

Mark Scheme (Results)

Summer 2016

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.

Quality of Written Communication (QWC)

- 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 (SPaG) 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, ie 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.
- 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 the TUC's attitude to the mining dispute?</p> <p>Target: source comprehension and inference (AO3).</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1	<p>Comprehension. Answer selects relevant detail(s) from the source.</p> <p><i>e.g. The mining dispute was the fault of the mine owners.</i></p>
2	2–3	<p>Unsupported inference. Valid inference(s) are offered, but without support from the source.</p> <p><i>e.g. The TUC believed that efforts to reach a settlement were not even-handed.</i> <i>The TUC hoped that the threat of a General Strike might lead to a compromise.</i></p>
3	4–6	<p>Supported inference. Valid inference(s) are made and supported from the source.</p> <p><i>e.g. This source suggests that the TUC was concerned to avoid any activity that might suggest they had not tried every avenue to avoid conflict (forced to organise resistance).</i> <i>The TUC saw a General strike as a last resort and one that could be avoided if agreement was reached by midnight on Monday.</i></p> <p>One well-developed point may score a maximum of 5.</p>

Question Number		
2		<p>What was the purpose of this representation? Explain your answer, using Source B and your own knowledge.</p> <p>Target: knowledge recall and selection, key features and characteristics of periods studied, analysis of representations of history (AO1/AO2/AO3).</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<p>Simple statement about the representation. EITHER Valid comment is offered about the representation but without support from the source.</p> <p><i>e.g. It shows the volunteers helped.</i></p> <p>OR Answer identifies detail(s) or information from the representation, but relevance to the intended purpose is not identified.</p> <p><i>e.g. It shows that volunteers drove lorries during the strike.</i></p>
2	3–5	<p>Supported statement, comprehending the representation. Valid comment about the purpose of the representation is offered and linked to details in the content of the source.</p> <p><i>e.g. Shows that the cartoon supports the use of volunteers to stop the strike disrupting the life of the country. That beating the strike was a good thing and owed much to the use of well-intentioned amateurs. The cartoon is clearly designed to thank all those volunteers who helped defeat the strike.</i></p> <p>Award top of level to candidates who identify the purpose of the representation using detail from both content AND own knowledge of the historical context.</p>
3	6–8	<p>Explained purpose, analysing the representation. Analysis of the treatment or selection of the content of the representation is used to explain its purpose.</p> <p><i>e.g. Notes that the use of volunteers in the OMS played a major role during the strike. The cartoon suggests that these volunteers coped well. The use of the salute and words used such as essential services and the caption of the cartoon suggest that the defeat of the strike owed much to these volunteers who should be praised.</i></p> <p>Maximum 6 marks for answers which do not make explicit use of own knowledge of the historical context.</p>

Question Number		
3		<p>What part did violence play in the General Strike?</p> <p>Explain your answer, using Source C and your own knowledge.</p> <p>Target: knowledge recall and selection, key features and in a historical context, source comprehension (AO1/AO2/AO3).</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	<p>Simple statements.</p> <p>EITHER</p> <p>Answer consists of simple statements from the source. e.g. <i>In fact, trams were overturned, windows were broken.</i></p> <p>OR</p> <p>Answer consists of simple statements based on additional knowledge without reference to the source. <i>e.g. The government was prepared to use armed troops.</i></p>
2	4–7	<p>Supported statements.</p> <p>Statements are supported by information from the source and/or additional knowledge. <i>e.g. Offers details about damaged property and destruction and also violence from both sides, police and strikers. Can indicate that the use of troops was needed to protect supplies. Indicates the extent to which the Government was prepared to deal with any violence and ensure essential supplies and services were maintained.</i></p> <p>Maximum 5 marks for answers which do not use both source and additional knowledge.</p>
3	8–10	<p>Developed explanation.</p> <p>Answer uses the source and precise own knowledge. <i>e.g. Explains how serious the violence was and suggests that perhaps less than expected. Can indicate examples where the TUC appealed against the use of illegal methods and instances of good relations between strikers. Uses additional knowledge to indicate areas where both strikers and police used violence. Source C suggests that special constables used violence against strikers in baton charges as well as violent attacks on property and transport by strikers.</i></p> <p>NB: No access to Level 3 for answers that do not include additional knowledge.</p>

Question Number		
4		<p>How reliable are Sources D and E as evidence of how much the General Strike disrupted normal life in Britain?</p> <p>Explain your answer, using Sources D and E and your own knowledge.</p> <p>Target: knowledge recall and selection, key features and characteristics of period studied, evaluation of sources for reliability (AO1/AO2/AO3).</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	<p>Judgement based on simple valid criteria. Comments based on subject/amount of detail, or assumed reliability because of time/nature/origins of the source.</p> <p><i>e.g. Source D is a photograph so is likely to be reliable; or Source E is from an account by a young girl who witnessed the events of the strike.</i></p> <p>Maximum 2 marks for use of one source only.</p>
2	4–7	<p>Judgement is based on the reliability of the sources' information or is based on an evaluation of the nature or authorship of sources. EITHER Answer focuses on details which can be corroborated or challenged.</p> <p><i>e.g. The photograph shows the need to keep food supplies going and the use of convoys and armed troops which was organised by the government. Source E shows the work of volunteers to get people to work which can also be seen in the work of the OMS and volunteer tram drivers.</i></p> <p>OR Answer focuses on how reliable/representative/authoritative the source is.</p> <p><i>e.g. Notes that the photograph is a snapshot of actual events but we do not know when or why it was taken or how representative it is. Notes that Source E is from a diary of someone whose father was a volunteer and therefore it should be an accurate account but it is clearly biased.</i></p> <p>5 marks if Level 2 criteria are met for only one source.</p> <p>Maximum 6 marks if answer does not use own knowledge of the context.</p>
3	8–10	<p>Judgement combines both elements of Level 2 to assess the reliability of the sources for the specific enquiry. Answer considers the reliability of the information, taking into account an aspect of its nature (i.e. how reliable/representative/authoritative/comprehensive it is).</p> <p><i>e.g. The photograph is unlikely to be staged and does appear to match other descriptions of convoys in other sources. This</i></p>

		<p><i>indicates the photograph is likely to be reliable but it only shows us the situation in London and we do not know if this is representative of the wider context. Source E is one person's view, from a privileged class in society which could affect its reliability. The view is biased ('communist thugs') but indicates views held by many at the time. It is therefore representative of the views of a section of society who felt that trade unionists wanted a revolution.</i></p> <p>Maximum 8 marks if own knowledge of the historical context is not explicitly used, or if Level 3 criteria are met for one source only.</p>
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Question Number		
5		<p>Source F suggests the main reason why the General Strike failed was because the TUC did not use its full power.</p> <p>How far do you agree with this interpretation? Explain your answer, using your own knowledge, Sources D, E and F and any other sources you find helpful.</p> <p>Target: knowledge recall and selection, analysis of causation and key features of historical periods, reaching a judgement on representations and interpretations of history (AO1/AO2/AO3). Assessing QWC i-ii-iii: for the highest mark in a level all criteria for the level, including those for QWC, must be met. Spelling, punctuation and grammar (SPaG): up to 3 additional marks will be awarded for SPaG.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	<p>Generalised answer. EITHER Answer offers valid undeveloped comment to support or counter the interpretation, without direct support from sources or additional knowledge.</p> <p><i>e.g. The Government actions were the main reason why the strike failed.</i></p> <p>OR Selects details from the sources which support or counter the interpretation, but without direct linkage to the question.</p> <p><i>e.g. Source D shows the Government took steps to protect food supplies or Source E shows that use was made of volunteers during the strike.</i></p> <p>Writing communicates ideas using everyday language and shows some selection of material but the response lacks clarity and organisation. The candidate spells, punctuates and uses the rules of grammar with limited accuracy.</p>
QWC i-ii-iii		
2	5–8	<p>Supported answer, linking the interpretation to relevant detail. Answer offers a judgement which agrees with or counters the interpretation and links to relevant details from sources and/or additional knowledge.</p> <p><i>e.g. Selects details from Source D which shows that the government use of troops was able to keep supplies getting through. Selects details from Source F which shows the determination of the TUC to avoid any suggestion of revolutionary intention or actions. Source F therefore clearly supports the view that the TUC did not use all its power.</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>
QWC i-ii-iii		

		organisation. The candidate spells, punctuates and uses some of the rules of grammar with general accuracy.
3	9–12	<p>Developed evaluation, agreeing or disagreeing with the interpretation.</p> <p>Answer reasons from the evidence to consider the claim. At this level the answer will be unbalanced and only points of agreement or disagreement with the interpretation will be convincingly explored.</p> <p><i>e.g. Considers whether the TUC decision not to use all its power was the main reason why the General Strike was defeated. Indicates the failure to call out emergency services or disrupt hospitals and surgeries was a major factor. The TUC's decision to hold back action that might have had a greater impact was undoubtedly a factor but others also important. Considers the extent that government plans and actions undermined the TUC's efforts to disrupt normal life. The role played by volunteers in Source E, as well as media opposition, were also significant factors.</i></p> <p>Maximum 10 marks for answers which do not include additional knowledge to support their argument.</p> <p>NB: No access to Level 3 for answers which do not use the sources.</p> <p>Writing communicates ideas using historical terms accurately and showing some direction and control in the organising of material. The candidate uses some of the rules of grammar appropriately and spells and punctuates with considerable accuracy, although some spelling errors may still be found.</p>
QWC i-ii-iii		
4	13–16	<p>Sustained argument and evaluation, reviewing alternative views before giving a balanced judgement on the interpretation.</p> <p>Answer considers the evidence which supports the interpretation that suggests that the failure of the TUC to use its full power was a major reason for the failure of the General Strike and evidence that suggests the importance of other factors. The evaluation of the interpretation is supported by precisely-selected evidence from the sources and additional knowledge.</p> <p><i>e.g. Weighs up the relative importance of various views of the reasons for the failure of the strike. Considers the extent to which the government prepared for the strike e.g. stockpiling food. Uses Sources D and E and additional knowledge to support the view that while the TUC could have done more, the successful use of volunteers kept essential services going. The role of the press was important in influencing public attitudes. Responses are able to evaluate the relative impact of different factors on the outcome of the strike.</i></p> <p>Reserve 15–16 marks for answers which also take into account the strength of the evidence from the provided sources when coming to an overall conclusion.</p>
QWC i-ii-iii		

		<p>NB: No access to Level 4 for answers which do not include additional knowledge.</p> <p>Writing communicates ideas effectively, using a range of precisely-selected historical terms and organising information clearly and coherently. The candidate spells, punctuates and uses the rules of grammar with considerable accuracy, although some spelling errors may still be found.</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	Candidates 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	Candidates 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	Candidates 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.