

# Mark Scheme (Results)

## Summer 2010

GCSE

GCSE History (5HB03 3B)

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## General Marking Guidance

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

### Placing a mark within a level mark band

- The instructions below tell you how to reward responses within a level. Follow these unless there is an instruction given within a level. However, where a level has specific guidance about how to place an answer within a level, always follow that guidance.
- **2 mark bands**  
Start with the presumption that the mark will be the higher of the two.  
An answer which is poorly supported gets the lower mark.
- **3 mark bands**  
Start with a presumption that the mark will be the middle of the three.  
An answer which is poorly supported gets the lower mark.  
An answer which is well supported gets the higher mark.
- Mark schemes will indicate within the table where, and which strands of QWC, are being assessed. The strands are as follows:

*i) ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear*

*ii) select and use a form and style of writing appropriate to purpose and to complex subject matter*

*iii) organise information clearly and coherently, using specialist vocabulary when appropriate.*

## Unit 3: Schools History Project Source Enquiry

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

Question Number		
1		What can you learn from Source A about the General Strike? Target: Source comprehension: inference (AO3a)
Level	Mark	Descriptor
	0	No rewardable material
1	1	<b>Comprehension</b> Response selects relevant detail(s) from source <i>e.g. The TUC never used all its strength</i>
2	2-3	<b>Unsupported inference.</b> Valid inference(s) are offered, but without support from source. <i>e.g. the TUC wanted the strike to be peaceful; the dispute could have led to revolution.</i>
3	4-6	<b>Supported inference.</b> Valid inference(s) are made and supported from the source <i>e.g. the TUC's concern not to use all its strength shows it wanted to avoid extremism; the TUC wanted a peaceful protest, shown by instructions to avoid threatening behaviour; the strikers were not completely united as there were some extremists with different aims from the leaders; the strike would have had an effect on most people's lives because workers all over the country were involved.</i>  One well developed inference may score a maximum of 5.

Question Number		
2		How does the artist get his message across in the cartoon? Explain your answer using Source B.  Analysis of source for portrayal (AO3a)
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	<p><b>Simple statement without support</b></p> <p>Valid comment is offered about the message in the cartoon but without support from the source.</p> <p><i>e.g. AJ Cook is threatening Parliament.</i></p> <p>OR</p> <p>Answer identifies detail(s) or information from source, but relevance to show message is not explained.</p> <p><i>e.g. AJ Cook is using Direct Action; Big Ben looks sad; Cook is squashing parliament.</i></p>
2	3-5	<p><b>Supported statement</b></p> <p>Valid comment about message is offered and linked to content or nature of the source.</p> <p><i>e.g. Cook, the Miners' leader is squashing parliament which shows the power of the unions; Cook is bigger than parliament which shows how powerful he is.</i></p>
3	6-8	<p><b>Explained message</b></p> <p>Analysis of the treatment or selection of the source content is used to explain message.</p> <p><i>e.g. the caption, relative size of Cook and parliament and the cracks in parliament together suggest an overall message that he wants to destroy the power of Parliament; a critical message about Cook is created by showing him as arrogant, 'common' and a 'spiv' who doesn't care about democracy; the power of the miners' union is shown to be greater than parliament which looks unhappy and is cracking under pressure from Cook &amp; Direct Action.</i></p>

Question Number		
3		How far do sources C,D and E support the view that the General Strike was peaceful? Explain your answer, using the sources.  Target: Cross referencing for support (A03a)
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	<p><b>Generalised answer</b></p> <p>Offers valid undeveloped comment, without support from sources</p> <p><i>e.g. the TUC wanted to avoid violence; there were some violent clashes.</i></p> <p>OR</p> <p>Selects details from the sources, but without linkage to the question focus.</p> <p><i>e.g. Source C says police baton charges were made; D says the strikers behaved in an orderly manner.</i></p>
2	3-6	<p><b>Supported answer</b></p> <p>Identifies elements of support and/or challenge based on matching detail(s) of source content.</p> <p><i>e.g. Source C shows violence did occur; D says conflict was avoided; E mentions use of truncheons.</i></p> <p>OR</p> <p>Concept of support/challenge is approached as a reliability issue and comments are offered based on the nature of the source(s).</p> <p><i>e.g. C is from a historian with the benefit of research; D is from a TUC paper and therefore likely to show the unions in a good light; the newspaper in E sounds like it is against the unions.</i></p> <p>Reserve top level for answers which make use of all three sources.</p>

3	7-10	<p><b>Balanced Judgement</b></p> <p>The overall hypothesis to be tested, that the General Strike was peaceful, is recognised and addressed by cross referencing the sources.</p> <p>EITHER</p> <p>Cross referencing focuses on content: considers elements of both support and challenge to arrive at an overall judgement on the extent of support.</p> <p><i>e.g. While both C and E refer to incidents that were not peaceful this is not mentioned in D.</i></p> <p>OR</p> <p>Cross referencing focuses on source: considers the reliability/ nature/ origins of C, D and E in order to judge the strength/quality of support/challenge provided by the content.</p> <p><i>e.g. suggests that both D and E have elements of bias but C's view from historian should be reliable.</i></p> <p>Reserve top level (10) for those able to combine both these elements, considering the strength/weight of the evidence from the sources, when coming to an overall judgement.</p>
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Question Number		
4		<p>Is Source E more useful than Source F to the historian enquiring about the actions taken by the authorities during the General Strike? Explain your answer, using Sources E and F.</p> <p>Target: Evaluation of utility (A03a)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	<p><b>Judgement based on simple valid criteria.</b></p> <p>Comments based on amount of detail, or assumed reliability because is E is from a newspaper or F is from an eyewitness.</p> <p><i>e.g. Source F contains details about the actions of the soldiers and police; Source E contains photographs which cannot lie; Source E is a newspaper and therefore biased; Source F is from an eyewitness who should know what happened.</i></p> <p>Maximum 2 marks for use of one source only.</p>
2	4-7	<p><b>Judgement is based on the usefulness of the sources' information.</b></p> <p>Answer focuses on what the sources can or cannot tell us.</p> <p><i>e.g. Source E tells us the police have restored order; Source F says the police provoked the violence; Source F says the army were used to unload the ships.</i></p> <p>OR</p> <p><b>Judgement is based on evaluation of nature or authorship of source(s).</b></p> <p>Answer focuses on how reliable/how representative/authoritative the source is</p> <p><i>e.g. Source E presents a one-sided view suggesting the strikers caused disturbances and the police were needed to restore order; Source F is from a an eyewitness and his comments about his personal experiences should be accurate / he was clearly one of the strikers and therefore his comments about the police cannot be trusted.</i></p> <p>Maximum 5 marks if Level 2 criteria are met for one source only.</p>

3	8-10	<p>Judgement combines both elements of L2 to assess the contribution the source(s) can make to the specific enquiry.</p> <p>Answer considers the value of this information, taking into account an aspect of its nature (i.e. how representative /authoritative/comprehensive it is).</p> <p><i>e.g. Source E shows the actions of the police in restoring order but it is a snapshot of events on a single day and we cannot assume this was their role throughout the strike; Source F suggests the police provoked violence but it is from a striker who would be likely to be critical of their actions and must be used with caution.</i></p> <p>Maximum 9 marks if level 3 criteria are met for one source only.</p>
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Question Number		
5		<p><b>Study Sources A, B and G and use your own knowledge.</b>            'The General Strike did threaten revolution in Britain.'            How far do you agree with this view? Explain your answer, using your own knowledge, Sources A, B, and G and any other sources you find helpful.</p> <p>Target: Reaching a judgement (AO1 &amp; 2: 8, AO3a: 8)            QWC Strands i ii iii            Assessing QWC:</p> <ul style="list-style-type: none"> <li>For the highest mark in a level <b>all</b> criteria for the level, including those for QWC must be met.</li> </ul>
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	<p><b>Generalised answer,</b></p> <p>Answer offers valid undeveloped comment without direct support from sources or own knowledge.</p> <p><i>e.g. Disagrees - actions taken by TUC were not extreme / the miners just wanted better conditions.</i></p> <p>OR</p> <p>Selects details from the sources, but without direct linkage to the question.</p> <p><i>e.g. Agrees, Source B shows Cook crushing parliament; agrees - Government used police and armed forces.</i></p> <p>Writing communicates ideas using everyday language and showing some selection of material, but the response lacks clarity and organisation. The student spells, punctuates and uses the rules of grammar with limited accuracy.</p> <p>1 mark for each separate point offered.</p>
QWC i-ii-iii		
2	5-8	<p><b>Supported answer</b></p> <p>Answer offers a judgment on the hypothesis and links to relevant details from sources and /or own knowledge.</p> <p><i>e.g. Uses A to show TUC attempted to avoid provocative action; uses own knowledge to explain miners' aims; uses B and G to suggest Cook aimed at revolution.</i></p> <p>Writing communicates ideas using a limited range of historical terminology and showing some skills of selection and organisation of material, but passages lack clarity and organisation. The student spells, punctuates and uses some of the rules of grammar with general accuracy.</p>
QWC i-ii-iii		

<p>3</p> <p>QWC i-ii-iii</p>	<p>9-12</p>	<p><b>Response focuses on the issue of whether the strike did pose a real threat of revolution.</b></p> <p>Answer considers the actions of the TUC and Government during the Strike in order to show that there was / was not a real threat of revolution.</p> <p><i>e.g. Agrees with the view and points to information in B and C about extremism of strikers aims and methods; disagrees and uses A, D and F to show peaceful intentions of TUC or uses own knowledge to how the strike ended.</i></p> <p>Writing communicates ideas using historical terms accurately and showing some direction and control in the organising of material. The student uses some of the rules of grammar appropriately and spells and punctuates with considerable accuracy, although some spelling errors may still be found. At this level the answer will be unbalanced and only points of agreement or disagreement will be convincingly explored.</p> <p>Reserve 11-12 marks for answers which use sources and own knowledge.</p>
<p>4</p> <p>QWC i-ii-iii</p>	<p>13-16</p>	<p><b>Sustained argument exploring the evidence for and against the hypothesis.</b></p> <p>Answer considers the actions of the TUC and the government in order to reach a balanced judgement on the extent to which the strike did pose a threat of revolution. Own knowledge and material from the sources is precisely selected to support the points made.</p> <p><i>e.g. Weighs the evidence that the TUC adopted a responsible attitude and that violence was provoked by the police against the evidence of violence from the strikers and an intended challenge to parliament; explains context of strike to show that withdrawal of government financial support prompted the strike and therefore strike must challenge government but not necessarily intend revolution; considers extent to which TUC leaders could control actions of all strikers and how far extremists could influence the strike.</i></p> <p>Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. The student spells, punctuates and uses the rules of grammar with considerable accuracy, although some spelling errors may still be found.</p> <p>Reserve 15-16 marks for those responses which also take into account the strength of the evidence from the provided sources when coming to an overall conclusion.</p> <p><b>NB No access to this level for responses which do not include additional recalled knowledge.</b></p>





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