

Mark Scheme (Results) Summer 2011

GCSE History B (5HB03/3B)

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June 2011

Publications Code UG028212

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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 the problems the Poll Tax protests created for the government?</p> <p>Target Source comprehension: inference (AO3A)</p> |
| Level | Mark | Descriptor |
| | 0 | No rewardable material |
| 1 | 1 | <p>Comprehension Response selects relevant detail(s) from source</p> <p><i>e.g. Protesters were refusing to pay the poll tax; mentions marches and rallies against the tax.</i></p> |
| 2 | 2-3 | <p>Unsupported inference. Valid inference(s) are offered, but without support from source.</p> <p><i>e.g. The protests were a threat to the Government. The Government were unable to collect enough tax.</i></p> |
| 3 | 4-6 | <p>Supported inference. Valid inference(s) are made and supported from the source.</p> <p><i>e.g. The protesters were prepared to use illegal methods such as the refusal to pay tax but also to occupy offices and possible violence or others used more peaceful marches and rallies. The Government seemed powerless to stop the protests as the numbers involved were too great.</i></p> <p><i>The protest was increasing in scale since it began in Scotland and spread to England and Wales.</i></p> <p>One well developed point may score a maximum of 5.</p> |

| Question Number | | |
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| 2 | | What impression of the Poll Tax protesters has the author tried to give? Explain your answer, using Source B. Target: 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 but without support from the source.</p> <p><i>e.g. That at the start they were a gang of extremists</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. They used to go on demonstrations</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. A newspaper article which is against the protesters which it sees as extremists, actions of protesters are those of troublemakers.</i></p> |
| 3 | 6-8 | <p>Explained message</p> <p>Analysis of the treatment / selection of the source content is used to explain impression.</p> <p><i>e.g. Is against them as sees them as a mob led by political extremists and revolutionaries who would demonstrate almost for anything and uses language that indicates it holds these protesters in contempt, genuine protesters are overshadowed by troublemakers.</i></p> |

| Question Number | | |
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| 3 | | How far do Sources A, B and C suggest that the Poll Tax protesters used violent methods? Explain your answer, using these sources. Target: Cross referencing for support (AO3a) |
| 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>Protestors used violence to fight the Poll Tax;</i></p> <p>OR</p> <p>Selects details from the sources, but without linkage to the question focus.</p> <p><i>e.g. There were demonstrations and buildings were occupied and damaged.</i></p> |
| 2 | 3-6 | <p>Supported answer</p> <p>Identifies elements of support and/or challenge based on matching details of source(s) content.</p> <p><i>e.g. A does not mention violence by protesters directly but B does and C shows destruction of property.</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. Source A was a leader of protest so would not talk about violence whereas B would as it is against the protesters</i></p> <p>Reserve top level for answers which make use of all three sources.</p> |

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| 3 | 7-10 | <p>Balanced Judgement</p> <p>The overall impression of methods 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 <u>extent</u> of support.</p> <p><i>e.g. While not mentioning violence A does talk about occupation of offices and putting offices under siege. All mention illegal methods; only B mentions violence and uses words such as "mob".</i></p> <p>OR</p> <p>Cross referencing focuses on sources: considers the nature of the sources in order to judge the <u>strength/quality</u> of support/challenge provided by the content.</p> <p><i>e.g. Source A from a biased viewpoint which exaggerates the peaceful nature of the protest but does provide insight into methods used. Source B is also biased but mentions use of violence which indicates what some elements of the media felt whereas C is explicit in use of violent method and could be staged or not typical.</i></p> <p>Reserve top level (10) for those able to combine both these elements of extent and nature of support in coming to an overall judgement.</p> |
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| Question Number | | |
| 4 | | Which of Sources D or E is more valuable to the historian investigating who was responsible for the violence in Trafalgar Square on 31 March 1990? Explain your answer, using Sources D and E. Target: Evaluation of utility (AO3a) |
| Level | Mark | Descriptor |
| | 0 | No rewardable material |
| 1 | 1-3 | Judgement based on simple valid criteria. Comments based on subject/ amount of detail, or assumed reliability because of the time /nature / origins of the source. <i>e.g. Source E was written 10 years after the event and not reliable; D by someone there at the time.</i> Maximum 2 marks for one source only. |
| 2 | 4-7 | Judgement is based on the usefulness of the sources' information. Answer focuses on what the sources can or cannot tell us. <i>e.g. Source E just blames violence on the police and nothing on what the demonstrators did; Source D sees opposite view, nothing wrong with the action taken by the police and sees them as victims.</i> OR Judgement is based on evaluation of nature or authorship of sources: Answer focuses on how reliable/how representative /authoritative/the source is. <i>e.g. Both the sources are biased and only see one point of view in attaching blame . Source D was someone in power at the time. Author of Source E might not have been involved though his group Militant was involved.</i> Maximum 5 marks if L2 criteria are met for only one source. |

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| 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 information, taking into account an aspect of its nature (i.e. how reliable /representative /authoritative/comprehensive it is.</p> <p><i>e.g. Both are from one sided view points, D represents views of the Prime Minister at the time the other a view from an organisation which was involved in the protests. Both show different sides of the argument and though they are biased they are therefore valuable. The second is written with hindsight and reflects on a victory far from certain at the time.</i></p> <p>Maximum 9 marks if level 3 criteria are met for one source only, or if content and reliability are not integrated.</p> |
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| Question Number | | |
|-----------------|------------|---|
| *5 | | <p>'The non-payment of the Poll Tax was the main reason why it was abolished'.</p> <p>How far do you agree with this view? Explain your answer, using your own knowledge, Source A, F and G and any other sources you find helpful.</p> <p>Target: Reaching a judgement (AO1: 4, AO2: 4, AO3a: 8) QWC Strands i ii iii Assessing QWC: <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> |
| 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. Method that got the tax removed was non payment not use of violence</i></p> <p>OR</p> <p>Selects details from the sources, but without direct linkage to the question.</p> <p><i>e.g. Source G says people did not pay the poll tax.</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>QWC i-ii-iii</p> |
| 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. Sources A and G show non violent methods which worked but violence mentioned in B, C and D did not.</i></p> <p>Writing communicates ideas using a limited range of historical terminology and showing some skills of selection and organisation of material, but passages lack clarity and organisation. The student spells, punctuates and uses some of the rules of grammar with general accuracy.</p> <p>QWC i-ii-iii</p> |

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| <p>3</p> <p>QWC i-ii-iii</p> | <p>9-12</p> | <p>Response focuses on the issue of whether poll tax protesters succeeded by using non payment as a weapon or by violence which tended to alienate support.</p> <p>Answer considers the use of non payment and how successful this was and/or the role of other factors.</p> <p><i>e.g. Answers shows how the most successful tactic was mass non payment and contrasts this with violence that put some off the protesters and the protest. The burnings indicate clear determination not to pay. The sheer scale of non payment made the tax unworkable.</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.</p> <p>At this level the answer will be unbalanced and only points of agreement or disagreement will be convincingly explored.</p> <p>Reserve 11-12 marks for answers which use sources and own knowledge.</p> <p>NB No access to this level for responses which do not use the sources.</p> |
| <p>4</p> <p>QWC i-ii-iii</p> | <p>13-16</p> | <p>Sustained argument, exploring the evidence for and against the hypothesis.</p> <p>Answer considers the pros and cons of the different tactics used and place this in the context of the campaign and the eventual decision to scrap the tax itself.</p> <p>Own knowledge and material from the sources is precisely selected to support the points made.</p> <p><i>e.g. Weighs the extent to which non payment was the main reason for abolition as numbers of those who refused to pay increased. The scale of the protest threatened to clog up the courts. Also can possibly evaluate the relative importance of other factors such as the role of the media or the disagreements in the Government.</i></p> |

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| | | <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 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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Order Code UG028212 June 2011

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