

Sample Assessment Materials

Pearson Edexcel Level 1/Level 2 GCSE in History B (Schools History Project) (2HB01)

For certification from 2015
Issue 3

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

- Question papers and mark schemes for Unit 1 (options A, B and C)
Unit 2 (options A, B and C)
and Unit 3 (options A, B and C)
- Sample tasks for CA5 Vietnam c1950-75 and for CA10 The impact of war on Britain c1914-45



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GCSE History B

Changes from previous issue of the Sample Assessment Materials

This issue of the Sample Assessment Materials is approved for teaching from September 2013 (first assessment and certification in 2015). Sidelines have been used to show significant changes from the 2012 issue (final assessment and certification in 2014). We will inform centres of any further changes.

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, ie 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.

Quality of Written Communication (QWC)

- 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 (SPaG) 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, ie 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.
- 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?

Write your name here

Surname

Other names

Pearson
Edexcel GCSE

Centre Number

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Candidate Number

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History B (Schools History Project)

Unit 1: Schools History Project Development Study
Option 1A: Medicine and public health in Britain,
c50AD to the present day

Sample Assessment Material for 2013

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, 2 and 3, **EITHER** Question 4 **OR** 5 and then **EITHER** Question 6 **OR** 7.
- 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.
- Check your answers if you have time at the end.

Turn over ►

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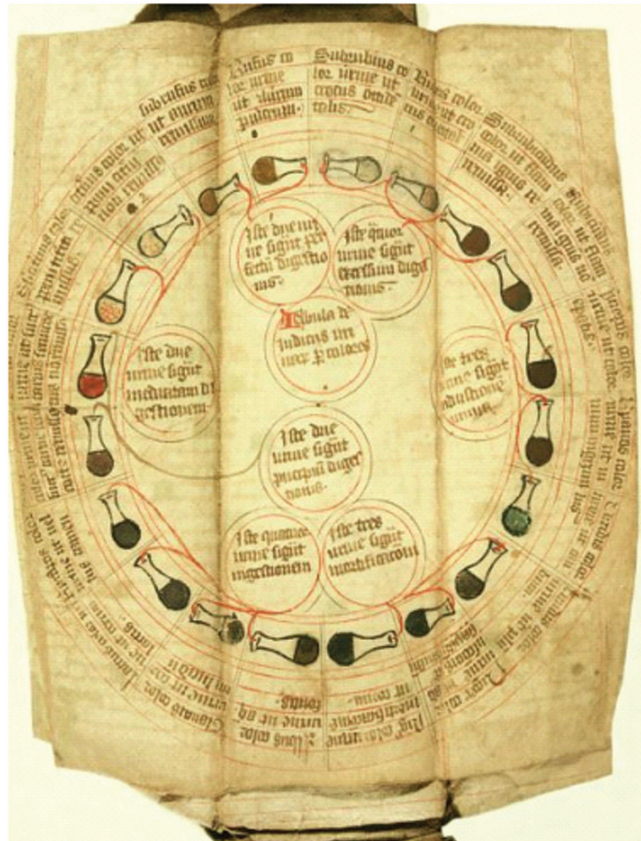
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Answer Question 1, Question 2 AND Question 3.

Question 1

Study Sources A and B.

Source A: A urine chart used by a doctor in England in 1364.



Source B: A woman's description of her husband's medical tests in Addenbrooke's Hospital, Cambridge, in 1981.

His blood and urine samples were analysed to see how well his kidneys were working, and his heart rate was constantly monitored. They also gave him a chest X-ray.

1 What do Sources A and B show about changes in the way doctors in England found out about a patient’s health?

Explain your answer, using Sources A and B and your own knowledge.

(8)

A series of horizontal dotted lines for writing an answer.

(Total for Question 1 = 8 marks)

2 The boxes below show two different periods.

Choose **one** and describe the key features of the care that was available to patients in English hospitals during that period.

(6)

The late Middle Ages

The late nineteenth century, after the work of Florence Nightingale

Dotted lines for writing.

(Total for Question 2 = 6 marks)

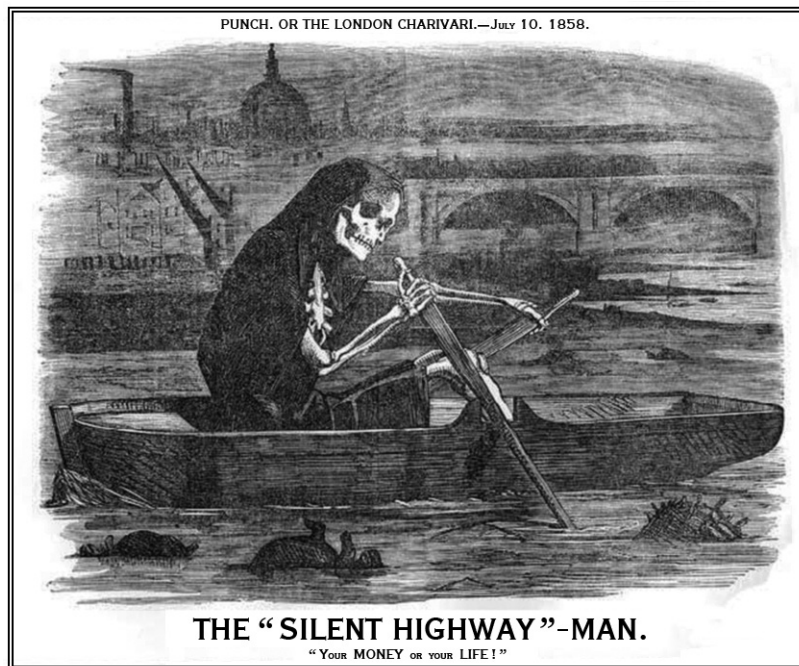
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Turn over for Question 3.

Question 3

Study Source C.

Source C: A cartoon from *Punch* magazine, published in Britain in 1858.



3 How useful is this cartoon to a historian who is investigating public health problems in Britain in the mid-nineteenth century?

Use Source C and your own knowledge to explain your answer.

(8)

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(Total for Question 3 = 8 marks)

Answer EITHER Question 4 OR Question 5.

EITHER

- 4** Why did the discoveries of the Renaissance make little practical difference to medical treatment in England in the period c1500–c1750?

(12)

You may use the following in your answer.

- Medical treatment
- William Harvey

You must also include information of your own.

(Total for Question 4 = 12 marks)

OR

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

(12)

You may use the following in your answer.

- Alexander Fleming
- Florey and Chain

You must also include information of your own.

(Total for Question 5 = 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 ☒.

Chosen Question Number: **Question 4** ☒

Question 5 ☒

Dotted lines for writing the answer.

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

Answer EITHER Question 6 OR Question 7.

Spelling, punctuation and grammar will be assessed in this question.

EITHER

***6** How far was the progress made in medicine by the Romans continued in the Middle Ages in England?

Explain your answer.

(16)

You may use the following in your answer.

- Public health
- Medical training

You must also include information of your own.

(Total for spelling, punctuation and grammar = 3 marks)

(Total for Question 6 = 19 marks)

OR

***7** How important for the prevention of disease in Britain was the discovery of a smallpox vaccination in 1796?

Explain your answer.

(16)

You may use the following in your answer.

- Edward Jenner
- The role of government

You must also include information of your own.

(Total for spelling, punctuation and grammar = 3 marks)

(Total for Question 7 = 19 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 ☒.

Chosen Question Number: **Question 6** ☒

Question 7 ☒

Dotted lines for writing answers.

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

TOTAL FOR PAPER = 53 MARKS

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5HB01/1A Mark Scheme

Question Number		
1		<p>What do Sources A and B show about changes in the way doctors in England found out about a patient's health? Explain your answer, using Sources A and B and your own knowledge.</p> <p>Target: knowledge recall and selection, analysis of change in a historical context, inference from sources (AO1/AO2/AO3).</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<p>Simple statement. EITHER Candidate offers general comment about changes in England, without providing support from source(s) or own knowledge of the historical context.</p> <p><i>eg 'Doctors in the twentieth century used more technology.'</i></p> <p>OR Statement(s) which do not address 'change' and are based on detail from the individual source or single source with own knowledge.</p> <p><i>eg 'Source A shows that the doctor looked at the colour of the patient's urine'; or 'Source B shows the sort of checks they could do in the twentieth century because of electricity and modern technology'.</i></p> <p>Award 1 mark for each relevant point made to maximum of 2.</p>
2	3–6	<p>Developed statement. Candidate states that change occurred in England based on an explanation of the situation in each source.</p> <p>Offers statement(s) based on detail from the source(s) and/or from own knowledge of the historical context.</p> <p><i>eg 'Source A shows that doctors in England in the fourteenth century looked at the colour of the patient's urine and they would try to see if the patient's humours were unbalanced, whereas in B there is a more scientific check of the body's organs'; or explains that Source A shows that doctors looked at the colour of the patient's urine but that Source B shows tests are now much wider ranging or make greater use of technology.</i></p> <p>Maximum 4 marks if answer is based only on sources or own knowledge.</p>
3	7–8	<p>Analysis. Candidate makes an inference about the nature or extent of change in England based on the explicit use of both sources and supported from own knowledge of the historical context.</p> <p><i>eg Explains that Source A shows how doctors looked at the colour of the patient's urine because doctors in England in the fourteenth century studied the symptoms of disease and tried to fit them into Galen's ideas but that by the late twentieth century, understanding was more scientific. Also that Source B shows how tests became much wider ranging and made use of technology to check internal organs as well as external symptoms.</i></p>

Question Number		
2		<p>The boxes below show two different periods.</p> <p>Choose one and describe the key features of the care that was available to patients in English hospitals during that period.</p> <div style="display: flex; justify-content: space-around; margin: 10px 0;"> <div style="border: 1px solid black; padding: 5px; width: 150px; text-align: center;">The late Middle Ages</div> <div style="border: 1px solid black; padding: 5px; width: 150px; text-align: center;">The late nineteenth century, after the work of Florence Nightingale</div> </div> <p>Target: knowledge recall and selection, key features and characteristics of periods studied (AO1/AO2).</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	<p>Generalised answer is offered with little specific detail. Candidate offers limited detail about the care available in English hospitals.</p> <p><i>eg 'Patients were looked after but could not be cured'; or 'Monks and nuns cared for the sick during the Middle Ages'; or 'Florence Nightingale improved the training of nurses during the nineteenth century'.</i></p>
2	4–6	<p>Relevant details are offered with links to key features. Candidate describes the key features of care offered by hospitals in England.</p> <p><i>eg Describes the care offered by monks and nuns in English monasteries and convents – mainly herbal treatments, food, rest and prayer; may also say that those with infectious diseases were turned away or describes lazar houses/pest houses; or describes the care offered in hospitals, such as St Thomas's in London, after Nightingale's emphasis on hygiene and her training for nurses in monitoring patients, recording their progress etc.</i></p>

Question Number		
3		How useful is this cartoon to a historian who is investigating public health problems in Britain in the mid-nineteenth century? Use Source C and your own knowledge to explain your answer. Target: knowledge recall and selection, key features and characteristics of periods studied, evaluation of source utility (AO1/AO2/AO3).
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	Judgement based on simple valid criteria. Comments are based on assumptions about usefulness because it is reliable or because of the content relevance or amount of detail. <i>eg Assumes the source is useful because it is a British cartoon from the time and therefore reliable/not useful because it is a cartoon/from a satirical magazine and therefore unreliable; or assumes it is very helpful because it suggests there was a lot of pollution/not very helpful because it shows an imaginary scene.</i> Allow 1 mark for each valid point based on source or on own knowledge, up to a maximum of 2 marks.
2	3–6	Judgement is based on the usefulness of the source because of its content or reliability. EITHER Answer focuses on the usefulness of content. <i>eg 'It is useful because it shows us that pollution in London was an issue of concern'; or 'It is not useful because it does not give detailed information about how the pollution occurred or whether this was a typical situation or just confined to London'; or 'It is not useful because it gives us no contextual information to explain the caption and the reluctance of many people to pay taxes in order to improve the quality of water and sewers in towns and cities'.</i> OR Answer sees usefulness as dependent on reliability and analyses the details and treatment of content or nature/origin/purpose in order to assess how reliable/representative/authoritative the source is. <i>eg 'It is useful because 'Punch' magazine would reflect the concerns of its readers'; or 'It is not useful because this is an exaggerated portrayal of the problems in London'.</i> Maximum 4 marks if answer is based entirely on source or on own knowledge.
3	7–8	Judgement is based on an evaluation of the usefulness of the source's content in the light of its provenance/ reliability. Answer considers the value of information, taking into account its reliability or how representative/authoritative it is, making explicit what difference this makes to what the source can contribute.

eg 'The cartoon is intended to draw attention to the poor conditions and persuade people of the need to invest in public health, therefore it is useful in showing that pollution was an issue of public concern but not entirely reliable in showing the extent or nature of the problem because the figure of death exaggerates the problem of pollution. It was done shortly after the 'Great Stink' in London and various cholera epidemics, but there is little to show how widespread this problem was or to explain the context of Bazalgette's work and the changing attitudes towards public health.'

NB: No access to Level 3 for answers that do not include additional knowledge.

Question Number		
4		<p>Why did the discoveries of the Renaissance make little practical difference to medical treatment in England in the period c1500–c1750?</p> <p>You may use the following in your answer.</p> <ul style="list-style-type: none"> • Medical treatment • William Harvey <p>You must also include information of your own.</p> <p>Target: knowledge recall and selection, factors relevant to continuity and change in a historical context in a historical context (AO1/AO2).</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	<p>Simple or generalised comment is offered, supported by some knowledge.</p> <p>Candidate offers generalised comment with little supporting detail or offers details about a very limited aspect of the question.</p> <p><i>eg 'The Renaissance discoveries were mainly about anatomy'; or 'Treatment in England continued to be based on Galen's ideas'.</i></p>
2	5–8	<p>Statements are developed with support from material which is mostly relevant and accurate.</p> <p>Candidate may provide details of Renaissance discoveries or of medical treatments.</p> <p><i>eg Describes the discoveries made by Harvey; or describes technological advances such as the printing press or microscope; or describes treatment or medical training based on Galen's ideas.</i></p> <p>Maximum 7 marks for answers that do not describe an aspect in addition to those prompted by the stimulus material, eg the influence of the Church in England.</p>
3	9–12	<p>The response shows understanding of the focus of the question and deploys sufficient accurate and relevant material to support the points made.</p> <p>Candidate shows that the nature of Renaissance discoveries had little direct impact on medical treatment in England or shows that training in England continued to be based on the works of Galen and was largely unaffected by new discoveries.</p> <p><i>eg Explains that the discoveries of Harvey related to anatomical and physiological knowledge which did not contribute to an understanding of illness or treatment; or explains that 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.</i></p> <p>Maximum 10 marks for answers that do not explore aspects in addition to those prompted by the stimulus material, eg the influence of the Church in England, the prevalence of Galen's ideas.</p>

Question Number		
5		<p>Why did it take so long for penicillin to be produced in Britain on a large scale?</p> <p>You may use the following in your answer.</p> <ul style="list-style-type: none"> • Alexander Fleming • Florey and Chain <p>You must also include information of your own.</p> <p>Target: knowledge recall and selection, factors relevant to continuity and change in a historical context (AO1/AO2).</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	<p>Simple or generalised comment is offered, supported by some knowledge.</p> <p>Candidate offers generalised comment with little supporting detail or offers details about a very limited aspect of the question.</p> <p><i>eg 'Penicillin needed lots of expensive equipment to be mass produced.'</i></p>
2	5–8	<p>Statements are developed with support from material which is mostly relevant and accurate.</p> <p>Candidate may describe the work of Fleming in London, or Florey and Chain at Oxford, or describe factor(s) affecting the mass production of penicillin.</p> <p><i>eg Describes Fleming's discovery of penicillin or the work of Florey and Chain; or describes the failure of Fleming's attempt to get funding and the availability of government funding during the war.</i></p> <p>Maximum 7 marks for answers that do not describe an aspect in addition to those prompted by the stimulus material, for example funds from government.</p>
3	9–12	<p>The response shows understanding of the focus of the question and deploys sufficient accurate and relevant material to support the points made.</p> <p>Candidate explains the factors inhibiting the mass production of penicillin at an earlier time in Britain and shows how the combination of factors made it possible for penicillin to be mass produced during the Second World War.</p> <p><i>eg Explains why Lister or Fleming did not develop penicillin and explains the factors leading to Florey and Chain's success.</i></p> <p>Maximum 10 marks for answers that do not explore aspects in addition to those prompted by the stimulus material, eg the role of government or war.</p>

Question Number		
6		<p>How far was the progress made in medicine by the Romans continued in the Middle Ages in England? Explain your answer.</p> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • Public health • Medical training <p>You must also include information of your own.</p> <p>Target: knowledge recall/analysis of key features and evaluation of progress (AO1/AO2). Assessing QWC i-ii-iii: 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 SPaG.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	<p>Simple or generalised comment is offered, supported by some knowledge.</p> <p>Candidate makes generalised statement about Roman medicine in England or describes one aspect in limited detail.</p> <p><i>eg Gives information about public baths in England.</i></p> <p>Writing communicates ideas using everyday language and showing some selection of material but the response lacks clarity and organisation. The candidate spells, punctuates and uses the rules of grammar with limited accuracy.</p> <p style="text-align: center;">QWC i-ii-iii</p>
2	5–8	<p>Statements are developed with support from material which is mostly relevant and accurate.</p> <p>Candidate states that there was decline or some continuity and provides detailed descriptions of aspects of Roman or medieval medicine in England.</p> <p><i>eg Provides details about Roman systems of public health, describing examples such as the latrines in Roman forts along Hadrian's Wall; or provides details about problems of sanitation in English Towns in the Middle Ages; or describes the work of monks in copying ancient texts to indicate some continuity.</i></p> <p>Maximum 7 marks for answers that do not describe an aspect in addition to those prompted by the stimulus material, for example the role of the Church in England in preserving texts.</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 candidate spells, punctuates and uses some of the rules of grammar with general accuracy.</p> <p style="text-align: center;">QWC i-ii-iii</p>
3	9–12	<p>The response shows understanding of the focus of the question and deploys sufficient accurate and relevant material to support the points made.</p> <p>Candidate provides an analysis focused on progress in Roman England and makes comparisons with the situation in England in Middle Ages.</p> <p><i>eg Shows, with examples, that Roman public health systems in</i></p>

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<p>QWC i-ii-iii</p>		<p><i>England were an important advance and that much of this progress was not continued in unorganised systems in many medieval towns. May also show that the influence of the Church was a force for preserving knowledge or for inhibiting progress in the Middle Ages.</i></p> <p>Maximum 10 marks for answers that do not explore aspects beyond those prompted by the stimulus material, such as methods of treatment or the role of the Church.</p> <p>Writing communicates ideas using historical terms accurately and showing some direction and control in the organising of material. The candidate 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>A sustained analysis, supported by precisely-selected and accurate material and with sharply focused development of points made. Answer as a whole focuses well on the question. Candidate recognises the need to compare aspects of progress with areas of stagnation, in order to make a judgement.</p> <p><i>eg Explores the extent of change in approaches to public health provision in England, and shows, with exemplification, the extent of regress while acknowledging aspects of provision which indicate continuity. May, for example, note the presence of good arrangements for water supply and sanitation in organised monastic communities, such as Canterbury Abbey. May examine the approaches to training in England, seeing the continuing 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.</i></p> <p>NB: No access to Level 4 for answers which do not explore aspects beyond those prompted by the stimulus material, such as methods of treatment or the influence of the Church.</p> <p>Writing communicates ideas effectively, using a range of precisely-selected historical terms and organising information clearly and coherently. The candidate 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	Candidates 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	Candidates 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	Candidates 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.

Question Number		
7		<p>How important for the prevention of disease in Britain was the discovery of a smallpox vaccination in 1796? Explain your answer.</p> <p>You may use the following in your answer.</p> <ul style="list-style-type: none"> • Edward Jenner • The role of government <p>You must also include information of your own.</p> <p>Target: Knowledge recall/analysis of importance (AO1/AO2). Assessing QWC i-ii-iii: 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 SPaG.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	<p>Simple or generalised comment is offered, supported by some knowledge.</p> <p>Candidate makes generalised statement about Jenner or offers limited detail on his discovery.</p> <p><i>eg 'It was very important because it saved thousands of lives.'</i></p> <p>Writing communicates ideas using everyday language and showing some selection of material, but the response lacks clarity and organisation. The candidate spells, punctuates and uses the rules of grammar with limited accuracy.</p> <p>QWC i-ii-iii</p>
2	5–8	<p>Statements are developed with support from material which is mostly relevant and accurate.</p> <p>Candidate describes Jenner's work or provides relevant details about the context.</p> <p><i>eg Describes Jenner's discovery and the provision of vaccination in England; or describes inoculation and vaccination.</i></p> <p>Maximum 7 marks for answers that do not describe an aspect in addition to those prompted by the stimulus material, for example inoculation.</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 candidate spells, punctuates and uses some of the rules of grammar with general accuracy.</p> <p>QWC i-ii-iii</p>
3	9–12	<p>The response shows understanding of the focus of the question and deploys sufficient accurate and relevant material to support the points made.</p> <p>Candidate provides an analysis focused on the advantages and/or disadvantages of Jenner's vaccinations.</p> <p><i>eg Explains why Jenner's vaccination was better than inoculation; or explains that this was the first time a disease could be safely prevented; or explains that funding and action by the British government was needed for Jenner's vaccination to have a significant impact; or explains that this link between cowpox and smallpox was unique, therefore this technique could not be used</i></p>

5HB01_1A

Sample Assessment Material

		<p><i>against any other disease.</i></p> <p><i>Maximum 10 marks for answers that do not explore aspects beyond those prompted by the stimulus material, such as inoculation.</i></p> <p><i>Writing communicates ideas using historical terms accurately and showing some direction and control in the organising of material. The candidate uses some of the rules of grammar appropriately and spells and punctuates with considerable accuracy, although some spelling errors may still be found.</i></p>
QWC i-ii-iii		
4	13–16	<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>Candidate weighs the advantages and problems of vaccination in order to make a judgement about the importance of Jenner’s discovery.</p> <p><i>eg Explains that this was both a breakthrough and a dead-end and that the development of other vaccines could be done only after nineteenth century advances in identifying the microbes which caused specific diseases. Notes, however, the importance, in reducing deaths from one of the great killer diseases of the nineteenth century of Jenner’s vaccine, combined with the role of governments in beginning compulsory vaccination.</i></p> <p>NB: No access to Level 4 for answers which do not explore aspects beyond those prompted by the stimulus material, such as inoculation, or the identification of microbes.</p> <p>Writing communicates ideas effectively, using a range of precisely-selected historical terms and organising information clearly and coherently. The candidate spells, punctuates and uses the rules of grammar with considerable accuracy, although some spelling errors may still be found.</p>
QWC i-ii-iii		
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	Candidates 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	Candidates 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	Candidates 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

Pearson
Edexcel GCSE

Centre Number

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Candidate Number

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History B (Schools History Project)

Unit 1: Schools History Project Development Study
Option 1B: Crime and punishment in Britain, c50AD to the present day

Sample Assessment Material for 2013

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 Question 1, 2 and 3, **EITHER** Question 4 **OR** 5 and then **EITHER** Question 6 **OR** 7.
- 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.
- Check your answers if you have time at the end.

Turn over ►

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PEARSON

Answer Question 1, Question 2 AND Question 3.

Question 1

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.



1 What do Sources A and B show about changes in the methods of enforcing the law between the Middle Ages and the nineteenth century?

Explain your answer, using Sources A and B and your own knowledge.

(8)

Dotted lines for writing the answer.

(Total for Question 1 = 8 marks)

2 The boxes below show two different periods.

Choose **one** and describe what punishments were like during that period.

(6)

The Roman period

The Anglo-Saxon period

Area with horizontal dotted lines for writing.

(Total for Question 2 = 6 marks)

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Turn over for Question 3.

Question 3

Study Source C.

Source C: From the official record of a debate in Parliament, 1917.

Mr Whitehouse asked whether it was true that James Brightmore, a conscientious objector, had been placed in a hole in the ground about 12 foot deep, with water at the bottom and told he would be kept there until he gave in. He also asked whether it was true that another conscientious objector named Jack Gray, was put into a sack and repeatedly thrown into a pond, and then pulled out by a rope tied around his body.

3 How useful is this document to a historian who is investigating the treatment of conscientious objectors?

Use Source C and your own knowledge to explain your answer.

(8)

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(Total for Question 3 = 8 marks)

Answer EITHER Question 4 OR Question 5.

EITHER

- 4** How similar were the methods of law enforcement used during the Norman period (eleventh century) and the Tudor period (sixteenth century)? (12)

You may use the following in your answer.

- The role of the community
- The use of corporal punishment

You must also include information of your own.

(Total for Question 4 = 12 marks)

OR

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

You may use the following in your answer.

- Law enforcement during the eighteenth century
- Organised gangs

You must also include information of your own.

(Total for Question 5 = 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 ☒.

Chosen Question Number: **Question 4** ☒

Question 5 ☒

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

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

Answer EITHER Question 6 OR Question 7.

Spelling, punctuation and grammar will be assessed in this question.

EITHER

- *6** How much did punishments change from the late Middle Ages (c1350) to the end of the nineteenth century?

Explain your answer.

(16)

You may use the following in your answer.

- The Bloody Code
- The use of prisons

You must also include information of your own.

(Total for spelling, punctuation and grammar = 3 marks)

(Total for Question 6 = 19 marks)

OR

- *7** How far do you agree that 'new' crimes since 1900 are simply old crimes in a new format?

Explain your answer.

(16)

You may use the following in your answer.

- Car crimes
- Computer crimes

You must also include information of your own.

(Total for spelling, punctuation and grammar = 3 marks)

(Total for Question 7 = 19 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 .

Chosen Question Number: **Question 6**

Question 7

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TOTAL FOR PAPER = 53 MARKS

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5HB01/1B Mark Scheme

Question Number		
1		<p>What do Sources A and B show about changes in the methods of enforcing the law between the Middle Ages and the nineteenth century? Explain your answer, using Sources A and B and your own knowledge.</p> <p>Target: knowledge recall and selection, analysis of change in a historical context, inference from sources (AO1/AO2/AO3).</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<p>Simple statement. EITHER Candidate offers general comment about changes, without providing support from source(s) or own knowledge of the historical context.</p> <p><i>eg 'There was a change towards a professional police force.'</i></p> <p>OR Statement(s) which do not address 'change' and are based on detail from the individual source or single source with own knowledge.</p> <p><i>eg 'Source A shows everyone was involved in enforcing law and order'; or 'Source B shows an official/organised police force'.</i></p> <p>Award 1 mark for each relevant point made to maximum of 2.</p>
2	3–6	<p>Developed statement. Candidate states that change occurred based on an explanation of the situation in each source.</p> <p>Offers statement(s) based on detail from the source(s) and/or from own knowledge of the historical context.</p> <p><i>eg 'In Source A the law was enforced by the community through things like the 'hue and cry' and the tithing but by 1850 it had changed and the law was enforced by the police'; or explains that Source A shows that individuals had no help catching criminals, but that Source B shows an official body has now taken on that responsibility.</i></p> <p>Maximum 4 marks if answer is based only on sources or own knowledge.</p>
3	7–8	<p>Analysis Candidate makes an inference about the nature or extent of change, based on the explicit use of both sources and supported from own knowledge of the historical context.</p> <p><i>eg Explains that Source A shows that individuals relied on the community to catch criminals through the 'hue and cry' and the tithing but that Source B shows there has been a major change because the community was not involved in policing in 1850 and an official body had taken on that responsibility after Robert Peel developed the first police force in 1829.</i></p>

Question Number		
2		<p>The boxes below show two different periods.</p> <p>Choose one and describe the key features of punishments during that period.</p> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="border: 1px solid black; padding: 5px; width: 150px;">The Roman period</div> <div style="border: 1px solid black; padding: 5px; width: 150px;">The Anglo-Saxon period</div> </div> <p>Target: knowledge recall and selection, key features and characteristics of periods studied (AO1/AO2).</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1-3	<p>Generalised answer is offered with little specific detail. Candidate offers limited detail about punishment.</p> <p><i>eg 'They were very harsh'; or 'The Anglo-Saxons paid wergild'</i></p>
2	4-6	<p>Relevant details are offered with links to key features. Candidate describes the punishments used.</p> <p><i>eg Describes the Roman punishments of fines, whipping, mutilation, exile, execution; or describes the Anglo-Saxon punishments of wergild, whipping, mutilation, execution.</i></p>

Question Number		
3		How useful is this document to the historian who is investigating the treatment of conscientious objectors? Use Source C and your own knowledge to explain your answer. Target: knowledge recall and selection, key features and characteristics of periods studied, evaluation of source utility (AO1/AO2/AO3).
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	Judgement based on simple valid criteria. Comments are based on assumptions about usefulness because it is reliable or because of the content relevance or amount of detail. <i>eg Assumes the source is useful because it is from the time and therefore reliable/not useful because it is from someone who was not there and therefore unreliable; or assumes it is very helpful as it provides detail about a conscientious objector/not very helpful because it doesn't say whether this treatment actually happened.</i> Allow 1 mark for each valid point based on source or on own knowledge, up to a maximum of 2 marks.
2	3–6	Judgement is based on the usefulness of the source because of its content or reliability. EITHER Answer focuses on the usefulness of content. <i>eg 'It is useful because it shows us how some conscientious objectors were treated'; or 'It is not useful because it does not give information about how this situation occurred or whether it was a typical situation'; or 'It is not useful because it gives us no contextual information about military tribunals, the situation on the Western Front, the introduction of conscription to explain this situation and put this treatment in the context of attitudes towards conscientious objectors'.</i> OR Answer sees usefulness as dependent on reliability and analyses the details and treatment of content or nature/origin/purpose in order to assess how reliable/representative/authoritative the source is. <i>eg 'It is useful because an official record of a debate in parliament would be accurate'.</i> Maximum 4 marks if answer is based entirely on source or on own knowledge.
3	7–8	Judgement is based on an evaluation of the usefulness of the source's content in the light of its provenance/ reliability. Answer considers the value of information, taking into account its reliability or how representative/authoritative it is, making explicit what difference this makes to what the source can contribute. <i>eg 'The debate shows the concern of some MPs about the treatment of conscientious objectors, so it is useful in showing that it was thought they were being badly treated. But these are two individual cases and there is no way of knowing how widespread this problem was and there is no explanation of the context to explain why such treatment was used – comparisons could be made with those sent to France and threatened</i>

		<i>with court martial, or those sent to Dartmoor prison'.</i>
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		NB: No access to Level 3 for answers that do not include additional knowledge.
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Question Number		
4		<p>How similar were the methods of law enforcement used during the Norman period (eleventh century) and the Tudor period (sixteenth century)?</p> <p>You may use the following in your answer.</p> <ul style="list-style-type: none"> • The role of the community • The use of corporal punishment <p>You must also include information of your own.</p> <p>Target: knowledge recall and selection, continuity and change in a historical context (AO1/AO2).</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1-4	<p>Simple or generalised comment is offered, supported by some knowledge.</p> <p>Candidate offers generalised comment with little supporting detail or offers details about a very limited aspect of the question.</p> <p><i>eg 'The 'hue and cry' was used in both periods'; or 'execution was used in both periods'.</i></p>
2	5-8	<p>Statements are developed with support from material which is mostly relevant and accurate.</p> <p>Candidate describes law enforcement in Norman and/or Tudor periods, stating that they were similar/different.</p> <p><i>eg Describes the use of the hue and cry, fines, corporal punishment, execution and states that these methods were used in both periods; or identifies differences in the decline of the tithing and hue and cry, the Tudor use of stocks/pillory, the development of the town watch, the development of the punishment of being hanged, drawn and quartered.</i></p> <p>Maximum 7 marks for answers that do not describe an aspect in addition to those prompted by the stimulus material, for example the influence of the Church.</p>
3	9-12	<p>The response shows understanding of the focus of the question and deploys sufficient accurate and relevant material to support the points made.</p> <p>Candidate analyses the nature/extent of similarity.</p> <p><i>eg Weighs similarity in the approach to punishment against the declining role of the community and the increasing severity of punishment.</i></p> <p>Maximum 10 marks for answers that do not explore aspects in addition to those prompted by the stimulus material, such as the influence of the Church, increased use of capital punishment, end of Trial by Ordeal.</p>

Question Number		
5		<p>Why were the laws against smuggling so difficult to enforce in the seventeenth and eighteenth centuries?</p> <p>You may use the following in your answer.</p> <ul style="list-style-type: none"> • Law enforcement during the eighteenth century • Organised gangs <p>You must also include information of your own.</p> <p>Target: knowledge recall and selection, continuity and change in a historical context (AO1/AO2).</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	<p>Simple or generalised comment is offered, supported by some knowledge.</p> <p>Candidate offers generalised comment with little supporting detail or offers details about a very limited aspect of the question.</p> <p><i>eg 'Smuggling happened at night.'</i></p>
2	5–8	<p>Statements are developed with support from material which is mostly relevant and accurate.</p> <p>Candidate may describe the way smuggling was carried out, show the extent of public support or describe the difficulties in detection.</p> <p><i>eg Describes the way that smuggling was carried out at night and in secret; or describes the way many people appreciated the chance to buy luxury goods they would not normally be able to afford; or describes the difficulties in detection because there were many small coves where smugglers could operate.</i></p> <p>Maximum 7 marks for answers that do not describe an aspect in addition to those prompted by the stimulus material, for example public attitudes towards smuggling.</p>
3	9–12	<p>The response shows understanding of the focus of the question and deploys sufficient accurate and relevant material to support the points made.</p> <p>Candidate explains the role of factors inhibiting the detection and arrest of smugglers.</p> <p><i>eg Shows how the nature of smuggling is secretive and the customs officials were not able to patrol all areas, but also explains that the smugglers were strong enough to take action to protect themselves.</i></p> <p>Maximum 10 marks for answers that do not explore aspects in addition to those prompted by the stimulus material, eg public attitudes towards smuggling such as the idea that it was a social crime, or that many figures of authority bought smuggled goods.</p>

Question Number		
6		<p>How much did punishments change from the late Middle Ages (c1350) to the end of the nineteenth century? Explain your answer.</p> <p>You may use the following in your answer.</p> <ul style="list-style-type: none"> • The Bloody Code • The use of prisons <p>You must also include information of your own.</p> <p>Target: knowledge recall and selection, continuity and change in a historical context (AO1/AO2). Assessing QWC i-ii-iii: 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 SPaG.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	<p>Simple or generalised comment is offered, supported by some knowledge. Candidate makes generalised statement about change/continuity or offers limited detail about punishment in one period.</p> <p><i>eg 'There was a lot of continuity'; or 'Punishments were very harsh'; or 'The Tudors used physical punishments such as the stocks or whipping'.</i></p> <p>QWC i-ii-iii</p> <p>Writing communicates ideas using everyday language and showing some selection of material, but the response lacks clarity and organisation. The candidate spells, punctuates and uses the rules of grammar with limited accuracy.</p>
2	5–8	<p>Statements are developed with support from material which is mostly relevant and accurate. Candidate describes methods of punishment in the medieval period to the nineteenth century.</p> <p><i>eg Describes the use of fines, stocks, whipping, mutilation, execution used in the medieval period and the sixteenth century; or describes the introduction of transportation; or describes the development of the Bloody Code; or describes the changing use of prisons in the eighteenth and nineteenth centuries.</i></p> <p>Maximum 7 marks for answers that do not describe an aspect in addition to those prompted by the stimulus material, for example prison reform.</p> <p>QWC i-ii-iii</p> <p>Writing communicates ideas using a limited range of historical terminology and showing some skills of selection and organisation of material, but passages lack clarity and organisation. The candidate spells, punctuates and uses some of the rules of grammar with general accuracy.</p>
3	9–12	<p>The response shows understanding of the focus of the question and deploys sufficient accurate and relevant material to support the points made. Candidate provides examples of continuity and/or change.</p>

<p>QWC i-ii-iii</p>		<p><i>eg Explains continuity in the continued use of public punishment, fines and physical punishment; or explains change in the introduction of transportation, development of the Bloody Code and reform of prisons.</i></p> <p>Maximum 10 marks for answers that do not explore aspects beyond those prompted by the stimulus material, such as prison reform.</p> <p>Writing communicates ideas using historical terms accurately and showing some direction and control in the organising of material. The candidate 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>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>Candidate provides an analysis examining the extent or nature of change and continuity in order to reach a judgement.</p> <p><i>eg Weighs aspects of continuity, such as the continued use of physical and public punishments against the introduction of transportation and development of the Bloody Code and then further change in the attempt to use prison to reform criminals, in order to assess the extent or nature of change</i></p> <p>NB: No access to Level 4 for answers which do not explore aspects beyond those prompted by the stimulus material, such as the use of transportation or prison reform.</p> <p>Writing communicates ideas effectively, using a range of precisely-selected historical terms and organising information clearly and coherently. The candidate 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	Candidates 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	Candidates 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	Candidates 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.

Question Number		
7		<p>How far do you agree that 'new' crimes since 1900 are simply old crimes in a new format? Explain your answer.</p> <p>You may use the following in your answer.</p> <ul style="list-style-type: none"> • Car crimes • Computer crimes <p>You must also include information of your own.</p> <p>Target: knowledge recall and selection, continuity and change in a historical context (AO1/AO2). Assessing QWC i-ii-iii: 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 SPaG.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	<p>Simple or generalised comment is offered, supported by some knowledge.</p> <p>Candidate makes generalised statement about the nature of crime since 1900 or describes specific crimes.</p> <p><i>eg 'There were a lot of new crimes because new laws were made about car crime.'</i></p> <p>QWC i-ii-iii</p> <p>Writing communicates ideas using everyday language and showing some selection of material, but the response lacks clarity and organisation. The candidate spells, punctuates and uses the rules of grammar with limited accuracy.</p>
2	5–8	<p>Statements are developed with support from material which is mostly relevant and accurate.</p> <p>Candidate describes crimes and classifies them as 'old'; or 'new'.</p> <p><i>eg Describes crimes against the person, property or authority, stating whether they are 'old'; or 'new'.</i></p> <p>Maximum 7 marks for answers that do not describe an aspect in addition to those prompted by the stimulus material, for example racial hatred.</p> <p>QWC i-ii-iii</p> <p>Writing communicates ideas using a limited range of historical terminology and showing some skills of selection and organisation of material, but passages lack clarity and organisation. The candidate spells, punctuates and uses some of the rules of grammar with general accuracy.</p>
3	9–12	<p>The response shows understanding of the focus of the question and deploys sufficient accurate and relevant material to support the points made.</p> <p>Candidate explains criteria by which crimes have been classified as old or new.</p> <p><i>eg Explains 'old' aspects of assault, burglary, theft by computer fraud, theft of a car, smuggling; or explains 'new' aspects of the use of technology for theft, different items smuggled, and/or new crimes of driving under the influence of</i></p>

		<p><i>alcohol/without tax, race crimes.</i></p> <p>Maximum 10 marks for answers that do not explore aspects beyond those prompted by the stimulus material, such as racial hatred.</p> <p>Writing communicates ideas using historical terms accurately and showing some direction and control in the organising of material. The candidate uses some of the rules of grammar appropriately and spells and punctuates with considerable accuracy, although some spelling errors may still be found.</p>
QWC i-ii-iii		
4	13–16	<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>Candidate provides an analysis examining the nature or extent of 'new' crimes in order to reach a judgement.</p> <p><i>eg Weighs aspects of change, such as new definitions of crime and new ways to commit 'old' crimes against aspects of continuity.</i></p> <p>NB: No access to Level 4 for answers which do not explore aspects beyond those prompted by the stimulus material, such as conscientious objection, or racial hatred.</p> <p>Writing communicates ideas effectively, using a range of precisely-selected historical terms and organising information clearly and coherently. The candidate spells, punctuates and uses the rules of grammar with considerable accuracy, although some spelling errors may still be found.</p>
QWC i-ii-iii		
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	Candidates 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	Candidates 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	Candidates 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
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Pearson
Edexcel GCSE

Centre Number

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Candidate Number

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History B (Schools History Project)

Unit 1: Schools History Project Development Study
Option 1C: The changing nature of warfare in Britain,
c50AD to the present day

Sample Assessment Material for 2013

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, 2 and 3, **EITHER** Question 4 **OR** 5 and then **EITHER** Question 6 **OR** 7.
- 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.
- Check your answers if you have time at the end.

Turn over ►

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PEARSON

Answer Question 1, Question 2 AND Question 3.

Question 1

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 three 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.



1 What do Sources A and B show about changes in the way an army was supplied with food during a military campaign?

Explain your answer, using Sources A and B and your own knowledge.

(8)

[Dotted lines for writing]

(Total for Question 1 = 8 marks)

2 The boxes below show two groups in battle.

Choose **one** and describe the key features of their role.

(6)

Cavalry in the Battle of Hastings

Archers in the Battle of Agincourt

A series of horizontal dotted lines for writing the answer.

(Total for Question 2 = 6 marks)

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Turn over for Question 3.

Question 3

Study Source C.

Source C: From an account of Boudicca's revolt, written by Tacitus, a Roman. Tacitus wrote this account about 40 years after the battle, but he got the details from his father-in-law who was present at the battle.

The battle began. The Roman legion formed a line across the narrow gap between two hills. The Britons advanced with ferocity, and shot their darts at random. In that instant, the Romans rushed forward in the form of a wedge. The auxiliaries followed with equal keenness. The Roman cavalry, at the same time, rode towards the enemy, and, with their pikes, overpowered all who dared to make a stand. The Britons began to run away but their waggons got in the way. A dreadful slaughter followed, including women and old men. This was a glorious victory. According to some writers, not less than 80,000 Britons were put to the sword while the Romans only lost about 400 men, and about the same number of wounded.

3 How useful is this document to a historian who is investigating the methods of combat of the Romans and Celts?

Use Source C and your own knowledge to explain your answer.

(8)

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(Total for Question 3 = 8 marks)

Answer EITHER Question 4 OR Question 5.

EITHER

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

(12)

You may use the following in your answer.

- Infection
- Death rate

You must also include information of your own.

(Total for Question 4 = 12 marks)

OR

- 5** In what ways did developments in technology lead to changes in warfare during the twentieth century?

(12)

You may use the following in your answer.

- Trench warfare
- Aerial warfare

You must also include information of your own.

(Total for Question 5 = 12 marks)

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

Chosen Question Number: **Question 4**

Question 5

[Dotted lines for writing]

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

Answer EITHER Question 6 OR Question 7.

Spelling, punctuation and grammar will be assessed in this question.

EITHER

***6** How much did battle tactics change during the period c1640–c1900?

Explain your answer.

(16)

You may use the following in your answer.

- The use of cavalry at the Battle of Naseby, 1642
- The use of infantry squares at the Battle of Waterloo, 1815

You must also include information of your own.

(Total for spelling, punctuation and grammar = 3 marks)

(Total for Question 6 = 19 marks)

OR

***7** How much did army recruitment change in the period from c1640 to the end of the twentieth century?

Explain your answer.

(16)

You may use the following in your answer.

- Use of mercenaries
- Conscription

You must also include information of your own.

(Total for spelling, punctuation and grammar = 3 marks)

(Total for Question 7 = 19 marks)

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5HB01/1C Mark Scheme

Question Number		
1		<p>What do Sources A and B show about changes in the way an army was supplied with food during a military campaign? Explain your answer, using Sources A and B and your own knowledge.</p> <p>Target: knowledge recall and selection, analysis of change in a historical context, inference from sources (AO1/AO2/AO3).</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<p>Simple statement. EITHER Candidate offers general comment about changes, without providing support from source(s) or own knowledge of the historical context.</p> <p><i>eg 'It became more organised.'</i></p> <p>OR Statement(s) which do not address 'change' and are based on detail from the individual source or single source with own knowledge.</p> <p><i>eg 'In Source A, everything necessary for the rich was brought with them'; or 'Source B shows the organisation of food being supplied'.</i></p> <p>Award 1 mark for each relevant point made to maximum of 2.</p>
2	3–6	<p>Developed statement. Candidate states that change occurred based on an explanation of the situation in each source.</p> <p>Offers statement(s) based on detail from the source(s) and/or from own knowledge of the historical context.</p> <p><i>eg 'Source A shows that they took some food with them but also expected to be able to catch fish, while in Source B the provision of food is organised centrally'; or 'Source B shows the army had field kitchens to provide food for the ordinary soldiers and food was also brought up to the trenches each day which was an improvement over the situation in A where ordinary soldiers had to find their own food'.</i></p> <p>Maximum 4 marks if answer is based only on sources or own knowledge.</p>
3	7–8	<p>Analysis. Candidate makes an inference about the nature or extent of change, based on the explicit use of both sources and supported from own knowledge of the historical context.</p> <p><i>eg Explains that Source A shows they were expected to organise their own provisions, so the rich were well fed while ordinary soldiers would forage and loot food as they moved. However, Source B shows a big change by the twentieth century in the way the army took responsibility for the provision of food which was prepared behind the lines and brought up to the front daily.</i></p>

Question Number		
2		<p>The boxes below show two groups in battle.</p> <p>Choose one and describe the key features of their role.</p> <div style="display: flex; justify-content: space-around; margin: 10px 0;"> <div style="border: 1px solid black; padding: 5px; width: 200px;">Cavalry in the Battle of Hastings</div> <div style="border: 1px solid black; padding: 5px; width: 200px;">Archers in the Battle of Agincourt</div> </div> <p>Target: knowledge recall and selection, key features and characteristics of periods studied (AO1/AO2).</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	<p>Generalised answer is offered with little specific detail. Candidate offers limited detail about one group.</p> <p><i>eg 'The Normans used cavalry in the Battle of Hastings'; or 'The longbow was important in the Battle of Agincourt'.</i></p>
2	4–6	<p>Relevant details are offered with links to key features. Candidate describes the role in battle of cavalry or the longbow.</p> <p><i>eg Describes the role of cavalry at Hastings – the advantage provided by being on horseback, the problems in attacking uphill, the feigned retreat and attack once the shield wall had broken; or describes the role of archers at Agincourt – the advantages over the crossbow: archers hidden to attack the French, the shooting of horses as well as soldiers.</i></p>

Question Number		
3		<p>How useful is this document to a historian who is investigating the methods of combat of the Romans and Celts? Use Source C and your own knowledge to explain your answer.</p> <p>Target: knowledge recall and selection, key features and characteristics of periods studied, evaluation of source utility (AO1/AO2/AO3).</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<p>Judgement based on simple valid criteria. Comments are based on assumptions about usefulness because it is reliable or because of the content relevance or amount of detail.</p> <p><i>eg Assumes the source is useful because it is from the time and therefore reliable/not useful because it is from a Roman/someone who was not there and therefore unreliable; or assumes it is very helpful because it provides detail about the battle/not very helpful because it does not mention the leadership of Boudicca.</i></p> <p>Allow 1 mark for each valid point based on source or on own knowledge, up to a maximum of 2 marks.</p>
2	3–6	<p>Judgement is based on the usefulness of the source because of its content or reliability. EITHER Answer focuses on the usefulness of content.</p> <p><i>eg 'It is useful because it shows us what happened in the battle'; or 'It is not useful because it gives us no details about typical Iceni tactics such as intimidating the enemy through their appearance and shouts'.</i></p> <p>OR Answer sees usefulness as dependent on reliability and analyses the details and treatment of content or nature/origin/purpose in order to assesses how reliable/representative/authoritative the source is.</p> <p><i>eg 'It is useful because it is based on eyewitness testimony and therefore the details are likely to be accurate'; or 'It is not useful because the writer clearly sympathises with the Romans, which makes it unreliable'.</i></p> <p>Maximum 4 marks if answer is based entirely on source or on own knowledge.</p>
3	7–8	<p>Judgement is based on an evaluation of the usefulness of the source's content in the light of its provenance/ reliability. Answer considers the value of information, taking into account its reliability or how representative/authoritative it is, making explicit what difference this makes to what the source can contribute.</p> <p><i>eg Answer considers the fact that this is based on eyewitness</i></p>

	<p><i>testimony and clearly biased towards the Romans, which might mean the scale of victory could be exaggerated and also tests the accuracy of details about the battle against own knowledge to assess how helpful the details of the battle are for an understanding of methods of combat – this gives helpful details about the role of auxiliaries but limited information about Roman tactics and weapons or typical Iceni tactics and weapons.</i></p>
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NB: No access to Level 3 if answer does not include additional knowledge.

Question Number		
4		<p>Why was Florence Nightingale's work in the Crimean War so important in improving the care of wounded soldiers?</p> <p>You may use the following in your answer.</p> <ul style="list-style-type: none"> • Infection • Death rate <p>You must also include information of your own.</p> <p>Target: knowledge recall and selection, change and significance in a historical context (AO1/AO2).</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1-4	<p>Simple or generalised comment is offered, supported by some knowledge.</p> <p>Candidate offers generalised comment with little supporting detail or offers details about a very limited aspect of the question.</p> <p><i>eg 'The death rate was high and she made improvements.'</i></p>
2	5-8	<p>Statements are developed with support from material which is mostly relevant and accurate.</p> <p>Candidate describes the work of Florence Nightingale or the situation in the Crimea.</p> <p><i>eg Describes her emphasis on hygiene and the fall in the death rate; or describes her care for the sick and her image as the 'lady with the lamp'.</i></p> <p>Maximum 7 marks for answers that do not describe an aspect in addition to those prompted by the stimulus material, eg opposition from doctors.</p>
3	9-12	<p>The response shows understanding of the focus of the question and deploys sufficient accurate and relevant material to support the points made.</p> <p>Candidate explains what Nightingale did and shows how this was an improvement.</p> <p><i>eg Explains the impact of her work and shows that the hospital became clean and ordered, and care of individual patients improved, with the effect that the death rate was reduced.</i></p> <p>Maximum 10 marks for answers that do not explore aspects in addition to those prompted by the stimulus material, eg that she had to overcome opposition from doctors, her personal attention each night or that her work was publicised and set a model for other military hospitals.</p>

Question Number		
5		<p>In what ways did developments in technology lead to changes in warfare during the twentieth century?</p> <p>You may use the following in your answer.</p> <ul style="list-style-type: none"> • Trench warfare • Aerial warfare <p>You must also include information of your own.</p> <p>Target: knowledge recall and selection, continuity and change in a historical context (AO1/AO2).</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	<p>Simple or generalised comment is offered, supported by some knowledge.</p> <p>Candidate makes generalised statement about changes in warfare since 1914.</p> <p><i>eg 'There was the development of 'total warfare' or 'Planes were used to drop bombs on civilians'.</i></p>
2	5–8	<p>Statements are developed with support from material which is mostly relevant and accurate.</p> <p>Candidate describes changes in warfare or technology.</p> <p><i>eg Describes trench warfare in the First World War; Describes the shelling of civilians in the First World War and the Blitz in the Second World War; or describes the use of jets and stealth bombers in the Gulf War; or describes changes in weapons, such as heavy artillery, poison gas, developments in bombs.</i></p> <p>Maximum 7 marks for answers that do not describe an aspect in addition to those prompted by the stimulus material, eg hi-tech warfare at the end of the twentieth century.</p>
3	9–12	<p>The response shows understanding of the focus of the question and deploys sufficient accurate and relevant material to support the points made.</p> <p>Candidate provides an analysis of change linked to developments in technology.</p> <p><i>eg Explains how changes in warfare were linked to developments in technology – machine gun and heavy artillery leading to trench warfare, the bomber leading to the Blitz, GPS and daisy cutter bombs leading to hi-tech warfare in the Gulf War.</i></p> <p>Maximum 10 marks for answers that do not explore aspects in addition to those prompted by the stimulus material, eg hi-tech warfare in the Gulf War.</p>

Question Number		
6		<p>How much did battle tactics change during the period c1640–c1900? Explain your answer.</p> <p>You may use the following in your answer.</p> <ul style="list-style-type: none"> • The use of cavalry in the Battle of Naseby, 1642 • The use of infantry squares in the Battle of Waterloo, 1815. <p>You must also include information of your own.</p> <p>Target: knowledge recall and selection, continuity and change in a historical context (AO1/AO2). Assessing QWC i-ii-iii: 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 SPaG.</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1–4	<p>Simple comment is offered, supported by some knowledge. Candidate may provide generalised answer with little supporting detail or relevant details on a limited aspect of the question.</p> <p><i>eg 'Tactics changed a lot because heavy artillery was developed'; or 'Tactics changed a lot because the use of cavalry declined'.</i></p> <p>QWC i-ii-iii Writing communicates ideas using everyday language and showing some selection of material, but the response lacks clarity and organisation. The candidate spells, punctuates and uses the rules of grammar with limited accuracy.</p>
2	5–8	<p>Statements are developed with support from material which is mostly relevant and accurate. Candidate will provide information about specific battles or change in strategy/tactics.</p> <p><i>eg Describes the tactics used by Cromwell at Naseby; or describes the tactics used by Wellington at Waterloo; or describes the decline in the use of cavalry; or describes the shift towards firearms and artillery.</i></p> <p>Maximum 7 marks answers that do not describe an aspect in addition to those prompted by the stimulus material, for example technological changes.</p> <p>QWC i-ii-iii 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 candidate spells, punctuates and uses some of the rules of grammar with general accuracy.</p>
3	9–12	<p>The response shows understanding of the focus of the question and deploys sufficient accurate and relevant material to support the points made. Candidate will analyse the change and/or continuity in tactics.</p> <p><i>eg Explains how the composition of the army and tactics used changed with the use of firearms and artillery and the decline of cavalry/pikemen; or explains how disposition and movement of</i></p>

<p>QWC i-ii-iii</p>		<p><i>troops changed with the use of infantry squares at Waterloo or the development of trench warfare in the Crimea; or explains aspects of continuity as cavalry developed into dragoons/the importance laid on a disciplined volley of shots.</i></p> <p>Maximum 10 marks for answers that do not explore aspects beyond those prompted by the stimulus material, such as tactics used in the Crimean War.</p> <p>Writing communicates ideas using historical terms accurately and showing some direction and control in the organising of material. The candidate 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>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>Candidate provides an analysis of both change and continuity in order to reach a judgement on the nature/extent of change.</p> <p><i>eg Weighs the changes in tactics based on the use of new weapons against the basic continuity in the need to advance against the enemy/the continuing use of cavalry, the use of hand-to-hand fighting.</i></p> <p>NB: No access to Level 4 for answers which do not explore aspects beyond those prompted by the stimulus material, such as the use of muskets and pikemen at Naseby, or tactics used in the Crimean War.</p> <p>Writing communicates ideas effectively, using a range of precisely-selected historical terms and organising information clearly and coherently. The candidate 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	Candidates 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	Candidates 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	Candidates 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.

Question Number		
7		<p>How much did army recruitment change in the period from c1640 to the end of the twentieth century? Explain your answer.</p> <p>You may use the following in your answer</p> <ul style="list-style-type: none"> • Use of mercenaries • Conscription <p>You must also include information of your own.</p> <p>Target: knowledge recall and selection, continuity and change in a historical context (AO1/AO2). Assessing QWC i-ii-iii: 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 SPaG.</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1–4	<p>Simple comment is offered, supported by some knowledge. Candidate may provide generalised answer with little supporting detail or relevant details on a very limited aspect of the question.</p> <p><i>eg 'Recruitment changed a great deal to become a more professional army'; or 'Conscription was introduced in 1916'.</i></p> <p>Writing communicates ideas using everyday language and showing some selection of material, but the response lacks clarity and organisation. The candidate spells, punctuates and uses the rules of grammar with limited accuracy.</p> <p>QWC i-ii-iii</p>
2	5–8	<p>Statements are developed with support from material which is mostly relevant and accurate. Candidate will provide information about recruitment, or offer a comment about the nature or extent of change in recruitment but with support from mainly one period.</p> <p><i>eg Describes the recruitment at the time of the English Civil War; or describes the shift to a professional, trained army rather than the militia; or describes the change during the twentieth century from a volunteer army to conscription to national service.</i></p> <p>Maximum 7 marks for answers that do not describe an aspect in addition to those prompted by the stimulus material, for example changing public attitudes.</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 candidate spells, punctuates and uses some of the rules of grammar with general accuracy.</p> <p>QWC i-ii-iii</p>
3	9–12	<p>The response shows understanding of the focus of the question and deploys sufficient accurate and relevant material to support the points made. Candidate will analyse the change and/or continuity in recruitment.</p> <p><i>eg Explains change from troops raised and led by individual commanders to a professional force and then a national standing force in the twentieth century; or explains the continued use of</i></p>

<p>QWC i-ii-iii</p>		<p><i>volunteers in the nineteenth and twentieth centuries and the return to a volunteer professional force after the end of National Service.</i></p> <p>Maximum 10 marks for answers that do not explore aspects beyond those prompted by the stimulus material, for example changing public attitudes or changes in the way that wars were fought.</p> <p>Writing communicates ideas using historical terms accurately and showing some direction and control in the organising of material. The candidate 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>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>Candidate provides an analysis of both change and continuity in order to reach a judgement on the nature/extent of change.</p> <p><i>eg Weighs the amount of change shown in the use of militia and mercenaries, growth of a professional army and introduction of conscription/National Service against the continued use of volunteers for much of the period.</i></p> <p>NB: No access to Level 4 for answers which do not explore aspects beyond those prompted by the stimulus material.</p> <p>Writing communicates ideas effectively, using a range of precisely-selected historical terms and organising information clearly and coherently. The candidate 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	Candidates 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	Candidates 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	Candidates 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.

Specification	Unit	Exam series	Total mark	Mark allocation per Assessment Objective (AO)			SPaG marks	Totals
				A01	A02	A03		
GCSE History B (Schools History Project)	Unit 1: Schools History Project Development Study	Specimen paper	53, including 3 marks for spelling, punctuation and grammar					
Question	Specification content reference	Question Type						
1	Option 1A: Medicine and public health in Britain, c50AD to the present day Option 1B: Crime and punishment in Britain, c50AD to the present day Option 1C: The changing nature of warfare in Britain, c50AD to the present day	Extended answer (source based).	2	2	4	-	8	
2	[As above]	Extended answer.	4	2	-	-	6	
3	[As above]	Extended answer (source based).	2	2	4	-	8	
4 or 5	[As above]	Extended answer.	6	6	-	-	12	
6 or 7	[As above]	Extended answer.	7	9	-	3	19	
Total marks available			21	21	8	3	53	
Percentage weighting per AO of GCSE total			10.5%	10.5%	4%	-	25%	

Write your name here

Surname

Other names

Pearson
Edexcel GCSE

Centre Number

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Candidate Number

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History B (Schools History Project)

Unit 2: Schools History Project Depth Study

Option 2A: The transformation of British society,
c1815–c1851

Sample Assessment Material for 2013

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 54.
- 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.
- Check your answers if you have time at the end.

Turn over ►

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PEARSON

Answer Question 1 AND Question 2.

Question 1

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

1 What can you learn from Source A about the changes taking place in Britain in the first half of the nineteenth century?

(4)

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(Total for Question 1 = 4 marks)

2 The boxes below show two important individuals and their work.

Choose **one** and explain his importance in improving working conditions for children.

(9)

Robert Owen and the New Lanark Mills

Lord Shaftesbury and coal mines

A large area of the page is filled with horizontal dotted lines, intended for the student to write their answer.

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 so many people join the Chartist movement in the 1830s?

(12)

You may use the following in your answer.

- The right to vote after the Reform Act of 1832
- Open voting

You must also include information of your own.

(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.

- Violent protest
- Rejection of Petitions

You must also include information of your own.

(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 ☒.

Chosen Question Number:

Question 3

Question 4

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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.

Spelling, punctuation and grammar will be assessed in *(b).

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.

- The cost of Poor Relief
- Workhouses

You must also include information of your own.

(Total for spelling, punctuation and grammar = 4 marks)

(Total for Question 5 = 29 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 mainly because of its impact on the economy of Britain.' Do you agree? Explain your answer. (16)

You may use the following in your answer.

- Industrial growth
- New seaside towns

You must also include information of your own.

(Total for spelling, punctuation and grammar = 4 marks)

(Total for Question 6 = 29 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 ☒.

Chosen Question Number: Question 5 ☒ Question 6 ☒

Dotted lines for writing answers.

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

TOTAL FOR PAPER = 54 MARKS

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5HB02/2A Mark Scheme

Question Number		
1		What can you learn from Source A about the changes taking place in Britain in the first half of the nineteenth century? Target: comprehension and source inference (AO3).
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	Simple statement. Candidate offers a piece of information or states an unsupported inference. <i>eg 'All towns are growing'; or 'The population is increasing'.</i> Award 1 mark for each relevant statement to a maximum of 2.
2	3–4	Developed statement. An inference about change is drawn and supported from the source. <i>eg States that Source A shows towns in the north of England and Birmingham grew faster than elsewhere.</i>

Question Number					
2		<p>The boxes below show two important individuals and their work.</p> <p>Choose one and explain his importance in improving working conditions for children.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding: 5px;">Robert Owen and the New Lanark Mills.</td> <td style="width: 40px;"></td> <td style="padding: 5px;">Lord Shaftesbury and coal mines.</td> </tr> </table> <p>Target: knowledge recall and selection, significance and change in a historical context (AO1/AO2).</p>	Robert Owen and the New Lanark Mills.		Lord Shaftesbury and coal mines.
Robert Owen and the New Lanark Mills.		Lord Shaftesbury and coal mines.			
Level	Mark	Descriptor			
	0	No rewardable material.			
1	1–3	<p>Generalised statements with little specific content.</p> <p>Candidate offers generalised comments about children’s working conditions that could apply to either individual, or offers limited detail about one individual.</p> <p><i>eg 'At this time children were employed because they were easy to manage'; or 'Lord Shaftesbury did a lot for chimney sweeps'.</i></p>			
2	4–6	<p>Descriptive answer which will state but not examine the importance of work.</p> <p>Candidate describes the way in which children were treated in the New Lanark Mills or the work of Shaftesbury.</p> <p><i>eg Describes Owen’s use of shorter hours, schools and age restrictions – may also include account of other work done by Owen (co-operatives, trade unions); or describes Shaftesbury’s role as head of Royal Commission and terms of the 1842 Mines Act – may also include account of other work done by Shaftesbury (ragged schools).</i></p>			
3	7–9	<p>The focus is on the importance of the individual in changing conditions for children.</p> <p>Candidate will explain the effects of the work of the individual, assessing the success/influence of his examples/proposals.</p> <p><i>eg Explains how Owen’s championship of a shorter working day helped the Ten Hour Movement; or explains the impact of the Mines Act, showing it had limited success despite the findings of Shaftesbury’s Royal Commission.</i></p>			

Question Number		
3		<p>Why did so many people join the Chartist movement in the 1830s?</p> <p>You may use the following in your answer.</p> <ul style="list-style-type: none"> • The right to vote after the Reform Act of 1832 • Open voting <p>You must also include information of your own.</p> <p>Target: knowledge recall and selection, cause and consequence in a historical context (AO1/AO2).</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	<p>Simple or generalised comment is offered, supported by some knowledge.</p> <p>Candidate offers generalised comment with little supporting detail or offers details about a very limited aspect of the question.</p> <p><i>eg 'They wanted the vote'; or 'They did not like the Poor Law Act'.</i></p>
2	5–8	<p>Statements are developed with support from material which is mostly relevant and accurate.</p> <p>Candidate gives narrative or descriptive answer detailing the demands of the Chartists, the people who joined, or their activities.</p> <p><i>eg Considers the aims of Chartism; or gives a breakdown of the origins of its members; or gives an account of the activities undertaken (marches, petitions, meetings, newspapers and pamphlets).</i></p> <p>Maximum 7 marks for answers that do not describe an aspect in addition to those prompted by the stimulus material, for example economic distress.</p>
3	9–12	<p>The answer shows understanding of the focus of the question and is able to support the factors identified with sufficient accurate and relevant detail.</p> <p>Candidate identifies and explains the reasons which led people to join the Chartist movement.</p> <p><i>eg Explains the movement's appeal in terms of disappointment with government actions, in particular the Great Reform Act and the New Poor Law, linked to an explanation of the appeal of its aims in relation to the lives of the workers; or explains appeal in terms of disappointment with lack of government actions (in particular the Great Reform Act and the New Poor Law) and shows the appeal of its leaders.</i></p> <p>Maximum 10 marks for answers that do not explore aspects in addition to those prompted by the stimulus material, for example continued unequal distribution of parliamentary seats, economic distress and resentment of the New Poor Law.</p>

Question Number		
4		<p>Why did the Chartist movement collapse by 1850?</p> <p>You may use the following in your answer and you must include other information of your own.</p> <ul style="list-style-type: none"> • Violent protest • Rejection of Petitions <p>You must also include information of your own.</p> <p>Target: knowledge recall and selection, cause and consequence in a historical context (AO1/AO2).</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	<p>Simple or generalised comment is offered, supported by some knowledge.</p> <p>Candidate offers generalised comment with little supporting detail or offers details about a very limited aspect of the question.</p> <p><i>eg 'They were too weak'; or 'The government opposed them'; or 'The leaders did not agree'.</i></p>
2	5–8	<p>Statements are developed with support from material which is mostly relevant and accurate.</p> <p>Candidate gives narrative answer outlining events, showing decline/collapse of the movement or describes negative influences on the movement but without explaining their role in the collapse of the movement.</p> <p><i>eg Describes the three petitions and their rejection; or describes the disagreement over tactics (moral force vs violence).</i></p> <p>Maximum 7 marks for answers that do not describe an aspect in addition to those prompted by the stimulus material, for example divided leadership.</p>
3	9–12	<p>The answer shows understanding of the focus of the question and is able to support the factors identified with sufficient accurate and relevant detail.</p> <p>Candidate identifies some of the factors which caused the collapse of the movement and explains them, using knowledge of the period.</p> <p><i>eg Explains the collapse of the movement in terms of specific weaknesses within the movement, such as divisions over tactics and leadership, the alienation of the middle class or lack of finance; or explains the collapse of the movement in terms of external issues such as the strength of the government, the appeal of other movements and the improving conditions for the working class.</i></p> <p>Maximum 10 marks for answers that do not explore aspects in addition to those prompted by the stimulus material, for example divided leadership and improving economic conditions.</p>

Question Number		
5 (a)		Describe the problems with the systems of Poor Relief in use in England before 1834. Target: knowledge recall and selection, key features and characteristics of periods studied (AO1/AO2).
Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	Simple or generalised comment is offered, supported by some knowledge. Candidate offers generalised comment with little supporting detail or offers details about a very limited aspect of the question. <i>eg 'There were too many unemployed and parishes could not cope'; or 'The Speenhamland system did not work'; or 'Overseers were corrupt'.</i>
2	4–6	Statements are developed with support from material which is mostly relevant and accurate. Candidate 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. <i>eg Describes the ways in which Poor Relief was administered with reference to Elizabethan Poor Law and the Speenhamland system; or describes problems of rising costs and unpopularity of systems in use.</i> Reserve top of level for depth and range of supporting detail included.
3	7–9	The answer shows understanding of the focus of the question and is able to support the points made with sufficient accurate and relevant detail. Candidate identifies the weaknesses of the systems in place and supports these. <i>eg Describes the problems in terms of pressure on the parishes from increasing numbers and problems within the system used (corrupt officials, expensive and unpopular with ratepayers, Speenhamland system encouraged large families, Roundsman system encouraged farmers to use cheap labour).</i> Reserve top of level for depth of answer in context of early nineteenth-century Britain.

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>You may use the following in your answer.</p> <ul style="list-style-type: none"> • The cost of Poor Relief • Workhouses <p>You must also include information of your own.</p> <p>Target: knowledge recall and selection, continuity and change in a historical context (AO1/AO2).</p> <p>Assessing QWC i-ii-iii: for the highest mark in a level all criteria for the level, including those for QWC, must be met.</p> <p>Spelling, punctuation and grammar (SPaG): up to 4 additional marks will be awarded for SPaG.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	<p>Simple or generalised comment is offered, supported by some knowledge.</p> <p>Candidate offers generalised comment with little supporting detail or offers details about a very limited aspect of the question.</p> <p><i>eg 'Workhouses were set up'; or 'Poor rates went down'.</i></p> <p>Writing communicates ideas using everyday language and showing some selection of material, but the response lacks clarity and organisation. The candidate spells, punctuates and uses the rules of grammar with limited accuracy.</p>
QWC i-ii-iii		
2	5–8	<p>Statements are developed with support from material which is mostly relevant and accurate.</p> <p>Candidate describes the system set up by the Act of 1834: Unions, workhouses, end of Outdoor Relief.</p> <p><i>eg Describes life in workhouse – may also assert better/worse than before but does not assess success.</i></p> <p>Maximum 7 marks for answers that do not describe an aspect in addition to those prompted by the stimulus material, for example workhouses splitting families.</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 candidate spells, punctuates and uses some of the rules of grammar with general accuracy.</p>
QWC i-ii-iii		
3	9–12	<p>The answer shows understanding of the focus of the question and is able to support points made with sufficient accurate and relevant detail.</p> <p>Candidate identifies the changes made and explains their impact on people and practice.</p> <p><i>eg Explains the impact of the Poor Law on poor rates, rural wages and care of the poor; or explains the responses of the</i></p>

<p>QWC i-ii-iii</p>		<p><i>poor, rate payers and farmers; or explains the implementation of the new system and the problems in industrial areas.</i></p> <p>Maximum 10 marks for answers that do not explore aspects beyond those prompted by the stimulus material, such as the deterrent effect of the workhouses, or the problem of short-term unemployment in the industrial north of England.</p> <p>Writing communicates ideas using historical terms accurately and showing some direction and control in the organising of material. The candidate 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>The answer has sustained focus on the question. It offers an analysis supported by precisely-selected and accurate material.</p> <p>Candidate shows full understanding of outcomes of the 1834 Act and attempts to assess their success, examining a range of outcomes in order to make a judgement.</p> <p><i>eg Considers both good and bad effects of workhouses, examining the success of the moral purpose behind the Act and looking at the degree of success in south and north – may also identify failure to address reasons for poverty.</i></p> <p>NB: No access to Level 4 for answers which do not explore aspects beyond those prompted by the stimulus material, such as the problem of short-term unemployment in the north, the continuation of Outdoor Relief.</p> <p>Writing communicates ideas effectively, using a range of precisely-selected historical terms and organising information clearly and coherently. The candidate 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	Candidates 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	2–3	Candidates 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	4	Candidates 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.

Question Number		
6 (a)		Describe the ways in which engineers overcame the problems of constructing railway lines in the years 1820–50. Target: knowledge recall and selection, key features and characteristics of periods studied (AO1/AO2).
Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	Simple or generalised comment is offered, supported by some knowledge. Candidate offers generalised comment with little supporting detail or offers details about a very limited aspect of the question. <i>eg 'They had to build tunnels'; or 'Stephenson built the Liverpool to Manchester line'.</i>
2	4–6	Statements are developed with support from material which is mostly relevant and accurate. Candidate describes some aspects of constructing a line or some of the problems met, which may include opposition to the line. <i>eg Describes building of Stockton–Darlington line and the work of navvies; or describes how Chat Moss was crossed and gives account of opposition to lines.</i> Reserve top of level for depth and range of supporting detail included.
3	7–9	The answer shows understanding of the focus of the question and is able to support the points made with sufficient accurate and relevant detail. Candidate identifies and exemplifies the problems met and demonstrates how they were solved or why they remained. <i>eg Explains how the preliminary problems were overcome, such as the choice of gauge, purchasing land and raising capital; or explains how physical problems were overcome through the techniques used (tunnels/cuttings) or organisation of contractors and navvies.</i> Reserve top of level for depth of answer in context of early nineteenth century Britain.

Question Number		
6 (b)		<p>'The building of railways was important mainly because of its impact on the economy of Britain.' Do you agree? Explain your answer.</p> <p>You may use the following in your answer.</p> <ul style="list-style-type: none"> • Industrial growth • New seaside towns <p>You must also include information of your own.</p> <p>Target: knowledge recall and selection, significance in a historical context (AO1/AO2).</p> <p>Assessing QWC i-ii-iii: for the highest mark in a level all criteria for the level, including those for QWC, must be met.</p> <p>Spelling, punctuation and grammar (SPaG): up to 4 additional marks will be awarded for SPaG.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	<p>Simple or generalised comment is offered, supported by some knowledge.</p> <p>Candidate offers generalised comment with little supporting detail or offers details about a very limited aspect of the question.</p> <p><i>eg 'Railways carried a lot of passengers'; or 'They were a fast form of transport'.</i></p> <p>Writing uses everyday language and shows some selection of material, but the response lacks clarity and organisation. The candidate spells, punctuates and uses the rules of grammar with limited accuracy.</p> <p>QWC i-ii-iii</p>
2	5–8	<p>Statements are developed with support from material which is mostly relevant and accurate.</p> <p>Candidate describes the economic or social results of the railways.</p> <p><i>eg Describes the economic effects on industry, towns, employment and trade; or describes the social effects on food, holidays, communications.</i></p> <p>Maximum 7 marks for answers that do not describe an aspect in addition to those prompted by the stimulus material, for example the greater range of fresh food available.</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. Candidate spells, punctuates and uses some of the rules of grammar with general accuracy.</p> <p>QWC i-ii-iii</p>
3	9–12	<p>The answer shows understanding of the focus of the question and is able to support points made with sufficient accurate and relevant detail.</p> <p>Candidate identifies and explains the economic and also the social or political importance of railways.</p> <p><i>eg Explains the economic importance as a stimulus for other industries (coal, iron), the growth of towns or its effect on farming and fishing, and also the social effects (such as on leisure, diet,</i></p>

		<p><i>greater literacy) or the political effects (such as on the spread of ideas).</i></p> <p>Maximum 10 marks for answers that do not explore aspects beyond those prompted by the stimulus material, such as diet, or impact on working patterns, or on the spread of ideas.</p> <p>Writing communicates ideas using historical terms accurately and showing some direction and control in the organising of material. The candidate uses some of the rules of grammar appropriately and spells and punctuates with considerable accuracy, although some spelling errors may still be found.</p>
QWC i-ii-iii		
4	13–16	<p>The answer has sustained focus on the question. It offers an analysis supported by precisely-selected and accurate material.</p> <p>Candidate has clear grasp of the results of railway construction in historical context and can show the extent of economic and social or political impact in order to reach a judgement about the overall importance.</p> <p><i>eg Weighs the economic importance (profits made from railways were invested in industry, some industries declined) against the social or political importance (showing the rich the poverty which existed and so contributing to social reforms, the government was able to use railways to promote new ideas and keep order).</i></p> <p>NB: No access to Level 4 for answers which do not explore aspects beyond those prompted by the stimulus material, such as the impact on diet, working patterns the spread of ideas or on control of law and order.</p> <p>Writing communicates ideas effectively, using a range of precisely-selected historical terms and organising information clearly and coherently. The candidate spells, punctuates and uses the rules of grammar with considerable accuracy, although some spelling errors may still be found.</p>
QWC i-ii-iii		
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	Candidates 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	2–3	Candidates 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	4	Candidates 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

Pearson
Edexcel GCSE

Centre Number

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Candidate Number

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History B (Schools History Project)

Unit 2: Schools History Project Depth Study

Option 2B: The American West, c1845-c1890

Sample Assessment Material for 2013

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 54.
- 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.
- Check your answers if you have time at the end.

Turn over ►

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PEARSON

Answer Question 1 AND Question 2.

Question 1

Study Source A.

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



1 What can you learn from Source A about the work of a cowboy?

(4)

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(Total for Question 1 = 4 marks)

2 The boxes below show two important individuals and their work.

Choose **one** and explain the importance of his work for the growth of the cattle industry.

(9)

Charles Goodnight and cattle trails

Joseph McCoy and Abilene

Area with horizontal dotted lines for writing the answer.

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 there problems with 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.

- The Gold Rush
- Vigilantes

You must also include information of your own.

(Total for Question 3 = 12 marks)

OR

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

(12)

You may use the following in your answer.

- Lack of lawmen
- Conflict with cattlemen

You must also include information of your own.

(Total for Question 4 = 12 marks)

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

Chosen Question Number: **Question 3**

Question 4

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.

Spelling, punctuation and grammar will be assessed in *(b).

EITHER

- 5** (a) Describe the difficulties faced by the early migrants travelling west by wagon train before the development of the railroads. (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? Explain your answer. (16)

You may use the following in your answer.

- Brigham Young's strengths as a leader
- The role of the Mormon Church

You must also include information of your own.

(Total for spelling, punctuation and grammar = 4 marks)

(Total for Question 5 = 29 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.

- Transporting settlers to the West
- Life on reservations

You must also include information of your own.

(Total for spelling, punctuation and grammar = 4 marks)

(Total for Question 6 = 29 marks)

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5HB02/2B Mark Scheme

Question Number		
1		What can you learn from Source A about the work of a cowboy? Target: comprehension and source inference (A03).
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	Simple statement. Candidate offers a piece of information or states an unsupported inference. <i>eg 'He worked on horseback'; or 'It looks like tiring work'.</i> Award 1 mark for each relevant statement to a maximum of 2.
2	3–4	Developed statement. An inference is drawn and supported from the source. <i>eg States that the cowboy has a rifle and this suggests it may have been dangerous.</i>

Question Number		
2		<p>The boxes below show two important individuals and their work.</p> <p>Choose one 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: 40%;">Charles Goodnight and cattle trails</div> <div style="border: 1px solid black; padding: 5px; width: 40%;">Joseph McCoy and Abilene</div> </div> <p>Target: knowledge recall and selection, significance and change in a historical context (AO1/AO2).</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	<p>Generalised statements with little specific content.</p> <p>Candidate offers generalised comments about the cattle industry, cowboys or ranching that could apply to either individual, or offers limited detail about one individual.</p> <p><i>eg 'Joseph McCoy was the 'real' McCoy'; or 'The cattle industry started in Texas'.</i></p>
2	4–6	<p>Descriptive answer which will state but not examine the importance of his work.</p> <p>Candidate describes life on the trail or in Abilene, or the work of Goodnight or McCoy.</p> <p><i>eg Describes significant events in Goodnight's life (how he returned to Texas after the Civil War and, with Oliver Loving, took herd north and established a trail); or describes the fact that Joseph McCoy was a cattle dealer who built Abilene at a railhead.</i></p>
3	7–9	<p>The focus is on the importance of the individual for the growth of the cattle industry.</p> <p>Candidate will put the individual into the context of the time. The influence of his example on others is stressed.</p> <p><i>eg Explains that Goodnight was first to see the potential of large numbers of cattle in Texas at the end of the Civil War, pioneering cattle trails and showing that a profit could be made by selling to army; or explains that McCoy established the first cow town, which was copied by others, and was the first to recognise the value of railroads in transporting cattle to market.</i></p>

Question Number		
3		<p>Why were there problems with law and order in the mining towns in the far west in the 1850s and 1860s?</p> <p>You may use the following in your answer.</p> <ul style="list-style-type: none"> • The Gold Rush • Vigilantes <p>You must also include information of your own.</p> <p>Target: knowledge recall and selection, cause and consequence in a historical context (AO1/AO2).</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	<p>Simple or generalised comment is offered, supported by some knowledge.</p> <p>Candidate offers generalised comment with little supporting detail or offers details about a very limited aspect of the question.</p> <p><i>eg 'Many people got drunk'; or 'There were bars and prostitutes'.</i></p>
2	5–8	<p>Statements are developed with support from material which is mostly relevant and accurate.</p> <p>Candidate gives descriptive answer detailing life in the mining towns or a narrative of the Gold Rush. Reasons for problems implicit.</p> <p><i>eg Describes California and the 49-ers coming from all parts of world and the fights over claims and gold; or describes behaviour in boom towns, such as problems with law and order, nature of facilities etc.</i></p> <p>Maximum 7 marks for answers that do not describe an aspect in addition to those prompted by the stimulus material, for example the problem of claim jumping.</p>
3	9–12	<p>The answer shows understanding of the focus of the question and is able to support the reasons identified with sufficient accurate and relevant detail.</p> <p>Candidate identifies and explains the reasons for the problems.</p> <p><i>eg Explains the problems resulting from the nature of mining towns (grew quickly and lacked structure, wealth attracted criminals, there were no families at first, racial tensions) and places these problems in the context of general problems of law and order (such as distance from government, gunmen as lawmen, the development of towns' own systems of punishment).</i></p> <p>Maximum 10 marks for answers that do not explore aspects in addition to those prompted by the stimulus material, for example problems of claim jumping and the huge distances involved.</p>

Question Number		
4		<p>Why were there problems with law and order for the white settlers on the Plains from the 1870s to the start of the 1890s?</p> <p>You may use the following in your answer.</p> <ul style="list-style-type: none"> • Lack of lawmen • Conflict with cattlemen <p>You must also include information of your own.</p> <p>Target: knowledge recall and selection, cause and consequence in a historical context (AO1/AO2).</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	<p>Simple or generalised comment is offered, supported by some knowledge.</p> <p>Candidate offers generalised comment with little supporting detail or offers details about a very limited aspect of the question.</p> <p><i>eg 'Cattlemen and farmers disliked each other'; or 'There were very few lawmen'; or 'Settlers came from different countries'.</i></p>
2	5–8	<p>Statements are developed with support from material which is mostly relevant and accurate.</p> <p>Candidate gives a narrative or descriptive answer showing knowledge of problems between cattlemen and homesteaders or the activities of vigilantes. Reasons asserted rather than demonstrated.</p> <p><i>eg Describes the problem of range wars; or describes the organisation of law enforcement and activities of vigilantes.</i></p> <p>Maximum 7 marks for answers that do not describe an aspect in addition to those prompted by the stimulus material, for example the distances involved.</p>
3	9–12	<p>The answer shows understanding of the focus of the question and is able to support the reasons identified with sufficient accurate and relevant detail.</p> <p>Candidate identifies and explains the reasons for the problems.</p> <p><i>eg Explains why the white settlers faced conflict (through growing pressure on land, tensions with Indians and conflict with cattlemen) and places these problems in the context of general problems of law and order (distances involved and lack of lawmen).</i></p> <p>Maximum 10 marks for answers that do not explore aspects in addition to those prompted by the stimulus material, such as distances involved and the differing approaches to land use of farmers and cattlemen.</p>

Question Number		
5 (a)		Describe the difficulties faced by the early migrants travelling west by wagon train before the development of the railroads. Target: knowledge recall and selection, key features and characteristics of periods studied (AO1/AO2).
Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	Simple or generalised comment is offered, supported by some knowledge. Candidate offers generalised comment with little supporting detail or offers details about a very limited aspect of the question. <i>eg 'People had to travel in groups'; or 'It was a very long and dangerous journey'; or 'A lot of people died on the journey'.</i>
2	4–6	Statements are developed with support from material which is mostly relevant and accurate. Candidate gives a narrative or descriptive answer with an account of a journey which may be general or the story of a specific group (eg Donner or Sagar party). <i>eg Describes the process of assembling a wagon train and the details of a trail west; or describes the events of the Donner Party journey.</i> Reserve top of level for depth and range of supporting details included.
3	7–9	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. Candidate identifies nature of problems and illustrates them with specific examples. May compare experiences of travellers. <i>eg Describes the range of difficulties faced, such as the initial problems (high cost of the journey, inexperienced migrants), the physical dangers on the journey (rivers, storms, crossing mountains) and other problems (illness, lack of food and Indian attack).</i> Reserve top of level for depth of answer in context of the period.

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.' Do you agree? Explain your answer.</p> <p>You may use the following in your answer.</p> <ul style="list-style-type: none"> • Brigham Young's strengths as a leader • The role of the Mormon Church <p>You must also include information of your own.</p> <p>Target: knowledge recall and selection, significance in a historical context (AO1/AO2).</p> <p>Assessing QWC i-ii-iii: for the highest mark in a level all criteria for the level, including those for QWC, must be met.</p> <p>Spelling, punctuation and grammar (SPaG): up to 4 additional marks will be awarded for SPaG.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	<p>Simple or generalised comment is offered, supported by some knowledge.</p> <p>Candidate offers generalised comment with little supporting detail or offers details about a very limited aspect of the question.</p> <p><i>eg 'The Mormons had to move west'; or 'Brigham Young took over from Joseph Smith'; or 'No one else wanted to live at the great Salt Lake'.</i></p> <p>QWC i-ii-iii</p> <p>Writing communicates ideas using everyday language and showing some selection of material, but the response lacks clarity and organisation. The candidate spells, punctuates and uses the rules of grammar with limited accuracy.</p>
2	5–8	<p>Statements are developed with support from material which is mostly relevant and accurate.</p> <p>Candidate provides a narrative of some period of the Mormon attempts to make a permanent settlement.</p> <p><i>eg Describes the failure of earlier settlements, leading to the move to Salt Lake; or gives account of journey west; or describes the setting up of Salt Lake City.</i></p> <p>Maximum 7 marks for answers that do not describe an aspect in addition to those prompted by the stimulus material, for example the attitudes of the early Mormon settlers – determination and co-operation.</p> <p>QWC i-ii-iii</p> <p>Writing communicates ideas using a limited range of historical terminology and showing some skills of selection and organisation of material, but passages lack clarity and organisation. The candidate spells, punctuates and uses the rules of grammar with general accuracy.</p>
3	9–12	<p>The answer shows understanding of the focus of the question and is able to support points made with sufficient accurate and relevant detail.</p> <p>Candidate focuses answer on Brigham Young and explains aspects of his work.</p>

<p>QWC i-ii-iii</p>		<p><i>eg Explains his role as leader after the death of Joseph Smith and his preparation for the move to Salt Lake (advance parties, military discipline); or explains his importance in establishing a settlement at Salt Lake (organisation of land, resources, irrigation, first governor of Utah).</i></p> <p>Maximum 10 marks for answers that do not explore aspects beyond those prompted by the stimulus material, such as the contribution of the early settlers, or the importance of the Perpetual Emigration Fund.</p> <p>Writing communicates ideas using historical terms accurately and showing some direction and control in the organising of material. The candidate 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>The answer has sustained focus on the question. It offers an analysis supported by precisely-selected and accurate material.</p> <p>Candidate assesses the success of Brigham Young’s work in context or against other factors.</p> <p><i>eg Weighs the importance of Brigham Young’s role in establishing a permanent settlement against his failure to gain independence as a state or against the role of other factors such as faith and hard work.</i></p> <p>NB: No access to Level 4 for answers which do not explore aspects beyond those prompted by the stimulus material such as the importance of cooperation between settlers over construction of irrigation systems or the skills of the settlers gathered through the Perpetual Emigration Fund.</p> <p>Writing communicates ideas effectively, using a range of precisely-selected historical terms and organising information clearly and coherently. The candidate 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	Candidates 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	2–3	Candidates 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	4	Candidates 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.

Question Number		
6 (a)		Describe the importance of warfare to the Plains Indians. Target: knowledge recall and selection, key features and characteristics of periods studied (AO1/AO2).
Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	Simple or generalised comment is offered, supported by some knowledge. Candidate offers generalised comment with little supporting detail or offers details about a very limited aspect of the question. <i>eg 'It was a way of gaining respect – they were hunters'; or 'The men were called braves'.</i>
2	4–6	Statements are developed with support from material which is mostly relevant and accurate. Candidate describes warfare. <i>eg Describes how ambushes were used, counting coup, stealing horses, scalping, and position of Dog Soldiers in the tribe.</i> Reserve top of level for depth and range of supporting detail included.
3	7–9	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. Candidate shows an analytical approach in examining aspects of warfare to demonstrate its significance in Indian culture. <i>eg Describes the way ideas about bravery led to counting coup rather than death and that warfare was used to gain wealth (horses) and status within the tribe but also how this affected other aspects of Indian lifestyle, such as the training children received, the link to polygamy and the rationale for scalping.</i> Reserve top of level for depth of answer in the context of Plains Indians culture.

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>You may use the following in your answer.</p> <ul style="list-style-type: none"> • Transporting settlers to the West • Life on reservations <p>You must also include information of your own.</p> <p>Target: knowledge recall and selection, significance in a historical context (AO1/AO2). Assessing QWC i-ii-iii: 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 4 additional marks will be awarded for SPaG.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	<p>Simple or generalised comment is offered, supported by some knowledge.</p> <p>Candidate offers generalised comment with little supporting detail or offers details about a very limited aspect of the question.</p> <p><i>eg 'They took Indian land'; or 'Railways brought settlers to the Plains'.</i></p> <p>Writing communicates ideas using everyday language and showing some selection of material, but the response lacks clarity and organisation. The candidate spells, punctuates and uses the rules of grammar with limited accuracy.</p>
QWC i-ii-iii		
2	5–8	<p>Statements are developed with support from material which is mostly relevant and accurate.</p> <p>Candidate describes practical consequences of the building of the railroads or describes the conflict between railroad companies and the Plains Indians or describes other aspects which threatened the traditional way of life of the Plains Indians.</p> <p><i>eg Describes Indian opposition to building on the Plains and their attacks on construction; or describes destruction of the buffalo herds, the increase in numbers of white settlers and settlements, and the transport of soldiers on to the Plains.</i></p> <p>Maximum 7 marks for answers that do not describe an aspect in addition to those prompted by the stimulus material, for example the destruction of the buffalo herds.</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. Candidate spells, punctuates and uses the rules of grammar with general accuracy.</p>
QWC i-ii-iii		
3	9–12	<p>The answer shows understanding of the focus of the question and is able to support points made with sufficient accurate and relevant detail.</p> <p>Candidate explains the role of the railroad in bringing about the destruction of the traditional way of life on the Plains or challenges the hypothesis and offers alternative factors.</p>

<p>QWC i-ii-iii</p>		<p><i>eg Explains the impact of the railroad on the Indian way of life (destruction of the buffalo, encouraging settlement on the Plains); or explains that other factors destroyed the Indian traditional way of life (the government – its broken treaties, encouragement of settlers on the Plains and policy of forcing Indians onto reservations); or explains the role of the army and military attacks and the influx of settlers as a result of the belief in Manifest Destiny or the discovery of gold.</i></p> <p>Maximum 10 marks for answers that do not explore aspects beyond those prompted by the stimulus material, such as the role of the army or the effects of discoveries of gold.</p> <p>Writing communicates ideas using historical terms accurately and showing some direction and control in the organising of material. The candidate 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-i-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>Candidate assesses the impact of the railroads weighed against other factors bringing about the destruction of the traditional life of the Plains Indians.</p> <p><i>eg Evaluates the part played by railroads and other factors such as the government, the army, and the influx of settlers.</i></p> <p>NB: No access to Level 4 for answers which do not explore aspects beyond those prompted by the stimulus material, such as the roles of the government and the army or the impact of the discoveries of gold.</p> <p>Writing communicates ideas effectively, using a range of precisely-selected historical terms and organising information clearly and coherently. The candidate 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	Candidates 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	2–3	Candidates 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	4	Candidates 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

Pearson
Edexcel GCSE

Centre Number

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Candidate Number

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History B (Schools History Project)

Unit 2: Schools History Project Depth Study

Option 2C: Germany, 1918–45

Sample Assessment Material for 2013

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 54.
- 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.
- Check your answers if you have time at the end.

Turn over ►

S42905A

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PEARSON

Answer Question 1 AND Question 2.

Question 1

Study Source A.

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



(Source: © Stapleton Collection/CORBIS)

1 What can you learn from Source A about the appeal of the Nazi Party in the 1930s? **(4)**

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(Total for Question 1 = 4 marks)

2 The boxes below show two groups.

Choose **one** and explain the importance of that group’s work for the success of the Nazi Party.

(9)

The SA 1923–34
(Brown Shirts)

The SS 1934–45

Area with horizontal dotted lines for writing.

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 the Weimar Republic unpopular in the years 1919–23?

(12)

You may use the following in your answer.

- The terms of the Treaty of Versailles
- Hyperinflation

You must also include information of your own.

(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.

- A new currency
- Loans from the USA

You must also include information of your own.

(Total for Question 4 = 12 marks)

Answer EITHER Question 5 OR Question 6.

You must answer both parts of the question you choose.

Spelling, punctuation and grammar will be assessed in *(b).

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.

- The Reichstag fire
- The death of President Hindenburg

You must also include information of your own.

(Total for spelling, punctuation and grammar = 4 marks)

(Total for Question 5 = 29 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 1933–45? Explain your answer. (16)

You may use the following in your answer.

- The Nuremberg Laws
- The 'Final Solution'

You must also include information of your own.

(Total for spelling, punctuation and grammar = 4 marks)

(Total for Question 6 = 29 marks)

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5HB02/2C Mark Scheme

Question Number		
1		What can you learn from Source A about the appeal of the Nazi Party in the 1930s? Target: comprehension and source inference (AO3).
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	Simple statement. Candidate offers a piece of information or states an unsupported inference. <i>eg 'A lot of young people belonged'; or 'They had banners/uniforms'.</i> Award 1 mark for each relevant statement to a maximum of 2.
2	3–4	Developed statement. An inference is drawn and supported from the source. <i>eg Uses the organised appearance of the Hitler Youth at the rally to suggest the Nazi party appealed to youth because it made them appear powerful.</i>

Question Number		
2		<p>The boxes below show two groups.</p> <p>Choose one 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: knowledge recall and selection, significance and change in a historical context (AO1/AO2).</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	<p>Generalised statements with little specific content. Candidate offers generalised comments which could apply to either group, or offers limited detail about one group.</p> <p><i>eg 'The SA helped Hitler come to power'; or 'They were Hitler's private army'.</i></p>
2	4–6	<p>Descriptive answer which will state but not examine the importance of the group. Candidate offers a narrative on the given period or a description of the activities of the group.</p> <p><i>eg Describes how the SA was involved in the Munich Putsch, broke up meetings, bullied people and attacked Jews; or describes how the SS destroyed the SA, crushed opposition in Germany and in occupied areas, controlled police and ran the camps.</i></p>
3	7–9	<p>The focus is on the significance of the group. Candidate will examine the work done and explain its importance to the Nazi party.</p> <p><i>eg Explains how the SA were instrumental in Hitler's rise to power as they dealt with opponents and ensured election victories; or explains how the SS enabled Hitler to maintain total control (they arrested people without trial and so were widely feared, and were also responsible for concentration and extermination camps).</i></p>

Question Number		
3		<p>Why was the Weimar Republic unpopular in the years 1919–23?</p> <p>You may use the following in your answer.</p> <ul style="list-style-type: none"> • The terms of the Treaty of Versailles • Hyperinflation <p>You must also include information of your own.</p> <p>Target: knowledge recall and selection, cause and consequence in a historical context (AO1/AO2).</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	<p>Simple or generalised comment is offered, supported by some knowledge.</p> <p>Candidate offers generalised comment with little supporting detail or offers details about a very limited aspect of the question.</p> <p><i>eg 'They signed the Treaty of Versailles'; or 'There were uprisings'; or 'Money became worthless'.</i></p>
2	5–8	<p>Statements developed with support from material which is mostly relevant and accurate.</p> <p>Candidate gives narrative of events in these years. Unpopularity is asserted but not examined.</p> <p><i>eg Gives details of terms of the Treaty of Versailles; or gives account of the key events of 1923.</i></p> <p>Maximum 7 marks for answers that do not describe an aspect in addition to those prompted by the stimulus material, for example challenges from the Right.</p>
3	9–12	<p>The answer shows understanding of the focus of the question and is able to support the factors identified with sufficient accurate and relevant detail.</p> <p>Candidate shows how specific events or issues created unpopularity.</p> <p><i>eg Explains why the Weimar government were called 'November criminals' for signing the armistice, why various groups were upset by the Treaty of Versailles and why the economic crisis created unpopularity.</i></p> <p>Maximum 10 marks for answers that do not explore aspects in addition to those prompted by the stimulus material, such as challenges from left-wing sympathisers and challenges from the Right, including the attempted Putsch of 1923.</p>

Question Number		
4		<p>Why was the Weimar Republic able to survive in the years 1924–29?</p> <p>You may use the following in your answer.</p> <ul style="list-style-type: none"> • A new currency • Loans from the USA <p>You must also include information of your own.</p> <p>Target: knowledge recall and selection, cause and consequence in a historical context (AO1/AO2).</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	<p>Simple or generalised comment is offered, supported by some knowledge.</p> <p>Candidate offers generalised comment with little supporting detail or offers details about a very limited aspect of the question.</p> <p><i>eg 'A new currency was made'; or 'America lent it money'.</i></p>
2	5–8	<p>Statements developed with support from material which is mostly relevant and accurate.</p> <p>Candidate gives a narrative of events of the period or describes work of Stresemann.</p> <p><i>eg Describes the Dawes Plan; or describes Stresemann's introduction of the new currency.</i></p> <p>Maximum 7 marks for answers that do not explore an aspect in addition to those prompted by the stimulus material, for example reducing reparations.</p>
3	9–12	<p>The answer shows understanding of the focus of the question and is able to support the points made with sufficient accurate and relevant detail.</p> <p>Shows how selected aspects led to greater prosperity or stability.</p> <p><i>eg Explains Stresemann's economic achievements, showing how he stabilised the currency, reduced reparations and gained loans from the USA – may also explain Stresemann's success in restoring international status by joining the League of Nations.</i></p> <p>Maximum 10 marks for answers that do not explore aspects in addition to those prompted by the stimulus material, such as reducing reparations and restoring Germany's international status.</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: knowledge recall and selection, key features and characteristics of periods studied (AO1/AO2).
Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	Simple or generalised comment is offered, supported by some knowledge. Candidate offers generalised comment with little supporting detail or offers details about a very limited aspect of the question. <i>eg 'They used propaganda'; or 'They appealed to the unemployed'.</i>
2	4–6	Statements developed with support from material which is mostly relevant and accurate. Candidate narrates events from the given period or describes Nazi methods to win votes. <i>eg Describes the Wall Street Crash and how its results were felt in Germany; or describes the work of Goebbels and the Nazi use of threats and promises.</i> Reserve top of level for the depth and range of supporting details included.
3	7–9	The answer shows understanding of the focus of the question and is able to support the points made with sufficient accurate and relevant detail. Candidate examines methods used and links this to support from specific groups. <i>eg Describes how the Nazi display of discipline, its anti-communist and anti-trade union beliefs, and the blaming of the Jews, appealed to industrialists and middle class. Also, that the promise of jobs and soup kitchens appealed to the unemployed and that Hitler's charisma attracted women voters.</i> Reserve top of level for depth of answer in context of Germany in the years 1929–32.

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>You may use the following in your answer.</p> <ul style="list-style-type: none"> • The Reichstag fire • The death of President Hindenburg <p>You must also include information of your own.</p> <p>Target: knowledge recall and selection, causation in a historical context (AO1/AO2).</p> <p>Assessing QWC i-ii-iii: for the highest mark in a level all criteria for the level, including those for QWC, must be met.</p> <p>Spelling, punctuation and grammar (SPaG): up to 4 additional marks will be awarded for SPaG.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	<p>Simple or generalised comment is offered, supported by some knowledge.</p> <p>Candidate offers generalised comment with little supporting detail or offers details about a very limited aspect of the question.</p> <p><i>eg 'The Communist Party was banned'; or 'Hitler declared himself Führer'.</i></p> <p>QWC i-ii-iii</p> <p>Writing communicates ideas using everyday language and showing some selection of material, but the response lacks clarity and organisation. The candidate spells, punctuates and uses the rules of grammar with limited accuracy.</p>
2	5–8	<p>Statements developed with support from material which is mostly relevant and accurate.</p> <p>Candidate narrates events of 1933–34 or describes a key event.</p> <p><i>eg Summarises events from January 1933–August 1934; or describes the Reichstag fire.</i></p> <p>Maximum 7 marks for answers that do not describe an aspect in addition to those prompted by the stimulus material, for example the Night of the Long Knives.</p> <p>QWC i-ii-iii</p> <p>Writing communicates ideas using a limited range of historical terminology and showing some skills of selection and organisation of material, but passages lack clarity and organisation. The candidate spells, punctuates and uses the rules of grammar with general accuracy.</p>
3	9–12	<p>The answer shows understanding of the focus of the question and is able to support the points made with sufficient accurate and relevant detail.</p> <p>Candidate identifies some of the key factors/events which helped Hitler gain power and explains them.</p> <p><i>eg Explains the role of the SS; or explains the use that Hitler made of the Reichstag fire.</i></p>

<p>QWC i-ii-iii</p>		<p>Maximum 10 marks for answers that do not explore aspects beyond those prompted by the stimulus material, such as the role of the SS or the significance of the Night of the Long Knives.</p> <p>Writing communicates ideas using historical terms accurately and showing some direction and control in the organising of material. The candidate 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>The answer has sustained focus on the question. It offers an analysis supported by precisely-selected and accurate material.</p> <p>Candidate shows an understanding of the means by which Hitler’s power grew. Considers a wide range of factors/events which brought Hitler to complete power and evaluates their impact.</p> <p><i>eg Explains how the weakness of the opposition, the use of legal powers and the role of the SS allowed Hitler to increase his power; or explains how Hitler increased his power from Chancellor to Führer through a series of events, including the Reichstag fire, Enabling Act and the Night of the Long Knives.</i></p> <p>NB: No access to Level 4 for answers which do not explore aspects beyond those prompted by the stimulus material, such as the role of the SS, the significance of the Enabling Act or Night of the Long Knives.</p> <p>Writing communicates ideas effectively, using a range of precisely-selected historical terms and organising information clearly and coherently. The candidate 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	Candidates 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	2–3	Candidates 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	4	Candidates 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.

Question Number		
6 (a)		Describe the role played by women in the Nazi state in the years 1933–45. Target: knowledge recall and selection, key features and characteristics of periods studied (AO1/AO2).
Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	Simple or generalised comment is offered, supported by some knowledge. Candidate offers generalised comment with little supporting detail or offers details about a very limited aspect of the question. <i>eg 'They were expected to be mothers'; or 'They stayed at home'; or 'They were not supposed to wear make-up or perm their hair'.</i>
2	4–6	Statements developed with support from material which is mostly relevant and accurate. Describes the Nazi ideal of women's role as wives and mothers ('Kinder, Küche, Kirche') and may refer to exclusion from the workplace. <i>eg Describes rewards for motherhood, the use of education and youth groups for girls and the ways in which they were discouraged from working.</i> Reserve top of level for depth and range of supporting details included.
3	7–9	The answer shows understanding of the focus of the question and is able to support the points made with sufficient accurate and relevant detail. Candidate examines a range of aspects of women's life and recognises changes in their role during the period. <i>eg Describes the role played by women as wives and mothers but also shows that this changed due to the demands of war and that a 'duty year' of service for the state was introduced.</i> Reserve top of level for depth of answer in context of Nazi Germany.

Question Number		
6 (b)		<p>In what ways did the Nazi treatment of Jews change in the years 1933–45? Explain your answer.</p> <p>You may use the following in your answer.</p> <ul style="list-style-type: none"> • The Nuremberg Laws • The 'Final Solution' <p>You must also include information of your own.</p> <p>Target: knowledge recall and selection, change in a historical context (AO1/AO2). Assessing QWC i-ii-iii: 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 4 additional marks will be awarded for SPaG.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	<p>Simple or generalised comment is offered, supported by some knowledge. Candidate offers generalised comment with little supporting detail or offers details about a very limited aspect of the question.</p> <p><i>eg 'The Nuremberg Laws stopped gentiles marrying Jews'; or 'Jews were discriminated against'; or 'Jewish shops were attacked'.</i></p> <p>QWC i-ii-iii Writing communicates ideas using everyday language and showing some selection of material, but the response lacks clarity and organisation. The candidate spells, punctuates and uses the rules of grammar with limited accuracy.</p>
2	5–8	<p>Statements developed with support from material which is mostly relevant and accurate. Candidate narrates treatment of Jews in the given period or describes a key event.</p> <p><i>eg Describes propaganda used or discrimination in school; or describes the implementation of the 'Final Solution'.</i></p> <p>Maximum 7 marks for answers that do not describe an aspect in addition to those prompted by the stimulus material, such as propaganda in schools or the shop boycott or Kristallnacht.</p> <p>QWC i-ii-iii 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 candidate spells, punctuates and uses the rules of grammar with general accuracy.</p>
3	9–12	<p>The answer shows understanding of the focus of the question and is able to support the points made with sufficient accurate and relevant detail. Candidate identifies some of the types of discriminatory treatment inflicted on the Jews and explains a change that occurred.</p> <p><i>eg Shows the change from propaganda and discrimination being used against Jews to the physical attacks during Kristallnacht or</i></p>

		<p><i>the implementation of the 'Final Solution'.</i></p> <p>Maximum 10 marks for answers that do not explore aspects beyond those prompted by the stimulus material, such as propaganda, the shop boycott, restrictions on employment or Kristallnacht.</p> <p>Writing communicates ideas using historical terms accurately and showing some direction and control in the organising of material. The candidate uses some of the rules of grammar appropriately and spells and punctuates with considerable accuracy, although some spelling errors may still be found.</p>
QWC i-ii-iii		
4	13–16	<p>The answer has sustained focus on the question. It offers an analysis supported by precisely-selected and accurate material.</p> <p>Candidate analyses the nature or extent of changes in the treatment of the Jews.</p> <p><i>eg Shows the significance of legislative discrimination (Nuremberg Laws), economic discrimination (boycott of shops, restrictions on jobs) and social discrimination (in schools, public places etc); or examines the stages by which discrimination and persecution escalated from propaganda to the violence of Kristallnacht and the genocide of the 'Final Solution'.</i></p> <p>NB: No access to Level 4 for answers which do not explore aspects beyond those prompted by the stimulus material, such as the use of propaganda, or economic discrimination such as the shop boycott and restrictions on employment or the violence of Kristallnacht.</p> <p>Writing communicates ideas effectively, using a range of precisely-selected historical terms and organising information clearly and coherently. The candidate spells, punctuates and uses the rules of grammar with considerable accuracy, although some spelling errors may still be found.</p>
QWC i-ii-iii		
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	Candidates 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	2–3	Candidates 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	4	Candidates 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.

Specification	Unit	Exam series	Total mark	Mark allocation per Assessment Objective (AO)			SPaG marks	Totals
				A01	A02	A03		
GCSE History B (Schools History Project)	Unit 2: Schools History Project Depth Study	Specimen paper	54, including 4 marks for spelling, punctuation and grammar					
Question	Specification content reference	Question Type						
1	Option 2A: The transformation of British Society c1815-c1851 Option 2B: The American West c1845-c1890 Option 2C: Germany 1918-1945	Short answer (source based).		-	4	-	4	
2	[As above]	Extended answer.		4.5		-	9	
3 or 4	[As above]	Extended answer.		6	6	-	12	
5a or 6a*	[As above]	Extended answer.		6	3	-	9	
5b or 6b*	[As above]	Extended answer.		7	9	-	20	
			Total marks available	23.5	22.5	4	4	54
			Percentage weighting per AO of GCSE total	11.75	11.25	2	-	25%

* questions 5 and 6 are linked, so candidates answer EITHER 5a and 5b OR 6a and 6b.

Write your name here

Surname

Other names

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Edexcel GCSE

Centre Number

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Candidate Number

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History B (Schools History Project)

Unit 3: Schools History Project Source Enquiry

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

Sample Assessment Material for 2013

Time: 1 hour 15 minutes

Paper Reference

5HB03/3A

You must have:

Sources Booklet (enclosed)

Total Marks

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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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Answer ALL questions.

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

1 Study Source A.

What can you learn from Source A about how operations were carried out before the nineteenth century?

(6)

Dotted lines for writing the answer.

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

(Total for Question 1 = 6 marks)

3 Study Source C and use your own knowledge.

Why was the problem of infection so great in the 1860s?

Explain your answer, using Source C and your own knowledge.

(10)

A series of horizontal dotted lines for writing the answer.

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

(Total for Question 3 = 10 marks)

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

Spelling, punctuation and grammar will be assessed in this question.

Source F suggests that the main reason for opposition to Lister’s methods was that surgeons could not believe that germs caused infection.

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

(16)

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

(Total for spelling, punctuation and grammar = 3 marks)

(Total for Question 5 = 19 marks)

TOTAL FOR PAPER = 53 MARKS

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 for 2013

Sources Booklet

Paper Reference

5HB03/3A

Do not return this Sources Booklet with the question paper.

Turn over ►

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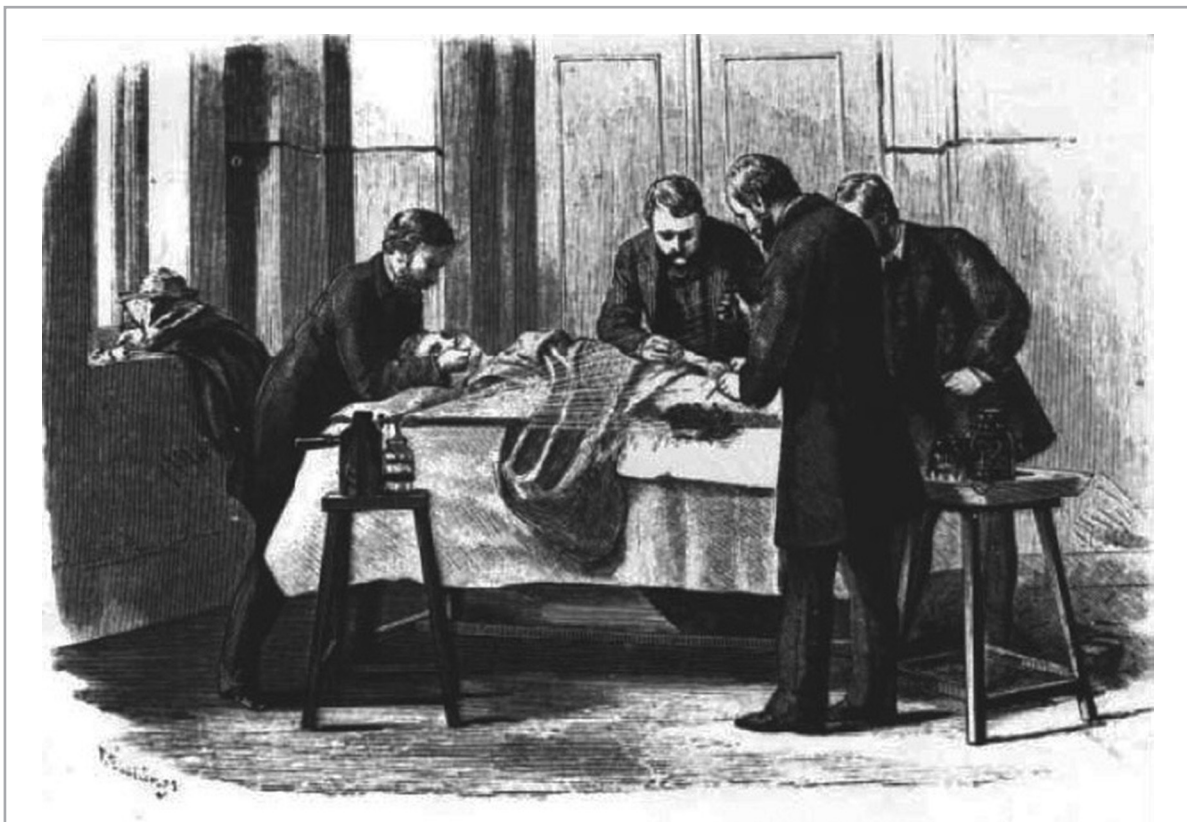
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Historical Enquiry: Opposition to Lister

Source A: An eighteenth century painting of an operation.



Source B: An illustration and caption showing an operation from *Antiseptic Surgery*, written by one of Lister's assistants and published in 1882. It is a representation of Lister's methods.



Note the distance of the spray from the wound and the position of the surgeon and the assistant. The surgeon should always have his hands in the spray and the assistant should hand the instrument to the surgeon through the spray.

Source C: From *Lord Lister, His Life and Work* by GT Wrench, published in 1913. Here he is writing about operations in the 1860s and 1870s.

In the early nineteenth century, only the most urgent operations were carried out. Then the removal of the dreadful pain which had made an operation such a gruesome thing, seemed to open a new era for surgery. However, in hospitals the new 'blessing' of anaesthetics also led to its own defeat. More operations were undertaken for smaller problems. As a result, infection and gangrene swept through the wards with increasing force.

Source D: From an article written by the editor of *The Lancet* in 1875. *The Lancet* is a medical journal.

Many of the most successful surgeons have given Mr Lister's plan a trial and then given it up. They have returned to using previous methods. The use of the antiseptic system is certainly not more successful than the use of ordinary methods. It is said to be less successful. The germ theory may be correct, but nine out of ten surgeons do not much care whether it is or not. Their concern is only to cure their patients and reduce deaths to the lowest possible number.

Source E: From an article in *The Times* newspaper, published in 1913. It was written shortly after Lister's death.

The opponents of Lister were not all stupid. In 1865 no one could have seen how successful Lister's work would be. Disagreement arose because only a few people believed in the germ theory and accepted the views of Lister and Pasteur. Lister's early methods did not always work. Statistics showed conflicting results. There was a need for more knowledge. Meanwhile, improvements were made without using carbolic acid. All these things led to resistance and arguments.

Source F: From *Joseph Lister* by W. Watson Cheyne, published in 1927. Cheyne had been one of Lister's assistants.

It was difficult to convince surgeons that tiny objects about 0.001 mm in size could be the cause of infection. The surgeons of that day were interested in keeping up with developments in anatomy and in working faster in operations. Tiny germs seemed to have no relevance to practical work.

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5HB03/3A Mark Scheme

Question Number		
1		What can you learn from Source A about how operations were carried out before the nineteenth century? Target: source comprehension and inference (AO3).
Level	Mark	Descriptor
	0	No rewardable material.
1	1	Comprehension. Answer selects relevant detail(s) from the source. <i>eg 'The patient was held down'; or 'They are wearing ordinary clothes'.</i>
2	2–3	Unsupported inference. Valid inference(s) are offered, but without support from the source. <i>eg 'Surgery would be seen as a last resort'; or 'Infection was a problem in surgery'.</i>
3	4–6	Supported inference. Valid inference(s) are made and supported from the source. <i>eg 'The fact that they are holding the patient down suggests that it must have been very painful' or 'The presence of spectators suggests that they were not worried about infection'.</i> One well-developed point may score a maximum of 5.

Question Number		
2		<p>What was the purpose of this representation? Explain your answer, using Source B and your own knowledge.</p> <p>Target: knowledge recall and selection, key features and characteristics of periods studied, analysis of representations of history (AO1/AO2/AO3).</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<p>Simple statement about the representation. EITHER Valid comment is offered about the representation but without support from the source.</p> <p><i>eg 'It was to show how to do antiseptic surgery.'</i></p> <p>OR Answer identifies detail(s) or information from the representation, but relevance to the intended purpose is not identified.</p> <p><i>eg 'The drawing shows the antiseptic spray.'</i></p>
2	3–5	<p>Supported statement, comprehending the representation. Valid comment about the purpose of the representation is offered and linked to details in the content of the source.</p> <p><i>eg Notes that all the antiseptic equipment to be used and the people doing the operation are included with instructions, and that this is showing how an operation is done.</i></p> <p>Award top of level to candidates who identify the purpose of the representation using detail from both content AND own knowledge of the historical context.</p>
3	6–8	<p>Explained purpose, analysing the representation. Analysis of the treatment or selection of the content of the representation is used to explain its purpose.</p> <p><i>eg Notes that the combination of the details in the drawing and in the instructions is very precise, for example the distances and the actions of the surgeon and assistant are set out. The purpose is to make sure that the antiseptic method is followed very carefully. Many surgeons at the time had difficulties with the method because they were too impatient and did not carry it out carefully enough.</i></p> <p>Maximum 6 marks for answers which do not make explicit use of own knowledge of the historical context.</p>

Question Number		
3		Why was the problem of infection so great in the 1860s? Explain your answer, using Source C and your own knowledge. Target: knowledge recall and selection, key features and causation in a historical context, source comprehension (AO1/AO2/AO3).
Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	Simple statements. EITHER Answer consists of simple statements from the source. OR Answer consists of simple statements based on additional knowledge without reference to the source. <i>eg 'They did too many operations.'</i>
2	4–7	Supported statements. Statements are supported by information from the source and/or additional knowledge. <i>eg Details the changes brought about by anaesthetics and describes the increase in the number and new types of operations when patients were not in pain. Links the increase in operations to increase in deaths from surgery when wounds became infected.</i> Maximum 5 marks for answers which do not use both source and additional knowledge.
3	8–10	Developed explanation. Answer uses the source and precise own knowledge. <i>eg Explains that the development of anaesthetics resulted in increased readiness of surgeons to undertake operations involving more complex surgery. Uses additional knowledge, for example of the types of operations or of the way infection was transmitted, to show that the rise in surgery, combined with the lack of understanding of the causes of wound infection led to the 'black period' of surgery.</i> NB: No access to Level 3 for answers that do not include additional knowledge.

Question Number		
4		<p>How reliable are Sources D and E as evidence of the success of Lister's antiseptic methods? Explain your answer, using Sources D and E and your own knowledge.</p> <p>Target: knowledge recall and selection, key features and characteristics of period studied, evaluation of sources for reliability (AO1/AO2/AO3).</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 time/nature/origins of the source.</p> <p><i>eg 'Source D is from the time and therefore reliable'; or 'Source D is by a surgeon therefore would be reliable'; or 'Source E gives details of statistics and therefore is very reliable'.</i></p> <p>Maximum 2 marks for use of one source only.</p>
2	4–7	<p>Judgement is based on the reliability of the sources' information or is based on an evaluation of the nature or authorship of sources. EITHER Answer focuses on details which can be corroborated or challenged.</p> <p><i>eg Notes the accuracy of the information in Sources D and E, that there were problems with using Lister's methods, and uses own knowledge to explain that these came from carelessness in the application of the carbolic spray.</i></p> <p>OR Answer focuses on how reliable/representative/authoritative the source is.</p> <p><i>eg Notes that Source D is from a surgeon at the time who will have known how other surgeons were feeling and is reliable evidence that they felt Lister's methods didn't work in 1875. Source E has the benefit of hindsight and can gather statistical evidence that Lister's methods were successful and also that they didn't always work at the beginning.</i></p> <p>Maximum 5 marks if Level 2 criteria are met for only one source.</p> <p>Maximum 6 marks if answer does not use own knowledge of the context.</p>
3	8–10	<p>Judgement combines both elements of Level 2 to assess the reliability of the sources for the specific enquiry. Answer considers the reliability of the information, taking into account an aspect of its nature (ie how reliable/representative/authoritative/comprehensive it is).</p> <p><i>eg Considers the evidence from Source D that Lister's antiseptic</i></p>

		<p><i>method was 'not more successful' than ordinary methods in 1875 and notes that this may be reliable to some extent since the author exemplifies some of the surgeons who distrusted the ideas and were too impatient to use them properly, but notes also that the surgeon is not in a position to judge the longer-term success and that the use of carbolic acid was based on the germ theory which was correct and that it did actually reduce infection.</i></p> <p>Maximum 8 marks if own knowledge of the historical context is not explicitly used, or if Level 3 criteria are met for one source only.</p>
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Question Number		
5		<p>Source F suggests that the main reason for opposition to Lister’s methods was that surgeons could not believe that germs caused infection. How far do you agree with this interpretation? Explain your answer, using your own knowledge, Sources D, E and F, and any other sources you find helpful.</p> <p>Target: knowledge recall and selection, analysis of causation and key features of historical periods, reaching a judgement on representations and interpretations of history (AO1/AO2/AO3). Assessing QWC i-ii-iii: 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 SPaG.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	<p>Generalised answer. EITHER Answer offers valid undeveloped comment to support or counter the interpretation, without direct support from sources or additional knowledge.</p> <p><i>eg ‘People thought Lister’s methods didn’t work.’</i></p> <p>OR Selects details from the sources which support or counter the interpretation, but without direct linkage to the question.</p> <p><i>eg ‘Source E says there was a need for more knowledge.’</i></p> <p>Writing communicates ideas using everyday language and shows some selection of material but the response lacks clarity and organisation. The candidate spells, punctuates and uses the rules of grammar with limited accuracy.</p>
2	5–8	<p>Supported answer, linking the interpretation to relevant detail. Answer offers a judgement which agrees with or counters the interpretation and links to relevant details from sources and/or additional knowledge.</p> <p><i>eg Selects details from Source D to support the interpretation, noting that surgeons did not care about the germ theory and returned to previous methods. Selects details from Sources E and F to explain that surgeons did not at first understand the idea of germs, including additional knowledge to explain that they joked about shutting the doors to keep ‘Mr Lister’s germs out’.</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 candidate spells, punctuates and uses some of the rules of grammar with general accuracy.</p>
QWC i-ii-iii		
QWC i-ii-iii		

<p>3</p> <p>QWC i-ii-iii</p>	<p>9–12</p>	<p>Developed evaluation, agreeing or disagreeing with the interpretation.</p> <p>Answer reasons from the evidence to consider the claim. At this level the answer will be unbalanced and only points of agreement or disagreement with the interpretation will be convincingly explored.</p> <p><i>eg Explains that the sources do suggest the main reason was doubts about the germ theory. Sources D, E and F all suggest that the problem was really connected to the germ theory. Source D says they did not care about it while E and F suggest they just did not believe it, and this was because it was difficult to understand that infection was caused by something so small which could not be seen. Adds from own knowledge that Lister was poor at explaining his work and the ideas behind it and that partly explained why they did not understand it. Also suggests that resistance to change contributed to their opposition: Source D implies they preferred the old methods and all three sources suggest surgeons were not prepared to accept new ideas linked to the germ theory.</i></p> <p>Maximum 10 marks for answers which do not include additional knowledge to support their argument.</p> <p>NB: No access to Level 3 for answers 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 candidate 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>13–16</p>	<p>Sustained argument and evaluation, reviewing alternative views before giving a balanced judgement on the interpretation.</p> <p>Answer considers the evidence which supports the interpretation that surgeons' doubts about the germ theory was the prime reason, and also considers evidence which suggests other reasons were more significant. The evaluation of the interpretation is supported by precisely-selected evidence from the sources and additional knowledge.</p> <p><i>eg Weighs the evidence of doubts about the germ theory as the prime cause. May use Source D to challenge the interpretation, arguing that it does not reject the germ theory and the surgeons concerned were prepared to try the antiseptic method and that the prime concern in D appears to be about practical issues, which is confirmed by Source E. Or may use Source D to confirm the view since it gives evidence of ready rejection. Uses sources and own knowledge to suggest that resistance to change was a more significant reason for opposition to Lister since it was the underlying reason for unwillingness to accept both the germ theory and the new antiseptic methods. Explores indicators of resistance to change (rejection of and resistance to the germ theory, resistance to the careful operation of the antiseptic methods, the continuing insistence on speed in</i></p>

QWC i-ii-iii		<p><i>operations) and weighs them against other reasons (for example practical problems of implementation, carbolic acid as a physical irritant, or the mistaken impression of its ineffectiveness due to infections caused by practitioners who placed a lower premium on cleanliness).</i></p> <p>Reserve 15–16 marks for answers which also take into account the strength of the evidence from the provided sources when coming to an overall conclusion.</p> <p>NB: No access to Level 4 for answers which do not include additional knowledge.</p> <p>Writing communicates ideas effectively, using a range of precisely-selected historical terms and organising information clearly and coherently. The candidate 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	Candidates 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	Candidates 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	Candidates 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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Surname

Other names

Pearson
Edexcel GCSE

Centre Number

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Candidate Number

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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 for 2013

Time: 1 hour 15 minutes

Paper Reference

5HB03/3B

You must have:

Sources Booklet (enclosed)

Total Marks

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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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Answer ALL questions.

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

1 Study Source A.

What can you learn from Source A about the tactics of the suffragettes?

(6)

Dotted lines for writing the answer.

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

(Total for Question 1 = 6 marks)

2 Study Source B and use your own knowledge.

What was the purpose of this representation?

Explain your answer, using Source B and your own knowledge.

(8)

Dotted lines for writing the answer.

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

(Total for Question 2 = 8 marks)

3 Study Source C and use your own knowledge.

Why did the WSPU use militant tactics which broke the law?

Explain your answer, using Source C and your own knowledge.

(10)

Dotted lines for writing answer

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

(Total for Question 3 = 10 marks)

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

Spelling, punctuation and grammar will be assessed in this question.

Source F suggests that the publicity created by the suffragettes led to increased support for votes for women.

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

(16)

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

(Total for spelling, punctuation and grammar = 3 marks)

(Total for Question 5 = 19 marks)

TOTAL FOR PAPER = 53 MARKS

Pearson 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 for 2013

Sources Booklet

Paper Reference

5HB03/3B

Do not return this Sources Booklet with the question paper.

Turn over ►

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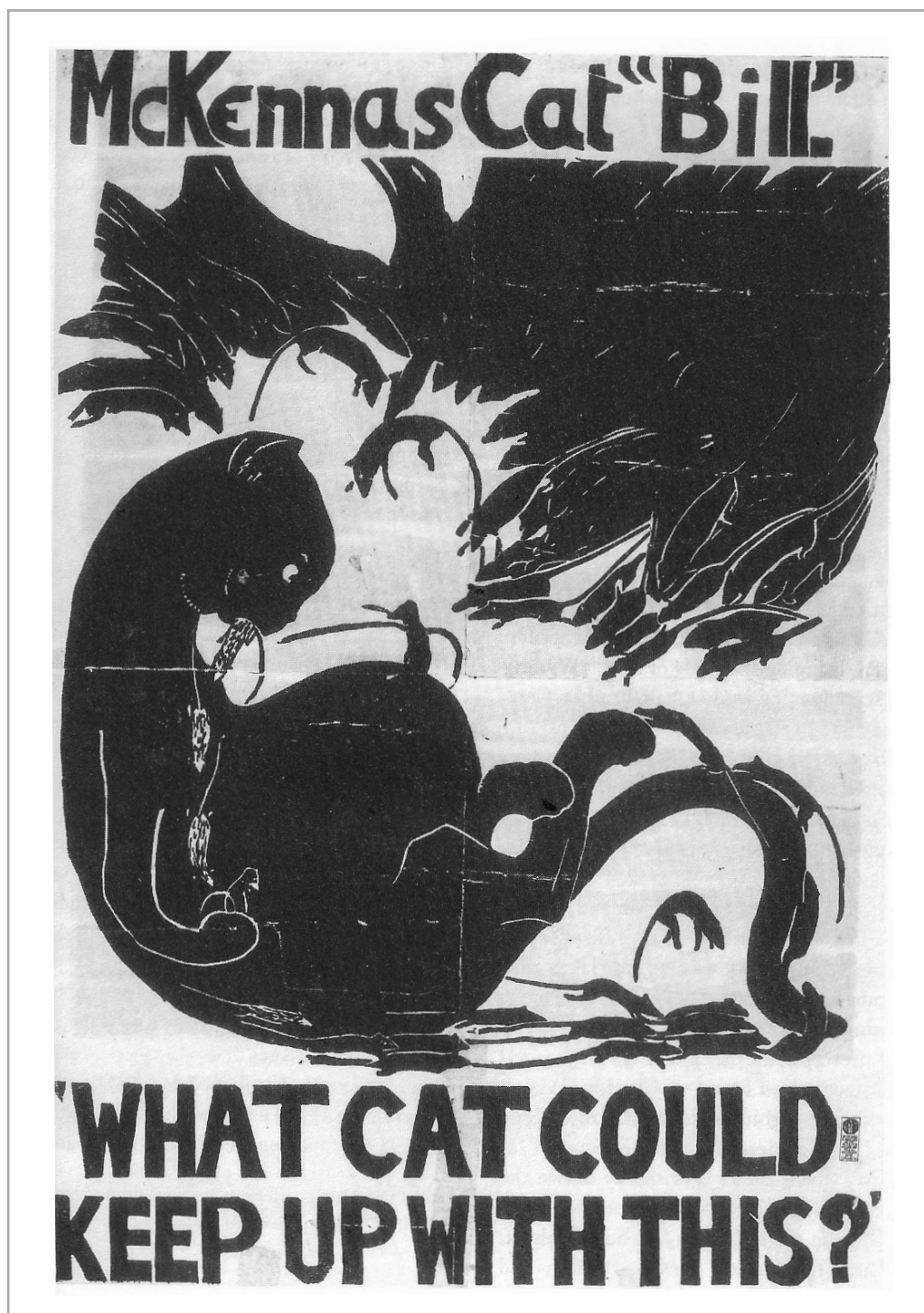
Historical Enquiry: Suffragette Tactics

Source A: 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 B: A cartoon published by the suffragettes in 1913. McKenna was the Home Secretary, the government minister responsible for law and order. The cartoon is a representation of the Temporary Release of Prisoners Act (the 'Cat and Mouse Act').



Source C: From a statement made by Emmeline Pankhurst during her trial in October 1908. 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 D: 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 E: Part of a speech made by Reginald McKenna in the House of Commons debate, 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: From *Votes for Women*, by Paula Bartley, published in 2007.

Although the government may have been annoyed by the WSPU, suffragettes received considerable support. Huge amounts of money were donated to the WSPU. The publicity generated by the WSPU increased interest in women's suffrage. It was impossible to ignore the suffrage movement.

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5HB03/3B Mark Scheme

Question Number		
1		What can you learn from Source A about the tactics of the suffragettes? Target: source comprehension and inference (AO3).
Level	Mark	Descriptor
	0	No rewardable material.
1	1	Comprehension. Answer selects relevant detail(s) from the source. <i>eg 'They used huge marches.'</i>
2	2-3	Unsupported inference. Valid inference(s) are offered, but without support from the source. <i>eg '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>eg 'This suggests that they felt they had to use illegal methods and go to prison to draw attention to their desire for the vote'; or 'The banner shows they were proud of breaking the law because it was part of the campaign for the vote'.</i> One well-developed point may score a maximum of 5.

Question Number		
2		<p>What was the purpose of this representation? Explain your answer, using Source B and your own knowledge.</p> <p>Target: knowledge recall and selection, key features and characteristics of periods studied, analysis of representations of history (AO1/AO2/AO3).</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<p>Simple statement about the representation. EITHER Valid comment is offered about the representation but without support from the source.</p> <p><i>eg 'It shows the suffragettes are too many for the government to cope with.'</i></p> <p>OR Answer identifies detail(s) or information from the representation, but relevance to the intended purpose is not identified.</p> <p><i>eg 'It shows the cat is outnumbered by the mice.'</i></p>
2	3–5	<p>Supported statement, comprehending the representation. Valid comment about the purpose of the representation is offered and linked to details in the content of the source.</p> <p><i>eg 'The cat cannot cope with the number of mice and this is saying the government will not cope with the number of suffragettes who will need arresting.'</i></p> <p>Award top of level to candidates who identify the purpose of the representation using detail from both content AND own knowledge of the historical context.</p>
3	6–8	<p>Explained purpose, analysing the representation. Analysis of the treatment or selection of the content of the representation is used to explain its purpose.</p> <p><i>eg Notes that the cat represents the government and it cannot cope with the number of mice (suffragettes), explains the significance of its production after the Cat and Mouse Act was passed and the reference to McKenna's 'Cat Bill' and shows that therefore the purpose is to encourage supporters by suggesting that the 'Cat and Mouse Act' will fail to deal with the suffragette problem.</i></p> <p>Maximum 6 marks for answers which do not make explicit use of own knowledge of the historical context.</p>

Question Number		
3		Why did the WSPU use militant tactics which broke the law? Explain your answer, using Source C and your own knowledge. Target: knowledge recall and selection, key features and characteristics of periods studied, source comprehension (AO1/AO2/AO3).
Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	Simple statements. EITHER Answer consists of simple statements from the source. OR Answer consists of simple statements based on additional knowledge without reference to the source. <i>eg 'They had tried every other way.'</i>
2	4–7	Supported statements. Statements are supported with relevant detail from the source and/or additional knowledge. <i>eg Details the methods of peaceful/lawful protest which had not worked to secure the vote, describing the campaign of the NUWSS.</i> Maximum 5 marks for answers that do not use both source and additional knowledge.
3	8–10	Developed explanation. Answer uses the source and precise own knowledge. <i>eg Explains the reasons behind the decision to be 'law breakers', including 'calling attention to why we break it'. Explains the emphasis on wanting to be part of influencing who got into parliament and consequently having a say in what laws were made. Uses additional knowledge, for example giving the views on militancy held by the Pankhursts and the planning of the demonstration to 'Rush the House of Commons' in 1908.</i> NB: No access to Level 3 for answers that do not include additional knowledge.

Question Number		
4		How reliable are Sources D and E as evidence of the public's reactions to the suffragette protests? Explain your answer, using Sources D and E and your own knowledge Target: knowledge recall and selection, key features and characteristics of period studied, evaluation of sources for reliability (AO1/AO2/AO3).
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>eg 'Source E is from the time and therefore reliable'; or 'Source E is from the Home Secretary so his account will be reliable'; or 'Source D is by a suffragette supporter and therefore unreliable'.</i> Maximum 2 marks for use of one source only.
2	4–7	Judgement is based on the reliability of the sources' information or is based on an evaluation of the nature or authorship of sources. EITHER Answer focuses on details which can be corroborated or challenged. <i>eg Notes the accuracy of the information in D about the size of protests, giving examples, or notes that Source F was accurate to say that public opinion was divided about the suffragettes. May give information about Millicent Fawcett's view to describe unease amongst even the women's movement about the militant tactics.</i> OR Answer focuses on how reliable/representative/authoritative/ the source is. <i>eg Notes that Source E is from the Home Secretary himself and is therefore a reliable source about government attitudes to the suffragettes and he would have had letters from the public, but may still be biased in what he says since he was the minister responsible for dealing with the protests. Also notes that Source D is from a supporter of the suffragettes who was actually involved in helping make banners for the marchers so part of the campaign by the suffragettes and may exaggerate the success of the marches.</i> Maximum 5 marks if Level 2 criteria are met for only one source. Maximum 6 marks if answer does not use own knowledge of the context.
3	8–10	Judgement combines both elements of Level 2 to assess the reliability of the sources for specific enquiry.

		<p>Answer considers the reliability of this information, taking into account an aspect of its nature (ie how reliable/representative/authoritative/comprehensive it is).</p> <p><i>eg Shows that Source E suggests the public wanted strong action taken against the suffragettes, but it is part of a speech from a member of the Liberal government which was opposed to giving the vote to women and, therefore, the Home Secretary may be trying to justify the use of force feeding to deal with hunger strikers. Also shows that there was unease among even the women's movement about the militant tactics, which supports the speech in some ways.</i></p> <p>Maximum 8 marks if own knowledge of the historical context is not explicitly used, or if Level 3 criteria are met for one source only.</p>
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Question Number		
5		<p>Source F suggests that the publicity created by the suffragettes led to increased support for votes for women. How far do you agree with this interpretation? Explain your answer, using your own knowledge, Sources A, E and F and any other sources you find helpful.</p> <p>Target: knowledge recall and selection, analysis of consequence and key features of historical periods, reaching a judgement on representations and interpretations of history (AO1/AO2/AO3).</p> <p>Assessing QWC i-ii-iii: for the highest mark in a level all criteria for the level, including those for QWC, must be met.</p> <p>Spelling, punctuation and grammar (SPaG): up to 3 additional marks will be awarded for SPaG.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	<p>Generalised answer.</p> <p>EITHER</p> <p>Answer offers valid undeveloped comment to support or counter the interpretation without direct support from sources or additional knowledge.</p> <p><i>eg 'People would become aware of the issue and might start to support them.'</i></p> <p>OR</p> <p>Selects details from the sources which support or counter the interpretation, but without direct linkage to the question.</p> <p><i>eg 'Source A gives an example of how they got publicity'; or 'Source E says lots of people were annoyed by the suffragettes'; or 'Source F says they got more money'.</i></p> <p>QWC i-ii-iii</p> <p>Writing communicates ideas using everyday language and shows some selection of material, but the response lacks clarity and organisation. The candidate spells, punctuates and uses the rules of grammar with limited accuracy.</p>
2	5–8	<p>Supported answer, linking the interpretation to relevant detail.</p> <p>Answer offers a judgement which agrees with or counters the interpretation and links to relevant details from sources and/or additional knowledge.</p> <p><i>eg Selects details from Source A which show that the suffragettes got good publicity – the banners give a positive image. Notes that this and the death of Emily Davison are examples of how the suffragettes got a lot of publicity. Selects from Source E details which suggest some of the public were critical of them.</i></p> <p>QWC i-ii-iii</p> <p>Writing communicates ideas using a limited range of historical terminology and showing some skills of selection</p>

		and organisation of material, but passages lack clarity and organisation. The candidate spells, punctuates and uses some of the rules of grammar with general accuracy.
3	9–12	<p>Developed evaluation, agreeing or disagreeing with the interpretation.</p> <p>Answer reasons from the evidence to consider the claim. At this level the answer will be unbalanced and only points of agreement or disagreement with the interpretation will be convincingly explored.</p> <p><i>eg Considers whether publicity really gained public support, explaining that newspaper reports of processions which stopped the traffic and militant tactics, such as arson and breaking windows, did gain publicity but also angered many who saw the suffragettes as irresponsible. Notes that 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.</i></p> <p>Maximum 10 marks for answers which do not include additional knowledge to support their argument.</p> <p>NB: No access to Level 3 for answers 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 candidate uses some of the rules of grammar appropriately and spells and punctuates with considerable accuracy, although some spelling errors may still be found.</p>
QWC i-ii-iii		
4	13–16	<p>Sustained argument and evaluation, reviewing alternative views before giving a balanced judgement on the interpretation.</p> <p>Answer considers the evidence which supports the interpretation that suffragette tactics and the resultant publicity gained them support and also considers evidence of negative effects. The evaluation of the interpretation is supported by precisely-selected evidence from the sources and additional knowledge.</p> <p><i>eg Weighs the negative publicity from disrupting traffic, arson, breaking windows etc against the importance of gaining attention as shown in Source A. Uses Source A together with Source F to show the publicity gave the suffragettes the opportunity to portray themselves as fighting for citizenship. Analyses Source A to show the use of banners and white clothing to get their message across. Uses additional knowledge to consider the portrayal of suffragettes as innocent victims in force-feeding or the portrayal of Emily Davison as a martyr. May take into account either that the government was unable to put a stop to protest, or that the protests were not gaining sufficient support to get the government to pass legislation to extend the franchise to women.</i></p>

QWC i-ii-iii		Reserve 15–16 marks for answers which also take into account the strength of the evidence from the provided sources when coming to an overall conclusion. NB: No access to Level 4 for answers which do not include additional knowledge. Writing communicates ideas effectively, using a range of precisely-selected historical terms and organising information clearly and coherently. The candidate spells, punctuates and uses the rules of grammar with considerable accuracy, 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	Candidates 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	Candidates 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	Candidates 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

Pearson
Edexcel GCSE

Centre Number

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Candidate Number

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History B (Schools History Project)

Unit 3: Schools History Project Source Enquiry

Option 3C: The impact of war on Britain c1903–c1954

Sample Assessment Material for 2013

Time: 1 hour 15 minutes

Paper Reference

5HB03/3C

You must have:

Sources Booklet (enclosed)

Total Marks

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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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Answer ALL questions.

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

1 Study Source A.

What can you learn from Source A about the extent of the damage done during the Blitz?

(6)

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

(Total for Question 1 = 6 marks)

3 Study Source C and use your own knowledge.

What part did Winston Churchill play in keeping up the morale of people in Britain in 1940?

Explain your answer, using Source C and your own knowledge.

(10)

[Area containing horizontal dotted lines for writing an answer.]

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

(Total for Question 3 = 10 marks)

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

Spelling, punctuation and grammar will be assessed in this question.

Source F suggests that morale in Britain was high during the Blitz of 1940–41.

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

(16)

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

(Total for spelling, punctuation and grammar = 3 marks)

(Total for Question 5 = 19 marks)

TOTAL FOR PAPER = 53 MARKS

Pearson Edexcel GCSE

History B (Schools History Project)

Unit 3: Schools History Project Source Enquiry

Option 3C: The impact of war on Britain c1903–c1954

Sample Assessment Material for 2013

Sources Booklet

Paper Reference

5HB03/3C

Do not return this Sources Booklet with the question paper.

Turn over ►

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Historical Enquiry: A Blitz Spirit?

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



Source B: From the front page of the *Daily Mail* newspaper, 31 December 1940. It is a representation of the Blitz.

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



Source C: 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 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: An 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 F: 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 and morale remained high.

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

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5HB03/3C Mark Scheme

Question Number		
1		What can you learn from Source A about the extent of the damage done during the Blitz? Target: source comprehension and inference (AO3).
Level	Mark	Descriptor
	0	No rewardable material.
1	1	Comprehension. Answer selects relevant detail(s) from the source. <i>eg 'Windows were smashed'; or 'The road was full of debris'.</i>
2	2-3	Unsupported inference. Valid inference(s) are offered, but without support from the source. <i>eg 'The damage was extensive'; or 'Business and transport would be badly affected'.</i>
3	4-6	Supported inference. Valid inference(s) are made and supported from the source. <i>eg 'The damage was extensive and would have affected most of the buildings in the area where the bombs fell'; or 'Business and transport would be badly affected by both the destruction of the buildings and the disruption caused by the debris'; or '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		<p>What was the purpose of this representation? Explain your answer, using Source B and your own knowledge.</p> <p>Target: knowledge recall and selection, key features and characteristics of periods studied, analysis of representations of history (AO1/AO2/AO3).</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<p>Simple statement about the representation. EITHER Valid comment is offered about the representation but without support from the source.</p> <p><i>eg 'It was an attempt to keep up morale.'</i></p> <p>OR Answer identifies detail(s) or information from the representation, but relevance to the intended purpose is not identified.</p> <p><i>eg 'It shows that St Paul's wasn't destroyed by the bombs.'</i></p>
2	3–5	<p>Supported statement, comprehending the representation. Valid comment about the purpose of the representation is offered and linked to details in the content of photograph or caption.</p> <p><i>eg 'The newspaper tried to keep up morale by showing that St Paul's had survived the bombs...'</i></p> <p>Award top of level to candidates who identify the purpose of the representation using detail from both content AND own knowledge of the historical context.</p>
3	6–8	<p>Explained purpose, analysing the representation. Analysis of the treatment or selection of the content of the representation is used to explain its purpose.</p> <p><i>eg Notes that, in spite of the extensive damage suffered by London during the bombing, the picture shows St Paul's was not destroyed and appears unharmed despite surrounding damage, and this is emphasised by placing the picture on the front page while the caption stresses the positive aspect – the purpose was to keep up morale by creating an overall impression of hope or invincibility. May note the absence of pictures of casualties and refer to the Ministry of Information's policy on what was publishable by newspapers.</i></p> <p>Maximum 6 marks for answers which do not make explicit use of own knowledge of the historical context.</p>

Question Number		
	3	<p>What part did Winston Churchill play in keeping up the morale of people in Britain in 1940? Explain your answer, using Source C and your own knowledge.</p> <p>Target: knowledge recall and selection, key features and significance in a historical context, source comprehension (AO1/AO2/AO3).</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	<p>Simple statements. EITHER Answer consists of simple statements from the source.</p> <p>OR Answer consists of simple statements based on additional knowledge without reference to the source.</p> <p><i>eg 'He gave people hope.'</i></p>
2	4–7	<p>Supported statements. Statements are supported with relevant detail from the source and/or additional knowledge.</p> <p><i>eg Details the role of Churchill's wartime speeches after Dunkirk/Battle of Britain; or uses details from the source which are positive such as 'they will rise from the ruins' or 'number of buildings that are left standing'.</i></p> <p>Maximum 5 marks for answers that do not use both source and additional knowledge</p>
3	8–10	<p>Developed explanation. Answer uses the source and precise own knowledge.</p> <p><i>eg Shows that Source B is a speech which has a positive slant in order to boost morale, trying to reduce the impact of the bombing which has already taken place and brace citizens to withstand what is to come with the reference to 'more to suffer' and 'rise from the ruins'. Exemplifies from additional knowledge the effects of other speeches by Winston Churchill, such as after Dunkirk and the Battle of Britain.</i></p> <p>NB: No access to Level 3 for answers that do not include additional knowledge.</p>

Question Number		
4		<p>How reliable are Sources D and E as evidence of the reactions of people to the Blitz? Explain your answer, using Sources D and E and your own knowledge.</p> <p>Target: knowledge recall and selection, key features and characteristics of period studied, evaluation of sources for reliability (AO1/AO2/AO3).</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>eg 'Source D has lots of detail or is from someone who was there and is therefore reliable'; or 'Source E is linked to the government 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 reliability of the sources' information or is based on an evaluation of the nature or authorship of sources. EITHER Answer focuses on details which can be corroborated or challenged.</p> <p><i>eg Notes that while Source D indicates no panic, this was not always the case and cites the Bethnal Green tube disaster from later in the war as an example.</i></p> <p>OR Answer focuses on how reliable/representative/authoritative the source is.</p> <p><i>eg Notes that a child's opinion in Source D would be less reliable because a six-year-old would be less aware of danger if kept cheerful by parents. Also notes that Source E is from a secret report from the Ministry of Information so this should be reliable because the government would want accurate information – this would have been based on information from a number of sites, since it talks generally about large parts of London.</i></p> <p>Maximum 5 marks if Level 2 criteria are met for only one source.</p> <p>Maximum 6 marks if answer does not use own knowledge of the context.</p>
3	8–10	<p>Judgement combines both elements of Level 2 to assess the reliability of the sources for the specific enquiry. Answer considers the reliability of this information, taking into account an aspect of its nature (ie how reliable/representative/authoritative/comprehensive it is).</p> <p><i>eg Notes that the child in Source D is more aware of 'noisy games with friends' than adult reactions in general and as one example, this may be an untypical case, and while Source D</i></p>

		<p><i>does not suggest any bad humour, there were examples of bad feeling as well as good with fights over places to sleep and criticism early in the war of government preparations for air-raid shelters. May note that D indicates no panic but this may not always have been the case since even later in the war there was a disaster at Bethnal Green tube; notes that Source E suggests that public fear was very high and almost hysterical – as it is a secret report it suggests that it was accurate information and important enough for the government to be concerned.</i></p> <p>Maximum 8 marks if own knowledge of the historical context is not explicitly used or if Level 3 criteria are met for one source only.</p>
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Question Number		
5		<p>Source F suggests that morale in Britain was high during the Blitz of 1940–41. How far do you agree with this interpretation? Explain your answer, using your own knowledge, Sources A, E and F, and any other sources you find helpful.</p> <p>Target: knowledge recall and selection, analysis of consequence and key features of historical periods, reaching a judgement on representations and interpretations of history (AO1/AO2/AO3).</p> <p>Assessing QWC i-ii-iii: for the highest mark in a level all criteria for the level, including those for QWC, must be met.</p> <p>Spelling, punctuation and grammar (SPaG): up to 3 additional marks will be awarded for SPaG.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	<p>Generalised answer.</p> <p>EITHER</p> <p>Answer offers valid undeveloped comment to support or counter the interpretation, without direct support from sources or additional knowledge.</p> <p><i>eg 'People's morale remained high despite the damage.'</i></p> <p>OR</p> <p>Selects details from the sources which support or counter the interpretation, but without direct linkage to the question.</p> <p><i>eg 'Source A shows the extent of the damage'; or 'Source E says they fled from London'; or 'Source F shows that people continued to go to work'.</i></p> <p>QWC i-ii-iii</p> <p>Writing communicates ideas using everyday language and showing some selection of material but the response lacks clarity and organisation. The candidate spells, punctuates and uses the rules of grammar with limited accuracy.</p>
2	5–8	<p>Supported answer, linking the interpretation to relevant detail.</p> <p>Answer offers a judgement which agrees with or counters the interpretation and links to relevant details from sources and/or additional knowledge.</p> <p><i>eg Answer selects details from Sources A and F which support the interpretation that morale was good, noting that they show people carried on working and keeping their morale high; or states that Sources E and F show the fear and anger of the people, which suggests that morale was badly affected.</i></p> <p>(Note: question focus is on morale during the Blitz, so comments about, for example, rationing should not be credited unless linked to morale.)</p> <p>QWC i-ii-iii</p> <p>Writing communicates ideas using a limited range of historical terminology and showing some skills of selection and</p>

		organisation of material, but passages lack clarity and organisation. The candidate spells, punctuates and uses some of the rules of grammar with general accuracy.
3	9–12	<p>Developed evaluation, agreeing or disagreeing with the interpretation.</p> <p>Answer reasons from the evidence to consider the claim. The answer will be unbalanced and only points of agreement or disagreement with the interpretation will be convincingly explored.</p> <p><i>eg Notes that Source A shows there was a lot of damage, which disrupted routines and made people afraid, and that Source E shows the precautions people took such as going into tube stations at night and using Anderson or Morrison shelters – but the fact that Source F shows people coming back to work the next day and that people kept going to the theatre suggests that there was a ‘Blitz spirit’ and morale remained high. Uses own knowledge of other affected areas, Coventry for example, to confirm a defiant reaction to attacks. Or notes that the fact that censorship was felt to be necessary and that Source E shows the government was concerned about morale, suggesting that morale was quite badly affected, even though newspapers and propaganda suggested it was good.</i></p> <p>Maximum 10 marks for answers which do not include additional knowledge to support their argument.</p> <p>NB: No access to Level 3 for answers 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 candidate spells, punctuates and uses some of the rules of grammar with general accuracy.</p>
QWC i-ii-iii		
4	13–16	<p>Sustained argument and evaluation, reviewing alternative views before giving a balanced judgement on the interpretation.</p> <p>Answer considers the evidence which suggests that morale remained high and also considers evidence which suggests it was badly affected. The evaluation of the interpretation is supported by precisely-selected evidence from the sources and additional knowledge.</p> <p><i>eg Weighs the evidence of fear and panic in Sources E and F/the government concern/need for censorship against the evidence in Sources A and F that people continued with normal work/tried to establish daily routines, and uses knowledge of areas outside London to confirm that the spirit of defiance and determination to carry on was widespread. May use the evidence of propaganda promoting positive messages either to counter the interpretation or to argue that it played its part in ensuring that morale did remain high.</i></p> <p>Reserve 15–16 marks for answers that take into account the strength of the sources when coming to an overall conclusion, or that recognise the difficulty of establishing a ‘true’ account</p>

QWC i-ii-iii		at a time of propaganda and censorship. NB: No access to Level 4 for answers which do not include additional knowledge. Writing communicates ideas effectively, using a range of precisely-selected historical terms and organising information clearly and coherently. The candidate spells, punctuates and uses the rules of grammar with considerable accuracy, 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	Candidates 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	Candidates 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	Candidates 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.

Specification	Unit	Exam series	Total mark	Mark allocation per Assessment Objective (AO)			SPaG marks	Totals
				A01	A02	A03		
GCSE History B (Schools History Project)	Unit 3: Schools History Project Source Enquiry	Specimen paper	53, including 3 marks for spelling, punctuation and grammar					
Question	Specification content reference	Question Type						
1	Option 3A: The transformation of surgery c1845-c1918 Option 3B: Protest, law and order in the twentieth century Option 3C: The impact of war on Britain c1903-c1954	Extended answer (source based).		-	6	-	6	
2	[As above]	Extended answer (source based).		1	6	-	8	
3	[As above]	Extended answer (source based).		2.5	2.5	5	10	
4	[As above]	Extended answer (source based).		1	1	8	10	
5	[As above]	Extended answer (source based).		3	5	8	19	
Total marks available				7.5	9.5	33	53	
Percentage weighting per AO of GCSE total				3.75	4.75	16.5	-	25%

Pearson Edexcel GCSE

History A (The Making of the Modern World)

History B (Schools History Project)

Unit 4: Representations of History

CA5: Vietnam, c1950–75

Sample Controlled Assessment Material for 2013

Paper Reference(s)

5HA04/01

5HB04/01

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Instructions for teachers

The teacher supervising this controlled assessment is responsible for managing the security and administering the tasks and materials in accordance with the levels of control detailed in the qualification specification.

Part A – Historical explanation

Students must answer **ONE** question.

In this controlled assessment, the Part A questions relate to the first bullet point of the taught content in the qualification specification. The chosen question must not be given to students until after all of the specified content has been delivered and no more than two weeks before they are due to write up this part of the controlled assessment.

Part B – Carry out a historical enquiry

Students must carry out a historical enquiry to answer **ONE** question.

In this controlled assessment, the Part B questions relate to the second bullet point of the taught content in the qualification specification. The chosen question must not be given to students until after all of the specified content has been delivered.

Part C – Analyse and evaluate representations of history

Students must analyse and evaluate three representations. Representations 1 and 2 are provided by Edexcel. Teachers must select Representation 3.

Representation 3 must be chosen from Edexcel's *Controlled Assessment Representation Bank*, which can be found on the Edexcel website.

The Part C question relates to the issue defined in the third bullet point of the taught content in the qualification specification. This question and three representations must not be given to students until after all of the specified content has been delivered and no more than two weeks before they are due to write up this part of the controlled assessment.

The representations must not be taken out of the classroom.

Vietnam, c1950–75

Part A: Historical explanation

One of the following questions must be chosen:

- (i) Explain why US involvement in Vietnam increased in the years 1954–65.

OR

- (ii) Explain the effects of President Nixon's policies on US involvement in Vietnam between 1969 and 1975.

(Total for Part A = 10 marks)

Part B: Carry out a historical enquiry

Military tactics in the Vietnam War

One of the following questions must be the focus of your enquiry:

- (i) How effective were the military tactics of the US army?

OR

- (ii) How effective were the military tactics of the North Vietnamese forces?

(Total for Part B = 20 marks)

Part C: Analyse and evaluate representations of history

Study Representations 1 and 2 on the following pages and Representation 3, which your teacher will give you.

- Analyse the representations and choose the one which you think is the best representation of the way in which people in the USA reacted to the Vietnam War.

Explain your choice, using all three representations and your own knowledge.

(Total for Part C = 20 marks)

Representations for use in Part C

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 by Vivienne Saunders, published in 2007.

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.

Representation 3

Representation 3 must be chosen from Edexcel's *Controlled Assessment Representation Bank*, which can be found on the Edexcel website.

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Pearson Edexcel GCSE

History A (The Making of the Modern World)

History B (Schools History Project)

Unit 4: Representations of History

CA10: The impact of war on Britain, c1914–45

CA10L: The impact of war on a locality in Britain, c1914–45

Sample Controlled Assessment Material for 2013

Paper Reference(s)

5HA04/01

5HB04/01

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Instructions for teachers

The teacher supervising this controlled assessment is responsible for managing the security and administering the tasks and materials in accordance with the levels of control detailed in the qualification specification.

Students must cover both parts across Parts A and B. This means that if they answer Part A (i), then they must also answer Part B (ii); and if they answer Part A (ii), then they must also answer Part B (i).

Part A – Historical explanation

Students must answer **ONE** question.

In this controlled assessment, the Part A questions relate to the first bullet point of the taught content in the qualification specification. The chosen question must not be given to students until after all of the specified content has been delivered and no more than two weeks before they are due to write up this part of the controlled assessment.

Part B - Carry out a historical enquiry

Students must carry out a historical enquiry to answer **ONE** question.

In this controlled assessment, the Part B questions relate to the second bullet point of the taught content in the qualification specification. The chosen question must not be given to students until after all of the specified content has been delivered.

Part C – Analyse and evaluate representations of history

Students must analyse and evaluate three representations. Representations 1 and 2 are provided by Edexcel. Teachers must select Representation 3.

For **CA10**, Representation 3 must be chosen from Edexcel's *Controlled Assessment Representation Bank*, which can be found on the Edexcel website.

For **CA10L**, Representation 3 may be chosen from the *Controlled Assessment Representation Bank*. If centres decide instead to find their own representation, they must contact Edexcel's Ask the Expert service to seek approval that it is suitable.

The Part C question relates to the issue defined in the third bullet point of the taught content in the qualification specification. This question and three representations must not be given to students until after all of the specified content has been delivered and no more than two weeks before they are due to write up this part of the controlled assessment.

The representations must not be taken out of the classroom.

The impact of war on Britain, c1914–45
The impact of war on a locality in Britain, c1914–45

Part A: Historical explanation

One of the following questions must be chosen:

- (i) In what ways did the introduction of the Defence of the Realm Act (DORA) in 1914 lead to changes in civilian life during the First World War (either in Britain or in a locality in Britain)?

OR

- (ii) In what ways did the Government organise Britain or a locality in Britain to cope with war in the years 1939–45?

If you answer question (i) in this part of the task, then you must answer question (ii) for Part B: Carry out a historical enquiry.

If you answer question (ii) in this part of the task, then you must answer question (i) for Part B: Carry out a historical enquiry.

(Total for Part A = 10 marks)

Part B: Carry out a historical enquiry

The impact of war on working lives

One of the following questions must be the focus of your enquiry:

- (i) How far did working opportunities for men and women change in the years c1914–1919 (either in Britain or in a locality in Britain)?

OR

- (ii) How far did working opportunities for men and women change in the years c1939–1945 (either in Britain or in a locality in Britain)?

If you answer question (i) in this part of the task, then you must answer question (ii) for Part A: Historical explanation.

If you answer question (ii) in this part of the task, then you must answer question (i) for Part A: Historical explanation.

(Total for Part B = 20 marks)

Part C: Analyse and evaluate representations of history

Study Representations 1 and 2 on the following pages and Representation 3, which your teacher will give you.

- Analyse the representations and choose the one which you think is the best representation of how civilians in Britain reacted to the experience of the Second World War.

Explain your choice, using all three representations and your own knowledge.

(Total for Part C = 20 marks)

Representations for use in Part C

Representation 1

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

50 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 by Arthur Marwick, published in 1984.

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.'

Representation 3

For **CA10**, Representation 3 must be chosen from Edexcel's *Controlled Assessment Representation Bank*, which can be found on the Edexcel website.

For **CA10L**, Representation 3 may be chosen from the *Controlled Assessment Representation Bank*. If centres decide instead to find their own representation, they must contact Edexcel's Ask the Expert service to seek approval that it is suitable.


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Specification	Unit	Exam series	Total mark	Mark allocation per Assessment Objective (AO)			SPaG marks	Totals
				AO1	AO2	AO3		
GCSE History B (Schools History Project)	Unit 4: Representations of History	Specimen assessments	50					
Part	Specification content reference	Question Type						
A	Controlled Assessment Options 1-15.	Extended answer.		4	6	-	10	
B	[As above]	Extended answer.		7	9	4	20	
C	[As above]	Extended answer (source based).		5	2	13	20	
			Total marks available	16	17	17	50	
			Percentage weighting per AO of GCSE total	8%	8.5%	8.5%	25%	

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