

Mark Scheme (Results)

Summer 2013

GCSE History B (5HB03/3B)
Unit 3: Schools History Project
Source Enquiry
Option 3B: Protest, Law and Order
in the Twentieth Century

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications come from Pearson, the world's leading learning company. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk for our BTEC qualifications.

Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

If you have any subject specific questions about this specification that require the help of a subject specialist, you can speak directly to the subject team at Pearson. Their contact details can be found on this link: www.edexcel.com/teachingservices.

You can also use our online Ask the Expert service at www.edexcel.com/ask. You will need an Edexcel username and password to access this service.

Pearson: helping people progress, everywhere

Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

Summer 2013

Publications Code UG037202

All the material in this publication is copyright

© Pearson Education Ltd 2013

General Marking Guidance

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

Placing a mark within a level mark band

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

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

- i) ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear*
- ii) select and use a form and style of writing appropriate to purpose and to complex subject matter*
- iii) organise information clearly and coherently, using specialist vocabulary when appropriate.*

Spelling, Punctuation and Grammar Marking Guidance

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

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 Anti-Poll Tax protest in London on 31 March 1990? Target: Source comprehension: inference (AO3a)
Level	Mark	Descriptor
	0	No rewardable material
1	1	Comprehension Response selects relevant detail(s) from source <i>e.g. it was supposed to be peaceful; Coaches came from all parts of the country.</i>
2	2-3	Unsupported inference. Valid inference(s) are offered, but without support from source. <i>e.g. The march was poorly organised: It was a major demonstration; The police were expecting trouble.</i>
3	4-6	Supported inference. Valid inference(s) are made and supported from the source <i>e.g. The police were prepared for trouble as they had been tipped off beforehand: the stewards were poorly organised and this could have made the chances of trouble more likely. The march started well and was intended as a peaceful protest.</i> One well developed inference may score a maximum of 5.

Question Number		
2		What impression does the author try to give of the behaviour of the protesters? Explain your answer, using Source B. Analysis of source for portrayal (AO3a)
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	<p>Simple statement without support</p> <p>Valid comment is offered about the impression in the account but without support from the source.</p> <p><i>e.g. There were troublemakers on the march; The Socialist Workers Party taunted the police.</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. There was kicking and throwing of missiles; Stewards were attacked.</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 only a minority of the protestors were looking for trouble; Anarchists and the SWP also deliberately provoked the police.</i></p>
3	6-8	<p>Explained impression</p> <p>Analysis of the treatment or selection of the source content is used to explain impression.</p> <p><i>e.g. The impression given is that the police actions may have provoked trouble but a small number of extremists were determined to cause trouble and disrupt a peaceful march. The account also blames the SWP and anarchists who attacked stewards and provoked the police. Again use of words such as disgusting, taunting, antics and extremists indicates the viewpoint.</i></p> <p><i>The Selection of content indicates that the author is attempting to excuse the failings of stewards.</i></p>

Question Number		
3		How far do Sources B, C and D suggest that the police had made preparations to deal with a violent demonstration? Explain your answer, using these sources.
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 during the demonstration and the police were prepared.</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 may have used provocateurs; C shows police were frightened; D shows mounted police and wreckage.</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 D shows police on horseback and riot gear so police were prepared; Source B talks of police using plain clothes officers mixing with the protestors and were hoping to control the march. The wreckage suggests that the march had got out of police control and police preparations had not worked.</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. D is a photograph that shows police and demonstrators with police dealing with demonstrators with violent tactics and is unlikely to have been staged; C is from a senior policeman so might be biased and make it seem the police had to deal with a demonstration that was not expected to be so violent; B is from a demonstration steward and might be biased but does indicate that the police were in control and organised.</i></p> <p>Reserve top level for answers which make use of all three sources.</p>

--	--	--

3	<p>7-10</p> <p>Balanced Judgement</p> <p>The overall hypothesis to be tested, that the police had made preparations to deal with a violent demonstration 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 involved in disturbances and were organised but C indicates they had lost control and were unprepared for the level of disorder they had to deal with. Both B and D indicate that police were prepared but C shows surprise at level of violence used by the demonstrators or at least a group of them.</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 as one from a protestor and the other a senior police officer but C indicates that the police were not in control and could not cope; D which is a photograph might not have been typical but unlikely to be staged shows both sides using force and is more like a battle. This indicates that the police were prepared for violence but not in control of events even if they could cope.</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>
---	---

Question Number		
4		Which of Sources E or F is more valuable to the historian who is investigating the violence in Trafalgar Square on 31 March 1990? Explain your answer, using Sources E and F. Target: Evaluation of utility (AO3a)
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 a demonstrator or F is a photograph.</p> <p><i>e.g. Source E contains details about one person's attitude to the violence and must be valuable; Source F is a photograph that shows police with shields and burning building.</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 that the police acted as a spark but left wingers were looking for any excuse. Source F shows the police in riot gear and show they were prepared for trouble.</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 presents an interview with a demonstrator that blames both sides for what happened but whose sympathies were on the side of peaceful demonstrators; The photograph may well have been selected to show the problems the police faced.</i></p> <p>Maximum 5 marks if Level 2 criteria are met for one source only.</p> <p>Maximum 7 marks for both elements but for only one source.</p>

3	8-10	<p>Judgement combines both elements of L2 to assess the contribution the sources 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 one response to the violence and represents just one view point however it does attempt to be impartial; Source F suggests the police were defending themselves and protecting buildings which are in flames. However it may have been deliberately taken to show the police in a good light.</i></p> <p>Maximum 9 marks if content and nature are not integrated.</p>
---	------	--

Question Number		
5		<p>Study Sources A, E and G and use your own knowledge.</p> <p>'The actions of small groups of extremists were responsible for turning a peaceful demonstration into a riot on 31 March 1990'.</p> <p>How far do you agree with this view? Use your own knowledge, Sources A, E and G and any other sources you find helpful to explain your answer.</p> <p>Target: Reaching a judgement (AO1 & 2: 8, AO3a: 8)</p> <p>QWC Strands i ii iii</p> <p>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. <p>Spelling, punctuation and grammar (SPaG): up to 3 additional marks will be awarded for spelling, punctuation and grammar.</p>
Level	Mark	Descriptor
	0	No rewardable material
QWC i-ii-iii	1-4	<p>Generalised answer,</p> <p>Answer offers valid undeveloped comment without direct support from sources or own knowledge.</p> <p>e.g. <i>Disagrees – not just extremists were to blame other factors were involved..</i></p> <p>OR</p> <p>Selects details from the sources, but without direct linkage to the question.</p> <p>e.g. <i>Agrees, Source C shows use of violence and police difficulties.</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	<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>e.g. <i>Uses A to show that the police were aware that certain groups were looking to cause problems. Source E claims the police were partly to blame but there were those protestors who only needed a spark to cause trouble. G shows there were some criminal elements among the demonstrators.</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</p>

		organisation. The student spells, punctuates and uses some of the rules of grammar with general accuracy.
3 QWC i-ii-iii	9-12	<p>Response focuses on the issue of whether the actions of a small group of extremists were responsible for turning a peaceful demonstration into a riot.</p> <p>Answer focuses on the actions of extremists or other factors in coming to a judgement.</p> <p><i>e.g. Agrees with the view of the actions of small groups who wanted to provoke trouble. However the great majority wanted a peaceful protest. Other factors were also to a factor such as those who wanted to create chaos or use opportunity to loot and vandalise; the police actions may have also acted as a trigger in B and E. Can indicate that most of the marchers were not looking for trouble and only small numbers were responsible.</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>
4 QWC i-ii-iii	13-16	<p>Sustained argument exploring the evidence for and against the hypothesis.</p> <p>Answer considers the actions of a small group of extremists in order to reach a balanced judgement on how far they were responsible for turning a peaceful demonstration into a riot. 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 extremists were responsible but suggests that others were at times contributory factors; can indicate failure stewards to control the march effectively and activities of violent demonstrators and criminal activity in the demonstration. Can also indicate that some of the police actions may have contributed.</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>NB No access to this level for responses which do not include additional recalled knowledge.</p>

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

Further copies of this publication are available from
Edexcel Publications, Adamsway, Mansfield, Notts, NG18 4FN

Telephone 01623 467467
Fax 01623 450481
Email publication.orders@edexcel.com

Order Code UG037202 Summer 2013

For more information on Edexcel qualifications, please visit our website
www.edexcel.com

Pearson Education Limited. Registered company number 872828
with its registered office at Edinburgh Gate, Harlow, Essex CM20 2JE

Ofqual
.....



Llywodraeth Cynulliad Cymru
Welsh Assembly Government

