the defenders to retreat safely to the tower or shell keep on higher ground.</p> <p>Reserve top of level for answers which provide wide ranging examples to support the explanation.</p>

Question Number		
5 (b)		<p>How similar were the weapons and tactics of soldiers in the Roman army against the Iceni and the Norman army at Hastings?</p> <p>Explain your answer.</p> <p>Target: Recall; analysis of key features; evaluation of similarity (AO 1 &amp; 2)  <b>QWC Strands i-ii-iii</b>            Assessing QWC:            For the highest mark in a level <b>all</b> criteria for the level, including those for QWC must be met.</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	<p><b>Simple or generalised comment is offered, supported by some knowledge.</b></p> <p>Student makes generalised statement about the weapons/tactics of Roman/Norman army, or identifies a valid point of comparison.</p> <p>eg The Roman soldiers carried a sword, spear and shield; the Normans had cavalry; Roman shields were rectangular and Norman shields were kite shaped.</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>Reserve top of level for answers which offer several valid points.</p> <p><b>NB Do not credit repetition of bullet points without development.</b></p>
2	5-8	<p><b>Statements are developed with support from material which is mostly relevant and accurate.</b></p> <p>Student describes features of the Roman/Norman weapons/tactics.</p> <p>eg Roman soldiers used their sword to make short jabbing attacks while the shields overlapped to form a defensive wall; the Roman army had a very centralised system with a clear hierarchy of command; the Norman army was not professional; the Norman army included cavalry; the Norman knight wore chain mail.</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>Reserve top of level for answers covering a range of points.</p>
		<b>QWC i-ii-iii</b>



<p>3</p> <p><b>QWC i-ii-iii</b></p>	<p>9-12</p>	<p>The response shows understanding of the focus of the question and deploys sufficient accurate and relevant material to support the points the student makes.</p> <p>Student provides an analysis of similarity / difference between the Roman and Norman armies.</p> <p>eg Roman emphasis on professional training with set formations and clear organisation, compared to Norman collection of forces for this enterprise; Roman effective weapons and tactics, compared to Norman use of cavalry, archers and knights; both armies used swords and a form of armour.</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>Reserve top of level for answers which cover more than one factor.</p>
<p>4</p> <p><b>QWC i-ii-iii</b></p>	<p>13-16</p>	<p>A sustained analysis is supported by precisely selected and accurate material and with sharply focused development of points made. The answer as a whole will focus well on the question.</p> <p>Student provides an analysis of both similarity and difference in order to reach a judgement.</p> <p>eg Compares similarity in some weapons to differences in use of archers and cavalry; compares training and organisation of command and the use of set formations.</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 top of level for answers which involve wide ranging examples in the evaluation.</p>

Question Number		
6 (a)		<p>Explain <b>three</b> main reasons why Britain went to war in 1914?</p> <p>Target: Recall; identification of key features (AO1 &amp; 2)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	<p><b>Simple or generalised comment is offered, supported by some knowledge.</b></p> <p>Student offers general comment about the situation in 1914 or identifies one specific detail which is relevant.</p> <p>eg There had been a build up of rivalry; Britain was part of the Entente Cordiale.</p> <p>Reserve top of level for answers which offer several valid points.</p>
2	4-6	<p><b>Statements are developed with support from material which is mostly relevant and accurate.</b></p> <p>Student offers detailed description of events leading to the outbreak of war</p> <p>OR produces a Level 3 response, but only dealing with one reason for war.</p> <p>eg Describes the assassination of Franz Ferdinand and the steps by which various countries entered the war; describes the arms race/the alliance system.</p> <p>Reserve top of level for wide ranging details.</p>
3	7-9	<p><b>The response shows understanding of the focus of the question and deploys sufficient accurate and relevant material to support the points the student makes.</b></p> <p>Student shows more than one reason for war.</p> <p>eg Shows the growing rivalry between Britain and Germany; explains the importance of the alliance system; shows how our commitment to Belgium brought us into the war.</p> <p>Reserve top of level for answers which identify three reasons.</p>

Question Number		
6 (b)		<p>Charles I was at war against his own subjects in the Civil War and George III was at war against his subjects in the American War of Independence.</p> <p>How similar were the motives of the two kings for going to war?</p> <p>Target: Recall; analysis of key features; evaluation of similarity (AO 1 &amp; 2)  <b>QWC Strands i-ii-iii</b>  Assessing QWC:  For the highest mark in a level <b>all</b> criteria for the level, including those for QWC must be met.</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	<p><b>Simple or generalised comment is offered, supported by some knowledge.</b></p> <p>Student makes generalised statement about the reasons for wars, or offers a valid point of detail.</p> <p>eg They both wanted to keep control; Charles I and parliament disagreed over religion.</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>Reserve top of level for answers which offer several valid points.</p> <p><b>NB Do not credit repetition of bullet points without development.</b></p>
QWC i-ii-iii		
2	5-8	<p><b>Statements are developed with support from material which is mostly relevant and accurate.</b></p> <p>Student describes the reasons for either war, or offers limited comparisons.</p> <p>eg Links Charles' belief in Divine Right to his unwillingness to accept parliament's involvement in government or decisions about religion; says that there was a struggle over authority in both wars.</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>Reserve top of level for answers covering a range of points.</p>
QWC i-ii-iii		

<p>3</p> <p>QWC i-ii-iii</p>	<p>9-12</p>	<p>The response shows understanding of the focus of the question and deploys sufficient accurate and relevant material to support the points the student makes.</p> <p>Student provides an analysis of similarity/difference between the reasons for the wars.</p> <p>eg Shows how the issue of authority was linked to representation and involvement in government in both wars; shows that religion was an important issue in Charles I's motives but not in George III's.</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>Reserve top of level for answers which compare more than one reason.</p>
<p>4</p> <p>QWC i-ii-iii</p>	<p>13-16</p>	<p>A sustained argument is supported by precisely selected and accurate material and with sharply focused development of points made. The answer as a whole will focus well on the question.</p> <p>Student provides an analysis of both similarity and difference in order to reach a judgement.</p> <p>eg Compares similarity in the issue of authority, representation, significance of taxation, to differences in the importance of religion, and the role of parliament.</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 top of level for answers which involve wide ranging examples in the evaluation.</p>

Write your name here

Surname

Other names

Centre Number

Candidate Number

**Edexcel GCSE**

## History B (Schools History Project)

**Unit 2: Schools History Project Depth Study**

**Option 2A: The transformation of British society, c.1815–51**

Sample Assessment Material

**Time: 1 hour 15 minutes**

Paper Reference

**5HB02/2A**

**You do not need any other materials.**

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 Questions 1 and 2, **EITHER** Question 3 **OR** 4 and then **EITHER** Question 5(a) and 5(b) **OR** 6(a) and 6(b).
- 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 ►

N35681A

©2008 Edexcel Limited.

2/2/2



N 3 5 6 8 1 A 0 1 0 8

**edexcel**   
advancing learning, changing lives

**Study Source A.**

**Source A:** Population (in thousands) of British towns.



City	1801	1851
Manchester	70	303
Leeds	53	172
Stoke-on-Trent	83	84
Birmingham	71	233
Norwich	36	68
London	959	2362

**Answer Question 1 AND Question 2.**

**1** Give **two** things that you can learn from Source A about the changes taking place in Britain in the first half of the nineteenth century.

(4)

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

**(Total for Question 1 = 4 marks)**



**Answer EITHER Question 3 OR Question 4.**

**EITHER**

**3** Why did so many people join the Chartist movement in the 1830s?

**(12)**

You may use the following in your answer and any other information of your own.

- 1832 Reform Act
- 1834 Poor Law Amendment Act
- 1838 The People's Charter

**(Total for Question 3 = 12 marks)**

---

**OR**

**4** Why did the Chartist movement collapse by 1850?

**(12)**

You may use the following in your answer and any other information of your own.

- 1839: The Newport Rising was put down by 28 soldiers.
- 1848: Third Chartist Petition rejected.
- Between 1839 and 1848 over 100 Chartists were transported.

**(Total for Question 4 = 12 marks)**

---



Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ~~☒~~ and then indicate your new question with a cross ☒.

Question 3

Question 4

Area with horizontal dotted lines for writing answers.

The live question paper will contain two further pages of lines.

**Answer EITHER Question 5 OR Question 6.**

**You must answer both parts of the question you choose.**

**EITHER**

- 5** (a) Describe the problems with the systems of Poor Relief in use in England before 1834. (9)
- \*(b) How successfully did the Poor Law Amendment Act of 1834 solve the problems of poverty in England? Explain your answer. (16)

You may use the following in your answer and any other information of your own.

- The 1834 Poor Law Amendment Act made Boards of Guardians responsible for each Union workhouse.
- The principle of less eligibility was introduced.
- Textile factories often closed for short periods.

**(Total for Question 5 = 25 marks)**

**OR**

- 6** (a) Describe the ways in which engineers overcame the problems of constructing railway lines in the years 1820–50. (9)
- \*(b) 'The building of railways was important because of its impact on the economy of Britain.'
- Do you agree with this statement? Explain your answer. (16)

You may use the following in your answer and any other information of your own.

- 7,211 miles of railway were opened in Britain in the years 1830 to 1850.
- The building of suburbs allowed workers to commute daily.
- More fresh food could be sent to the towns.

**(Total for Question 6 = 25 marks)**

Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ~~☒~~ and then indicate your new question with a cross ☒.

Question 5

Question 6

Area with horizontal dotted lines for writing answers.

The live question paper will contain four further pages of lines.

**TOTAL FOR PAPER = 50 MARKS**

**BLANK PAGE**

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 acknowledgements at first opportunity.

## Sample Mark Scheme

### Option 2A: The transformation of British society, c.1815 - 51

Question Number		
1		<p>Give <b>two</b> things that you can learn from Source A about the changes taking place in Britain in the first half of the nineteenth century.</p> <p>Target: comprehension and inference from source (AO3a: 4 marks)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	<p><b>Simple statement</b></p> <p>Student offers a piece of information or states an unsupported inference.</p> <p>Award 1 mark for each relevant item.</p> <p>eg All towns are growing; the population is increasing.</p>
2	3-4	<p><b>Developed statement</b></p> <p>An inference about change is drawn and supported from the source.</p> <p>eg Demonstrates a variation in growth of different towns; shows that towns in the north of England grew faster.</p>

Question Number		
2		<p>The boxes below show two important individuals and their work.</p> <p>Choose <b>one</b> and explain his importance in improving working conditions for children.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; text-align: center;">Robert Owen and the New Lanark Mills.</div> <div style="border: 1px solid black; padding: 5px; text-align: center;">Lord Shaftesbury and Coal Mines.</div> </div> <p>Target: recall; importance of key individuals (AO1: 4 marks; AO2: 5 marks)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	<p><b>Generalised statements with little specific content.</b></p> <p>Comments about employment of children and poor treatment, not linked to examples given OR makes unsupported statement about importance of individual.</p> <p>eg At this time factories and mines employed children because they were cheap/small/easy to manage; Lord Shaftesbury did a lot for chimney sweeps; Robert Owen ran a good factory.</p>
2	4-6	<p><b>Descriptive answer which will state but not examine the importance of work.</b></p> <p>Student describes the way in which children were treated in the New Lanark Mills or the work of Shaftesbury. Asserts importance of individual.</p> <p>eg Owen's use of shorter hours, schools, age restrictions ; Shaftesbury's role as head of Royal Commission and terms of the 1842 Mines Act; may include account of other work done by Owen (cooperatives, trade unions) or Shaftesbury (ragged schools).</p>
3	7-9	<p><b>The focus is on the importance of the individual in changing conditions for children.</b></p> <p>Student will understand the relationship of the ideas of the individual and those current at the time. The success/influence of his example/proposals should be considered.</p> <p>eg Owen's championship of shorter working day helped the Ten Hour Movement; the Mines Act was of limited success despite the findings of Shaftesbury's Royal Commission.</p>

Question Number		
3		Why did so many people join the Chartist movement in the 1830s?  Target: recall, cause and consequence (AO1: 6 marks; AO2: 6 marks)
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	<p><b>Simple statement(s) offered, showing some relevant knowledge.</b></p> <p>Student may give a list of the points of the Charter or the people who joined without comment, or offer reason(s), without development.</p> <p>eg They wanted the vote; they did not like the Poor Law Act; the failure of the Trade Union upset people; the People's Charter said...</p> <p>Reserve top of level for answers which state more than one reason.</p> <p><b>N.B. Do not credit repetition of bullet points without development.</b></p>
2	5-8	<p><b>Statements are developed with support from material which is mostly relevant and accurate.</b></p> <p>Student gives narrative or descriptive answer detailing the demands of the Chartists, the people who joined, or their activities. Links remain implicit.</p> <p>eg Full consideration of aims of Chartism; a breakdown of the origins of its members; account of the activities undertaken: marches, petitions, meetings, newspapers and pamphlets.</p> <p>Reserve top of level for the depth and range of supporting detail provided.</p>
3	9-12	<p><b>The answer shows understanding of the focus of the question and is able to support the factors identified with sufficient accurate and relevant detail.</b></p> <p>Student identifies and explains the reasons which led people to join the Chartist movement.</p> <p>eg Disappointment with lack of government actions: Reform Act, New Poor Law; appeal of leaders; political (vote), economic (wages and food) and social (working and living conditions) factors.</p> <p>Reserve top of level for range of factors explored and/or understanding of specific reasons at that time.</p>

Question Number		
4		<p>Why did the Chartist movement collapse by 1850?</p> <p>Target: recall; cause and consequence (AO1: 6 marks; AO2: 6 marks)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	<p><b>Simple statement(s) offered, showing some relevant knowledge.</b></p> <p>Student will state valid reasons without development and may rely on the information provided</p> <p>eg They were too weak; the government opposed them; the leaders did not agree</p> <p>Reserve top of level for answers which state more than one reason.</p> <p><b>N.B. Do not credit repetition of bullet points without development.</b></p>
2	5-8	<p><b>Statements are developed with support from material which is mostly relevant and accurate.</b></p> <p>Student gives narrative or descriptive answer outlining events showing decline/collapse of the movement. Negative influences are described but links to collapse stated, not demonstrated.</p> <p>eg Describes the three petitions and their rejection; details weaknesses of signatories to petitions; describes disagreement over tactics - moral force or violence; tells story of O'Connor's life.</p> <p>Reserve top of level for depth and range of supporting detail used.</p>
3	9-12	<p><b>The answer shows understanding of the focus of the question and is able to support the factors identified with sufficient accurate and relevant detail.</b></p> <p>Student identifies some of the factors which caused the collapse of the movement and demonstrates these with knowledge of the period.</p> <p>eg Strength of opposition; loss of confidence because of divisions in the movement (tactics/leadership); alienation of middle class; appeal of other movements; regional base; lack of finance; improving conditions for working class.</p> <p>Reserve top of level for range of factors explored or the links between factors shown.</p>



Question Number		
5 (a)		Describe the problems with the systems of Poor Relief in use in England before 1834.  Target: recall; understanding of key features (AO1:5 marks; AO2: 4 marks)
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	<b>Simple statement(s) offered, showing some relevant knowledge.</b>  Student may accurately identify system in use, or state a valid problem without development. Statements will not be linked.  eg The population had grown; too many unemployed; parishes could not cope; the Speenhamland/Roundsman system did not work; overseers were corrupt.  Reserve top of level for answers which offer several valid points.
2	4-6	<b>Statements are developed with support from material which is mostly relevant and accurate.</b>  Student describes the system(s) of Poor Relief in use or details problems of Old Poor Law. May state a connection but does not develop this. Links remain implicit.  eg Gives detail of ways in which Poor Relief administered: Elizabethan Poor Law /Speenhamland system; details rising costs; describes unpopularity of systems in use.  Reserve top of level for depth and range of supporting detail provided.
3	7-9	<b>The answer shows understanding of the focus of the question and is able to support the points made with sufficient accurate and relevant detail.</b>  Student identifies the weaknesses of the systems in place and supports these.  eg The parishes were unable to cope with increasing numbers (population rising, growth of industrial areas); system was corrupt/expensive; unpopular with rate payers and poor; criticism of Speenhamland (more children), and Roundsman system (cheap labour).  Reserve top of level for placing problems in precise time context: soldiers returning from war; Swing Riots.

Question Number		
5 (b)		<p>How successfully did the Poor Law Amendment Act of 1834 solve the problems of poverty in England? Explain your answer.</p> <p>Target: recall; analysis of factors of causation within an historical context (AO1: 8 marks; AO2: 8 marks)  <b>QWC Strands i-ii-iii</b>  Assessing QWC:  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><b>Simple statement(s) offered, showing some relevant knowledge.</b></p> <p>Student may offer detail of Poor Law Amendment Act or change to previous system or assert a solution.</p> <p>eg Workhouses were set up; Poor rates went down.</p> <p><b>QWC i-ii-iii</b></p> <p>Writing communicates ideas using everyday language and showing some selection of material, but the response lacks clarity and organisation. The student spells, punctuates and uses the rules of grammar with limited accuracy.</p> <p><b>N.B. Do not credit repetition of bullet points without development.</b></p> <p>Reserve top of level for answers which offer several valid points.</p>
2	5-8	<p><b>Statements are developed with support from material which is mostly relevant and accurate.</b></p> <p>Student describes the system set up by the Act of 1834: Unions, workhouses, end of Outdoor Relief.</p> <p>eg Describes life in workhouse; may assert better/worse than before, but does not assess success.</p> <p><b>QWC i-ii-iii</b></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>Reserve top of level for depth and range of supporting detail.</p>

<p>3</p> <p><b>QWC i-ii-iii</b></p>	<p>9-12</p>	<p><b>The answer shows understanding of the focus of the question and is able to support points made with sufficient accurate and relevant detail.</b></p> <p>Student identifies the changes made and considers the impact of these on people and practice.</p> <p>eg Impact on poor rates, rural wages, care of poor; responses of poor, rate payers, farmers; implementation of new system; problems in industrial areas.</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>Reserve top of level for indicating that there were variations in response/implementation.</p>
<p>4</p> <p><b>QWC i-ii-iii</b></p>	<p>13-16</p>	<p><b>The answer has sustained focus on the question. It offers an analysis supported by precisely selected and accurate material.</b></p> <p>Student shows full understanding of outcomes of the 1834 Act and attempts to assess the success of these, examining a range of outcomes to make a judgement.</p> <p>eg Will consider both good and bad effects of workhouses; examines the success of the moral purpose behind the Act; looks at degree of success in south and north; may identify failure to address reasons for poverty.</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 top of level for answers which evaluate a range of aspects against the criteria for success.</p>

Question Number		
6 (a)		Describe the ways in which engineers overcame the problems of constructing railway lines in the years 1820-50.  Target: recall; understanding of key features (AO1: 5 marks; AO2: 4 marks)
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	<b>Simple statement(s) offered, showing some relevant knowledge.</b>  Student may offer a problem or a statement about the work of Stephenson or Brunel.  eg They had to build tunnels/cuttings/cross marshes; Stephenson built the Liverpool to Manchester line, etc.  Reserve top of level for answers which offer several valid points.
2	4-6	<b>Statements are developed with support from material which is mainly relevant and accurate.</b>  Student describes some aspects of constructing a line or some of the problems met, which may include opposition to the line. Links remain implicit.  eg Describes building of Stockton-Darlington line; how Chat Moss was crossed; describes work of navvies; gives account of opposition to lines.  Reserve top of level for range of examples and detail included.
3	7-9	<b>The answer shows understanding of the focus of the question and is able to support the points made with sufficient accurate and relevant detail.</b>  Student identifies and exemplifies the problems met and demonstrates how they were solved, or why they remained.  eg Choice of gauge; purchasing land; raising capital; overcoming physical problems - techniques used (tunnels/cuttings); organisation of contractors and navvies.  Reserve top of level for some comparison of difficulty or the work of different engineers (Stephenson v. Brunel).

Question Number		
6 (b)		<p>'The building of railways was important because of its impact on the economy of Britain.'</p> <p>Do you agree with this statement? Explain your answer.</p> <p>Target: recall; analysis of factors of causation within an historical context (AO1: 8 marks; AO2: 8 marks)  <b>QWC Strands i-ii-iii</b>            Assessing QWC:            For the highest mark in a level <b>all</b> criteria for the level, including those for QWC must be met.</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	<p><b>Simple statement(s) offered, showing some relevant knowledge.</b></p> <p>Student makes valid statements about consequences of railway building without development.</p> <p>eg Railways carried a lot of passengers; they were a fast form of transport.</p> <p>Writing uses everyday language and shows some selection of material, but the response lacks clarity and organisation. The student spells, punctuates and uses the rules of grammar with limited accuracy.</p> <p><b>N.B. Do not credit repetition of bullet points without development.</b></p> <p>Reserve top of level for answers which offer several valid points.</p>
QWC i-ii-iii		
2	5-8	<p><b>Statements are developed with support from material which is mostly relevant and accurate.</b></p> <p>Student describes the economic OR social results of the railways.</p> <p>eg Emphasis is on effects on industry, towns, trade, employment; OR emphasis is on food, holidays, communications.</p> <p>Writing communicates ideas using a limited range of historical terminology and showing some skills in selection 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>Reserve top of level for depth and range of supporting detail.</p>
QWC i-ii-iii		

<p>3</p> <p>QWC i-ii-iii</p>	<p>9-12</p>	<p><b>The answer shows understanding of the focus of the question and is able to support points made with sufficient accurate and relevant detail.</b></p> <p>Student recognises and analyses both economic and social / political importance of railways.</p> <p>eg Economic importance for economic growth; stimulus for other industries (coal, iron); growth of towns; effect on farming and fishing; social effects include leisure aspects, diet, greater literacy, political effects spread of ideas.</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>Reserve top of level for answers which achieve a balance of economic and other aspects.</p>
<p>4</p> <p>QWC i-ii-iii</p>	<p>13-16</p>	<p><b>The answer has sustained focus on the question. It offers an analysis supported by precisely selected and accurate material.</b></p> <p>Student has clear grasp of results of railway construction in historical context and can show the extent of social, economic and political impact.</p> <p>eg Railways showed the rich the poverty which existed and contributed to social reforms; profits made from railways were invested in industry; government able to use railways to promote new ideas and keep order; export of railways; some industries declined.</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 top of level for answers which can make and support a judgement on the proposition in the question.</p>

Write your name here

Surname

Other names

Centre Number

Candidate Number

**Edexcel GCSE**

## **History B (Schools History Project)**

**Unit 2: Schools History Project Depth Study**

**Option 2B: The American West, c.1840 – c.1895**

Sample Assessment Material

**Time: 1 hour 15 minutes**

Paper Reference

**5HB02/2B**

**You do not need any other materials.**

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 Questions 1 and 2, **EITHER** Question 3 **OR** 4 and then **EITHER** Question 5(a) and 5(b) **OR** 6(a) and 6(b).
- 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 ►

N34868A

©2008 Edexcel Limited.

2/2



**edexcel**   
advancing learning, changing lives

**Study Source A.**

**Source A:** A painting of a cowboy in Montana, by W. H. D. Koerner.



**Answer Question 1 AND Question 2.**

**1** Give **two** things that you can learn about the work of a cowboy from Source A.

**(4)**

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

**(Total for Question 1 = 4 marks)**





**Answer EITHER Question 3 OR Question 4.**

**EITHER**

- 3** Why were there problems of law and order in the mining towns in the far west in the 1850s and 1860s?

(12)

You may use the following in your answer and any other information of your own.

- At least 90,000 single men arrived in California in 1849.
- Miners set up their own courts of law.
- In 1853 San Francisco had 537 saloons.

**(Total for Question 3 = 12 marks)**

---

**OR**

- 4** Why were there problems of law and order for the white settlers on the Plains from the 1870s to the 1890s?

(12)

You may use the following in your answer and any other information of your own.

- Number of cattle in Wyoming:  
1860 - none  
1890 - 521,211.
- 1890: Wyoming becomes a US state.
- 1892: Johnson County War.

**(Total for Question 4 = 12 marks)**

---

Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ~~☒~~ and then indicate your new question with a cross ☒.

Question 3 ☒

Question 4 ☒

Area with horizontal dotted lines for writing answers.

The live question paper will contain two further pages of lines.

**Answer EITHER Question 5 OR Question 6.**

**You must answer both parts of the question you choose.**

**EITHER**

**5** (a) Describe the difficulties faced by the early migrants travelling west by wagon train in the 1840s.

**(9)**

\* (b) 'The leadership of Brigham Young was the most important reason for the success of the Mormons in establishing a settlement at Salt Lake City.'

Do you agree with this statement? Explain your answer.

**(16)**

You may use the following in your answer and any other information of your own.

- The Church allocated land to each family.
- The Mormons asked for an independent state called Deseret in 1848.
- The Perpetual Emigration Fund was set up in 1854.

**(Total for Question 5 = 25 marks)**

**OR**

**6** (a) Describe the importance of warfare to the Plains Indians.

**(9)**

\* (b) How important were the railroads in destroying the traditional way of life of the Plains Indians after 1867?

**(16)**

You may use the following in your answer and any other information of your own.

- The government gave the railroad companies 17 million acres of land in the years 1865 to 1871.
- In the years 1872 to 1874, almost 14 million buffalo hides were sent to the east of the United States.
- In 1874, gold was discovered in the Black Hills.

**(Total for Question 6 = 25 marks)**



**BLANK PAGE**

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 acknowledgements at first opportunity.

## Sample Mark Scheme

### Option 2B: The American West, c.1840 - c.1895

Question Number		
1		<p>Give two things that you can learn about the work of a cowboy from Source A.</p> <p>Target: comprehension and inference from source (AO3a: 4 marks)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	<p><b>Simple statement</b></p> <p>Student offers a piece of information or states an unsupported inference.</p> <p>Award 1 mark for each relevant statement.</p> <p>eg He worked on horseback; it was hard work ; it looks tiring work</p>
2	3-4	<p><b>Developed statement</b></p> <p>An inference is drawn and supported from the source.</p> <p>eg It was hard because he had to ride in the snow; he has a rifle which suggests it may have been dangerous.</p>

Question Number		
2		<p>The boxes below show two important individuals and their work.</p> <p>Choose <b>one</b> and explain the importance of his work for the growth of the cattle industry.</p> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="border: 1px solid black; padding: 5px; width: 200px;">Charles Goodnight and Cattle Trails</div> <div style="border: 1px solid black; padding: 5px; width: 200px;">Joseph McCoy and Abilene</div> </div> <p style="text-align: right; margin-top: 10px;">Target: Recall, role of key individual (AO1:4 marks; AO2: 5 marks)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	<p><b>Generalised statements with little specific content.</b></p> <p>Comments about the cattle industry, cowboys, ranching, not linked to examples given OR makes unsupported statement about importance of individual.</p> <p>Eg The cattle industry started in Texas; many cowboys were Mexican; cattle were sold in the North; Joseph McCoy was 'the real McCoy'.</p>
2	4-6	<p><b>Descriptive answer which will state but not examine the importance of his work.</b></p> <p>Student describes life on the trail or in Abilene, or the work of Goodnight or McCoy. Importance asserted or implicit.</p> <p>eg Goodnight returned to Texas after the Civil War and with Oliver Loving took herd north and established a trail; Joseph McCoy was a cattle dealer who built Abilene at a railhead.</p>
3	7-9	<p><b>The focus is on the importance of the individual for the growth of the cattle industry.</b></p> <p>Student will put the individual into the context of the time. The influence of his example on others is stressed.</p> <p>eg Goodnight was first to see potential of large numbers of cattle in Texas at end of Civil War; he pioneered cattle trails: organisation, chuck wagons; he showed that a profit could be made by selling to army, reservations; McCoy established the first cow town, copied by others; he was first to recognise value of railroads in transporting cattle to market; ranchers moved on to Plains to be close to railheads.</p>



Question Number		
3		<p>Why were there problems of law and order in the mining towns in the far west in the 1850s and 1860s?</p> <p>Target: Recall; cause and consequence (AO1: 6 marks; AO2: 6 marks)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	<p><b>Simple statement(s) offered, showing some relevant knowledge.</b></p> <p>Student gives valid examples of problems or make a comment on the discovery of gold.</p> <p>eg Many people got drunk; there were bars and prostitutes; there was no one to keep order.</p> <p><b>NB Do not credit repetition of stimulus without development.</b></p> <p>Reserve top of level for answers which offer more than one valid point.</p>
2	5-8	<p><b>Statements are developed with support from material which is mostly relevant and accurate.</b></p> <p>Student gives descriptive answer detailing life in the mining towns or a narrative of the Gold Rush. Reasons for problems implicit.</p> <p>eg California and the 49ers coming from all parts of world; the fights over claims and gold; describes behaviour in boom towns.</p> <p>Reserve top of level for depth and range of supporting material.</p>
3	9-12	<p><b>The answer shows understanding of the focus of the question and is able to support the reasons identified with sufficient accurate and relevant detail.</b></p> <p>Student identifies and explains the reasons for the problems.</p> <p>eg Distance from government; grew too quickly; lacks structure; wealth attracted criminals; no families at first; racial tensions; only law was force - gunmen as lawmen, own system of punishment.</p> <p>Reserve top of level for range of reasons in historical context.</p>

Question Number		
4		<p>Why were there problems of law and order for the white settlers on the Plains from the 1870s to the 1890s?</p> <p>Target: recall; cause and consequence(AO1: 6 marks; AO2: 6 marks)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	<p><b>Simple statement(s) offered, showing some relevant knowledge.</b></p> <p>Student gives valid examples of problems or offers a comment about the settlers on the Plains.</p> <p>eg Cattlemen and farmers disliked each other; few lawmen; settlers came from different countries.</p> <p><b>NB No credit for repetition of stimulus without development.</b></p> <p>Reserve top of level for answers which offer more than one valid point.</p>
2	5-8	<p><b>Statements are developed with support from material which is mostly relevant and accurate.</b></p> <p>Student gives narrative or descriptive answer showing knowledge of events such as Johnson County War or the activities of vigilantes. Reasons asserted.</p> <p>eg Describes cattle rustling, range wars, fence cutting; describes organisation of law enforcement.</p> <p>Reserve top of level for depth and range of supporting detail.</p>
3	9-12	<p><b>The answer shows understanding of the focus of the question and is able to support the reasons identified with sufficient accurate and relevant detail.</b></p> <p>Student identifies and explains the reasons for the problems.</p> <p>eg Growing pressure on land; distances involved and lack of lawmen; racial tensions: Indians, Mexicans, immigrants, freed slaves; cattle barons losing power.</p> <p>Reserve top of level for answers which offer a range of reasons in historical context.</p>

Question Number		
5 (a)		Describe the difficulties faced by the early migrants travelling west by wagon train in the 1840s.  Target: recall; analysis of key features (AO1: 5 marks; AO2: 4 marks)
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	<b>Simple statement(s) offered, showing some relevant knowledge.</b>  Student offers valid and generalised comment on travelling by wagon train.  eg People had to travel in groups; it was a very long and dangerous journey; a lot of people died on the journey.  Reserve top of level for answers which offer several valid points.
2	4-6	<b>Statements are developed with support from material which is mostly relevant and accurate.</b>  Student gives a narrative or descriptive answer with an account of a journey which may be general or the story of a specific group (Donner or Sagar party). Problems described but reasons implicit.  eg How they prepared for a journey: numbers, guide, route, time of year; describes experiences on journey; details of different trails.  Reserve top of level for depth and range of supporting detail.
3	7-9	<b>The answer shows an understanding of the focus of the question and is able to support the points made with sufficient accurate and relevant detail.</b>  Student identifies nature of problems and illustrates these with specific examples. May compare experiences of travellers.  eg Nature of migrants: poor, inexperienced; cost of journey; leadership - knowing the route; physical dangers: rivers, storms, Rocky Mountains, weather; length of journey: winter, lack of food, illness; Indian attacks.  Reserve top of level for answers which offer a range of difficulties or experiences.

Question Number		
5 (b)		<p>'The leadership of Brigham Young was the most important reason for the success of the Mormons in establishing a settlement at Salt Lake City.'</p> <p>Do you agree with this statement? Explain your answer.</p> <p>Target: recall; analysis of factors of causation within an historical context (AO1: 8 marks; AO2: 8 marks)  <b>QWC Strands i-ii-iii</b>            Assessing QWC:            For the highest mark in a level <b>all</b> criteria for the level, including those for QWC must be met.</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	<p><b>Simple statement(s) offered showing some relevant knowledge.</b></p> <p>Student offers valid comment on Mormons, Brigham Young or Salt Lake City.</p> <p>eg The Mormons had to move west; Brigham Young took over from Joseph Smith; no one else wanted to live at the great Salt Lake.</p> <p>Writing communicates ideas using everyday language and showing some selection of material, but the response lacks clarity and organisation. The student spells, punctuates and uses the rules of grammar with limited accuracy.</p> <p><b>NB Do not credit repetition of bullet points without development.</b></p> <p>Reserve top of level for answers which offer several valid points</p>
QWC i-ii-iii		
2	5-8	<p><b>Statements are developed with support from material which is mostly relevant and accurate.</b></p> <p>Student provides a narrative of some period of the Mormon attempts to make a permanent settlement.</p> <p>eg Describes failure of settlements leading to move to Salt Lake; gives account of journey west; describes the setting up of Salt Lake City.</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 the rules of grammar with general accuracy.</p> <p>Reserve the top of the level for depth and range of supporting material related to Salt Lake City.</p>
QWC i-ii-iii		

<p>3</p> <p><b>QWC i-ii-iii</b></p>	<p>9-12</p>	<p><b>The answer shows understanding of the focus of the question and is able to support points made with sufficient accurate and relevant detail.</b></p> <p>Student focuses answer on Brigham Young and examines aspects of his work.</p> <p>eg He provided leadership after death of Joseph Smith; organised journey: advance parties, military discipline; organised initial settlement: sharing resources, irrigation; planned for self-sufficiency; first governor of Utah territory.</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>Reserve the top of the level for depth and range of supporting material.</p>
<p>4</p> <p><b>QWC i-ii-iii</b></p>	<p>13-16</p>	<p><b>The answer has sustained focus on the question. It offers an analysis supported by precisely selected and accurate material.</b></p> <p>Student assesses the success of Brigham Young's work in context or against other factors.</p> <p>eg Establishes permanent settlement; unable to gain independent state; issue of polygamy; importance of other factors: faith, hard work,</p> <p>Writing communicates ideas effectively, using a range of 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 top of level for answers which evaluate his contribution against other factors.</p>

Question Number		
6 (a)		Describe the importance of warfare to the Plains Indians.  Target: recall; understanding of key features (AO1: 5 marks; AO2: 4 mark)
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	<b>Simple statement(s) showing some relevant knowledge.</b>  Student offers valid comment on the Plains Indians.  eg They were hunters ;the men were called braves; they lived in bands.  Reserve top of level for answers which offer several valid points.
2	4-6	<b>Statements are developed with support from material which is mostly relevant and accurate.</b>  Student describes warfare. Importance may be implicit or asserted.  eg Hunting and uses of buffalo; methods of warfare: counting coup, stealing horses, scalping; treatment of women, children and the old; role of medicine man.  Reserve top of level for depth and range of supporting material.
3	7-9	<b>The answer shows an understanding of the focus of the question and is able to support the points made with sufficient accurate and relevant detail.</b>  Student shows an analytical approach in examining aspects of warfare to demonstrate its significance in Indian culture.  eg Living as nomadic hunters affects the roles of men and women; children trained in hunting/fighting skills; best warrior wins status; constant warfare leads to polygamy; purpose of war to show skill/gain horses; influence of beliefs on attitude to scalping, etc.

Question Number		
6 (b)		<p>How important were the railroads in destroying the traditional way of life of the Plains Indians after 1867?</p> <p>Target: recall; analysis of factors of causation within an historical context (AO1: 8 marks; AO2: 8 marks)  <b>QWC Strands i ii iii</b>  Assessing QWC:  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><b>Simple statement(s) showing some relevant knowledge.</b></p> <p>Student offers valid comment on railroads or impact on Plains Indians.</p> <p>eg Took Indian land; killed buffalo; brought settlers to the Plains.</p> <p><b>QWC i-ii-iii</b></p> <p>Writing communicates ideas using everyday language and showing some selection of material, but the response lacks clarity and organisation. The student spells, punctuates and uses the rules of grammar with limited accuracy.</p> <p><b>N.B. Do not credit repetition of bullet points without development.</b></p> <p>Reserve top of level for answers which offer several valid points.</p>
2	5-8	<p><b>Statements are developed with support from material which is mostly relevant and accurate.</b></p> <p>Student develops practical consequences of the building of the railroads or describes the conflict between railroad companies and the Indians.</p> <p>eg Describes Indian opposition to building on the Plains and their attacks on construction; describes destruction of the buffalo herds, increase in numbers of white settlers and settlements, transport of soldiers on to the Plains.</p> <p><b>QWC i-ii-iii</b></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 the rules of grammar with general accuracy.</p> <p>Reserve the top of the level for depth and range of supporting material.</p>

<p>3</p> <p>QWC i-ii-iii</p>	<p>9-12</p>	<p><b>The answer shows understanding of the focus of the question and is able to support points made with sufficient accurate and relevant detail.</b></p> <p>Student examines factors bringing about the destruction of the traditional way of life on the Plains. The role of the railroad may or may not be included.</p> <p>eg Government policy: encouraged settlement of the Plains and adopted policy of reservations; role of the army, particularly after Battle of Little Bighorn; destruction of the buffalo.</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>Reserve the top of the level for depth and range of supporting material</p>
<p>4</p> <p>QWC i-ii-iii</p>	<p>13-16</p>	<p><b>The answer has sustained focus on the question. It offers an analysis supported by precisely selected and accurate material.</b></p> <p>Student assesses the impact of the railroads against other factors bringing about the destruction of the traditional life of the Plains Indians.</p> <p>eg Examines part played by railroads and some of these factors: government, broken treaties, discovery of gold, army, killing buffalo, concept of Manifest Destiny, impact of reservations.</p> <p>Writing communicates ideas effectively, using a range of 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 top of level for answers which evaluate the relative importance of the factors.</p>



Write your name here

Surname

Other names

Centre Number

Candidate Number

**Edexcel GCSE**

## **History B (Schools History Project)**

**Unit 2: Schools History Project Depth Study**

**Option 2C: Life in Germany, c.1919 – c.1945**

Sample Assessment Material

**Time: 1 hour 15 minutes**

Paper Reference

**5HB02/2C**

**You do not need any other materials.**

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 Questions 1 and 2, **EITHER** Question 3 **OR** 4 and then **EITHER** Question 5(a) and 5(b) **OR** 6(a) and 6(b).
- 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 ►

N35698A

©2008 Edexcel Limited.

2/2



**edexcel**   
advancing learning, changing lives

**Study Source A.**

**Source A:** A photograph of a Hitler Youth rally at Nuremberg in 1933.



© Stapleton Collection/CORBIS

**Answer Question 1 AND Question 2.**

**1** Give **two** things that you can learn from Source A about the appeal of the Nazi party in the 1930s.

(4)

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

**(Total for Question 1 = 4 marks)**



**Answer EITHER Question 3 OR Question 4.**

**EITHER**

**3** Why was the Weimar Republic unpopular in the years 1919–23?

(12)

You may use the following in your answer and any other information of your own.

- 1919 Treaty of Versailles
- 1920 The Kapp Putsch
- 1923 Hyperinflation

**(Total for Question 3 = 12 marks)**

**OR**

**4** Why was the Weimar Republic able to survive in the years 1924–29?

(12)

You may use the following in your answer and any other information of your own.

- November 1923 Rentenmark issued
- 1924 Dawes Plan
- 1929 Young Plan

**(Total for Question 4 = 12 marks)**

Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ~~☒~~ and then indicate your new question with a cross ☒.

Question 3 ☒

Question 4 ☒

Area with horizontal dotted lines for writing answers.

The live question paper will contain two further pages of lines.

**Answer EITHER Question 5 OR Question 6.**

**You must answer both parts of the question you choose.**

**EITHER**

**5 (a)** Describe the ways in which the Nazi party was able to win support from different groups in Germany in the years 1929–32. (9)

**\*(b)** Why was Hitler able to gain complete power in governing Germany in the years 1933–34? Explain your answer. (16)

You may use the following in your answer and any other information of your own.

- In January 1933 a coalition government with Hitler as Chancellor was formed.
- In February 1933 a Dutch Communist was arrested and charged with setting fire to the Reichstag.
- In August 1934 President Hindenburg died.

**(Total for Question 5 = 25 marks)**

**OR**

**6 (a)** Describe the role played by women in the Nazi state in the years 1933–45. (9)

**\*(b)** In what ways did the Nazi treatment of Jews change in the years 1933–39? Explain your answer. (16)

You may use the following in your answer and any other information of your own.

- 1933 One day boycott of Jewish shops
- 1935 Nuremberg Laws passed
- 1938 Kristallnacht

**(Total for Question 6 = 25 marks)**



**BLANK PAGE**

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 acknowledgements at first opportunity.



## Sample Mark Scheme

### Option 2C: Life in Germany, c.1919 - c.1945

Question Number		
1		Give two things that you can learn from source A about the appeal of the Nazi party in the 1930s.  Target: comprehension and inference from sources (AO3a: 4 marks)
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	<b>Simple statement</b>  Student offers a piece of information or states an unsupported inference.  Award 1 mark for each relevant comment.  eg A lot of young people belonged; they had banners/uniforms.
2	3-4	<b>Developed statement</b>  An inference is drawn and supported from the source.  eg They used publicity (rally/photo); they looked powerful (numbers/uniforms).

Question Number		Target
2		<p>The boxes below show two groups.</p> <p>Choose <b>one</b> and explain the importance of that group's work for the success of the Nazi party.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; text-align: center;">           The SA 1923 -34 (Brown shirts)         </div> <div style="border: 1px solid black; padding: 5px; text-align: center;">           The SS 1934 - 45         </div> </div> <p>Target: recall; significance of individual group (AO1: 4 marks; AO2: 5 marks)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	<p><b>Generalised statement(s) with little specific content.</b></p> <p>Comment which could apply to either group OR detail specific to one.</p> <p>eg They were Hitler's private army; they threatened people; fought the Communists; ran the concentration camps.</p>
2	4-6	<p><b>Descriptive answer which will state but not examine the importance of the group.</b></p> <p>Student offers a narrative on the period given or a description of the activities of the group. Importance of work may be implicit or asserted.</p> <p>eg SA involved in Munich Putsch, broke up meetings, bullied people, attacked Jews; SS destroyed the SA, crushed opposition in Germany and occupied areas, controlled police, ran camps.</p>
3	7-9	<p><b>The focus is on the significance of the group.</b></p> <p>Student will examine the work done and identify its importance to the Nazi party.</p> <p>eg SA instrumental in Hitler's rise to power: dealt with opponents, ensured election victories; SS most ardent supporters of Hitler and enabled him to maintain total control: arrest without trial, feared, responsible for concentration and extermination camps.</p>

Question Number		
3		Why was the Weimar Republic unpopular in the years 1919 - 23?  Target: recall; cause and consequence (AO1: 6 marks; AO2: 6 marks)
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	<b>Simple statement(s) showing some relevant knowledge.</b>  Student offers a valid reason for unpopularity without support.  eg They signed the Treaty of Versailles; there were uprisings; money became worthless.  <b>NB Do not credit simple copying of the stimulus provided.</b>  Reserve top of level for answers which offer several valid points.
2	5-8	<b>Statements developed with support from material which is mostly accurate and relevant.</b>  Student gives narrative of events in the period stated or describes event(s) given in stimulus. Unpopularity asserted but not examined.  eg Details of terms of the Treaty of Versailles; account of events of 1923.  Reserve top of level for range and depth of supporting detail.
3	9-12	<b>The answer shows understanding of the focus of the question and is able to support the factors identified with sufficient accurate and relevant detail.</b>  Student shows how specific events or issues created unpopularity.  eg Called November criminals for signing armistice; groups upset by Treaty of Versailles, economic crisis, occupation of Ruhr; unpopularity demonstrated in series of putsches.  Reserve top of level for range of reasons.

Question Number		
4		<p>Why was the Weimar Republic able to survive in the years 1924 - 29?</p> <p>Target: recall; cause and consequence (AO1: 6 marks; AO2: 6 marks)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	<p><b>Simple statement(s) showing some relevant knowledge.</b></p> <p>Student offers a valid reason for survival, but without support.</p> <p>eg A new currency was made; America lent it money.</p> <p><b>NB Do not credit simple copying of stimulus provided.</b></p> <p>Reserve top of level for answers which offer several valid reasons.</p>
2	5-8	<p><b>Statements developed with support from material which is mostly accurate and relevant.</b></p> <p>Student gives narrative of events of period stated or describes work of Stresemann.</p> <p>eg Describes the introduction of the Rentenmark and the Dawes Plan.</p> <p>Reserve top of level for range and depth of supporting detail.</p>
3	9-12	<p><b>The answer shows understanding of the focus of the question and is able to support the points made with sufficient accurate and relevant material.</b></p> <p>eg Shows how selected aspects lead to greater prosperity or stability, eg Stresemann's economic achievements: stabilise currency, reduce reparations, gain loans from USA; Stresemann's success in restoring international status: joins League of Nations.</p> <p>Reserve top of level for coverage of economic and other aspects.</p>

Question Number		
5 (a)		Describe the ways in which the Nazi party was able to win support from different groups in Germany in the years 1929 - 32.  Target: recall; understanding of key features (AO1:5 marks; AO2: 4 marks)
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	<b>Simple statement(s) showing some relevant knowledge.</b>  Student may accurately cite a method used or a group giving support but without development.  eg Held rallies/meetings; used propaganda; threatened people; they appealed to the unemployed.  Reserve top of level for answers which offer several valid points.
2	4-6	<b>Statements developed with support from material which is mostly accurate and relevant.</b>  Student gives a narrative account of events in period or describes Nazi methods to win votes. Effect of these implicit or asserted.  eg Describes Wall Street Crash; work of Goebbels: films, radio, posters, etc; use of threats; promises made.  Reserve top of level for the depth and range of supporting material given.
3	7-9	<b>The answer shows understanding of the focus of the question and is able to support the points made with sufficient accurate and relevant material.</b>  Student examines methods used and links to support from specific groups.  eg Appeal from display of discipline/anti-communism/ blaming Jews/anti-trade unions attracts industrialists and middle class; promise of jobs and soup kitchens attracts unemployed; Hitler's charisma attracts women voters.  Reserve top of level for answers which include range of time and specific reasons for success in the 1929-32 context.

Question Number		
5 (b)		<p>Why was Hitler able to gain complete power in governing Germany in the years 1933-34? Explain your answer.</p> <p>Target: recall; analysis of factors of causation within an historical context (AO1: 8 marks; AO2: 8 marks)  <b>QWC Strands i-ii-iii</b>            Assessing QWC:            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><b>Simple statement(s) showing some relevant knowledge.</b></p> <p>Student offers a reason or an event from the period given.</p> <p>eg The Enabling Act was passed; the Communist party was banned; Hitler declared himself Fuhrer.</p> <p><b>QWC i-ii-iii</b></p> <p>Writing communicates ideas using everyday language and showing some selection of material, but the response lacks clarity and organisation. The student spells, punctuates and uses the rules of grammar with limited accuracy.</p> <p><b>NB Do not credit repetition of bullet points without development.</b></p> <p>Reserve top of level for answers which offer several valid points.</p>
2	5-8	<p><b>Statements developed with support from material which is mostly accurate and relevant.</b></p> <p>Student writes a narrative answer outlining events of 1933-34 or describes a key event. Links to gaining power implicit or asserted.</p> <p>eg Description Reichstag Fire/night of the Long Knives.</p> <p><b>QWC i-ii-iii</b></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 the rules of grammar with general accuracy.</p> <p>Reserve top of level for depth and range of supporting detail.</p>

<p>3</p> <p><b>QWC i-ii-iii</b></p>	<p>9-12</p>	<p><b>The answer shows understanding of the focus of the question and is able to support the points made with sufficient accurate and relevant material.</b></p> <p>Student identifies some of the key factors/events which helped Hitler gain power and examines these.</p> <p>eg the use made of the Reichstag Fire; the impact of the Enabling Act; role of the SS; weakness of opposition.</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>Reserve top of level for depth and range of answer</p>
<p>4</p> <p><b>QWC i-ii-iii</b></p>	<p>13-16</p>	<p><b>The answer has sustained focus on the question. It offers an analysis supported by precisely selected and accurate material.</b></p> <p>Student shows understanding of the means by which Hitler power grew in historical context. Considers a wide range of factors/events which brought Hitler to complete power and evaluates their impact.</p> <p>eg Examines extent of power at beginning of 1933; includes part played by individuals; Hitler's behaviour; increased power of SS.</p> <p>Writing communicates ideas effectively, using a range of 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 top of level for answers which can show the interaction of factors allowing Hitler to gain complete power.</p>

Question Number		
6 (a)		Describe the role played by women in the Nazi state in the years 1933 - 45.  Target: recall; understanding of key features (AO1: 5 marks; AO2: 4 marks)
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	<b>Simple statement(s) showing some relevant knowledge.</b>  Student offers valid comment on women or Nazi attitudes to women during this period.  eg Were expected to be mothers; stayed at home/worked in factories in wartime; not supposed to wear makeup/perm hair.  Reserve top of level for answers which offer several valid points.
2	4-6	<b>Statements developed with support from material which is mostly accurate and relevant.</b>  Describes the Nazi ideal of women's role as wives and mothers: 'Kinder, Kuche, Kirche' and may refer to exclusion from workplace.  eg Marry Aryan; rewards for motherhood; education and Youth Groups for girls; discouraged from working.  Reserve top of level for depth and range of supporting material used.
3	7-9	<b>The answer shows understanding of the focus of the question and is able to support the points made with sufficient accurate and relevant material.</b>  Student examines a range of aspects of women's life and recognises changes in their role during the period.  eg Demands of war changed their role: in 1937 a 'duty year' of service for the state; had to work in factories; need to have children more important than ideal family.  Reserve top of level for answers which consider the change in role both socially and economically during the period.



Question Number		
6 (b)		<p>In what ways did the Nazi treatment of Jews change in the years 1933-39? Explain your answer.</p> <p>Target: recall; analysis of factors of causation within an historical context (AO1: 8 marks; AO2: 8 marks)  <b>QWC Strands i ii iii</b>  Assessing QWC:  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><b>Simple statement(s) showing some relevant knowledge.</b></p> <p>Student offers examples of action taken against the Jews.</p> <p>eg The Nuremberg Laws stopped gentiles marrying Jews; Jews were discriminated against; Jewish shops were attacked; they were put in concentration camps.</p> <p><b>QWC i-ii-iii</b></p> <p>Writing communicates ideas using everyday language and showing some selection of material, but the response lacks clarity and organisation. The student spells, punctuates and uses the rules of grammar with limited accuracy.</p> <p><b>NB Do not credit repetition of bullet points without development.</b></p> <p>Reserve top of level for answers which offer several valid points.</p>
2	5-8	<p><b>Statements developed with support from material which is mostly accurate and relevant.</b></p> <p>Student writes a narrative answer outlining treatment of Jews in the period given or describes a key event. Links to change implicit or asserted.</p> <p>eg Describes concentration/extermination camps; describes propoganda used/discrimination in school; details the laws passed.</p> <p><b>QWC i-ii-iii</b></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 the rules of grammar with general accuracy.</p> <p>Reserve top of level for depth and range of supporting detail.</p>

<p>3</p> <p>QWC i-ii-iii</p>	<p>9-12</p>	<p>The answer shows understanding of the focus of the question and is able to support the points made with sufficient accurate and relevant material.</p> <p>Student identifies some of the types of discriminatory treatment inflicted on the Jews and shows the increasing severity of persecution.</p> <p>eg Examines the methods and nature of propaganda; discrimination; persecution; labour camps; the Final Solution.</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>Reserve top of level for depth and range of answer.</p>
<p>4</p> <p>QWC i-ii-iii</p>	<p>13-16</p>	<p>The answer has sustained focus on the question. It offers an analysis supported by precisely selected and accurate material.</p> <p>Student analyses the stages by which discrimination and persecution escalated.</p> <p>eg Shows the significance of legislative discrimination (Nuremberg); escalating violence (Kristallnacht); forced emigration.</p> <p>Writing communicates ideas effectively, using a range of 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 top of level for answers which can show extent of change by comparing the treatment of the Jews at beginning and end of period given.</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 3A: The transformation of surgery, c.1845 – c.1918**

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 ►

N35682A

©2008 Edexcel Limited.

2/2



**edexcel**   
advancing learning, changing lives





**3 Study Sources C and D.**

How far does Source D support the impression given in Source C that the use of anaesthetics was an important breakthrough in surgery and dentistry?

(10)

Dotted lines for writing the answer.

The live question paper will contain two further pages of lines.

**(Total for Question 3 = 10 marks)**







# Edexcel GCSE

## History B (Schools History Project)

Unit 3: Schools History Project Source Enquiry

Option 3A: The transformation of surgery, c.1845 – c.1918

Sample Assessment Material

Sources Booklet

Paper Reference

**5HB03/3A**

**Do not return this Sources Booklet with the question paper.**

Turn over ►

N35682A

©2008 Edexcel Limited.

2/2



**edexcel**   
advancing learning, changing lives

## Background information

When anaesthetics began to be used in the nineteenth century, they led to huge changes in the way operations were carried out. Many people thought that this was an important advance in surgery but some people opposed the idea of anaesthetics.

The sources in this paper give you a range of views about these developments and provide the opportunity for you to decide for yourself whether the use of anaesthetics was an important breakthrough in surgery.

**Source A:** An eighteenth century painting of an operation before anaesthetics were used.



**Source B:** A painting about the first use of ether as an anaesthetic. It shows an operation carried out in the USA by Dr Warren and Dr Morton in 1846.



**Source C:** From the *Boston Daily Evening* newspaper, 1st October 1846.

### **NEW AND VALUABLE DISCOVERY**

Dr Morton has discovered something which can reduce the sufferings of those who need painful operations in dentistry and surgery and make the operation easier for the surgeon to carry out. He can make the patient unconscious and any operation can then be performed without causing pain. We are told by a gentleman of the highest respectability that he witnessed an experiment carried out by Dr Morton last week. A bad tooth was taken out without giving the patient the slightest pain. He was put into a kind of sleep by inhaling this preparation. The sleep lasted less than a minute, just long enough to extract the tooth. This discovery is destined to make a great revolution in surgery and dentistry.

**Source D:** From *A Brief History of Medicine* by Paul Strathern, 2005. Here he is writing about the introduction of anaesthetics.

A newspaper headline announced 'We have conquered pain!' but people remained unconvinced. There was widespread opposition on religious grounds, especially about the use of anaesthetics during childbirth. According to the bible, God had said childbirth would be accompanied by pain. More serious objections came from medical opposition to ether. It was found that this could damage the lungs, and occasionally cause vomiting which, if it happened during an operation, could lead to the death of the patient.

**Source E:** From Queen Victoria's journal, 1853, describing her reaction when she was given chloroform for the birth of her eighth child.

'Dr Snow gave me the blessed chloroform and the effect was mild, calming and beautiful beyond belief.'

**Source F:** From *For Fear of Pain : British Surgery 1790 – 1850* by Peter Stanley, 2003.

It is possible that surgeons only used chloroform in the 1850s because patients demanded it. James Simpson collected statistics from several hospitals and was able to show that anaesthesia made the most serious operations half as dangerous. It kept patients from pain and also saved many of them from death.

**Source G:** An account of the death of Hannah Greener, aged 15, in 1848, published in a medical journal. She was the first person to die under chloroform. Her operation was for the removal of a toenail.

'She inhaled a teaspoonful of chloroform from a handkerchief. In about half a minute, when she was unconscious, I requested Mr Lloyd to begin the operation. She gave a kick, which made me think the chloroform had not had sufficient effect. I was giving her more chloroform when her lips suddenly became pale and she spluttered. I threw down the handkerchief, threw cold water in her face and gave her some water to drink, without any effect. The whole process of inhaling, operation and death, could not have taken more than two minutes.'

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 acknowledgements at first opportunity.

## Sample Mark Scheme

### Option 3A: The transformation of surgery c.1845 - c.1918

Question Number		
1		<p>What can you learn from Source A about how operations were carried out before anaesthetics were used?</p> <p>Target: Source comprehension; inference (A03a)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1	<p><b>Comprehension</b></p> <p>Response selects relevant detail(s) from source(s).</p> <p>eg The patient was held down.</p>
2	2-3	<p><b>Unsupported inference</b></p> <p>Valid inference(s) are offered, but without support from source(s).</p> <p>eg It was very painful; surgery would be seen as a last resort.</p>
3	4-6	<p><b>Supported inference</b></p> <p>Valid inference(s) are made and supported from the source(s).</p> <p>eg Because there was no pain relief and it was very painful, the patient had to be held down; the presence of spectators suggests that surgery was seen as a spectacle.</p> <p>One well developed point may score a maximum of 5.</p>

Question Number		
2		How has the artist shown the importance of this first use of ether? Explain your answer, using Source B.  Target: Analysis of source for portrayal (AO3a)
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	<b>Simple statement without support</b>  Valid comment is offered about the message of the picture but without support from the source.  eg Many people were interested in the use of ether.  OR  Answer identifies detail(s) or information from source(s), but relevance to show message is not explained.  eg The painting shows many spectators.
2	3-5	<b>Supported statement</b>  Valid comment about message is offered and linked to content or nature of source.  eg It must have been an important event if so many people wanted to be there; it must have been important for a painting to be done showing the event.
3	6-8	<b>Explained message</b>  Analysis of the treatment or selection of the source content is used to explain message.  eg The number of spectators and the fact that some are standing on chairs to get a better view shows that this was an important event; the artist has used white sheets to create a focal point in the painting.

Question Number		
3		How far does Source D support the impression given in Source C that the use of anaesthetics was an important breakthrough in surgery and dentistry?  Target: Cross Referencing for support (AO3a)
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	<b>Generalised answer</b>  Offers valid undeveloped comment, without support from sources  eg D supports the idea that pain relief was possible.  OR  Selects details from the sources, but without linkage to question focus.  eg D says pain was "conquered".
2	3-6	<b>Supported answer</b>  Identifies elements of support and/or challenge based on matching details of source(s) content.  eg C says it was a revolution and D supports this by the comment about the headline announcement.  OR  Concept of support/challenge is approached as a reliability issue and comments are offered based on the nature of the source(s).  eg C is a newspaper, so the final claim may exaggerate the importance of the discovery and D doesn't support that because it is a more objective account.  Reserve top of level for answers which make explicit use of both sources.

3	7-10	<p><b>Balanced judgement</b></p> <p>The overall impression to be tested, that pain relief was an important breakthrough, is recognised and addressed by cross-referencing the sources.</p> <p><b>EITHER</b></p> <p>Cross referencing focuses on content: considers elements of both support &amp; challenge to arrive at an overall judgement on the <u>extent</u> of support.</p> <p>eg While recognising the importance of pain relief, D also shows objections; the religious objections in D do not detract from the importance of pain relief as a breakthrough, but the medical objections suggest it may be over-rated.</p> <p><b>OR</b></p> <p>Cross referencing focuses on source: considers the nature of D in order to judge the <u>strength/quality</u> of support/challenge provided by the content.</p> <p>eg Source D, as a secondary source and taking the more long term view, shows that its importance was as a breakthrough to show that pain relief was possible rather than the perfect solution in itself, which is suggested in the newspaper C and its exaggerated final comment.</p> <p>Reserve top of 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>Which is more useful to the historian who is investigating public acceptance of chloroform, Source E or F?</p> <p>Explain your answer, using Sources E and F.</p> <p>Target: Evaluation of utility (A03a)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	<p><b>Judgement based on simple valid criteria.</b></p> <p>Comments based on subject/ amount of detail, or assumed reliability because source is primary or from an eyewitness etc.</p> <p>eg Source E is a primary source and therefore reliable; Source F is very detailed and therefore reliable.</p> <p>Maximum 2 marks for use of one source only.</p>
2	4-7	<p><b>Judgement is based on the usefulness of the sources' information.</b></p> <p>Answer focuses on what the sources can or cannot tell us.</p> <p>eg Source E only tells us about one person's experience; Source F tells us about the problems.</p> <p>OR</p> <p><b>Judgement is based on evaluation of nature or authorship of sources:</b>            Answer focuses on how reliable/ how representative/ authoritative/ the source is.</p> <p>eg Source E is from the Queen, so if she accepted anaesthetics lots of people would copy her; F is from an historian and shows a wider range of views based on lots of research.</p> <p>Maximum 5 marks if L2 criteria are met for only one source.</p>
3	8-10	<p><b>Judgement combines both elements of L2 to assess the contribution the sources can make to the specific enquiry.</b></p> <p>Answer considers the value of this information, taking into account an aspect of its nature (i.e. how representative/ authoritative/ comprehensive it is).</p> <p>eg Source E provides direct evidence from someone who experienced chloroform and who was in a position to influence others; Source F provides a wider context of changing attitudes and the significance of Simpson's work on statistics, from an historian who has researched the topic.</p> <p>Maximum 9 marks if level 3 criteria are met for one source only.</p>

Question Number		
5		<p>'Surgery in the 19th century improved significantly with the use of anaesthetics.'</p> <p>How far do you agree with this statement? Use your own knowledge, Sources A, D and G, and any other sources you find helpful.</p> <p>Target: Reaching a judgement ( AO1:4, AO2:4, AO3a: 8)  <b>QWC Strands i-ii-iii</b>  Assessing QWC:  For the highest mark in a level <b>all</b> criteria for the level, including those for QWC must be met.</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	<p><b>Generalised answer</b></p> <p>Answer offers valid undeveloped comment, without direct support from sources or own knowledge.</p> <p>eg Answer makes simple comparison of operations before and after anaesthetics.</p> <p>OR</p> <p>Selects details from the sources, but without direct linkage to the question.</p> <p>eg Source F provides an example of how beneficial anaesthetics could be.</p> <p>Writing communicates ideas using everyday language and shows 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>
		<b>QWC i-ii-iii</b>
2	5-8	<p><b>Supported answer</b></p> <p>Answer offers a judgement on the hypothesis and links to relevant details from sources and /or own knowledge.</p> <p>eg Sources D and G show the dangers of anaesthetics; surgeons began to do more complex operations.</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>
		<b>QWC i-ii-iii</b>

<p>3</p> <p><b>QWC i-ii-iii</b></p>	<p>9-12</p>	<p><b>Response focuses on the issue of whether anaesthetics improved surgery and reaches a judgement based on evidence.</b></p> <p>Answer considers the effects of anaesthetics and shows the benefits/problems resulting from their use.</p> <p>eg Anaesthetics encouraged slower and more complex operations but the problem of infection remained, leading to the 'black period' of surgery.</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><b>NB No access to this level for responses which do not use the sources.</b></p>
<p>4</p> <p><b>QWC i-ii-iii</b></p>	<p>13-16</p>	<p><b>Sustained argument, exploring the evidence for and against the hypothesis.</b></p> <p>Answer considers the benefits and problems resulting from the use of anaesthetics and places this within the context of developments in surgery in the late 19<sup>th</sup> century. Own knowledge and material from the sources is precisely selected to support the points made.</p> <p>eg Weighs the benefits of anaesthetics against the problems of infection or the difficulties in using ether/chloroform.</p> <p>Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. The student spells, punctuates and uses the rules of grammar with considerable accuracy, although some spelling errors may still be found.</p> <p>Reserve 15-16 marks for those responses which also take into account the strength of the evidence from the provided sources when coming to an overall conclusion.</p> <p><b>NB No access to this level for responses which do not include additional recalled knowledge.</b></p>



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

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 ►

N35701A

©2008 Edexcel Limited.

2/2



**edexcel**   
advancing learning, changing lives













# Edexcel GCSE

## History B (Schools History Project)

Unit 3: Schools History Project Source Enquiry

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

Sample Assessment Material

**Sources Booklet**

Paper Reference

**5HB03/3B**

**Do not return this Sources Booklet with the question paper.**

Turn over ►

N35701A

©2008 Edexcel Limited.

2/2



**edexcel**   
advancing learning, changing lives

## Background information

A 'Votes for Women' campaign began in the mid-nineteenth century. However, women still did not have the vote by 1903, when Emmeline Pankhurst founded the WSPU. The suffragettes wanted to put pressure on the British government by taking more direct action. Historians are divided over whether or not these militant tactics actually gained them support from the public.

This paper presents you with sources and gives you the opportunity to decide for yourself.

---

**Source A:** From a statement made by Emmeline Pankhurst during her trial in 1905. She was found guilty of conduct likely to cause disorder.

We realise that it is our *duty* to break the law in order to call attention to why we break it.

We have tried every way. We have presented larger petitions than were presented for any other reform and held larger public meetings. We have faced hostile mobs at street corners.

I come here not as an ordinary law breaker. This is the only way women can get the power to decide how the laws we have to obey should be made. Every citizen should have this right.

We are here in this Court not because we are law breakers; we are here in our efforts to become law-makers.

**Source B:** A cartoon published by the Suffragettes after the Temporary Release of Prisoners Act (the Cat and Mouse Act) was passed in 1913. McKenna was the Home Secretary, the government minister responsible for law and order.



**Source C:** From an account of the suffragette movement by Laurence Housman, published in 1937. He was a member of the Men's League for Women's Suffrage and he designed banners for the WSPU.

By 1910 it became more and more difficult for people to ignore the importance of the WSPU. The movement could hold up the traffic of London with processions two or three miles long, which had hundreds of banners, some of them vast in size. In the procession some of the most unexpected people could be seen giving their support.

**Source D:** A photograph of a part of a huge WSPU procession in 1911. The banner says 'From Prison to Citizenship' and was carried by those suffragettes who had been imprisoned. They were given a place of honour in the march.

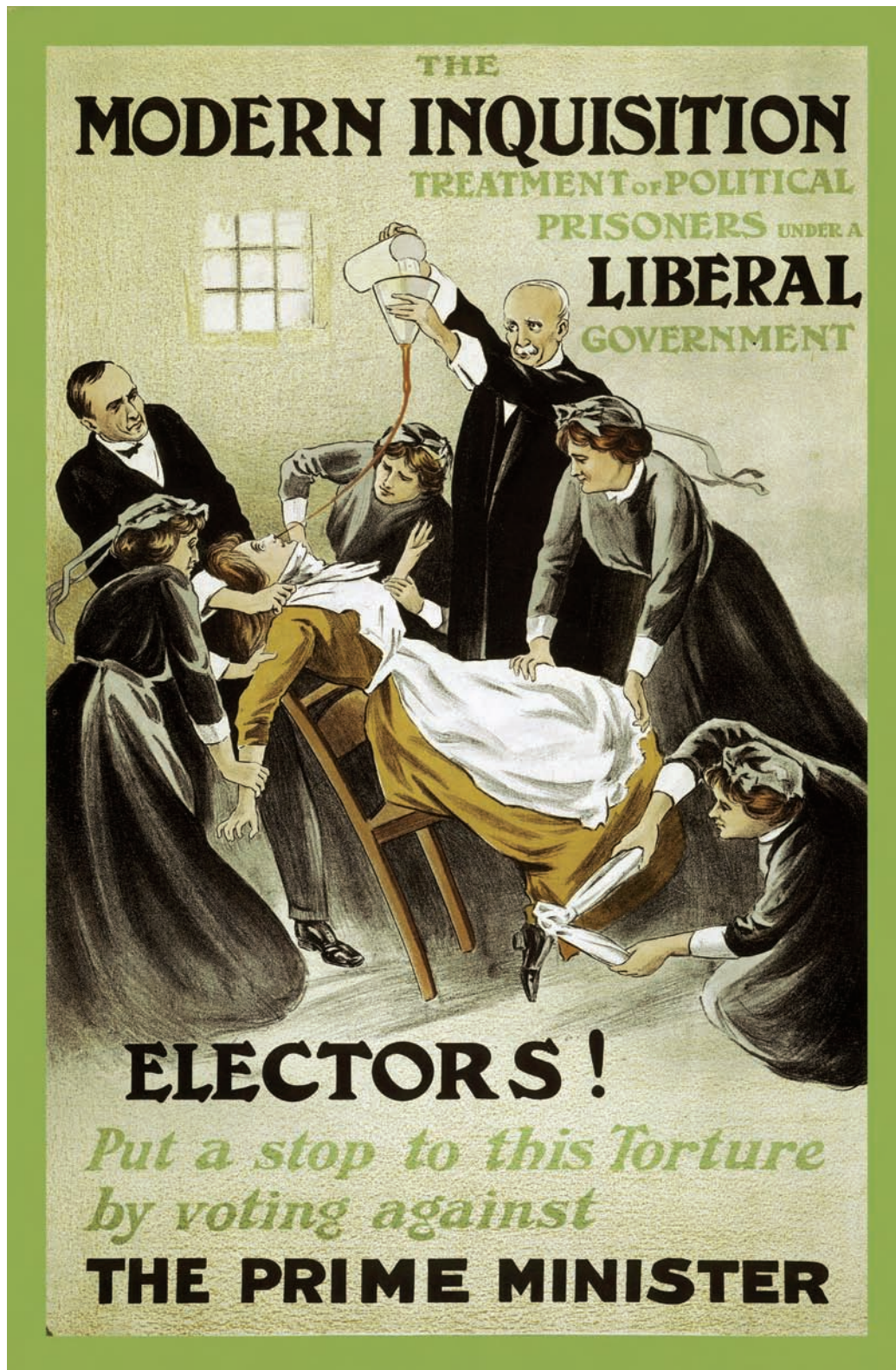


(Source: ©Museum of London)

**Source E:** Part of a speech made by Reginald McKenna in the House of Commons debate on 11 June 1914. He was the Home Secretary (the government minister responsible for law and order). He is talking here about how to deal with suffragettes who go on hunger strike.

I have had unlimited correspondence from every section of the public. The most popular suggestion is to let them die. The second view is to deport them. The third is to treat them as lunatics and the fourth view is to give them the vote.

**Source F:** A poster published by the suffragettes asking voters to vote against the Liberal government in an election.



(Source: ©Museum of London)

**Source G:** From *The Spectacle of Women*, a book by Lisa Tickner, published in 1987, about the methods used by the suffragettes.

The use of spectacle\* gave the suffragette movement a lot of publicity. The new popular national newspapers had photographic facilities which created an appetite for sensational events. The Daily News, Daily Sketch and Daily Mirror all sold huge numbers at this time and it was the use of photographs which made these newspapers so popular. The use of photographs in the daily press and the development of suffragette spectacle go hand in hand.

\* spectacle = processions with banners and costumes etc. which attracted attention.



**BLANK PAGE**

**BLANK PAGE**

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 acknowledgements at first opportunity.

## Sample Mark Scheme

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

Question Number		
1		<p>What can you learn from Source A about the motives and tactics of the Suffragettes?</p> <p>Target: Source comprehension; inference (AO3a)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1	<p><b>Comprehension</b></p> <p>Response selects relevant detail(s) from source.</p> <p>eg They used petitions.</p>
2	2-3	<p><b>Unsupported inference</b></p> <p>Valid inference(s) are offered, but without support from source.</p> <p>eg They wanted publicity in order to get the vote.</p>
3	4-6	<p><b>Supported inference</b></p> <p>Valid inference(s) are made and supported from the source.</p> <p>eg They used illegal methods to draw attention to their desire for the vote; they felt that peaceful and lawful tactics had failed; they felt their cause justified breaking the law.</p> <p>One well developed inference may score a maximum of 5.</p>

Question Number		
2		How does the artist get his message across in the cartoon? Explain your answer, using Source B.  Target: Analysis of source for portrayal (AO3a)
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	<b>Simple statement without support</b>  Valid comment is offered about the message of the picture but without support from the source.  eg It shows the suffragettes are too many for the government to cope with.  OR  Answer identifies detail(s) or information from source, but message is not identified.  eg It shows the cat is outnumbered by the mice.
2	3-5	<b>Supported statement</b>  Valid comment about message is offered and linked to content or nature of source.  eg The cat cannot cope with the number of mice and this is saying the government cannot cope with the number of suffragettes who will need arresting.
3	6-8	<b>Explained message</b>  Analysis of the treatment or selection of the source content is used to explain message.  eg The cat represents the government and it cannot cope with the amount of mice (suffragettes) and therefore the 'Cat and Mouse Act' will fail to deal with the suffragette problem.

Question Number		
3		<p>Do you think we can rely on Housman's account in Source C? Explain your answer, using Sources C and D to explain your answer.</p> <p>Target: Cross Referencing for reliability (AO3a)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	<p><b>Judgement based on simple valid criteria applied to D:</b></p> <p>Comments based on subject/ amount of detail, or assumed reliability because source is primary or from an eyewitness etc.</p> <p>eg C must be accurate because it has so much detail/ he was involved.</p> <p>OR</p> <p>selects details from C and comments that D supports this.</p> <p>eg C says the procession was very long and D shows this.</p>
2	3-6	<p><b>Supported answer</b></p> <p>Identifies elements of support and/or challenge based on matching details of content, with explicit reference to C and D.</p> <p>eg C mentions the hunger strikers in white which can be seen in D.</p> <p>OR</p> <p>Focus is on reliability of C and/or D.</p> <p>eg C comes from a member of the Men's League and someone who designed the banners for the WSPU, so he is obviously sympathetic to the suffragettes and might be expected to exaggerate; D is a photograph and therefore it must be reliable, which proves C is reliable because it shows the same things.</p> <p>Reserve top of level for answers which make explicit use of both sources.</p>

3	7-10	<p><b>Balanced judgement</b></p> <p>A judgement on C is reached through an evaluation of Housman's reliability and cross-referencing from D to assess his claims that suffragette processions were large enough to disrupt traffic and gained some unexpected support.</p> <p>Answer will include an evaluation of C, considering language / content / nature / origins / purpose, linked to cross referencing based on extent or nature / quality of support from D (i.e. content or N/O/P).</p> <p>eg Housman was clearly sympathetic to the suffragettes since he was involved in the Men's League and designed the banners, but the language is not exaggerated and D certainly shows a big procession and people in white causing great interest among the public, which does support his claims.</p> <p>OR</p> <p>eg Housman was clearly sympathetic to the suffragettes since he was involved in the Men's League and designed the banners, which might mean that he could have exaggerated the impact of the suffragette processions while his claim that the processions stretched for miles and they got unexpected support cannot be established from a single photograph.</p> <p>Reserve top of level (10) for those able to weigh both sides of the issue before coming to an overall judgement.</p>
---	------	---

Question Number		
4		<p>Is Source E more useful than Source F to the historian enquiring about the government use of force feeding when suffragettes went on hunger strike?</p> <p>Explain your answer, using Sources E and F.</p> <p>Target: Evaluation of utility (AO3a)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	<p><b>Judgement based on simple valid criteria</b></p> <p>Comments based on subject/amount of detail, or assumed reliability because source is primary or from an eyewitness etc.</p> <p>eg Source E/F is primary and therefore reliable; Source F is very graphic and detailed and therefore reliable.</p> <p>Maximum 2 marks for use of one source only.</p>
2	4-7	<p><b>Judgement is based on the usefulness of the sources' information.</b></p> <p>Answer focuses on what the sources can or cannot tell us.</p> <p>eg Source E doesn't actually tell us what the government did; Source F shows how force-feeding was carried out.</p> <p>OR</p> <p><b>Judgement is based on evaluation of nature or authorship of sources.</b></p> <p>Answer focuses on how reliable/how representative/authoritative/ the source is.</p> <p>eg Source E is from a member of the government; F is from the suffragettes and probably biased.</p> <p>Maximum 5 marks if L2 criteria are met for only one source.</p>

3	8-10	<p><b>Judgement combines both elements of L2 to assess the contribution the sources can make to the specific enquiry.</b></p> <p>Answer considers the value of this information, taking into account an aspect of its nature (i.e. how representative/authoritative/comprehensive it is).</p> <p>eg Source E suggests the public wanted strong action taken against the suffragettes, but it is part of a speech and therefore the Home Secretary may be justifying the use of forcefeeding; Source F provides a graphic picture of how force-feeding was carried out but as it is an election poster it is a form of propaganda and must be treated with caution.</p> <p>Maximum 9 marks if level 3 criteria are met for one source only.</p>
---	------	--



Question Number		
5		<p>Do you think that the publicity that the suffragettes created was effective in gaining them the support of the public?</p> <p>Explain your answer, using your own knowledge, Sources D, F and G and any other sources you find helpful, to answer this question.</p> <p>Target: Reaching a judgement ( AO1:4, AO2:4, AO3a: 8)  <b>QWC Strands i-ii-iii</b>            Assessing QWC:            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><b>Generalised answer.</b></p> <p>Answer offers valid undeveloped comment without direct support from sources or own knowledge.</p> <p>eg People would become aware of the issue and might start to support them.</p> <p>OR</p> <p>Selects details from the sources, but without direct linkage to the question.</p> <p>eg Source C provides example of how they got publicity.</p> <p>Writing communicates ideas using everyday language and shows 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>
		<b>QWC i-ii-iii</b>
2	5-8	<p><b>Supported answer</b></p> <p>Answer offers a judgement on the hypothesis and links to relevant details from sources and /or own knowledge.</p> <p>eg Sources C, D and F and the death of Emily Davison are all examples of how the suffragettes got a lot of publicity; E suggests some of the public were critical of them; tactics like breaking windows angered many people.</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>
		<b>QWC i-ii-iii</b>

<p>3</p> <p>QWC i-ii-iii</p>	<p>9-12</p>	<p><b>Response focuses on the issue of whether publicity gained public support.</b></p> <p>Answer considers the effects of suffragette tactics and whether these would have gained public support.</p> <p>eg Militant tactics like arson and breaking windows would gain publicity but would have angered many who would see the suffragettes as irresponsible; passive tactics like the hunger strike and the portrayal of force-feeding as torture may have created a more positive response.</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><b>NB No access to this level for responses which do not use the sources.</b></p>
<p>4</p> <p>QWC i-ii-iii</p>	<p>13-16</p>	<p><b>Sustained argument, exploring the evidence for and against the hypothesis.</b></p> <p>Answer considers the positive and negative aspects of suffragette tactics and the resultant publicity. Own knowledge and material from the sources is precisely selected to support the points made.</p> <p>eg Weighs the negative publicity from arson, breaking windows etc against the deliberate portrayal of suffragettes as innocent victims in force-feeding or Emily Davison as a martyr.</p> <p>Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. The student spells, punctuates and uses the rules of grammar with considerable accuracy, although some spelling errors may still be found.</p> <p>Reserve 15-16 marks for those responses which also take into account the strength of the evidence from the provided sources when coming to an overall conclusion.</p> <p><b>NB No access to this level for responses which do not include additional recalled knowledge.</b></p>

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 c.1914–c.1950**

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 ►

N35702A

©2008 Edexcel Limited.

2/2/2



**edexcel**   
advancing learning, changing lives













**Edexcel GCSE**

**History B (Schools History Project)**

**Unit 3: Schools History Project Source Enquiry**

**Option 3C: The impact of war on Britain c.1914–c.1950**

Sample Assessment Material

**Sources Booklet**

Paper Reference

**5HB03/3C**

**Do not return this Sources Booklet with the question paper.**

*Turn over* ►

**N35702A**

©2008 Edexcel Limited.

2/2/2



**edexcel**   
advancing learning, changing lives

## Background information

For several months during the period 1940-41, German planes bombed ports and cities in Britain. This period is normally referred to as 'the Blitz' and some people write about this as a time when British people showed great cheerfulness and courage. They say the people's morale (their spirit and attitude) was good, and call this the 'Blitz spirit'. Other writers believe that much of what was said and written at the time about the high morale of the British is a myth rather than the truth.

This paper presents you with sources about the situation at the time and gives you the opportunity to decide for yourself.

**Source A:** A photograph of a postman delivering mail in London. This was taken for the *Picture Post* magazine in May 1941.



**Source B:** From a speech in parliament by the Prime Minister, Winston Churchill, 8 October 1940.

London, Liverpool, Manchester and Birmingham may still have much more to suffer from bombing raids, but they will rise from the ruins.

We must not exaggerate the damage which has been done. The newspapers are full of pictures of demolished houses, but naturally the newspapers do not fill their restricted space with the number of buildings that are left standing.

**Source C:** This picture of St Paul's cathedral, in London, was published on the front page of the *Daily Mail* newspaper on 31 December 1940, with the following caption:

St Paul's stands unharmed in the midst of the burning city



**Source D:** Elizabeth Le Blond, speaking in 1990. She remembers using London underground stations to shelter from bombing raids during the Blitz. She was six years old in 1940.

We found that everyone was going down the tube\*. There was no rush, no panic - just a stream of people making for the shelter where we children would find our friends and have a noisy game before settling down for the night.

If we continued to go down the tube regularly (and were lucky) we could even be allocated a steel bunk. I did eventually get to sleep on one, but it wasn't very comfortable.

\* A London Underground Station

**Source E:** From the book *Don't you know there's a war on?*, published in 1988, about life in Britain during the Blitz

As long as there were men and women to continue production, the country's economic life could continue and the planes, tanks and other armaments\* roll off the assembly lines. Attendance at work remained surprisingly good.

Understandably there was widespread fear during the Blitz. This frequently led to flights of entire communities into the countryside, or 'trekking' as it was called at the time. So Londoners escaped to Epping Forest (an area near the East End of London) during the bombing of the East End. Yet many of those who trekked were the same people who continued to turn up for work.

\*armaments = weapons and equipment for war

**Source F:** Extract from a secret report to the government by the Ministry of Information, 10 December 1940.

When the siren goes, people run madly for shelters. The Citizen's Advice Bureau is swamped with mothers and young children, hysterical and asking to be removed from the district. Numbers fleeing from London's East End are growing rapidly. Taxi drivers report taking group after group to Euston\* and Paddington\* with belongings.

\* Euston and \*Paddington = London railway stations

**Source G:** From the diary of Harold Nicolson, 17 September 1940. Harold Nicolson knew several members of the government.

Everyone is worried about the feeling in the East End of London where there is much bitterness. It is said that even the King and Queen were booed the other day when they visited the destroyed areas.

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 acknowledgements at first opportunity.

## Sample Mark Scheme

### Option 3C: The impact of war on Britain c.1914 - c.1950

Question Number		
1		<p>What can you learn from Sources A and B about the extent of the damage done during the Blitz?</p> <p>Target: Source comprehension; inference (AO3a)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1	<p><b>Comprehension</b></p> <p>Response selects relevant detail(s) from source(s).</p> <p>eg Windows were smashed; several cities hit; houses were demolished.</p>
2	2-3	<p><b>Unsupported inference</b></p> <p>Valid inference(s) are offered, but without support from source(s).</p> <p>eg The damage was extensive; the damage was mainly in the towns.</p>
3	4-6	<p><b>Supported inference</b></p> <p>Valid inference(s) are made and supported from the source(s).</p> <p>eg The Blitz targeted several cities; there was a lot of damage to buildings but the papers may have exaggerated the overall extent.</p> <p>Reserve top mark for the use of both sources to support the same inference.</p>

Question Number		
2		<p>Why do you think the newspaper chose to put this photograph on its front page and added this caption? Explain your answer, using Source C.</p> <p>Target: Analysis of source for portrayal and purpose (AO3a)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	<p><b>Simple statement without support</b></p> <p>Valid comment is offered about the picture and / or caption but without support from the source.</p> <p>eg It was an attempt to keep up morale.</p> <p>OR</p> <p>Answer identifies detail(s) or information from source, but message is not identified</p> <p>eg It shows that St Paul's wasn't destroyed by the bombs.</p>
2	3-5	<p><b>Supported statement</b></p> <p>Valid comment about the purpose/message of the photograph is offered and linked to content of photograph or caption.</p> <p>eg The newspaper wanted to keep up morale by showing that St Paul's had survived the bombs.</p>
3	6-8	<p><b>Explained message recognising the importance of the caption.</b></p> <p>An explanation of the overall message/purpose is based on an analysis of the image linked to the positive slant of the caption.</p> <p>eg The picture shows St Paul's was not destroyed by the bombs although there is still a lot of surrounding damage, but the caption stresses the positive aspect, creating an overall impression of hope or invincibility.</p>

Question Number		
3		<p>How far do Sources A, D and E suggest that people's daily routines were affected by the bombing? Explain your answer, using Sources A, D and E.</p> <p>Target: Cross Referencing for reliability (AO3a)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	<p><b>Generalised answer</b></p> <p>Offers valid undeveloped comment, without support from sources.</p> <p>eg People tried to carry on doing their normal jobs; people established new daily routines.</p> <p>OR</p> <p>Selects details from the sources, but without linkage to question focus.</p> <p>eg The postman in A can't deliver the mail after the bombs.</p>
2	3-6	<p><b>Supported answer</b></p> <p>Identifies elements of support and/or challenge based on matching details of source(s) content.</p> <p>eg A and E show people trying to carry on as normal; D and E show new routines being established; A, D and E all show ways in which life was disrupted.</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>eg A is a single photograph and may not be representative; D is someone remembering their childhood experiences and may not be reliable; E should be reliable if the historian has researched properly.</p> <p>Reserve top of level for answers which make explicit use of all three sources.</p>

3	7-10	<p><b>Balanced judgement</b></p> <p>The overall hypothesis to be tested (life carrying on as normal) is recognised and addressed by cross-referencing the sources.</p> <p>EITHER</p> <p>Cross referencing focuses on content: considers elements of both support &amp; challenge to arrive at an overall judgement on the <u>extent</u> of support.</p> <p>eg While life was clearly disrupted by the damage shown in A and the need to take shelter shown in D and E, people adapted and kept as many elements of their routine as possible, shown in Sources A and E where they carried on working, and they made new 'normal' routines, as in D.</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 their contents.</p> <p>eg Source A shows a single event and it is difficult to establish how representative it is; D, as memories of a childhood, may be seen through a 'rosy filter' as the child may have been protected from unpleasant ideas; E should be reliable if it was properly researched but seems specific to one area.</p> <p>Reserve top of 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>Which of the sources, E or F, is more valuable to the historian who is enquiring about the reaction of people to the Blitz?</p> <p>Explain your answer, using Sources E and F.</p> <p>Target: Evaluation of utility (A03a)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	<p><b>Judgement based on simple valid criteria</b></p> <p>Comments based on subject/ amount of detail, or assumed reliability because source is primary or from an eyewitness etc.</p> <p>eg Source F is primary and therefore reliable; Source E has lots of detail and is therefore reliable.</p> <p>Maximum 2 marks for use of one source only.</p>
2	4-7	<p><b>Judgement is based on the usefulness of the sources' information.</b></p> <p>Answer focuses on what the sources can or cannot tell us.</p> <p>eg Source F tells us how afraid the people were; E tells us that even though they left for safety at night, they came back to work the next day.</p> <p>OR</p> <p><b>Judgement is based on evaluation of nature or authorship of sources.</b></p> <p>Answer focuses on how reliable/ how representative/ authoritative/ the source is.</p> <p>eg Source F is from a secret report to the government - this should be reliable because the government would want accurate information; E is from an historian and has an objective overview.</p> <p>Maximum 5 marks if L2 criteria are met for only one source.</p>

3	8-10	<p><b>Judgement combines both elements of L2 to assess the contribution the sources can make to the specific enquiry.</b></p> <p>Answer considers the value of this information, taking into account an aspect of its nature (i.e. how representative/ authoritative/ comprehensive it is).</p> <p>eg Source F suggests that public fear was very high and almost hysterical - as it is a secret report it suggests that it was probably accurate information and important enough for the government to be concerned; E suggests that there was widespread fear, but balances this by saying how people carried on with their jobs which shows the need to put things into context and see how far feelings affected what people actually did.</p> <p>Maximum 9 marks if level 3 criteria are met for one source only.</p>
---	------	---

Question Number		
5		<p>'The 'Blitz spirit' is an accurate description of the way the people of London responded to the bombing of 1940-41.'</p> <p>How far do you agree with this statement? Use your own knowledge, Sources A, E 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)  <b>QWC Strands i-ii-iii</b>  Assessing QWC:  For the highest mark in a level <b>all</b> criteria for the level, including those for QWC must be met.</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	<p><b>Generalised answer</b></p> <p>Answer offers valid undeveloped comment without direct support from sources or own knowledge.</p> <p>eg People's morale remained high despite the damage; people were afraid and life was disrupted.</p> <p>OR</p> <p>Selects details from the sources, but without direct linkage to the question.</p> <p>eg Source A or C shows the extent of the damage; E shows that people continued to go to work.</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>
	<b>QWC i-ii-iii</b>	

<p>2</p> <p>QWC i-ii-iii</p>	<p>5-8</p>	<p><b>Supported answer</b></p> <p>Answer offers a judgement on the hypothesis and links to relevant details from sources and /or own knowledge.</p> <p>eg Sources A, D, &amp; E all show people coping well and keeping their morale high; F and G show the fear and anger of the people; people got used to carrying their gas masks and doing duty as a fire watcher or warden; children had been sent away as a precaution in 1939, but many had returned by the time the Blitz started.</p> <p>Writing communicates ideas using a limited range of historical terminology and showing some skills of selection and organisation of material, but passages lack clarity and organisation. The student spells, punctuates and uses some of the rules of grammar with general accuracy.</p> <p><b>NB Focus is on reactions to the Blitz, so comments about, eg rationing, should not be credited.</b></p>
<p>3</p> <p>QWC i-ii-iii</p>	<p>9-12</p>	<p><b>Response focuses on the issue of morale and reaction to the bombings.</b></p> <p>Answer considers the effects of the bombs and the extent to which a 'normal' routine could continue.</p> <p>eg There was a lot of damage which disrupted routines and made people afraid; people took precautions like going into tube stations or going to Epping Forest at night; the government was concerned about the level of morale; newspapers and propaganda tried to keep morale high; censorship was felt to be necessary; people used Anderson and Morrison shelters; women were conscripted to work in munitions factories etc.; people continued to go to the theatre etc.</p> <p>At this level the answer will be unbalanced and only points of agreement or disagreement will be convincingly explored.</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>Reserve 11-12 marks for answers which use sources and own knowledge.</p> <p><b>NB No access to this level for responses which do not use the sources.</b></p>

<p>4</p> <p>QWC i-ii-iii</p>	<p>13-16</p>	<p><b>Sustained argument, exploring the evidence for and against the hypothesis.</b></p> <p>Answer considers the effects of the bombings and destruction, together with attempts to keep morale high and establish normal routines.</p> <p>Own knowledge and material from the sources is precisely selected to support the points made.</p> <p>eg Weighs the evidence of fear and panic/the government concern/need for censorship, against the evidence that people continued with normal work/tried to establish daily routines/propaganda promoted positive messages etc.</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 or which recognise the difficulty in establishing a 'true' account in a period of propaganda and censorship.</p> <p><b>NB No access to this level for responses which do not include additional recalled knowledge.</b></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

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 ►

N35704A

©2008 Edexcel Limited.

2/2/2



**edexcel**   
advancing learning, changing lives













**Edexcel GCSE**

**History B (Schools History Project)**

**Unit 3: Schools History Project Source Enquiry**

**Option 3D: The work of the historian**

Sample Assessment Material

**Sources Booklet**

Paper Reference

**5HB03/3D**

**Do not return this Sources Booklet with the question paper.**

*Turn over* ►

**N35704A**

©2008 Edexcel Limited.

2/2/2



**edexcel**   
advancing learning, changing lives

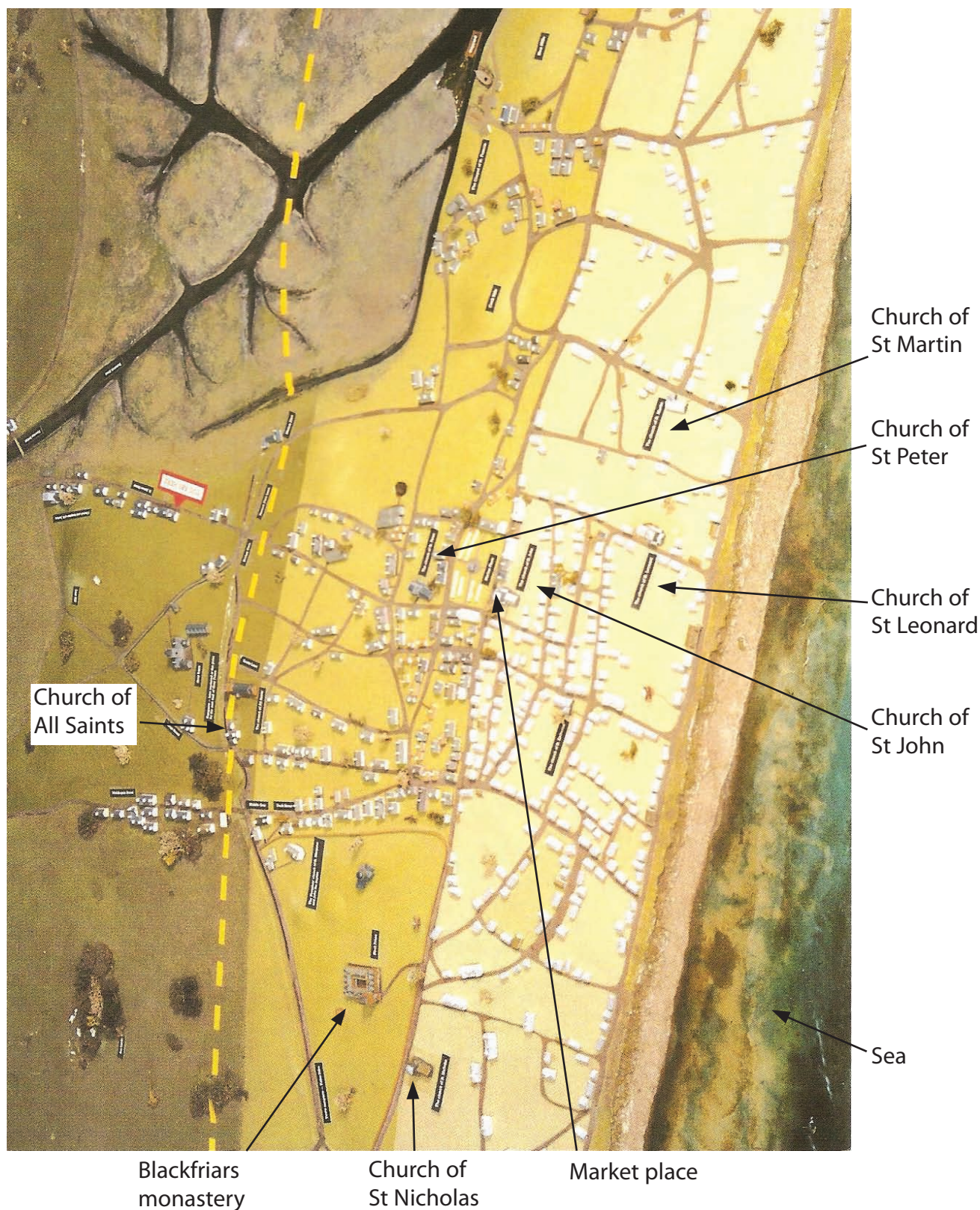
## Background information

Domesday Book lists Dunwich as one of the twenty largest cities in England in the eleventh century. However, it was badly affected by storms in the thirteenth century and the land gradually crumbled into the sea so that, over time, the city disappeared.

This map shows how the coastline of Suffolk has changed since the thirteenth century.

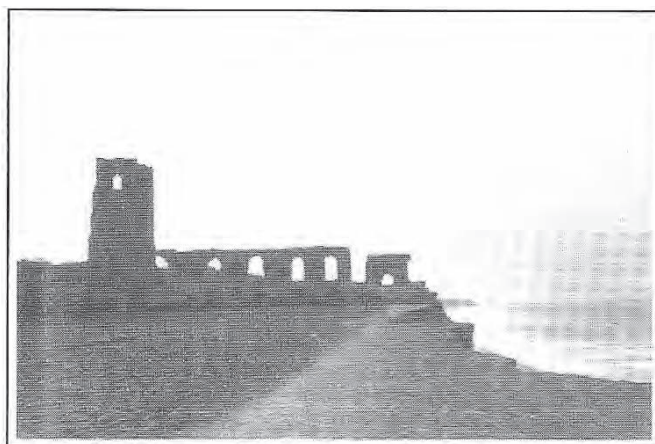


This is a picture of a model in the museum in Dunwich. The dotted yellow line shows where the coastline is now and everything on the right of this line is now under the sea. This reconstruction shows what they think Dunwich would have looked like in the thirteenth century.

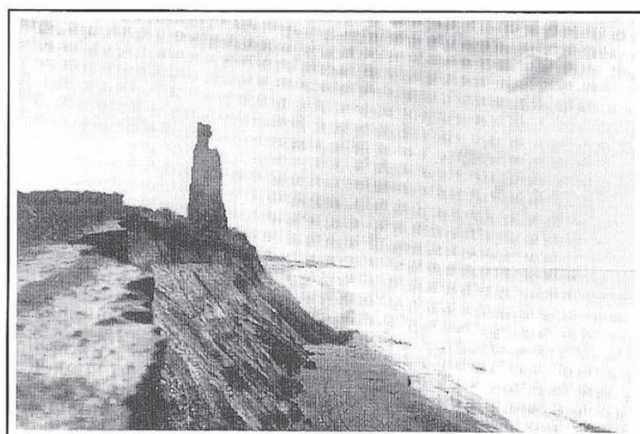


It is difficult now to know what Dunwich really looked like in the Middle Ages or how important it was. In this paper you will investigate some of the evidence for Dunwich's importance and show your understanding of the way historians work when they try to reconstruct the past.

**Source A:** Photographs of the Church of All Saints Dunwich in 1904 and 1919



1904



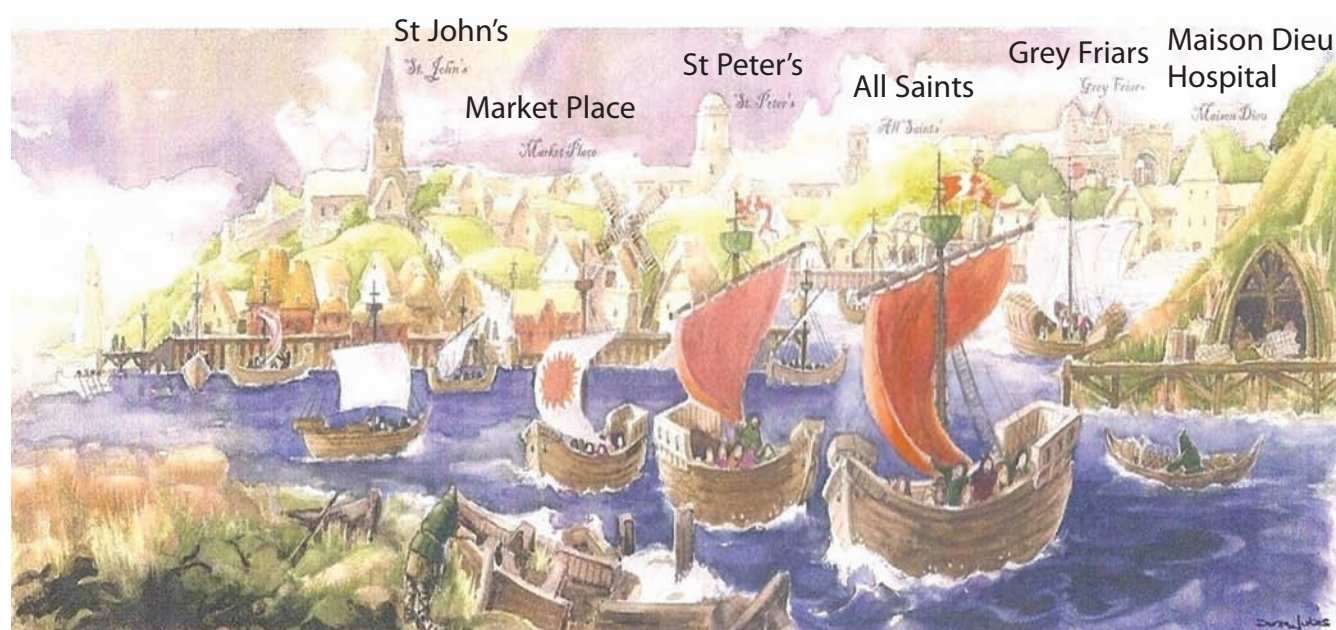
1919

**Source B:** Part of a letter written in 1573.

There were 6 churches in Dunwich. A great number of old records remain in the town of Dunwich which are proof of this. St Leonard's, now drowned in the sea; St Peter's, now standing; St John's, now drowned in the sea; St Martin's now drowned in the sea; St Nicholas' now drowned into the sea; and the Church of All Saints, still standing. We think the other three parts of the town now drowned in the sea had buildings like the ones remaining, but I cannot say how many or where they were. Many reliable persons say there were once 52 parish churches and many windmills.



**Source C:** An artist's impression, drawn in 2005, of what Dunwich looked like in the middle of the thirteenth century.



**Source D:** From the *Daily Chronicle* newspaper, 8 April 1904.

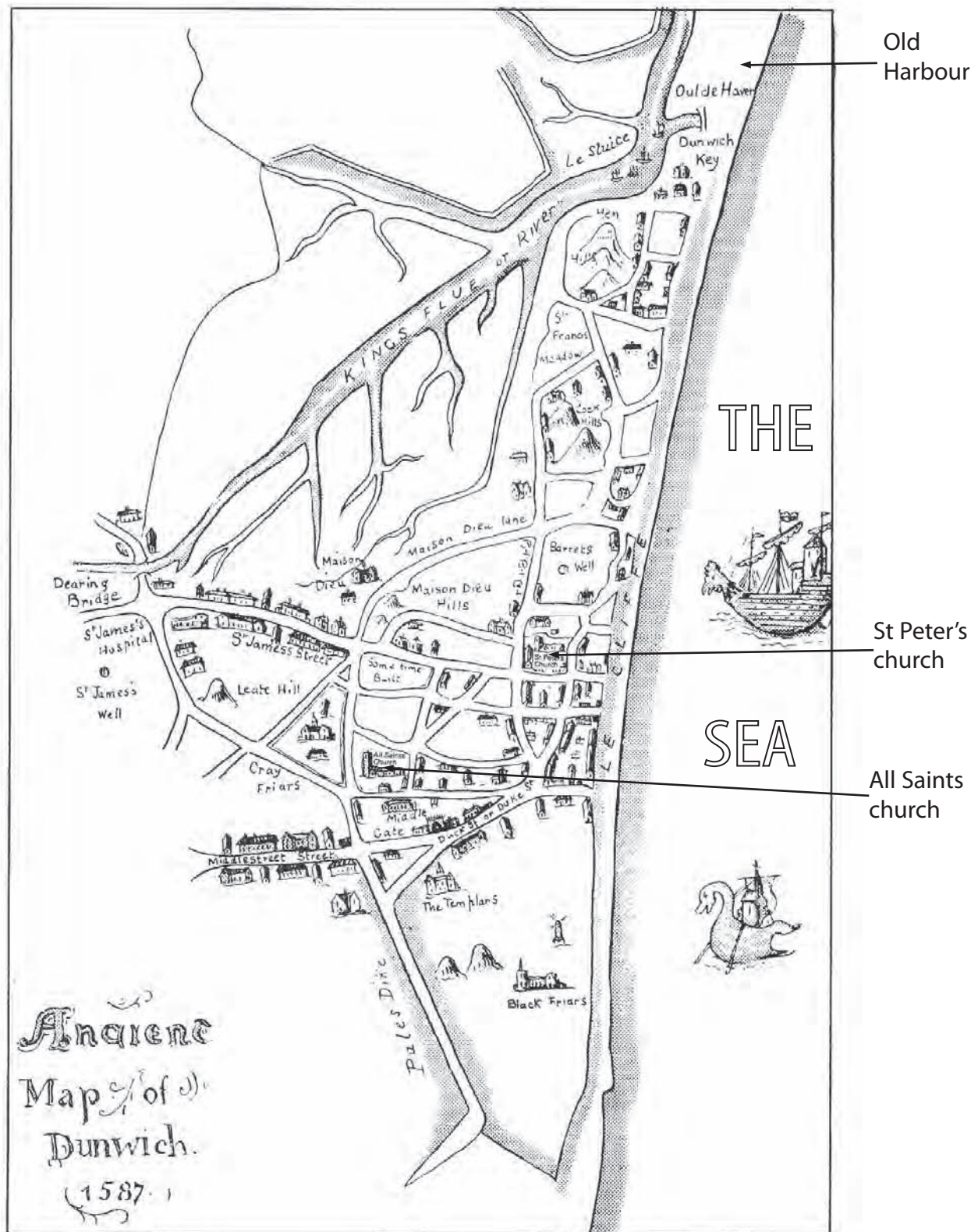
All have heard of the strange history of Dunwich, that proud city whose ruins now crumble on the edge of the cliffs. In the thirteenth century, Dunwich's harbour was filled with ships; its money chests with gold, and its streets with wealthy citizens. But the wind blew and the waves beat upon it and it fell. The harbour, the ships, the streets, the churches, the walls of stone and the gates of brass, all have gone.

We are left with the Dunwich of today. The ruin of the ancient church of All Saints and the graveyard are on the edge of the crumbling cliff. I could see bones sticking out of the earth – not one but dozens - and a broken skull, the sockets where the eyes had been staring out on the restless waters.

**Source E:** Extracts from the royal accounts, showing money paid by Kings of England to people in Dunwich. At this time £5 was a year's earnings for a skilled worker.

1209	For repairing 3 warships and taking them to Portsmouth	£57
1211	For 30 ships hired to go from Dunwich to Ireland	£32
1214	For the purchase of masts, straps, ropes for the royal warships	£41
1294	For a warship built for the King	£277
	(Expenses for this ship included 100 plates and dishes)	

**Source F:** A tracing, done in 1893 by Hamlet Watling, of an old map of Dunwich in 1587. The map he copied has since been lost.



**Source G:** From the Dunwich website, March 2008.

Dunwich used to be very important in terms of shipbuilding and defence of the country. It is recorded that in 1205 there were five Royal warships in Dunwich, which was similar to the number of those at London. In 1242 Dunwich was able to send 80 ships to serve the king. This was a period of great wealth for Dunwich.

**BLANK PAGE**

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 acknowledgements at first opportunity.

## Sample Mark Scheme

### Option 3D: The work of the historian

Question Number		
1		<p>What can you learn from Sources A and B about how Dunwich has changed?</p> <p>Target: Source comprehension; inference (AO3a)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1	<p><b>Comprehension</b></p> <p>Response selects relevant detail(s) from source(s).</p> <p>eg The cliff has crumbled away; it used to have lots of churches.</p>
2	2-3	<p><b>Unsupported inference</b></p> <p>Valid inference(s) are offered, but without support from source(s).</p> <p>eg A large part of the town has disappeared into the sea; it is less important than it was in the past.</p>
3	4-6	<p><b>Supported inference</b></p> <p>Valid inference(s) are made and supported from the source(s).</p> <p>eg It used to be a big town and have many people living there, as is shown by the number of churches, but now it is not as important as the buildings are in ruins or have fallen into the sea.</p> <p>Reserve full marks for answers which make use of both sources.</p>

Question Number		
2		<p>What impression of Dunwich in 1250 has the artist tried to create? Explain your answer, using Source C.</p> <p>Target: : Analysis of source for portrayal (AO3a)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	<p><b>Simple statement without support</b></p> <p>Valid comment is offered about the portrayal but without support from the source.</p> <p>eg A thriving port, a wealthy/populous town.</p> <p>OR</p> <p>Answer identifies detail(s) or information from source(s), but relevance to show message is not explained.</p> <p>eg It shows several boats sailing towards the port; it shows a number of big buildings.</p>
2	3-5	<p><b>Supported statement</b></p> <p>Valid comment about the portrayal is offered and linked to content or nature of source.</p> <p>eg It suggests the town was prosperous because there are several boats coming into port which means they did a lot of trade/big buildings, which would have taken a lot of money to build.</p>
3	6-8	<p><b>Explained message</b></p> <p>Analysis of the treatment or selection of the source content is used to explain message.</p> <p>eg The fact that four boats are shown all coming into port at the same time creates the image of a busy port and lots of trade; the size of the church and the windmill are emphasised by their position and the detail shown in order to suggest wealth.</p>

Question Number		
3		<p>How much of the journalist's account in Source D do you think is reliable?</p> <p>Explain your answer, using Sources A, D and E.</p> <p>Target: Cross Referencing for support (AO3a)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	<p><b>Generalised answer</b></p> <p>Offers valid undeveloped comment, without support from sources.</p> <p>eg A supports the idea that the town fell into the sea; D supports the idea that the town was a busy port.</p> <p>OR</p> <p>Selects details from the sources, but without linkage to question focus.</p> <p>eg A shows a church; E is about ships; D is from a journalist.</p>
2	3-6	<p><b>Supported answer</b></p> <p>Identifies elements of support and/or challenge based on matching details of source(s) content.</p> <p>eg D says it fell into the sea and A shows this happening; D says it was once wealthy and E shows it was an important centre for shipbuilding.</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>eg D is from a journalist and therefore probably exaggerated, D shows loaded language and is unreliable; A is a photograph and cannot lie; E is a selection of financial details and may not give a complete picture.</p> <p>Reserve top of level for answers which make explicit use of all these sources.</p>

3	7-10	<p><b>Balanced judgement</b></p> <p>The overall impression to be tested, that Dunwich was once wealthy and prosperous but decayed into the sea, is recognised and addressed by cross-referencing the sources.</p> <p>EITHER</p> <p>Cross-referencing focuses on content: considers elements of both support &amp; challenge to arrive at an overall judgement on the <u>extent</u> of support.</p> <p>eg Recognises the elements of exaggeration and poetic licence in D but also shows that many details can be supported from A and E.</p> <p>OR</p> <p>Cross referencing focuses on source: considers the nature of A/E in order to judge the <u>strength/quality</u> of support / challenge provided by the content.</p> <p>eg The photographic record in A shows the erosion of the cliff - there is no reason to doubt that this was happening in the 16<sup>th</sup> century; information in E should be reliable as it is a financial record and the king would need accurate information about his expenses. So we can accept as true details such as 30 ships hired to go to Ireland, or the new warship built for the king, which provides strong support for the claims in D that Dunwich was an important port.</p> <p>Reserve top of 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>Which of Sources B and F would be more useful if the museum at Dunwich wanted to make a reconstruction like the model in your background information, but this time showing Dunwich in the sixteenth century?</p> <p>Explain your answer using Sources B and F.</p> <p>Target: Evaluation of utility (AO3a)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	<p><b>Judgement based on simple valid criteria</b></p> <p>Comments based on subject/ amount of detail, or assumed reliability because source is primary or from an eyewitness etc.</p> <p>eg Source F is useful to show what it looked like; Source B is very detailed and therefore reliable.</p> <p>Maximum 2 marks for use of one source only.</p>
2	4-7	<p><b>Judgement is based on the usefulness of the sources' information.</b></p> <p>Answer focuses on what the sources can or cannot tell us.</p> <p>eg Source B tells us about the churches that used to be there; Source F shows us the general layout of the town; B says he cannot be sure these details are accurate.</p> <p>OR</p> <p><b>Judgement is based on evaluation of nature or authorship of sources.</b></p> <p>Answer focuses on how reliable /how representative / authoritative the source is.</p> <p>eg Sources F is not the original and mistakes may have been made in the tracing; in B he is careful to differentiate between knowledge he is confident is true and facts he is unsure of.</p> <p>Maximum 5 marks if L2 criteria are met for only one source.</p>

3	8-10	<p><b>Judgement combines both elements of L2 to assess the contribution the sources can make to the specific enquiry.</b></p> <p>Answer considers the value of this information, taking into account an aspect of its nature (i.e. how representative/ authoritative/ comprehensive it is).</p> <p>eg We cannot be confident of the accuracy of F since we don't know how accurate the original map was that Watling has used but there is no real reason to assume the layout or identification of specific buildings is inaccurate; when B talks about the buildings that have been lost, he says records still exist to prove these claims and he is careful to say when he is unsure of his information, which suggests he has checked his ideas very carefully.</p> <p>Maximum 9 marks if level 3 criteria are met for one source only.</p>
---	------	--

Question Number		
5		<p>Source G suggests that Dunwich was rich and important in the thirteenth century. Explain the difficulties the historian faces in finding proof of this and suggest other research the historian could do to check this claim about Dunwich.</p> <p>Target: Reaching a judgement (AO1:4, AO2:4, AO3a: 8)  <b>QWC Strands i-ii-iii</b>            Assessing QWC:            For the highest mark in a level <b>all</b> criteria for the level, including those for QWC must be met.</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	<p><b>Generalised answer</b></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>eg Difficult to prove the town was important when it no longer exists/most of the town is now under the sea; historian could check for more evidence on shipbuilding, find a diary or an old map.</p> <p><b>QWC i-ii-iii</b></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>
2	5-8	<p><b>Supported answer</b></p> <p>Answer identifies problems and suggests avenues for further research based on sources and /or own knowledge.</p> <p>eg Difficulty in proving town was important when so much evidence has been lost; could check old maps, financial records, tax payment, descriptions or letters written in the 13<sup>th</sup> century.</p> <p><b>QWC i-ii-iii</b></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><b>Response focuses on research and the resolution of problems.</b></p> <p>Answer identifies problem(s) with the evidence and offers suggestions for further research, explaining how the research could help to resolve the problem; comments may be based on sources in the paper or own knowledge of similar types of records, with a clear explanation of their value for this enquiry.</p> <p>eg Difficulty in proving town was important on national scale in the 13<sup>th</sup> century when evidence is missing; could check old maps or population records to see if the size of the town changed, royal finances to see if the king continued to use Dunwich, tax records or trading records to see evidence of wealth; follow up the comment in D that records still existed from individual churches or church bells etc may be found under the sea, which would substantiate the claim to be a thriving port; the claim to be important for defence could be examined by looking to see if national records contained references to Dunwich on other occasions of war or when invasion was threatened.</p> <p>Writing communicates ideas using historical terms accurately and showing some direction and control in the organising of material. The student uses some of the rules of grammar appropriately and spells and punctuates with considerable accuracy, although some spelling errors may still be found.</p> <p>At this level the answer will be unbalanced and only points of problems or research will be convincingly explored.</p> <p>Reserve 11-12 marks for answers which use sources and own knowledge, ie have a good understanding of the sources available for this period - do not credit diaries, newspapers, census records.</p> <p><b>NB No access to this level for responses which do not use the sources.</b></p>
----------------------------------	-------------	---

<p>4</p> <p>QWC i-ii-iii</p>	<p>13-16</p>	<p><b>Sustained analysis, exploring the problems and the potential sources for resolution.</b></p> <p>Answer identifies problems with the evidence and offers suggestions for further research, explaining how the research could help to resolve the problem. There is a secure understanding of sources appropriate to these issues and the period.</p> <p>eg Identifies the key issues in supporting the claim to be important - size/population, wealth, significance at national level - and suggests appropriate sources to research in order to examine the claim; may be possible to check specific details about ships from sources like E but difficult to check impression of wealth and national importance, especially as evidence was already lost by the 16<sup>th</sup> century; recognises the added difficulty when buildings have disappeared since they often provide physical evidence of wealth or importance even when written sources are lost; level of wealth is difficult to establish but tax returns, royal accounts, trading records, wage accounts may provide suitable information; royal accounts could show whether other towns were also used or if Dunwich was the main beneficiary of royal commissions. Student may also propose other types of evidence not suggested by the sources in this paper, eg records in another town of trade with Dunwich, references in local folk lore or songs, an image in a tapestry or illuminated manuscript, a traveller's record or letter of visiting the port etc.</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 answers which attempt to evaluate the strength of evidence from suggested sources or recognise that conclusions must be tentative and provisional.</p> <p>NB: No access to this level for responses which do not include additional recalled knowledge of appropriate sources / methods.</p>
----------------------------------	--------------	---



# Edexcel GCSE

## History B (Schools History Project)

### Unit 4: Representations of History

#### CA5: Vietnam, 1960–75

Sample Controlled Assessment Material

Paper Reference

**5HB04/01**

**You do not need any other materials.**

Turn over ►

N35683A

©2008 Edexcel Limited.

2/2/



**edexcel**   
advancing learning, changing lives

## Vietnam, 1960-75

### Part A: Carry out a historical enquiry

Enquiry focus: Why did the USA become involved in the conflict in Vietnam?

You may focus your enquiry on:

- The impact of the 'red scare' in the USA, 1945-54
- The importance of the 'Domino Theory'
- The weakness of the South Vietnamese government led by Ngo Dinh Diem

**(Total for Part A = 20 Marks)**

---

### Part B i: Compare representations of history

Look at Representations 1 and 2. They are both representations of US attitudes to the Vietnam war.

To what extent do these representations differ?

**(Total for Part B i = 10 Marks)**

---

### Part B ii: Analyse and evaluate representations of history

Study Representations 1 and 2 again and Representation 3 which your teacher will give you.

Choose the one which you think is the best representation (i.e. portrayal) of US public opinion and explain why.

In your response you should use all three representations and your own knowledge to explain your answer.

**(Total for Part B ii = 20 Marks)**

---



## Representations for use in Part B

### Representation 1

Words from the song 'Feel Like I'm Fixing To Die Rag (Next Stop Vietnam)' by Country Joe and the Fish. It was written in 1968.

Come on all of you big strong men  
Uncle Sam needs your help again  
he's got himself in a terrible jam  
way down yonder in Viet Nam so  
put down your books and pick up a gun we're  
gonna have a whole lotta fun.

(CHORUS)

And it's one, two, three, what are we fighting for  
don't ask me I don't give a damn, next stop is Viet Nam  
And it's five, six, seven, open up the pearly gates  
ain't no time to wonder why, whoopee we're all gonna die.

Come on generals, let's move fast  
your big chance has come at last  
now you can go out and get those reds  
cos the only good commie is the one that's dead and  
you know that peace can only be won when we've  
blown 'em all to kingdom come.

Come on Wall Street don't be slow  
why man this war is a go-go  
there's plenty good money to be made by  
supplying the army with the tools of its trade  
let's hope and pray that if they drop the bomb,  
they drop it on the Viet Cong.

Come on mothers throughout the land  
pack your boys off to Viet Nam  
come on fathers don't hesitate  
send your sons off before it's too late  
and you can be the first ones on your block  
to have your boy come home in a box.

## Representation 2

From *The USA and Vietnam 1945-75*, written in 2007 by Vivienne Saunders.

It is difficult to tell how many Americans were against the war. In a poll in October 1967, 46% of Americans felt that it had been a mistake to get involved in Vietnam, but a massive majority of Americans wanted the USA to stay there and get tougher. This poll then showed widespread support and widespread opposition to the war.

'I want us to get out, but I don't want to give up' one woman said to a pollster.

There were massive anti-war protests outside the Pentagon in October 1967. In the picture the 'war criminal' on the poster is President Johnson.



Perhaps media coverage of the Tet offensive in 1968 was the turning point. In the next few weeks Johnson's approval rating in the opinion polls fell from 48 to 36 %. And a minority of Americans protested loudly.

Politicians took notice of the wishes of voters. The protests probably played an important part in bringing the war to an end.

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 acknowledgements at first opportunity.

# Edexcel GCSE

## History B (Schools History Project)

### Unit 4: Representations of History

CA10: The impact of war on Britain c.1914–50

CA10L: The impact of war on a locality in Britain c.1914–50

Sample Controlled Assessment Material

Paper Reference

**5HB04/01**

**You do not need any other materials.**

Turn over ►

N35707A

©2008 Edexcel Limited.

2/2/2



**edexcel**   
advancing learning, changing lives

## The impact of war on Britain c.1914–50

### Part A: Carry out a historical enquiry

Enquiry focus: How much impact did the First World War have on working lives?

You may focus your enquiry on:

- Changes in working opportunities for men and/or women in Britain in the years c.1914–29
- Changes in working opportunities for men and/or women in a locality in the years c.1914–29
- Changes in opportunities for men and/or women in a particular profession or industry nationally or in a locality in the years c.1914–29

**(Total for Part A = 20 marks)**

---

### Part B i: Compare representations of history

Study Representations 1 and 2. They are representations by two authors of the reactions of British civilians to the experience of the Second World War.

How far do these representations differ?

**(Total for Part B i = 10 marks)**

---

### Part B ii: Analyse and evaluate representations of history

Study Representations 1 and 2 again and Representation 3 which your teacher will give you.

#### **EITHER**

Choose the one which you think is the best representation of the reactions of British civilians to the experience of the Second World War.

#### **OR**

Choose the one which you think is the best representation of the reactions of British civilians in a locality to the experience of the Second World War.

In your response you should use all three representations and your own knowledge to explain your answer.

**(Total for Part B ii = 20 marks)**

---

## Representations for use in Part B

### Representation 1

From *Waiting for the All Clear*, written in 1990 by Ben Wicks.

Fifty years ago, during the Blitz, the British people showed that they didn't have to be in uniform to be heroes. The Dunkirk spirit flowed in city streets, suburban bomb-shelters and every town and village in the land. Those at home kept their great British sense of humour in the most appalling circumstances. In hardship they looked after each other. Home Guard, firemen, policemen, air raid wardens risked their own lives as they struggled to limit the destruction. Housewives bravely started again when their homes were lost.

Out of the terror and tragedy came courage and solidarity, selflessness and an unshakable determination to win through against the awesome might of the Luftwaffe.

## Representation 2

From *Britain in Our Century*, written in 1984 by Arthur Marwick.

Heavy bombing of London began on a Saturday evening (7 September 1940). The capital was bombed every night for 76 nights and then on and off for a further six months. On 14 November the entire centre of Coventry was destroyed, and in November and December other cities suffered severe bomb attacks.



A photograph taken on 15 September 1940. It was published with the caption 'Their houses are wrecked, but the tenants of these buildings in North London still showed the British Grit'

The caption to this photograph is interesting. Newspapers or photographers who wished to get a photograph accepted by the censors had to choose the words of their captions carefully. In this photograph we have the usual heroic image of people's response to the bombing, but in more recent years historians have questioned whether bombing really did strengthen morale. Did it strengthen support in Britain for the government? Certainly there are other photographs showing much less heroic pictures of people who were bombed out of house and home such as a photo showing two of the victims of Coventry squabbling with each other, but this was not published until the following February.

It may be that if the bombing had gone on much longer the morale of British civilians might have collapsed. But the evidence suggests that the British public affected by the bombing behaved bravely. We should focus on 'Mums' Army', the Women's Volunteer Service (WVS), without whom the Home Front would not have kept going. During the devastating blitz of Coventry on 14 November 1940 the WVS headquarters there was practically destroyed. But, as soon as the wave of bombs stopped, the women began their normal duties again. At 5.00 am, auxiliary fire servicemen came in for tea and sandwiches. One of them, mouth full, uttered the famous line: 'I guess the WVS have won the battle of Coventry.'

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 acknowledgements at first opportunity.

## Assessment criteria

### Part A Carry out a historical enquiry

Target:	AO1/AO2	20 marks
Level	Descriptor	Mark
0	No rewardable material	0
Level 1 QWC i–ii–iii	<p>Simple comment offered and supported by some information. The material will be mainly generalised. There will be few, if any, links between comments offered.</p> <p>A limited number of sources has been identified and used in the enquiry</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>	1–5
Level 2 QWC i–ii–iii	<p>Statements are developed with support that is mostly relevant and accurate but with an implicit focus on the question. The response may mainly take a descriptive form.</p> <p>A range of sources has been consulted and used</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>	6–10
Level 3 QWC i–ii–iii	<p>The response attempts an analysis that is linked to appropriately-selected information. The response shows understanding of the focus of the question and deploys sufficient accurate and relevant material to support the points the student makes. The response may also include accurate material that is descriptive and/or that strays from the question focus, and judgement may be implicit.</p> <p>A range of sources appropriate to the enquiry has been identified and material from them has been well selected.</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>	11–15
Level 4 QWC i–ii–iii	<p>A sustained analysis is supported by precisely-selected and accurate material and with sharply focused development of the points made. The answer as a whole will focus well on the question. An explicit judgement is given, with a reasoned argument about the nature of change OR whether one factor was more important than the others OR the response explains the inter-relationship between two or more of the factors.</p> <p>A range of sources appropriate to the enquiry has been identified and material from them has been well deployed.</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>	16–20

## Part Bi Compare representations of history

Target:	AO3b	10 marks
Level	Descriptor	Mark
0	No rewardable material.	0
Level 1	Comprehends the surface features of the provided representations and selects material from them. Responses are descriptions, direct quotations, or paraphrases from one or more of the sources.	1–3
Level 2	Comprehends the provided representations and selects from them, similarities and/or differences of detail. At low level two, there may be only one developed comparison, and other comparisons will be undeveloped or unsupported with material from the sources.	4–7
Level 3	Analyses the sources and identifies a range of similarities and/or differences in representation. Uses precisely selected detail from the provided representations to support the explanation and makes a judgement about extent.	8–10



## Part Bii Analyse and evaluate representations of history

Target:	AO3b	20 marks
Level	Descriptor	Mark
0	No rewardable material	0
Level 1 QWC i–ii–iii	<p>Comprehends the surface features of the provided sources and selects material.</p> <p>Offers simple judgements about the representation, and offers a limited amount of accurate information about the period in question. The material will mostly be generalised and linkage to the representation will be implicit.</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>	1–5
Level 2 QWC i–ii–iii	<p>Comprehends the surface features of the provided sources and selects from them key features of the representations.</p> <p>Makes a judgement about the best representation and provides detailed and accurate material about the period in question, but with little linkage between description and judgment. Judgements may relate to the accuracy or comprehensiveness of the representation.</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>	6–10
Level 3 QWC i–ii–iii	<p>Analyses the provided sources and shows some of the ways in which the past situation has been represented. Uses detail from the provided sources to support the analysis.</p> <p>Makes a critical evaluation of the representation based on well selected information about the period in question and applying at least two clear criteria, for example, the author’s purpose or objectivity, or the accuracy, comprehensiveness of the representation.</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>	11–15
Level 4 QWC i–ii–iii	<p>Analyses the provided sources in order to show the way in which the past situation has been represented. Uses precisely selected detail from the provided sources to support the analysis.</p> <p>Makes a critical evaluation of the representation based on precisely selected information about the period in question and applying at least three criteria, for example the author’s purposes or objectivity, or the comprehensiveness and/or accuracy of the representation.</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>	16–20

