

Write your name here

Surname

Other names

Centre Number

Candidate Number

Edexcel GCSE

History B (Schools History Project)

Unit 3: Schools History Project Source Enquiry

Option 3A: The transformation of surgery, c1845 – c1918

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 53.
- 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.
- The marks available for spelling, punctuation and grammar are clearly indicated.

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 ►

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PEARSON

Edexcel GCSE

History B (Schools History Project)

Unit 3: Schools History Project Source Enquiry

Option 3A: The transformation of surgery, c1845 – c1918

Sample Assessment Material

Sources Booklet

Paper Reference

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Do not return this Sources Booklet with the question paper.

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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.

This paper presents you with sources about these developments and gives you the opportunity 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.'

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Mark Scheme

Sample Assessment Material

GCSE History B (5HB03/3A)

Unit 3: Schools History Project

Source Enquiry

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

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Sample Assessment Material

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General Marking Guidance

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- 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.
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- Handwriting may make it difficult to see if spelling, punctuation and grammar are correct. Examiners must make every effort to assess spelling, punctuation and grammar fairly and if they genuinely cannot make an assessment, the team leader must be consulted.
- Specialist terms do not always require the use of complex terminology but the vocabulary used should be appropriate to the subject and the question.
- Work by candidates with an amanuensis, scribe or typed script should be assessed for spelling, punctuation and grammar.
- Examiners are advised to consider the marking criteria in the following way:
 - How well does the response communicate the meaning?
 - What range of specialist terms is used?
 - How accurate is the spelling, punctuation and grammar?

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>Comprehension Response selects relevant detail(s) from source.</p> <p><i>e.g. The patient was held down.</i></p>
2	2-3	<p>Unsupported inference Valid inference(s) are offered, but without support from source.</p> <p><i>e.g. It was very painful; surgery would be seen as a last resort.</i></p>
3	4-6	<p>Supported inference Valid inference(s) are made and supported from the source.</p> <p><i>e.g. 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.</i></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	Simple statement without support Valid comment is offered about the message of the picture but without support from the source. <i>e.g. Many people were interested in the use of ether.</i> OR Answer identifies detail(s) or information from source, but relevance to show message is not explained. <i>e.g. The painting shows many spectators.</i>
2	3-5	Supported statement Valid comment about message is offered and linked to content or nature of source. <i>e.g. 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.</i>
3	6-8	Explained message Analysis of the treatment or selection of the source content is used to explain message. <i>e.g. 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.</i>

Question Number		
3		How far do Sources B and D support the impression given in Source C that the use of anaesthetics was an important breakthrough in surgery and dentistry? Explain your answer, using Sources B, C and D. Target: Cross Referencing for support (AO3a)
Level	Mark	Descriptor
	0	No rewardable material.
1	1-2	Generalised answer Offers valid undeveloped comment, without support from sources. <i>e.g. The use of anaesthetics was seen as an important event; D supports the idea that pain relief was possible was seen as a breakthrough.</i> OR Selects details from the sources, but without linkage to question focus. <i>e.g. B shows lots of people were interested; D says pain was 'conquered'.</i>
2	3-6	Supported answer Identifies elements of support and/or challenge based on matching details of source(s) content. <i>e.g. C refers to an operation carried out by Dr Morton and B shows this; C talks about anaesthetics as a revolution and B shows lots of people were interested in this important event; C says it was a revolution and D supports this by the comment about the headline announcement.</i> OR Concept of support/challenge is approached as a reliability issue and comments are offered based on the nature of the source(s). <i>e.g. B is a painting and therefore not an exact record of the event; 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 because it comes from a book written with hindsight.</i> Reserve top of level for answers which make explicit use of all three sources.
3	7-10	Balanced judgement The overall impression to be tested, that pain relief was an important breakthrough, is recognised and addressed by cross-referencing the sources. EITHER Cross referencing focuses on content: considers elements of

	<p>both support and challenge to arrive at an overall judgement on the <u>extent</u> of support.</p> <p><i>e.g. B and D both support the idea in C that the use of anaesthetics was an important breakthrough but while recognising the importance of pain relief, D also shows objections; B supports the idea in C that this was an important discovery and 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.</i></p> <p>OR</p> <p>Cross referencing focuses on source: considers the nature of sources B, C and D in order to judge the <u>strength/quality</u> of support/challenge provided by the content.</p> <p><i>e.g. Source B was clearly intended to show this as an important event and therefore would not include any negative aspects; 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.</i></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>
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Question Number		
4		Which of Sources E or F is more useful to the historian who is investigating public acceptance of chloroform? Explain your answer, using Sources E and F. Target: Evaluation of utility (AO3a)
Level	Mark	Descriptor
	0	No rewardable material.
1	1-3	Judgement based on simple valid criteria. Comments based on subject/amount of detail, or assumed reliability because of time/nature/origins of the source. <i>e.g. Source E is a primary source and therefore reliable; Source E is from a diary and therefore would be reliable; Source F is very detailed and therefore reliable.</i> Maximum 2 marks for use of one source only.
2	4-7	Judgement is based on the usefulness of the sources' information. Answer focuses on what the sources can or cannot tell us. <i>e.g. Source E only tells us about one person's experience; Source F tells us people insisted on chloroform being used.</i> OR Judgement is based on evaluation of nature or authorship of sources. Answer focuses on how reliable/representative/authoritative the source is. <i>e.g. 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.</i> Maximum 5 marks if level 2 criteria are met for only one source.
3	8-10	Judgement combines both elements of level 2 to assess the contribution the sources can make to the specific enquiry. Answer considers the value of the information, taking into account an aspect of its nature (i.e. how reliable/representative/authoritative/comprehensive it is). <i>e.g. 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.</i> Maximum 9 marks if level 3 criteria are met for one source only, or if content and reliability are not integrated.

Question Number		
5		<p>'Surgery in the 19th century improved significantly with the use of anaesthetics.' How far do you agree with this statement? Use your own knowledge, Sources A, D and G, and any other sources you find helpful to explain your answer.</p> <p>Target: Reaching a judgement (AO1/AO2/AO3a) QWC Strands i-ii-iii. Assessing QWC: For the highest mark in a level all criteria for the level, including those for QWC must be met. Spelling, punctuation and grammar (SPaG): up to 3 additional marks will be awarded for spelling, punctuation and grammar.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1-4	<p>Generalised answer Answer offers valid undeveloped comment, without direct support from sources or own knowledge.</p> <p><i>e.g. Answer makes simple comparison of operations before and after anaesthetics.</i></p> <p>OR</p> <p>Selects details from the sources, but without direct linkage to the question.</p> <p><i>e.g. Source F provides an example of how beneficial anaesthetics could be.</i></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>
QWC i-ii-iii		
2	5-8	<p>Supported answer Answer offers a judgement on the hypothesis and links to relevant details from sources and/or own knowledge.</p> <p><i>e.g. Sources D and G show the dangers of anaesthetics; surgeons began to do more complex operations.</i></p> <p>Writing communicates ideas using a limited range of historical terminology and showing some skills of selection and organisation of material, but passages lack clarity and organisation. The student spells, punctuates and uses some of the rules of grammar with general accuracy.</p>
QWC i-ii-iii		
3	9-12	<p>Response focuses on the issue of whether anaesthetics improved surgery and reaches a judgement based on evidence. Answer considers the effects of anaesthetics and shows the benefits/problems resulting from their use.</p> <p><i>e.g. Anaesthetics encouraged slower and more complex operations but the problem of infection remained, leading to</i></p>

<p>QWC i-ii-iii</p>		<p><i>the 'black period' of surgery.</i></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>N.B. No access to this level for responses which do not use the sources.</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>4</p> <p>QWC i-ii-iii</p>	<p>13-16</p>	<p>Sustained argument, exploring the evidence for and against the hypothesis.</p> <p>Answer considers the benefits and problems resulting from the use of anaesthetics and places this within the context of developments in surgery in the late 19th century.</p> <p>Own knowledge and material from the sources is precisely selected to support the points made.</p> <p><i>e.g. Weighs the benefits of anaesthetics against the problems of infection or the difficulties in using ether/chloroform.</i></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>N.B. No access to this level for responses which do not include additional recalled knowledge.</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>
Marks for SPaG		
Performance	Mark	Descriptor
	0	Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question.
Threshold	1	Students spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
Intermediate	2	Students spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
High	3	Students spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the

		context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.
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Write your name here

Surname

Other names

Centre Number

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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

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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

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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 about the suffragette movement and gives you the opportunity to decide for yourself whether these tactics were effective.

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.

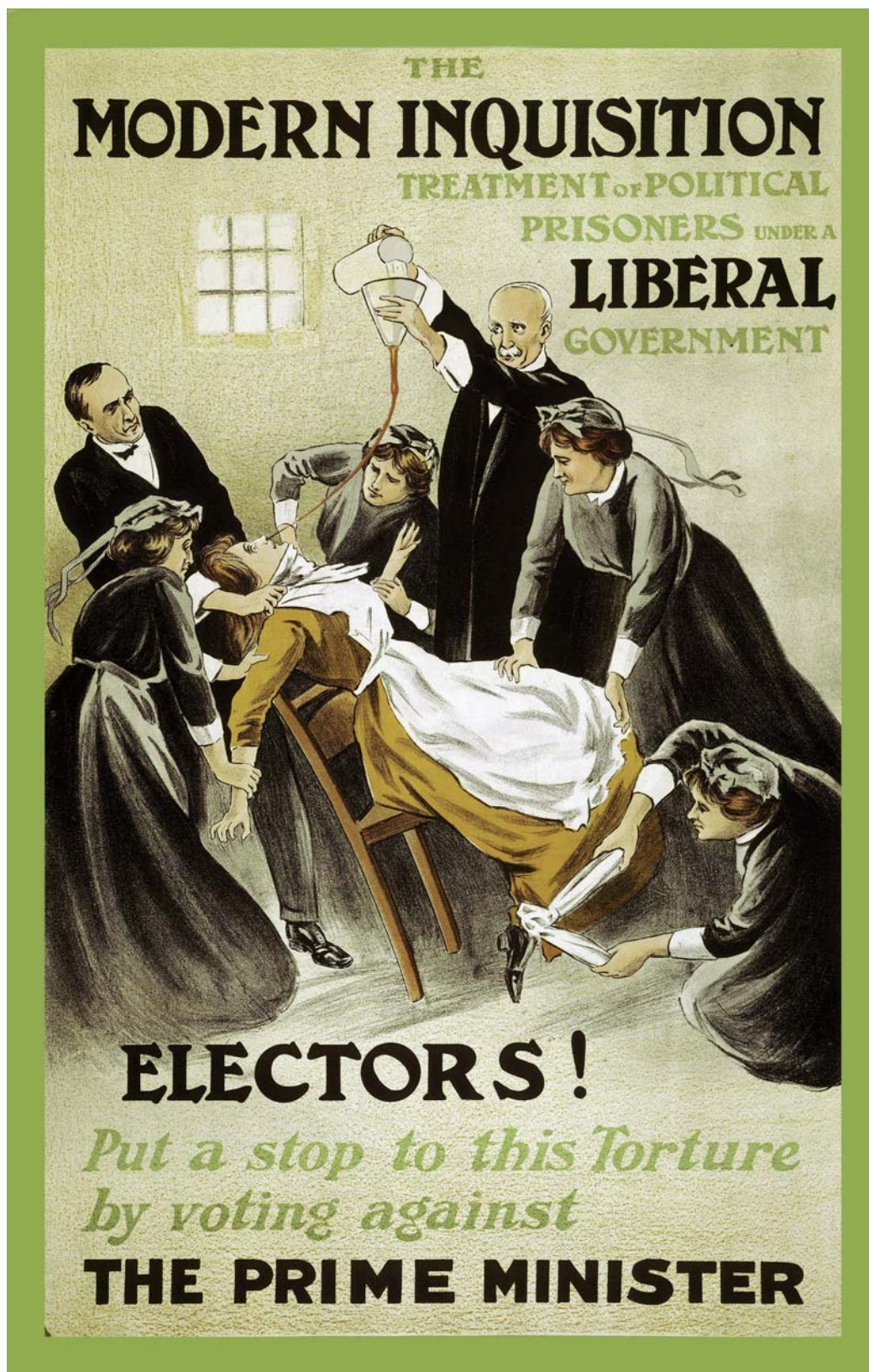


(Source: ©Museum of London)

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.

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Mark Scheme

Sample Assessment Material

GCSE History B (5HB03/3B)

Unit 3: Schools History Project

Source Enquiry

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

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- Examiners should mark according to the marking criteria. All marks on the marking criteria should be used appropriately.
- All the marks on the marking criteria are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the marking criteria.
- Examiners should be prepared to award zero marks if the candidate's response is not worthy of credit according to the marking criteria.
- When examiners are in doubt regarding the application of the marking criteria 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.
- Handwriting may make it difficult to see if spelling, punctuation and grammar are correct. Examiners must make every effort to assess spelling, punctuation and grammar fairly and if they genuinely cannot make an assessment, the team leader must be consulted.
- Specialist terms do not always require the use of complex terminology but the vocabulary used should be appropriate to the subject and the question.
- Work by candidates with an amanuensis, scribe or typed script should be assessed for spelling, punctuation and grammar.
- Examiners are advised to consider the marking criteria in the following way:
 - How well does the response communicate the meaning?
 - What range of specialist terms is used?
 - How accurate is the spelling, punctuation and grammar?

Question Number		
1		What can you learn from Source A about the motives and tactics of the suffragettes? Target: Source comprehension; inference (AO3a)
Level	Mark	Descriptor
	0	No rewardable material.
1	1	Comprehension Response selects relevant detail(s) from source. <i>e.g. They used petitions.</i>
2	2-3	Unsupported inference Valid inference(s) are offered, but without support from source. <i>e.g. They wanted publicity in order to get the vote.</i>
3	4-6	Supported inference Valid inference(s) are made and supported from the source. <i>e.g. 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.</i> One well-developed point may score a maximum of 5.

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	Simple statement without support Valid comment is offered about the message of the picture but without support from the source. <i>e.g. It shows the suffragettes are too many for the government to cope with.</i> OR Answer identifies detail(s) or information from source, but message is not identified. <i>e.g. It shows the cat is outnumbered by the mice.</i>
2	3-5	Supported statement Valid comment about message is offered and linked to content or nature of the source. <i>e.g. 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.</i>
3	6-8	Explained message Analysis of the treatment or selection of the source content is used to explain message. <i>e.g. 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.</i>

Question Number		
3		How far do Sources B and D support the claim in Source C that the suffragette movement was too big to be ignored? Explain your answer, using Sources B, C and D. Target: Cross Referencing for support (AO3a)
Level	Mark	Descriptor
	0	No rewardable material.
1	1-2	Generalised answer, Offers valid undeveloped comment, without support from the sources. <i>e.g. The prison system could not cope with the number of Suffragettes going on hunger strike; the Suffragettes held large processions.</i> OR Selects details from the sources, but without linkage to the question focus. <i>e.g. The cat in B cannot cope with the number of mice; D shows a large procession and lots of people watching.</i>
2	3-6	Supported answer Identifies elements of support and/or challenge based on matching details of content, with explicit reference to C and D. <i>e.g. B suggests the government could not cope with the amount of Suffragettes who went on hunger strike; D shows the Suffragette procession getting attention from the public which matches with the claim in C that the processions stopped the traffic.</i> OR Concept of support/challenge is approached as a reliability issue and comments are offered based on the nature of the source(s). <i>e.g. B is a cartoon that was published by the Suffragettes so it is likely to be critical of the government; D is a photograph and therefore an accurate record of one procession.</i> Reserve top of level for answers which make explicit use of both sources.
3	7-10	Balanced judgement The overall impression to be tested, that the size of the Suffragette movement made it impossible for the government to ignore them, is recognised and addressed by cross-referencing the sources. EITHER Cross referencing focuses on content: considers elements of both support and challenge to arrive at an overall judgement on the <u>extent</u> of support.

	<p><i>e.g. B suggests that there are too many Suffragettes prepared to go on hunger strike in prison for the government to cope while</i></p> <p><i>D shows a Suffragette procession which fills the road and fits in with the claim in C that long processions stopped traffic.</i></p> <p>OR</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><i>e.g. B was produced by the Suffragettes as part of their campaign so it is trying to portray them as a large movement; C is from a supporter who was involved with Suffragette campaigns so he would possibly exaggerate their impact; D is a snapshot of one event and we can't tell if this was a typical procession or how often they happened.</i></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>
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Question Number		
4		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? Explain your answer, using Sources E and F. Target: Evaluation of utility (AO3a)
Level	Mark	Descriptor
	0	No rewardable material.
1	1-3	Judgement based on simple valid criteria Comments based on subject/amount of detail, or assumed reliability because of time/nature/origins of the source. <i>e.g. Source E/F is primary and therefore reliable; Source E is from the Home Secretary so his account will be reliable; Source F is very graphic and detailed and therefore reliable. Source F is a drawing and therefore unreliable</i> Maximum 2 marks for use of one source only.
2	4-7	Judgement is based on the usefulness of the sources' information. Answer focuses on what the sources can or cannot tell us. <i>e.g. Source E doesn't actually tell us what the government did; Source F shows how force-feeding was carried out.</i> OR Judgement is based on evaluation of nature or authorship of sources. Answer focuses on how reliable/representative/authoritative/ the source is. <i>e.g. Source E is from a member of the government and therefore a reliable source about government policy; F is part of a campaign by the suffragettes and probably biased.</i> Maximum 5 marks if L2 criteria are met for only one source.
3	8-10	Judgement combines both elements of Level 2 to assess the contribution the sources can make to the specific enquiry. Answer considers the value of this information, taking into account an aspect of its nature (i.e. how reliable/representative/ authoritative/comprehensive it is). <i>e.g. 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 force feeding; Source F provides a graphic picture of how force-feeding was carried out but as it is a poster produced by the Suffragettes during an election it is a form of propaganda and must be treated with caution.</i> Maximum 9 marks if level 3 criteria are met for one source only or if content and reliability are not integrated.

Question Number		
5		<p>'The publicity the suffragettes created was effective in gaining them public support.' How far do you agree with this view? Explain your answer, using your own knowledge, Sources D, E and G and any other sources you find helpful.</p> <p>Target: Reaching a judgement (AO1/AO2/AO3a) QWC Strands i-ii-iii. Assessing QWC: For the highest mark in a level all criteria for the level, including those for QWC must be met. Spelling, punctuation and grammar (SPaG): up to 3 additional marks will be awarded for spelling, punctuation and grammar.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1-4	<p>Generalised answer. Answer offers valid undeveloped comment without direct support from sources or own knowledge.</p> <p><i>e.g. People would become aware of the issue and might start to support them.</i></p> <p>OR</p> <p>Selects details from the sources, but without direct linkage to the question.</p> <p><i>e.g. Source D provides an example of how they got publicity. Source E says lots of people were annoyed by the Suffragettes; Source G says the newspapers gave them publicity.</i></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>
QWC i-ii-iii		
2	5-8	<p>Supported answer Answer offers a judgement on the hypothesis and links to relevant details from sources and/or own knowledge.</p> <p><i>e.g. Source D shows the way they used white clothing and banners to portray ex-prisoners as innocent victims; 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; Source G suggests the newspapers gave them a lot of publicity but does not say if this created public support.</i></p> <p>Writing communicates ideas using a limited range of historical terminology and showing some skills of selection and organisation of material, but passages lack clarity and organisation. The student spells, punctuates and uses some of the rules of grammar with general accuracy.</p>
QWC i-ii-iii		

<p style="text-align: center;">3</p> <p style="text-align: center;">QWC i-ii-iii</p>	<p style="text-align: center;">9-12</p>	<p>Response focuses on the issue of whether publicity gained public support. Answer considers the effects of suffragette tactics and whether these would have gained public support.</p> <p><i>e.g. Newspaper reports of processions which stopped the traffic and militant tactics like arson and breaking windows would gain publicity but would have angered many who would see the suffragettes as irresponsible; Source E clearly suggests the treatment of the Suffragettes had gained a lot of publicity and become a key issue but says the reaction was often hostile; the emphasis on gaining 'citizenship' and passive tactics like the hunger strike and the portrayal of Suffragettes as victims may have created a positive response.</i></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>N.B. No access to this level for responses which do not use the sources.</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 style="text-align: center;">4</p> <p style="text-align: center;">QWC i-ii-iii</p>	<p style="text-align: center;">13-16</p>	<p>Sustained argument, exploring the evidence for and against the hypothesis. Answer considers the positive and negative aspects of suffragette tactics and the resultant publicity.</p> <p>Own knowledge and material from the sources is precisely selected to support the points made.</p> <p><i>e.g. Weighs the negative publicity from disrupting traffic, arson, breaking windows etc against the deliberate portrayal of suffragettes as innocent victims in force-feeding or Emily Davison as a martyr.</i></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>N.B. No access to this level for responses which do not include additional recalled knowledge.</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>

Marks for SPaG		
Performance	Mark	Descriptor
	0	Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question.
Threshold	1	Students spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
Intermediate	2	Students spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
High	3	Students spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

Write your name here

Surname

Other names

Centre Number

Candidate Number

Edexcel GCSE

History B (Schools History Project)

Unit 3: Schools History Project Source Enquiry

Option 3C: The impact of war on Britain c1914–c1950

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 53.
- 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.
- The marks available for spelling, punctuation and grammar are clearly indicated.

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 ►

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PEARSON

Edexcel GCSE

History B (Schools History Project)

Unit 3: Schools History Project Source Enquiry

Option 3C: The impact of war on Britain c1914–c1950

Sample Assessment Material

Sources Booklet

Paper Reference

5HB03/3C

Do not return this Sources Booklet with the question paper.

Turn over ►

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PEARSON

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.

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Mark Scheme

Sample Assessment Material

GCSE History B (5HB03/3C)

Unit 3: Schools History Project

Source Enquiry

Option 3C: The impact of war on
Britain c1914-c1950

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Sample Assessment Material

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Placing a mark within a level mark band

- The instructions below tell you how to reward responses within a level. Follow these unless there is an instruction given within a level. However, where a level has specific guidance about how to place an answer within a level, **always** follow that guidance.
- **2 mark bands**
Start with the presumption that the mark will be the higher of the two.
An answer which is poorly supported gets the lower mark.
- **3 mark bands**
Start with a presumption that the mark will be the middle of the three.
An answer which is poorly supported gets the lower mark.
An answer which is well supported gets the higher mark.
- **4 mark bands**
Start with a presumption that the mark will be the upper middle mark of the four.
An answer which is poorly supported gets a lower mark.
An answer which is well supported and shows depth or breadth of coverage gets the higher mark.

- Mark schemes will indicate within the table where, and which strands of QWC, are being assessed. The strands are as follows:
 - i) ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear*
 - ii) select and use a form and style of writing appropriate to purpose and to complex subject matter*
 - iii) organise information clearly and coherently, using specialist vocabulary when appropriate.*

Spelling, Punctuation and Grammar Marking Guidance

- The spelling, punctuation and grammar assessment criteria are common to GCSE English Literature, GCSE History, GCSE Geography and GCSE Religious Studies.
- All candidates, whichever subject they are being assessed on, must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Spelling, punctuation and grammar marking criteria should be applied positively. Candidates must be rewarded for what they have demonstrated rather than penalised for errors.
- Examiners should mark according to the marking criteria. All marks on the marking criteria should be used appropriately.
- All the marks on the marking criteria are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the marking criteria.
- Examiners should be prepared to award zero marks if the candidate's response is not worthy of credit according to the marking criteria.
- When examiners are in doubt regarding the application of the marking criteria 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.
- Handwriting may make it difficult to see if spelling, punctuation and grammar are correct. Examiners must make every effort to assess spelling, punctuation and grammar fairly and if they genuinely cannot make an assessment, the team leader must be consulted.
- Specialist terms do not always require the use of complex terminology but the vocabulary used should be appropriate to the subject and the question.
- Work by candidates with an amanuensis, scribe or typed script should be assessed for spelling, punctuation and grammar.
- Examiners are advised to consider the marking criteria in the following way:
 - How well does the response communicate the meaning?
 - What range of specialist terms is used?
 - How accurate is the spelling, punctuation and grammar?

Question Number		
1		What can you learn from Source A about the extent of the damage done during the Blitz? Target: Source comprehension; inference (AO3a)
Level	Mark	Descriptor
	0	No rewardable material.
1	1	Comprehension Response selects relevant detail(s) from source. <i>e.g. Windows were smashed; buildings were demolished; the road was full of debris.</i>
2	2-3	Unsupported inference Valid inference(s) are offered, but without support from source. <i>e.g. The damage was extensive; business and transport would be badly affected.</i>
3	4-6	Supported inference Valid inference(s) are made and supported from the source. <i>e.g. The damage was extensive and would have affected most of the buildings in the area where the bombs fell; business and transport would be badly affected by both the destruction of the buildings and the disruption caused by the debris; normal life would have been difficult since workplaces and shops would have been affected as well as homes.</i> One well-developed point may score a maximum of 5.

Question Number		
2		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. Target: Analysis of source for portrayal and purpose (AO3a)
Level	Mark	Descriptor
	0	No rewardable material.
1	1-2	Simple statement without support Valid comment is offered about the picture and/or caption but without support from the source. <i>e.g. It was an attempt to keep up morale.</i> OR Answer identifies detail(s) or information from source, but purpose is not identified. <i>e.g. It shows that St Paul's wasn't destroyed by the bombs.</i>
2	3-5	Supported statement Valid comment about the purpose/message of the photograph is offered and linked to content of photograph or caption. <i>e.g. The newspaper wanted to keep up morale by showing that St Paul's had survived the bombs.</i>
3	6-8	Explained message recognising the importance of the caption. Analysis of the treatment of the source is used in combination with the caption to explain message/purpose. <i>e.g. The picture shows St Paul's was not destroyed by the bombs and appears unharmed despite surrounding damage, while the caption stresses the positive aspect, creating an overall impression of hope or invincibility.</i>

Question Number		
3		How far do Sources B, D and E suggest that people's daily routines were affected by the bombing? Explain your answer, using Sources B, D and E. Target: Cross Referencing for reliability (AO3a)
Level	Mark	Descriptor
	0	No rewardable material.
1	1-2	Generalised answer Offers valid undeveloped comment, without support from sources. <i>e.g. People tried to carry on doing their normal jobs; people established new daily routines.</i> OR Selects details from the sources, but without linkage to question focus. <i>e.g. In B, Churchill says there are a lot of buildings left standing; In D people sheltered in the tube stations; In E people went out to Epping Forest at night.</i>
2	3-6	Supported answer Identifies elements of support and/or challenge based on matching details of source(s) content. <i>e.g. B and E point out that not everywhere was destroyed so people there could carry on with their daily routine; E shows people trying to carry on with their work as normal; D and E show new routines being established; D and E show ways in which life was disrupted.</i> OR Concept of support/challenge is approached as a reliability issue and comments are offered based on the nature of the source(s). <i>e.g. B is a speech by the Prime Minister who would want to keep morale high; D is someone remembering their childhood experiences and may not be reliable; E should be reliable if the historian has researched properly.</i> Reserve top of level for answers which make explicit use of all three sources.
3	7-10	Balanced judgement The overall hypothesis to be tested (life carrying on as normal) is recognised and addressed by cross-referencing the sources. EITHER Cross referencing focuses on content: considers elements of both support and challenge to arrive at an overall judgement on the <u>extent</u> of support.

	<p><i>e.g. While life was clearly disrupted by the damage referred to in B 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 Source E where they carried on working, and they made new 'normal' routines, as in D; sources B, D and E are about London and cities but B stresses that lots of buildings were not damaged and E suggests that the countryside was not badly affected, so life for some people could carry on as normal.</i></p> <p>OR</p> <p>Cross referencing focuses on sources: considers the nature of the sources in order to judge the <u>strength /quality</u> of support/ challenge provided by their contents.</p> <p><i>e.g. Source B is a speech from the Prime Minister and therefore has a positive slant in order to boost morale, trying to reduce the impact of the bombing; 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.</i></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>
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Question Number		
4		Which of the Sources E or F is more valuable to the historian who is enquiring about the reaction of people to the Blitz? Explain your answer, using Sources E and F. Target: Evaluation of utility (AO3a)
Level	Mark	Descriptor
	0	No rewardable material.
1	1-3	Judgement based on simple valid criteria Comments based on subject/amount of detail, or assumed reliability because of the time/nature/origins of the source. <i>e.g. Source E has lots of detail and is therefore reliable; Source F is primary and therefore reliable.</i> Maximum 2 marks for use of one source only.
2	4-7	Judgement is based on the usefulness of the sources' information. Answer focuses on what the sources can or cannot tell us. <i>e.g. E tells us that even though they left for safety at night, they came back to work the next day; Source F tells us how afraid the people were.</i> OR Judgement is based on evaluation of nature or authorship of sources. Answer focuses on how reliable/representative/authoritative the source is. <i>e.g. Source E is from an historian and has an objective overview; Source F is from a secret report to the government – this should be reliable because the government would want accurate information.</i> Maximum 5 marks if level 2 criteria are met for only one source.
3	8-10	Judgement combines both elements of Level 2 to assess the contribution the sources can make to the specific enquiry. Answer considers the value of this information, taking into account an aspect of its nature (i.e. how reliable/representative/authoritative/comprehensive it is). <i>e.g. 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; 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.</i> Maximum 9 marks if level 3 criteria are met for one source only, or if content and reliability are not integrated.

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/AO2/AO3a) QWC Strands i-ii-iii. Assessing QWC: For the highest mark in a level all criteria for the level, including those for QWC must be met. Spelling, punctuation and grammar (SPaG): up to 3 additional marks will be awarded for spelling, punctuation and grammar.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1-4	<p>Generalised answer Answer offers valid undeveloped comment without direct support from sources or own knowledge.</p> <p><i>e.g. People's morale remained high despite the damage; people were afraid and life was disrupted.</i></p> <p>OR</p> <p>Selects details from the sources, but without direct linkage to the question.</p> <p><i>e.g. Source A or C shows the extent of the damage; E shows that people continued to go to work; G shows people booed the King and Queen.</i></p> <p>Writing communicates ideas using everyday language and showing some selection of material but the response lacks clarity and organisation. The student spells, punctuates and uses the rules of grammar with limited accuracy.</p>
QWC i-ii-iii		
2	5-8	<p>Supported answer Answer offers a judgement on the hypothesis and links to relevant details from sources and/or own knowledge.</p> <p><i>e.g. Sources A, D, and E all show people coping well and keeping their morale high; F and G shows the fear and anger of the people; people got used to carrying their gas masks and doing duty as a fire watcher or warden.</i></p> <p>N.B. Focus is on reactions to the Blitz, so comments about, e.g. rationing, should not be credited.</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>
QWC i-ii-iii		

<p style="text-align: center;">3</p> <p style="text-align: center;">QWC i-ii-iii</p>	<p style="text-align: center;">9-12</p>	<p>Response focuses on the issue of morale and reaction to the bombings. Answer considers the effects of the bombs and the extent to which a 'normal' routine could continue.</p> <p><i>e.g. 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 and using Anderson or Morrison shelters; the government was concerned about the level of morale and censorship was felt to be necessary; 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.</i></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>N.B. No access to this level for responses which do not use the sources.</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 style="text-align: center;">4</p> <p style="text-align: center;">QWC i-ii-iii</p>	<p style="text-align: center;">13-16</p>	<p>Sustained argument, exploring the evidence for and against the hypothesis. 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><i>e.g. 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.</i></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>N.B. No access to this level for responses which do not include additional recalled knowledge.</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,</p>

		although some spelling errors may still be found.
		Marks for SPaG
Performance	Mark	Descriptor
	0	Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question.
Threshold	1	Students spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
Intermediate	2	Students spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
High	3	Students spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

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 53.
- 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.
- The marks available for spelling, punctuation and grammar are clearly indicated.

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 ►

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PEARSON

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 ►

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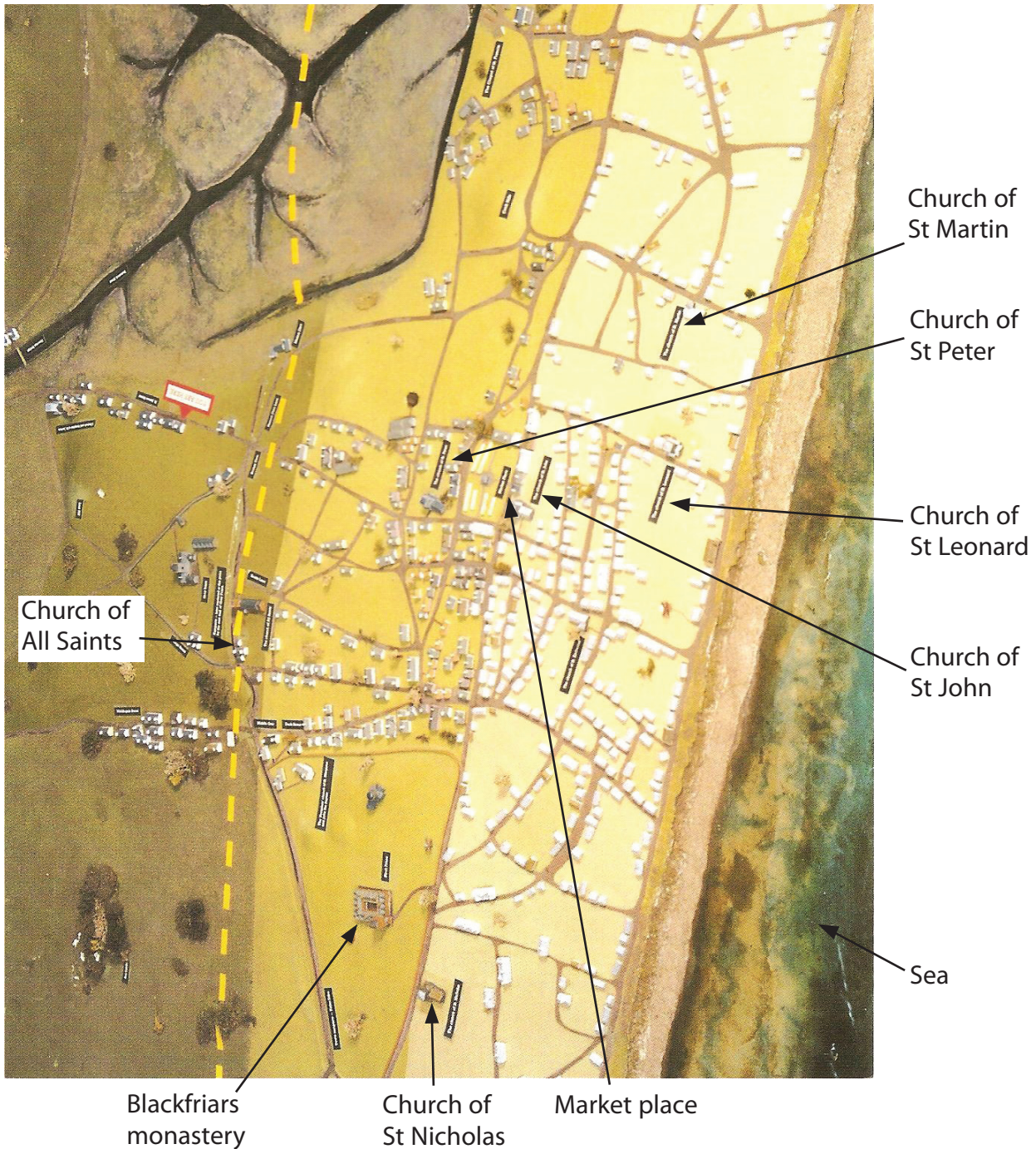


PEARSON

Background information

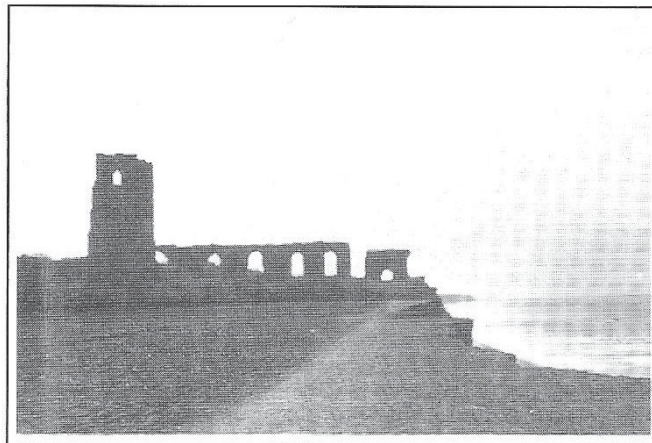
Domesday Book lists Dunwich as one of the twenty largest cities in England in the eleventh century. However, it was badly affected by storms in the thirteenth century and the land gradually crumbled into the sea so that, over time, the city disappeared.

This 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.

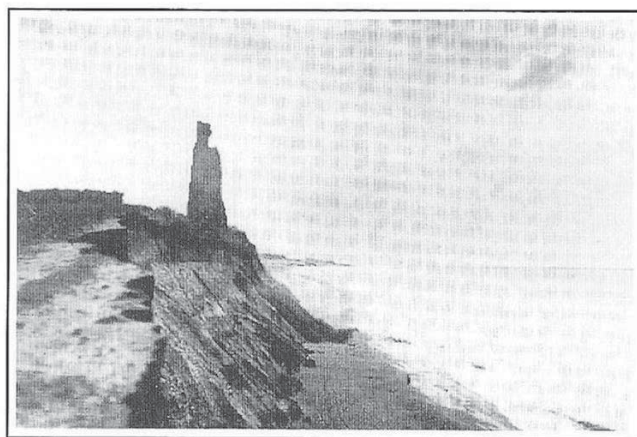


It is difficult now to know what Dunwich really looked like in the Middle Ages or how important it was. In this paper you will investigate some of the evidence for Dunwich's importance and show your understanding of the way historians work when they try to reconstruct the past.

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



1904

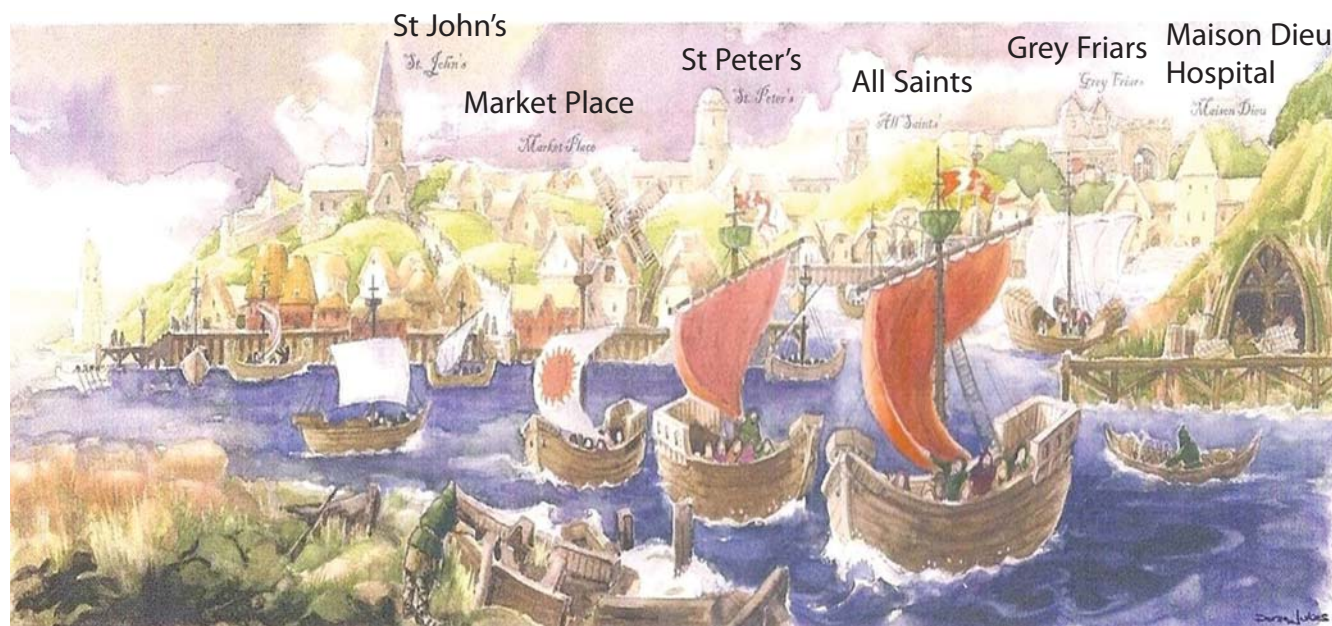


1919

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.

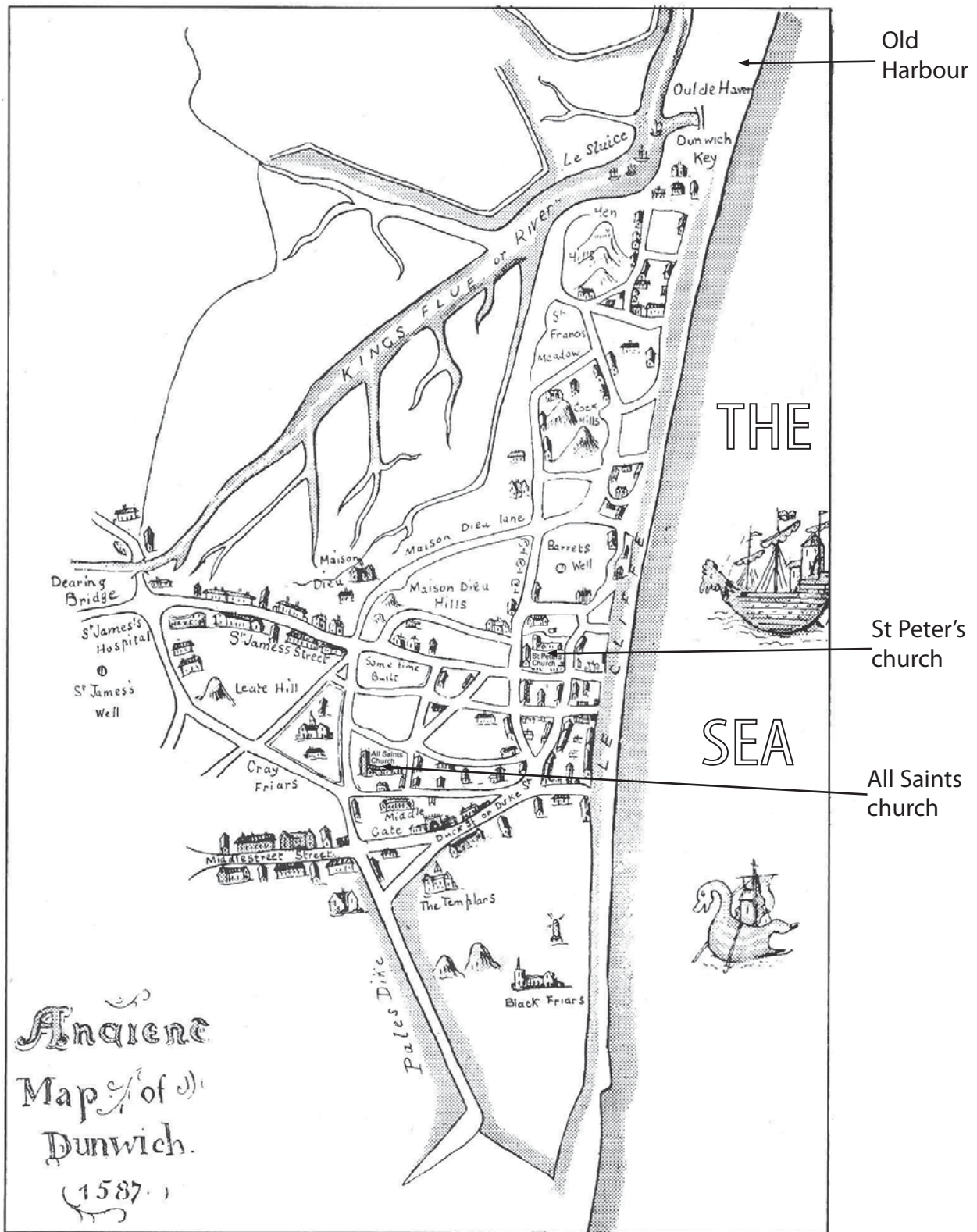
All have heard of the strange history of Dunwich, that proud city whose ruins now crumble on the edge of the cliffs. In the thirteenth century, Dunwich's harbour was filled with ships; its money chests with gold, and its streets with wealthy citizens. But the wind blew and the waves beat upon it and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

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Mark Scheme

Sample Assessment Material

GCSE History B (5HB03/3D)
Unit 3: Schools History Project
Source Enquiry
Option 3D: The work of the
historian

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Placing a mark within a level mark band

- The instructions below tell you how to reward responses within a level. Follow these unless there is an instruction given within a level. However, where a level has specific guidance about how to place an answer within a level, **always** follow that guidance.
- **2 mark bands**
Start with the presumption that the mark will be the higher of the two.
An answer which is poorly supported gets the lower mark.
- **3 mark bands**
Start with a presumption that the mark will be the middle of the three.
An answer which is poorly supported gets the lower mark.
An answer which is well supported gets the higher mark.
- **4 mark bands**
Start with a presumption that the mark will be the upper middle mark of the four.
An answer which is poorly supported gets a lower mark.
An answer which is well supported and shows depth or breadth of coverage gets the higher mark.

- Mark schemes will indicate within the table where, and which strands of QWC, are being assessed. The strands are as follows:
 - i) ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear*
 - ii) select and use a form and style of writing appropriate to purpose and to complex subject matter*
 - iii) organise information clearly and coherently, using specialist vocabulary when appropriate.*

Spelling, Punctuation and Grammar Marking Guidance

- The spelling, punctuation and grammar assessment criteria are common to GCSE English Literature, GCSE History, GCSE Geography and GCSE Religious Studies.
- All candidates, whichever subject they are being assessed on, must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Spelling, punctuation and grammar marking criteria should be applied positively. Candidates must be rewarded for what they have demonstrated rather than penalised for errors.
- Examiners should mark according to the marking criteria. All marks on the marking criteria should be used appropriately.
- All the marks on the marking criteria are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the marking criteria.
- Examiners should be prepared to award zero marks if the candidate's response is not worthy of credit according to the marking criteria.
- When examiners are in doubt regarding the application of the marking criteria 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.
- Handwriting may make it difficult to see if spelling, punctuation and grammar are correct. Examiners must make every effort to assess spelling, punctuation and grammar fairly and if they genuinely cannot make an assessment, the team leader must be consulted.
- Specialist terms do not always require the use of complex terminology but the vocabulary used should be appropriate to the subject and the question.
- Work by candidates with an amanuensis, scribe or typed script should be assessed for spelling, punctuation and grammar.
- Examiners are advised to consider the marking criteria in the following way:
 - How well does the response communicate the meaning?
 - What range of specialist terms is used?
 - How accurate is the spelling, punctuation and grammar?

Question Number		
1		What can you learn from Source A about how Dunwich has changed? Target: Source comprehension; inference (AO3a)
Level	Mark	Descriptor
	0	No rewardable material.
1	1	Comprehension Response selects relevant detail(s) from source. <i>e.g. The cliff has crumbled away; The church was a ruin.</i>
2	2-3	Unsupported inference Valid inference(s) are offered, but without support from source. <i>e.g. Part of the town has disappeared into the sea; Buildings have been abandoned.</i>
3	4-6	Supported inference Valid inference(s) are made and supported from the source. <i>e.g. Areas have been abandoned, which is shown by the fact that the church was a ruin; The area has been eroded quite quickly, shown by the amount of the cliff that has crumbled in the 15 years between the two photographs.</i> One well-developed point may score a maximum of 5.

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

Question Number		
3		How far do Sources A and E support the journalist's account in Source D? Explain your answer, using Sources A, D and E. Target: Cross Referencing for support (AO3a)
Level	Mark	Descriptor
	0	No rewardable material.
1	1-2	Generalised answer Offers valid undeveloped comment, without support from sources. <i>e.g. A supports the idea that the town fell into the sea; E supports the idea that the town was a busy port.</i> OR Selects details from the sources, but without linkage to the question focus. <i>e.g. A shows a church; E is about ships.</i>
2	3-6	Supported answer Identifies elements of support and/or challenge based on matching details of source(s) content. <i>e.g. 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.</i> OR Concept of support/challenge is approached as a reliability issue and comments are offered based on the nature of the source(s). <i>e.g. A is a photograph and cannot lie; E is a selection of financial details and may not give a complete picture.</i> Reserve top of level for answers which make explicit use of all these sources.
3	7-10	Balanced judgement 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. EITHER Cross-referencing focuses on content: considers elements of both support and challenge to arrive at an overall judgement on the <u>extent</u> of support. <i>e.g. Recognises the elements of exaggeration and poetic licence in D but also shows that many details can be supported from A and E.</i> OR

		<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><i>e.g. The photographic record in A shows the erosion of the cliff – there is no reason to doubt that this was happening in the 16th 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.</i></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>
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Question Number		
4		<p>Is Source B more useful than Source F to the historian who is enquiring about Dunwich in the sixteenth century? 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>Judgement based on simple valid criteria Comments based on subject/amount of detail, or assumed reliability because of the time/nature/origins of the source.</p> <p><i>e.g. Source F is useful to show what it looked like; Source B is very detailed and therefore reliable.</i></p> <p>Maximum 2 marks for use of one source only.</p>
2	4-7	<p>Judgement is based on the usefulness of the sources' information. Answer focuses on what the sources can or cannot tell us.</p> <p><i>e.g. 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.</i></p> <p>OR</p> <p>Judgement is based on evaluation of nature or authorship of sources. Answer focuses on how reliable/representative/authoritative the source is.</p> <p><i>e.g. 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.</i></p> <p>Maximum 5 marks if Level 2 criteria are met for only one source.</p>
3	8-10	<p>Judgement combines both elements of Level 2 to assess the contribution the sources can make to the specific enquiry. Answer considers the value of this information, taking into account an aspect of its nature (i.e. how reliable/representative/authoritative/comprehensive it is).</p> <p><i>e.g. 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 carefully.</i></p> <p>Maximum 9 marks if level 3 criteria are met for one source only, or if content and reliability are not integrated.</p>

Question Number		
5		<p>This source suggests that Dunwich was rich and important in the thirteenth century.</p> <p>Explain the difficulties in finding evidence to support this and suggest other research the historian could do to check this claim about Dunwich.</p> <p>Target: Reaching a judgement (AO1/AO2/AO3a) QWC Strands i-ii-iii. Assessing QWC: For the highest mark in a level all criteria for the level, including those for QWC must be met. Spelling, punctuation and grammar (SPaG): up to 3 additional marks will be awarded for spelling, punctuation and grammar.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1-4	<p>Generalised answer Answer offers valid undeveloped comment about problems of evidence and/or further research without direct support from sources or own knowledge.</p> <p><i>e.g. 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.</i></p> <p>1 mark for each separate point offered.</p> <p>Writing communicates ideas using everyday language and showing some selection of material, but the response lacks clarity and organisation. The student spells, punctuates and uses the rules of grammar with limited accuracy.</p> <p>QWC i-ii-iii</p>
2	5-8	<p>Supported answer Answer identifies problems and suggests avenues for further research based on sources and/or own knowledge.</p> <p><i>e.g. 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 13th century.</i></p> <p>Writing communicates ideas using a limited range of historical terminology and showing some skills of selection and organisation of material, but passages lack clarity and organisation. The student spells, punctuates and uses some of the rules of grammar with general accuracy.</p> <p>QWC i-ii-iii</p>
3	9-12	<p>Response focuses on research and the resolution of problems. 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 style="text-align: center;">QWC i-ii-iii</p>		<p><i>e.g. Difficulty in proving town was important on national scale in the 13th 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.</i></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, i.e. have a good understanding of the sources available for this period – do not credit diaries, newspapers, census records.</p> <p>N.B. No access to this level for responses which do not use the sources.</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 style="text-align: center;">4</p>	<p style="text-align: center;">13-16</p>	<p>Sustained analysis, exploring the problems and the potential sources for resolution.</p> <p>Answer identifies problems with the evidence and offers suggestions for further research, explaining how the research could help to resolve the problem. There is a secure understanding of sources appropriate to these issues and the period.</p> <p><i>e.g. 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 16th 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, e.g. 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</i></p>

QWC i-ii-iii		<p><i>etc.</i></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>N.B.: No access to this level for responses which do not include additional recalled knowledge of appropriate sources methods.</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>
	Marks for SPaG	
Performance	Mark	Descriptor
	0	Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question.
Threshold	1	Students spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
Intermediate	2	Students spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
High	3	Students spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.