

Mark Scheme (Results)

Summer 2015

Pearson Edexcel GCSE
in History B (5HB03)

Paper 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.

Question Number		
1		<p>What can you learn from Source A about the government's attitude to Arthur Scargill?</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. Scargill wanted to destroy the economy; or He was determined to have a strike.</i></p>
2	2–3	<p>Unsupported inference. Valid inference(s) are offered, but without support from the source.</p> <p><i>e.g. They thought that Scargill was a major threat to the country; or He was determined to have a strike regardless of the cost.</i></p>
3	4–6	<p>Supported inference. Valid inference(s) are made and supported from the source</p> <p><i>e.g. The government was convinced that Scargill was a troublemaker who was determined to get his way and use the strike to attack and undermine a legitimately elected government. He was an extremist but he failed to carry the trade unions or the Labour Party with him. This was a major weakness of his approach.</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?</p> <p>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</p> <p>Valid comment is offered about the representation, but without support from the source.</p> <p><i>e.g. Wants to get miners back at work.</i></p> <p>OR</p> <p>Answer identifies detail(s) or information from the representation, but relevance to the intended purpose is not identified.</p> <p><i>e.g. Shows all miners wanted to keep their jobs and get more pay.</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. Wants to get miners to stop striking and return to work and indicates that the strike was pointless; shows that striking miners and working ones want the same things but the working ones are just as likely to achieve them by carrying on working. Points out that the strike appears to be failing as miners return to work. Not all pits supported 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. Explains the significance of the date of the advertisement, months after the start of the strike. Highlights the increasing number of miners returning to work and the need for those still on strike to return to work to save their jobs and the industry. Uses additional knowledge to indicate the strike was failing, e.g. non-striking miners leaving the NUM, which would later lead to efforts to set up a rival union of mineworkers. Its key purpose was to undermine support for the strike and encourage striking miners to go back to work by emphasising that the only difference between the aims of striking and non-striking miners is the best method to achieve their aims. Explains that striking will cost the miners more, as they will lose pay, to emphasise the folly of carrying on striking. The advertisement makes use of words such as 'help us to secure your future' and that the</i></p>

		<p><i>National Coal Board has made its 'last offer' in order to make them think again about continuing to strike.</i></p> <p>Maximum 6 marks for answers which do not make explicit use of own knowledge of the historical context.</p>
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Question Number		
3		<p>What part did flying pickets play in the miners' strike?</p> <p>Explain your answer, using Source C and your own knowledge.</p> <p>Target: knowledge recall and selection, key features and characteristics of periods studied, 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.</p> <p><i>e.g. They tried to get miners to stop working.</i></p> <p>OR</p> <p>Answer consists of simple statements based on additional knowledge without reference to the source.</p> <p><i>e.g. They tried to stop the production or movement of coal.</i></p>
2	4–7	<p>Supported statements.</p> <p>Statements are supported by information from the source and/or additional knowledge.</p> <p><i>e.g. Indicates how flying pickets were used with support from the source, such as stopping the movement of coal around the country and encouraging other miners to go out on strike. Provides details of how the flying pickets operated to stop pits producing or prevent power stations to keep operating.</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.</p> <p><i>e.g. Explains how the flying pickets were used and can comment on their significance in the strike. Can indicate what problems were associated with their use and can give some examples such as the events in Nottingham and at Orgreave. Can indicate the violence associated with events at Orgreave and controversy over strikers or police tactics. Can indicate how close the NUM came to achieving its aims and the significance of using flying pickets in this respect.</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 the decisions Arthur Scargill made about the miners' strike?</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 cartoon and is biased or exaggerated; or Source E is from an account by a trade union leader during the dispute.</i></p> <p>Maximum 2 marks in this level 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. Indicates that Source D is a cartoon, which is likely to be an exaggerated point of view. Shows Scargill as someone who is determined to take extreme and senseless decisions. Can indicate Source E is from someone involved in trying to end the dispute that was not on either side so liable to be reliable. Latter's content shows an attempt to balance the behaviour of both sides in the dispute which makes it potentially more reliable.</i></p> <p>Answer focuses on how reliable/representative/authoritative the source is.</p> <p><i>e.g. Notes that the cartoon is from the Daily Express, which might be biased and might be against the power wielded by trade unions in general and the Miners Union in particular. Also notes that Source E is from a diary of someone who was involved in trying to find a solution to ending the dispute and was also involved in the union movement which might make it more reliable. Can give some of own knowledge to back up the view expressed in either source for example the severe weakening of the NUM. Source D also suggests the close relationship between Mrs Thatcher and Ian MacGregor. Mrs Thatcher was responsible for appointing him to the National Coal Board, which makes the source accurate but less reliable in terms of bias.</i></p> <p>Maximum 5 marks in this level if Level 2 criteria are met</p>

		<p>for only one source.</p> <p>Maximum 6 marks in this level 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.</p> <p>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. Shows that Source D represents a view held by many on the political right that Scargill's methods were disastrous for the country and the miners. The cartoon suggests that Scargill was prepared to gamble with the future of the mining industry. Might indicate that he was a dangerous friend of communist Russia, as can be seen in the caption regarding 'Russian Roulette'. Many saw Scargill as reckless and he was regarded by many in other trade unions as a loose cannon. The view expressed in Source E is less biased but is nevertheless very critical of Scargill's decisions during the strike. May indicate that Scargill did come close to achieving his aims but other factors could account for the defeat of the strike. Could also indicate that Scargill was prepared to call a strike without a ballot, which calls into doubt the wisdom of his decisions. The fact that this source is from a diary might reflect a more accurate view of the author's views at that time.</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>

Question Number		
5		<p>Source F suggests that the government's preparations were the main reason for the failure of the miners' strike.</p> <p>How far do you agree with this interpretation? Explain your answer, using your own knowledge, Sources A, 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. Many people in the country were against the miners being on strike.</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 F indicates that the government was well prepared to handle the strike; or Source A says Scargill was to blame for the dispute; or Source E blames Scargill.</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 A that shows the determination of the government to plan ahead for trouble from the miners, which indicates it was well prepared. Notes that many miners continued to work and others on strike were joining them by going back to work. Source F does indicate that the government had planned ahead, which was a factor that helped defeat the strike. However, despite this the miners came close to winning the strike as has been indicated by recently released information. The failure to hold a secret ballot was a major reason for the failure to gain wider support from the miners or other unions.</i></p>
QWC i-ii-iii		

		<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 candidate spells, punctuates and uses some of the rules of grammar with general accuracy.</p>
<p>3</p> <p>QWC i-ii-iii</p>	<p>9–12</p>	<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 if it was the result of other factors such as lack of support from other unions or the success of the tactics used by the government was more significant. Can comment on mistakes made by Scargill and the NUM such as the failure to hold a ballot as a major cause of the strike's weakness from the outset. Notes that Sources A and F indicates the determination of the government to plan to deal with an expected strike such as laying in stocks of coal. However, the failure to win support from the wider labour movement was mainly due to decisions taken by the NUM. The timing of the dispute was also not the best.</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>
<p>4</p> <p>QWC</p>	<p>13–16</p>	<p>Sustained argument and evaluation, reviewing alternative views before giving a balanced judgement on the interpretation.</p> <p>Answer considers the evidence supporting the interpretation that suggests that government planning was the main reason for the defeat of the Miners' 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 factors from the determination of the government to divisions in the Labour Party and unions and the fact that many miners continued to work. Uses Sources A and F and own knowledge to support the view that the role of the media was important and, in the case of the press, often biased in favour of the government. Uses additional knowledge to indicate incidents that explain how the media was used to undermine support for the strike such as violence on picket lines or death of a minicab driver. Can indicate that the strike was at a time that favoured the Coal</i></p>

<p>i-ii-iii</p>		<p><i>Board and the government rather than the NUM. March was a period when coal stocks were high and consumption was low as summer time reduced the demand for coal. Can comment on role of both Scargill and Thatcher.</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> <p>NB: No access to Level 4 for answers which do not include additional knowledge and make use of the sources</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.

