

# Mark Scheme (Results)

January 2013

GCSE History B (5HB03/3B)

Unit 3: Schools History Project

Source Enquiry

Option 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.*

## 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 be 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?

Question Number		
1		<p>What can you learn from Source A about attitudes towards the General Strike?</p> <p>Target Source comprehension: inference (AO3A)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1	<p><b>Comprehension</b> Response selects relevant detail(s) from source</p> <p><i>e.g. That the strike was not an industrial one.</i></p>
2	2-3	<p><b>Unsupported inference.</b> Valid inference(s) are offered, but without support from source.</p> <p><i>e.g. The Mail thought the strikers were wrong; The Mail saw the strikers as a desperate group of dangerous revolutionaries; Other unions thought that the Miners had a good case and supported them.</i></p>
3	4-6	<p><b>Supported inference.</b> Valid inference(s) are made and supported from the source.</p> <p><i>e.g. The Mail wanted to defeat the Strike and wished to portray the strikers as a serious threat to British freedoms and democracy regardless of the cost to the innocent. The strikers were dangerous and must be defeated by using all possible methods. Support for the miners by other trade unions led the TUC to back the miners and call a General Strike.</i></p> <p>One well developed point may score a maximum of 5.</p>

Question Number		
2		<p>What impression of the TUC is the artist trying to give in this cartoon? Explain your answer, using Source B.</p> <p>Target: Analysis of source for portrayal (AO3a).</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	<p><b>Simple statement without support</b> Valid comment is offered about the impression given but without support from the source.</p> <p><i>e.g. The TUC are holding a General Strike.</i></p> <p>OR</p> <p>Answer identifies detail(s) or information from source(s), but relevance to show message is not explained.</p> <p><i>e.g. This is a cartoon that shows the action of the TUC.</i></p>
2	3-5	<p><b>Supported statement</b> Valid comment about impression is offered and linked to content or nature of the source.</p> <p><i>e.g. The TUC is shown trying to use the General Strike to overthrow the Government.</i></p>
3	6-8	<p><b>Explained impression</b> Analysis of the treatment / selection of the source content is used to explain impression.</p> <p><i>e.g. The cartoon is showing how the TUC intention to overthrow the Government by the use of the General Strike was doomed to fail. It shows by the size of the rock of government that the lever of the General strike was never strong enough.</i></p>

Question Number		
<b>3</b>		How far do Sources A, B and C suggest that the strikers' intentions were revolutionary? Explain your answer, using these sources.  Target: Cross referencing for support (AO3a)
Level	Mark	Descriptor
	<b>0</b>	No rewardable material
<b>1</b>	<b>1-2</b>	<p><b>Generalised answer</b> Offers valid undeveloped comment, without support from sources</p> <p><i>e.g. The General Strike was an attempt to change the Government</i></p> <p>OR</p> <p>Selects details from the sources, but without linkage to the question focus.</p> <p><i>e.g. In Source C it says the TUC want to help the miners; In B and A it is a threat against the government.</i></p>
<b>2</b>	<b>3-6</b>	<p><b>Supported answer</b> Identifies elements of support and/or challenge based on matching details of source(s) content.</p> <p><i>e.g. A says the Strike was revolutionary and C says the TUC only want to support the miners.</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. All three are biased. A and B shows the side of those who opposed the General Strike. Source C The British Worker was on the side of the Strikers and the TUC.</i></p> <p>Reserve top level for answers which make use of all three sources.</p>
<b>3</b>	<b>7-10</b>	<p><b>Balanced Judgement</b> The issue of whether the strikers intended revolution is recognised and addressed by cross-referencing the sources.</p> <p>EITHER</p> <p>Cross referencing focuses on content: takes into account elements of both support and challenge to arrive at a considered judgement on the <u>extent</u> of support.</p> <p><i>e.g. C would suggest that the strike was not revolutionary but B indicates a plan to defeat the Government. Source A paints the strikers as dangerous revolutionaries</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. All three sources show signs of bias. A and B against the miners but C on the side of the strikers. All three are from newspapers or magazines and have different views on the nature of the Strike which demonstrate an element of bias. At this level use must be made of source to indicate how bias is indicated and significance of the provenance is explained in each case.</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 useful to the historian who is investigating Government tactics during the General Strike? Explain your answer, using Sources D and E.  Target: Evaluation of utility (AO3a)
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	<b>Judgement based on simple valid criteria.</b> Comments based on subject/ amount of detail, or assumed reliability because of the time /nature / origins of the source.  <i>e.g. Source D is a photograph so should be reliable; E is from someone who was Home Secretary at the time which makes it useful.</i>  Maximum 2 marks for one source only.
2	4-7	<b>Judgement is based on the usefulness of the sources' information.</b> Answer focuses on what the sources can or cannot tell us.  <i>e.g. Source D shows an escorted food car protected by armoured cars with soldiers on trucks. It is stressing protecting supplies. Source E shows that the Government wants to use more special constables to deal with any particular problems. This would allow the police to take stronger action against the strikers</i>  OR  <b>Judgement is based on evaluation of nature or authorship of sources:</b> Answer focuses on how reliable/how representative /authoritative/the source is.  <i>e.g. Source D is a photograph that looks like it is not staged and should be a reliable representation of food convoys which makes it useful. Source E is from the Home Secretary so is likely to be biased in favour of the Government.</i>  Maximum 5 marks if L2 criteria are met for only one source. Maximum 7 marks if both elements are met for one source only.
3	8-10	<b>Judgement combines both elements of L2 to assess the contribution the sources can make to the specific enquiry.</b> Answer considers the value of information, taking into account an aspect of its nature (i.e. how reliable /representative /authoritative/comprehensive it is.  <i>e.g. Source D shows just one convoy so difficult to say how effective these were. It does show how far the Government was prepared to go to ensure the protection of supplies. It shows the serious threat made by the strikers as the military are called in Source E from the Home Secretary who was in charge of dealing</i>

		<p><i>with the strike and had a hostile view of the Strike and the strikers. It suggests that the Government was prepared to use the police to deal strongly with any problems caused by the strikers It shows a more aggressive approach in dealing with the strike.</i></p> <p>Maximum 9 marks if content and nature are not integrated.</p>
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Question Number		
5		<p>'The General Strike was not a threat to the Government of Britain'.</p> <p>How far do you agree with this statement? Use your own knowledge, Sources E, F and G and any other sources you find helpful to explain your answer.</p> <p>Target: Reaching a judgement (AO1: 4, AO2: 4, AO3a: 8)  <b>QWC Strands i ii iii</b>  Assessing QWC: <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> <b>Spelling, punctuation and grammar (SPaG):</b> up to 3 additional marks will be awarded for spelling, punctuation and grammar.</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	<p><b>Generalised answer</b>  Answer offers valid undeveloped comment without direct support from sources or own knowledge.</p> <p><i>e.g. The General Strike was a clear attempt to take on the Government and was a real threat</i></p> <p>OR</p> <p>Selects details from the sources, but without direct linkage to the question.</p> <p><i>e.g. Source F shows that some of the strikers had plans. Source E shows that the Government felt they could cope with unrest with extra police. G shows football matches and meetings.</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><b>QWC i-ii-iii</b></p>
2	5-8	<p><b>Supported answer</b>  Answer offers a judgment on the hypothesis and links to relevant details from sources and/or own knowledge.</p> <p><i>e.g. There was a threat as you can see in source E and the efforts made to show extent of precautions but Source G does not show much of a threat with a good friendly relationship between the police and strikers.</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><b>QWC i-ii-iii</b></p>

<p style="text-align: center;"><b>3</b></p> <p style="text-align: center;"><b>QWC i-ii-iii</b></p>	<p style="text-align: center;"><b>9-12</b></p>	<p><b>Response focuses on the issue of whether the General Strike posed a real threat to the Government and the extent to which the threat was exaggerated.</b></p> <p>Answer considers how revolutionary were the strikers' intentions and actions and how much the Government and media were threatened by the strike in reality.</p> <p><i>e.g. Answer shows that Cook and some others involved did threaten to overthrow the Government. Source E shows the need for extra police. Source G indicates that the General Strike posed no real threat at all. However other sources reveal how seriously the Strike was taken.</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><b>NB No access to this level for responses which do not use the sources.</b></p>
<p style="text-align: center;"><b>4</b></p> <p style="text-align: center;"><b>QWC i-ii-iii</b></p>	<p style="text-align: center;"><b>13-16</b></p>	<p><b>Sustained argument, exploring the evidence for and against the hypothesis.</b></p> <p>Answer considers the extent to which the strikers' intentions and actions were indeed revolutionary.</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 either strikers' intentions or actions were revolutionary. Can also address the coverage by the media and the use of exaggeration in the media. Can indicate individuals such as Cook who had a different view from the Council of the TUC. Could explain the tactics used by the Government such as the use of troops did indicate that they at least saw the Strike as a serious threat.</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 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>

		<b>Marks for SPaG</b>
Performance	Mark	Descriptor
	<b>0</b>	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	<b>1</b>	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	<b>2</b>	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	<b>3</b>	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.

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