

# Mark Scheme

Summer 2017

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, ie 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:
  - ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear*
  - select and use a form and style of writing appropriate to purpose and to complex subject matter*
  - 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 tactics used by the suffragettes?</p> <p><b>Target:</b> source comprehension and inference (AO3).</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1	<p><b>Comprehension.</b> Answer selects relevant detail(s) from the source.</p> <p><i>eg 'They interrupted meetings' or 'They attacked government ministers'</i></p>
2	2–3	<p><b>Unsupported inference.</b> Valid inference(s) are offered, but without support from the source.</p> <p><i>The suffragettes were determined to get noticed. The suffragettes were prepared to make a nuisance of themselves.</i></p>
3	4–6	<p><b>Supported inference.</b> Valid inference(s) are made and supported from the source.</p> <p><i>eg This source suggests that the suffragettes were prepared to use the type of tactics that would get publicity for their cause. One way to do this was to target members of the Government and disrupt their meetings. The suffragettes were determined to get their views across despite suffering violence.</i></p> <p><b>One well-developed point may score a maximum of 5.</b></p>

Question Number		
2		<p>Study Source B and use your own knowledge.</p> <p>What was the purpose of this representation? Explain your answer, using Source B and your own knowledge.</p> <p><b>Target:</b> 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><b>Simple statement about the representation.</b> EITHER Valid comment is offered about the representation but without support from the source.</p> <p><i>e.g. It shows the suffragette as rather silly.</i></p> <p>OR Answer identifies detail(s) or information from the representation, but relevance to the intended purpose is not identified. <i>e.g. It shows that this suffragette was not able to light a fire</i></p>
2	3–5	<p><b>Supported statement, comprehending the representation.</b> 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 view that a woman's place was in the home and able to do domestic things such as lighting a fire. Makes the point that the suffragettes were scatter-brained and stupid.</i></p> <p><b>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.</b></p>
3	6–8	<p><b>Explained purpose, analysing the representation.</b> Analysis of the treatment or selection of the content of the representation is used to explain its purpose.</p> <p><i>eg Notes that the suffragettes had embarked on a campaign of violence and disruption. It stresses the fact that these tactics were used by women who were stupid and not doing what a woman should in terms of looking after the house. The cartoon suggests that the woman was incapable of doing even a simple task such as boiling a kettle. The woman is shown as scatter-brained and helpless but capable of arson and other criminal acts. The cartoon is clearly designed to discredit the movement and its tactics.</i></p> <p><b>Maximum 6 marks for answers which do not make explicit use of own knowledge of the historical context.</b></p>

Question Number		
3		<p>Why did suffragette tactics become increasingly militant? Explain your answer, using Source C and your own knowledge.</p> <p><b>Target:</b> knowledge recall and selection, key features and causation in a historical context, source comprehension (AO1/AO2/AO3).</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	<p><b>Simple statements.</b> EITHER Answer consists of simple statements from the source.</p> <p><i>eg they had broken the law</i></p> <p>OR</p> <p>Answer consists of simple statements based on additional knowledge without reference to the source.</p> <p><i>eg Suffragettes were determined to get noticed at any cost.</i></p>
2	4–7	<p><b>Supported statements.</b> Statements are supported by information from the source and/or additional knowledge.</p> <p><i>eg Details that the suffragettes had used a lot of peaceful methods but had achieved none of their goals. The government was not prepared to listen to their demands for change. Increasing belief that more peaceful methods had achieved nothing and greater militancy would gain not only publicity but also force the government to give them the vote.</i></p> <p><b>Maximum 5 marks for answers which do not use both source and additional knowledge.</b></p>
3	8–10	<p><b>Developed explanation.</b> Answer uses the source and precise own knowledge.</p> <p><i>eg Explains why increasingly militant suffragette methods became used. This reflected an increasing desire to disrupt not just the government but also organisations such as the police and the courts. Can indicate specific examples such as chaining themselves to railings or disrupting the Derby. Can indicate a determination to get arrested and keep themselves noticed and in the newspapers. Uses additional knowledge to indicate how this would increase pressure on the government. The government was frightened of the effect the suffragettes were having according to Source C. The suffragettes were now taken seriously.</i></p> <p><b>NB: No access to Level 3 for answers that do not include additional knowledge.</b></p>

Question Number		
4		<p>How reliable are Sources D and E as evidence of how suffragettes were treated in prison?</p> <p>Explain your answer, using Sources D and E and your own knowledge.</p> <p><b>Target:</b> 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><b>Judgement based on simple valid criteria.</b> Comments based on subject/amount of detail, or assumed reliability because of time/nature/origins of the source.</p> <p><i>e.g. 'Source E is a poster so is liable to be biased'</i></p> <p>OR</p> <p><i>'Source D is from a speech by a member of the government so is likely to be biased against the suffragettes.'</i></p> <p>Maximum 2 marks for use of one source only.</p>
2	4–7	<p><b>Judgement is based on the reliability of the sources' information or is based on an evaluation of the nature or authorship of sources.</b></p> <p>EITHER</p> <p>Answer focuses on details which can be corroborated or challenged.</p> <p><i>eg Can check other accounts of how the suffragettes were treated. Source D also indicates that the government is acting in a sensible and humane way and are making sure that hunger strikers don't harm themselves.</i></p> <p>OR</p> <p>Answer focuses on how reliable/representative/authoritative the source is.</p> <p><i>eg Notes that the poster (Source E) was designed to discredit the government before an election and is obviously targeting the Liberal Government. There were many similar posters that focused on the poor treatment of suffragettes in prison. Also notes that Source D is from a speech designed to present the government's action in a favourable light and it is likely to be biased.</i></p> <p><b>5 marks if Level 2 criteria are met for only one source.</b></p> <p><b>Maximum 6 marks if answer does not use own knowledge of the context.</b></p>

3	8–10	<p><b>Judgement combines both elements of Level 2 to assess the reliability of the sources for the specific enquiry.</b></p> <p>Answer considers the reliability of the information, taking into account an aspect of its nature (ie how reliable/representative/authoritative/comprehensive it is).</p> <p><i>eg Source E shows that the suffragettes were determined to use elections to attack the government and publicise the movement for getting women the vote. Use of image and words portrays the government as being responsible for 'Torturing Women'. Although exaggerated it does reflect accounts and other images of the process of force feeding and personal accounts by those who had undergone the process.</i></p> <p><i>The speech is designed to portray the government as humane and responsible as opposed to the unreasonable suffragettes</i></p> <p><i>Source D is biased but indicates views held by many at the time. It is also is one person's view and from a member of the government a senior minister which could affect its reliability.</i></p> <p><b>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.</b></p>
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Question Number		
5		<p>Source F suggests that the extremism of militant suffragettes did more harm than good to the campaign for votes for women.</p> <p>How far do you agree with this interpretation? Explain your answer, using your own knowledge, Sources A, C and F and any other sources you find helpful.</p> <p><b>Target:</b> knowledge recall and selection, analysis of consequences and key features of historical periods, reaching a judgement on representations and interpretations of history (AO1/AO2/AO3). <b>Assessing QWC i-ii-iii:</b> for the highest mark in a level <b>all</b> criteria for the level, including those for QWC, must be met. <b>Spelling, punctuation and grammar (SPaG):</b> up to 3 additional marks will be awarded for SPaG.</p>
Level	Mark	Descriptor
	<b>0</b>	No rewardable material.
<b>1</b>	<b>1–4</b>	<p><b>Generalised answer.</b> EITHER Answer offers valid undeveloped comment to support or counter the interpretation, without direct support from sources or additional knowledge.</p> <p><i>eg 'The Suffragettes' actions got them publicity'.</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>eg Source C shows that the government was now taking them much more seriously</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>
<b>QWC i-ii-iii</b>		
<b>2</b>	<b>5–8</b>	<p><b>Supported answer, linking the interpretation to relevant detail.</b> 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>eg Selects details from Source A which shows that the tactics got the publicity the suffragettes were looking for. However C suggests it was working as the Government were now taking the suffragettes seriously. Selects details from Source F which shows a mixed view before less militant methods were positive but growing extremism increased opposition including that from other women.</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>
<b>QWC i-ii-iii</b>		

		organisation. The candidate spells, punctuates and uses some of the rules of grammar with general accuracy.
<b>3</b>	<b>9–12</b>	<p><b>Developed evaluation, agreeing or disagreeing with the interpretation.</b></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>eg Considers whether suffragette tactics advanced the cause of women getting the vote or not. Can balance areas of militancy and violence that alienated support with the view that before the suffragettes nothing much changed and many ignored appeals to give women the vote. Can indicate increased opposition by the government and the Prime Minister to the cause was a major factor in why the Government were not prepared to give in but need to be balanced against the view that the cause could no longer be ignored. Notes that methods such as arson and destruction of property alienated many including Anti-Suffrage groups of women.</i></p> <p><b>Maximum 10 marks for answers which do not include additional knowledge to support their argument.</b></p> <p><b>NB: No access to Level 3 for answers which do not use the sources.</b></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>
<b>QWC i-ii-iii</b>		
<b>4</b>	<b>13–16</b>	<p><b>Sustained argument and evaluation, reviewing alternative views before giving a balanced judgement on the interpretation.</b></p> <p>Answer considers the evidence which supports the interpretation that suggests that militant actions of the suffragettes did more harm than good. The evaluation of the interpretation is supported by precisely-selected evidence from the sources and additional knowledge.</p> <p><i>eg Weighs up the relative importance of various views of the the suffragettes and their opponents. Can indicate the changing nature of the suffragette campaign and opposition of other supporters of votes for women such as the suffragists. Can indicate positive view of methods in Source C and less positive view in Source F. Uses effectively additional knowledge of methods and impact such as the Derby and arson as working against the Suffragettes even though they had some value for getting noticed.</i></p> <p><b>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.</b></p>
<b>QWC i-ii-iii</b>		

		<p><b>NB: No access to Level 4 for answers which do not include additional knowledge.</b></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>
		<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>	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	<b>2</b>	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	<b>3</b>	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.

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