

Mark Scheme (Results)

January 2012

GCSE History

5HB03 3B: Protest, law and order in
the twentieth century

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General Marking Guidance

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

Placing a mark within a level mark band

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

- Mark schemes will indicate within the table where, and which strands of QWC, are being assessed. The strands are as follows:

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

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

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

Unit 3: Schools History Project Source Enquiry

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

Question Number		
1		<p>What can you learn from Source A about Arthur Scargill's aims during the Miners' Strike?</p> <p>Target: Source comprehension: inference (AO3a)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1	<p>Comprehension</p> <p>Response selects relevant detail(s) from source</p> <p><i>e.g. Made use of pickets during the strike</i></p>
2	2-3	<p>Unsupported inference.</p> <p>Valid inference(s) are offered, but without support from source.</p> <p><i>e.g. Scargill was the leader who planned for the strike to succeed; he wanted to make sure that all miners were supporting the strike.</i></p>
3	4-6	<p>Supported inference.</p> <p>Valid inference(s) are made and supported from the source</p> <p><i>e.g. Scargill was the leader of the miners who was in favour of militant methods;</i></p> <p><i>Not all the miners supported him or the strike so he made use of miners who were in favour of the strike to put pressure on those who were still working;</i></p> <p><i>He was prepared to use violence if necessary;</i></p> <p><i>He was determined to win and ensure the strike remained strong and miners were united.</i></p> <p>One well developed inference may score a maximum of 5.</p>

Question Number		
2		<p>Study Source B. What impression does the author try to give of the tactics used by the police? Explain your answer, using Source B.</p> <p>Analysis of source for portrayal (AO3a)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	<p>Simple statement without support</p> <p>Valid comment is offered about the impression but without support from the source.</p> <p><i>e.g. The police were prepared to be violent.</i></p> <p>OR</p> <p>Answer identifies detail(s) or information from source, but relevance to show impression is not explained.</p> <p><i>e.g. The police wanted to make sure the lorries could leave past the pickets; Some police were mounted and others used riot shields.</i></p>
2	3-5	<p>Supported statement</p> <p>Valid comment about impression is offered and linked to content or nature of the source.</p> <p><i>e.g. The source gives the impression that the police used violence deliberately; they were responsible for inflicting serious injuries; words such as intimidate and frighten indicate threatening character of police methods.</i></p>
3	6-8	<p>Explained message</p> <p>Analysis of the treatment or selection of the source content is used to explain impression.</p> <p><i>e.g. the passage describes the police actions being like an army that had declared war and the overall impression is of a force that was prepared for and wanted to use violence. The language used, such as 'intimidate' and 'declared war' is chosen to make police actions seem planned and violent. The wounds inflicted are described as attacking sensitive areas such as heads, and all the pickets did was hold up their hands or run away, creating the impression that the police were brutal.</i></p>

Question Number		
3		<p>Study Sources B, C and D. How far do Sources B, C and D suggest that there was a 'battle' at Orgreave? Explain your answer, using these sources.</p> <p>Target: Cross referencing for support (AO3a)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	<p>Generalised answer</p> <p>Offers valid undeveloped comment, without support from sources</p> <p><i>e.g. There was violence at Orgreave that involved the police; there were 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 B says police baton charges were made; C shows police on horses and D describes a wounded policeman.</i></p>
2	3-6	<p>Supported answer</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 a policeman on horseback charging a protester; Use of police truncheons is mentioned in Source B and D; Violence from the miners mentioned in D.</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 a photograph published in Labour Weekly and is likely to be biased and make it seem more like a battle; B is from a striking miner and therefore likely to show violence from one side but not the other; the newspaper in D sounds like it is trying to give a balanced view of the use of violence by both sides.</i></p> <p>Reserve top level for answers which make use of all three sources.</p>

3	7-10	<p>Balanced Judgement</p> <p>The overall hypothesis to be tested, that the events at Orgreave involved violence and were like a battle, 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. B, C and D all refer to police use of batons/truncheons. Both B and C indicate that no violence was shown or mentioned being directed against the police. D shows violence being used by both sides so in that sense more like a battle between two sides.</i></p> <p>OR</p> <p>Cross referencing focuses on source: considers the reliability/ nature/ origins of B, C and D in order to judge the strength/quality of support/challenge provided by the content.</p> <p><i>e.g. suggests that both B and C have elements of bias with only one side fighting but D's view is more balanced with fighting and violence from both sides and should be more reliable. B is from a striking miner and is likely to be biased, Source C is from a newspaper supporting Labour and the unions.</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>Which of Sources E or F is more valuable to the historian who is investigating attitudes towards the miners during the strike? Explain your answer, using Sources E and F.</p> <p>Target: Evaluation of utility (AO3a)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	<p>Judgement based on simple valid criteria.</p> <p>Comments based on amount of detail, or assumed reliability because E is from an opinion poll or F is from the Prime Minister at the time.</p> <p><i>e.g. Source E contains details about people's attitudes to the dispute and must be accurate; Source F is from the Prime Minister who was against the miners and therefore biased.</i></p> <p>Maximum 2 marks for use of one source only.</p>
2	4-7	<p>Judgement is based on the usefulness of the sources' information.</p> <p>Answer focuses on what the sources can or cannot tell us.</p> <p><i>e.g. Source E tells us the majority of people were against the methods used by the miners; Source F says the striking miners were a mob.</i></p> <p>OR</p> <p>Judgement is based on evaluation of nature or authorship of source(s).</p> <p>Answer focuses on how reliable/how representative/authoritative the source is</p> <p><i>e.g. Source E is an opinion poll which should be objective and fairly reflect the views of the whole population and therefore should be reliable. F is view of the Prime Minister and liable to be biased against the action of the striking miners and supportive of the police, therefore meaning the source is one-sided.</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 public responses to the dispute but only asks 2 questions and represents one moment in time during a long dispute and we cannot assume this was their view throughout the strike; Source F suggests the miners were responsible for acting like a mob but is likely to be critical of their actions and must be used with caution; this is a speech and therefore aimed at showing the government on the side of law and order in the dispute and indicates clear bias by use of words such as mob violence and intimidation and impose.</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>Study Sources A, E and G and use your own knowledge.</p> <p>'The violent tactics used by the striking miners caused the strike to fail.'</p> <p>How far do you agree with this view? Explain your answer, using your own knowledge, Sources A, E and G and any other sources you find helpful.</p> <p>Target: Reaching a judgement (AO1 & 2: 8, AO3a: 8) QWC Strands i ii iii Assessing QWC:</p> <ul style="list-style-type: none"> For the highest mark in a level all criteria for the level, including those for QWC must be met.
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	<p>Generalised answer,</p> <p>Answer offers valid undeveloped comment without direct support from sources or own knowledge.</p> <p><i>e.g. Disagrees - other reasons such as opposition by the Government to the miners were important</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 D shows use of violence and police injuries; tactics used included violence and intimidation of working miners.</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>Supported answer</p> <p>Answer offers a judgment on the hypothesis and links to relevant details from sources and /or own knowledge.</p> <p><i>e.g. Uses A to show Scargill was prepared to stop working miners working and the use of violence by miners; use of violence in D and E was the sort of thing that lost the miners support; uses own knowledge to explain other incidents of violence which caused the miners to lose support, such as dropping concrete from a bridge over a road; Government was well prepared and miners were unable to close all the pits; the media also was often against the miners.</i></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 student spells, punctuates and uses some of the rules of grammar with general accuracy.
3	9-12	<p>Response focuses on the issue of whether the miners' use of violence was the main cause or whether other factors were more important.</p> <p>Answer considers the reasons for the failure of the strike, analysing the effects on the strike of the use of violence and of other factors.</p> <p><i>e.g. Disagrees with the view and points to information in G that other factors were involved such as the role of the media and opposition and determination of the Government; Others blamed the miners such as Prime Minister in source F and attitude shown to the miners' methods in Source E. The use of flying pickets caused a lot of opposition.</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>
QWC i-ii-iii	4	<p>13-16</p> <p>Sustained argument exploring the evidence for and against the hypothesis.</p> <p>Answer considers of the miners' tactics and actions that were responsible for the violence that occurred during the strike in order to reach a balanced judgement on whether this was the major factor in the failure of the strike. Use of own knowledge and material from the sources is precisely selected to support the points made.</p> <p><i>e.g. Weighs the evidence that indicates that both sides were at times responsible for the use of violence; can indicate failure of miners to get backing of all pits; role of Scargill might be mentioned for alienating some miners; lack of effective support from Labour Party or TUC might also be more significant factors; weighs the idea that violence was provoked by the police against the evidence of violence from the strikers and an intended challenge to the rule of law or an attempt to destroy the miners union.</i></p> <p>Writing communicates ideas effectively, using a range of</p>

<p>QWC i-ii-iii</p>	<p>precisely selected historical terms and organising information clearly and coherently. The student spells, punctuates and uses the rules of grammar with considerable accuracy, although some spelling errors may still be found.</p> <p>Reserve 15-16 marks for those responses which also take into account the strength of the evidence from the provided sources when coming to an overall conclusion.</p> <p>NB No access to this level for responses which do not include additional recalled knowledge.</p>
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