

## **GCSE**

### **History A (Schools History Project)**

Unit **A955B/22**: Historical Source Investigation: A Study in British History:  
Protest & Reaction in Britain 1800-1914

General Certificate of Secondary Education

### **Mark Scheme for June 2017**

**June 2017**

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.
















All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.


Mark schemes should be read in conjunction with the published question papers and the report on the examination.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

## Annotations

The annotations which will be used for June 2017 will be:

1		+	Similarity/Agree/ Useful
2		-	Difference/Disagree/ Not Useful
3		Eval	Evaluation / Purpose
4		CONT	Contextual knowledge
5		L1	Level 1
6		L2	Level 2
7		L3	Level 3
8		L4	Level 4
9		L5	Level 5
10		NAQ	Not answered question. Knowledge is wrong
11		S	Support
12		SEEN	Noted but no credit given
13		I	Inference
14		XSS	Level 6
15		BP	Blank Page

Use  for Level 6 on question 5 please.

Q	Answer	Marks	Guidance
1	<p><b>Q: Study source A. How useful is this source to a historian studying the Luddites? Use details of the source and your own knowledge to explain your answer.</b></p> <p><b>Level 4 (7- 8 marks)</b> Candidate demonstrates sophisticated understanding in order to analyse the source. The usefulness and limitations of the source are explained using sophisticated knowledge and understanding of the Luddites. They produce a fully developed response, supported by comprehensive contextual knowledge and understanding.</p> <p><b>Level 3 (5-6 marks)</b> Candidate demonstrates a sound understanding of the source and argues the source is useful to some extent using sound knowledge and understanding. Candidate also argues how the source is limited as it is only about one aspect of the Luddites. Knowledge is demonstrated about other aspects of the Luddites. They produce a developed response, supported by sound contextual knowledge and understanding.</p> <p><b>Level 2 (3-4 marks)</b> Candidate interprets the source and asserts the usefulness OR limitations of the content or by the type of source. Answer must explain how it shows a cause for the discontent of the Luddites, the introduction of machinery. They demonstrate some knowledge and understanding of the Luddites.</p> <p><b>Level 1 (1-2 marks)</b> Candidate describes the source or just describes the context and produces a very limited response.</p>	8	<p><b>Use + for useful, - for not useful / limitations, 'S' for support from source, 'CONT' for relevant contextual knowledge and NAQ for irrelevant contextual knowledge.</b></p> <p><b>Both useful and not useful</b> supported by specific contextual knowledge such as Frame Breaking Act / stocking frames / examples of Luddite attacks such as the attack on William Horsfall at Crosland Moor in Huddersfield / response of the government with the mass trial at York in January 1813, following the attack on Cartwrights mill at Rawfolds because they feared a French-style revolution OR</p> <p>That BOTH the Luddites and those above them contributed to the situation: the Luddites were not solely to blame for their actions “general intelligence of the class who were above them”.</p> <ul style="list-style-type: none"> <li>• Award top of level for source use</li> </ul> <p><b>Both useful and not useful</b> supported by sound contextual knowledge which lacks reference to specific Luddite activities / government reaction, CK is general about Luddite aims and beliefs and why they were formed but does not explicitly give examples</p> <ul style="list-style-type: none"> <li>• Award top of level for source use</li> </ul> <p>Candidates consider <b>useful OR not useful</b> and give general statements about the Luddites, eg their cause, without detailed knowledge to specific Luddite actions <b>OR</b> One side done very superficially with other side done well</p> <p>Candidates produce a very limited response with reasons such as 'It is useful because it is a primary source / from the time'.</p>

Q	Answer	Marks	Guidance
	<p><b>Level 0 (0 marks)</b> No response or no response worthy of credit.</p>		<p>This is an example of a top level response that may be used as guidance, demonstrating evidence of all three AOs.</p> <p><i>Source A is useful to an extent as it shows a reason the Luddites rioted was the introduction of machinery as it says 'the introduction of machinery should create in men's minds a feeling of disgust'. This is referring to how angry the workers were about being replaced by new machinery such as the cloth finishers in Yorkshire in 1812. We can see that the person who wrote this source was critical of them as they are suggesting it was due to their level of intelligence that they began to riot The source does not just blame the Luddites as it says 'of that class who were above them' and their intelligence which implies that the government or the rich people also did not handle the introduction of machinery well.</i></p> <p><i>On the other hand this source is also limited as it doesn't inform us how other people viewed the Luddites at the time. The source also only tells us about one aspect of the Luddites, it doesn't tell us anything about what the Luddites actually did such as breaking into factories and cotton mills to attack new machines like the shearing frames in Leeds and Wakefield in 1812 and the response of the government with the Frame Breaking Act of 1812 as they feared a revolution like the recent one in France.</i></p>

Q	Answer	Marks	Guidance
2		8	
	<p><b>Q: Study Sources B and C.</b>  <b>How similar are the reasons for protest in these sources?</b>  <b>Use the sources and your knowledge to explain your answer.</b></p> <p><b>Level 4 (7-8 marks)</b>  Candidates demonstrate a sophisticated understanding of the sources and knowledge and understanding of reasons for protest in the first half of the nineteenth century. They interpret the sources in context and produce a fully developed response to evaluate similarities and differences between them.</p> <p><b>Level 3 (5-6 marks)</b>  Candidates demonstrate sound understanding of the sources and knowledge and understanding of reasons for protest in the first half of the nineteenth century. However, one source is interpreted less satisfactorily. They produce a sound response to explain similarities and differences between them.</p> <p><b>Level 2 (3-4 marks)</b>  Candidates demonstrate some understanding of the sources and knowledge and understanding of the similarities of reasons for protest in the first half of the nineteenth century. They produce a basic response by comparing the reasons for protest of the two sources.</p> <p><b>Level 1 (1-2 marks)</b>  Candidates demonstrate limited knowledge and understanding of the similarities of reasons for protest in the first half of the nineteenth century. They interpret the source(s) and produce a simple response.</p> <p><b>Level 0 (0 marks)</b>  No response or no response worthy of credit.</p>	8	<p><b>Use ‘+’ for similarity, ‘-’ for difference, ‘S’ for source support, CONT for relevant contextual knowledge and NAQ for irrelevant contextual knowledge.</b></p> <p><b>Similarity and difference</b> in terms of reasons for protest by BOTH knowledge <b>and</b> sources. Knowledge needs to be specific about both the Tolpuddle Martyrs and the Rebecca Rioters.</p> <ul style="list-style-type: none"> <li>• Award top of level for source use (both to be used)</li> </ul> <p><b>Similarity and difference in terms of reasons for protest explained</b> and supported by general knowledge about both Tolpuddle Martyrs and Rebecca Rioters and sources. One side (i.e. similarity or difference) may be implied rather than supported directly from knowledge or sources). At least one source must be used.</p> <ul style="list-style-type: none"> <li>• Award top of level for source use (one to be used)</li> </ul> <p><b>Similarity or difference explained</b> by sources and / or general CK.  OR – talks about the similarities / differences in method of protest not reasons for protest</p> <p>Describes one source, then the other and says ‘so they are similar / different’.</p>

Q	Answer	Marks	Guidance
			<p>This is an example of a top level response that may be used as guidance, demonstrating evidence of all three AOs.</p> <p><i>These sources both show farm labourers living in poverty due to low wages as a reason for protest. In source B one of the Tolpuddle Martyrs explains that they were only acting to save themselves and their families from 'starvation'. I know that one of the reasons why Loveless and the others joined together to protest was because of their low wages as they had a third wage cut in three years. The reason for protest in source C is similar as it argues in the letter 'only picking the pockets of poor labours'. I know that the main reason for the Rebecca riots was the high tolls which had to be paid to use the roads as shown in the source which led to increased poverty.</i></p> <p><i>However there are some differences for the reasons for protest. The Tolpuddle martyrs were also protesting for their freedom to form a trade union to protest against their low wages, 'we were uniting together to save ourselves'. When they were found guilty and charged with transportation this led to many others to protest on their behalf for freedom and solidarity. In Source C there is also a national motivation for protest as the people of West Wales did not want pay to use their own roads. Farmers also had to pay tithes to support their local parish church even if it was not their own as 80% of the population of Wales were Non-Conformist. Wales had also seen a huge population increase recently which increased competition for lands and jobs adding to the poverty with the high tolls.</i></p>

Q	Answer	Marks	Guidance
3		9	
	<p><b>Q: Study Source D</b>  <b>Why was this poster published in 1843? Use the source and your own knowledge to explain your answer.</b></p> <p><b>Level 5 (8 - 9 marks)</b>  Candidates demonstrate a sophisticated understanding of the source and knowledge and understanding of protest and reaction in the early nineteenth century. They evaluate the purpose (in terms of intended impact) for it being published and they use their knowledge of protest and reaction at the time to explain why it was published then.</p> <p><b>Level 4 (6 - 7 marks)</b>  Candidates demonstrate sound understanding of the source and knowledge and understanding of protest and reaction in the early nineteenth century. They explain the purpose (in terms of intended impact) for it being published.</p> <p><b>Level 3 (4 - 5 marks)</b>  Candidates demonstrate some understanding of the source and knowledge and understanding of protest and reaction in the early nineteenth century to explain the message of the source.</p> <p><b>Level 2 (2 - 3 marks)</b>  Candidates demonstrate some understanding of the source and show limited knowledge and understanding of protest and reaction in the early nineteenth century. They explain some context but fail to explain the message or purpose of the source <b>or</b> they explain the message or purpose of publication of the source without setting it in context.</p>	9	<p><b>Use CONT to show where contextual knowledge is awarded and use EVAL for purpose. Use S for direct use of Source D</b></p> <p>Purpose - to threaten / intimidate either through punishment or risk losing his support so that Rebecca cancels the meeting - is explained with <b>accurate, detailed knowledge</b> to Rebecca Rioters actions of 1842-43:</p> <ul style="list-style-type: none"> <li>• <b>Use of source D to support CK must be explicit for Level 5/9.</b></li> </ul> <p><b>Purpose: to stop attacks - to save his job or to persuade them that he was on their side / to restore peace / threat of transportation</b></p> <p>Purpose of source is explained with <b>GENERAL context</b> about Rebecca Rioters but lacks specific examples about their actions</p> <p>Does not deal with <b>PURPOSE</b>: only message – (to cancel protest without saying why): talks about what the source tells us and answer has general context about the Rebecca Rioters (note that pulling down a tollhouse is in the source)</p> <ul style="list-style-type: none"> <li>• Award L3 maximum if Purpose is not considered. <b>Purpose (Intended Impact) must be present for L4 and L5.</b></li> </ul> <p>Description of the Rebecca Rioters generally, no specific mention made of actions that are not already described in the source (Pulling down a tollhouse is in the source)</p>



Q	Answer	Marks	Guidance
	<p><b>Level 1 (1 mark)</b> Candidates describe the source and produce a very limited response.</p> <p><b>Level 0 (0 marks)</b> No response or no response worthy of credit.</p>		<p>This is an example of a top level response that may be used as guidance, demonstrating evidence of all three AOs. <b>Bold are possible examples of Purpose</b></p> <p><i>The high sheriff wrote this poster to persuade the Rebecca Rioters in 1843 to stop their violent protests. <b>He wanted to persuade them to cancel their meeting on Wednesday night as he was worried it will lead to a violent protest which might damage their cause</b></i></p> <p><i><b>He is trying to stop the meeting by threatening transportation for anyone caught “pulling down a tollhouse”.</b> The High Sherriff informed them that they have done enough to make the government realise there are problems which need to be looked at but warned them if they use violent methods any more then this could damage their chances of achieving what they want as they look ‘childish’.</i></p> <p><i>Those involved in the protests against the tolls, to use the roads, attacked the tollgates. During 1842 and 1843 the toll houses in Wales were destroyed and 2,000 people also tried to burn down the work house. Troops were called in as the protests became more violent. <b>He also warned them that if they continued with these methods then they risked losing his support as he was trying to help them but in a peaceful way which he believed would be successful.</b></i></p>

Q	Answer	Marks	Guidance
4		9	
	<p><b>Q: Study Sources E and F.</b>  <b>How far do these two cartoons agree? Use the sources and your knowledge to explain your answer.</b></p> <p><b>Level 5 (9 marks)</b>  Candidates demonstrate sophisticated understanding in order to analyse the cartoons and the points of view they represent. These are explained and compared through a sophisticated knowledge and understanding of the Suffragette campaigns. They produce a fully developed response, supported by comprehensive contextual knowledge and understanding.</p> <p><b>Level 4 (7-8 marks)</b>  Candidates demonstrate a sound understanding of the main messages of the two cartoons. These are explained and compared through a sound knowledge and understanding of the Suffragette campaigns. They produce a developed response, supported by sound contextual knowledge and understanding</p> <p><b>Level 3 (5-6marks)</b>  Candidates demonstrate some understanding of the two cartoons. The sub-messages of the cartoons are explained and compared through some knowledge and understanding of the Suffragette campaigns.</p> <p><b>Level 2 (3-4 marks)</b>  Candidates interpret the sources but make no valid comparison. They produce a simple response about how far the two cartoons agree. They demonstrate limited knowledge</p>	9	<p><b>Use CONT to show where contextual knowledge is awarded and use EVAL for purpose. Use + for agree and – for disagree. Use NAQ for irrelevant contextual knowledge</b></p> <p>Agree and disagree in <b>PURPOSE</b> (Intended Impact) of both authors explained with accurate deployment of contextual knowledge on the Suffragettes / Suffragists <b>and their actions to 1909 ONLY</b>.</p> <ul style="list-style-type: none"> <li>• <b>Award L4 only if candidates consider two of Context / Purpose / Message (L5 reserved for candidates who do all three well).</b></li> <li>• Reference to Emily Davison / Derby death is 1913 and therefore should be marked NAQ as not relevant. Likewise – slashing pictures in the National gallery happened in 1914 so not relevant so NAQ too.</li> </ul> <p>Uses source attributions and source detail to explain why they agree and also why they disagree. <b>Purpose of one source is done but not both (or both done together – ‘both drawn to show suffragettes in a bad way’</b>. Uses valid CONT from beyond source such as Suffragette / Suffragist comparison</p> <p>Explains why they agree. Uses valid CONT from beyond source such as Suffragists / Suffragette comparison</p> <p>Compares sources and explains how they agree:  General mention of actions of Suffragettes from the sources.</p>

Q	Answer	Marks	Guidance
	<p>and understanding of the Suffragette campaigns.</p> <p><b>Level 1 (1-2 marks)</b> Candidates describe the sources and produce a very limited response.</p> <p><b>Level 0 (0 marks)</b> No response or no response worthy of credit.</p>		<p>Describes one source, then the other and concludes 'they are different'.</p> <p>This is an example of a top level response that may be used as guidance, demonstrating evidence of all three AOs. <b>Bold below is PURPOSE</b></p> <p><i>These are points of agreement between these two sources. Both of the cartoonists seem to be critical of the more militant, and sometimes violent, methods of protest by members of the Suffragettes. They both seem to agree that the violent methods of protest by the suffragettes was the reason for women not achieving the vote. <b>Source E wants to show that 'sensible' women, the suffragists, recognised that the Suffragettes were damaging their cause by 'shrieking' too loudly – they were too extreme which made them the "worst enemy" of the campaign for women's rights.</b></i></p> <p><i>In source E we can see that a more militant woman, a suffragette, shown by her raising a fist at the Liberal meeting, is being restrained by the more 'sensible' suffragist. A year before this source was published the WSPU were just beginning their campaigns of direct action such as disrupting a Liberal Party meeting.</i></p> <p><i>Source F also agrees that the Suffragettes undermined the cause for female suffrage. <b>The cartoonist of Source F also feels that women will not be given the vote if they continue with their militant campaigns as they are aggravating authority figures such as the police and politicians.</b> Since 1908, the year before this source was published, the Suffragette campaigns had been focused on more militant actions such as breaking windows of the Home offices and attacking policemen. The Suffragettes are shown to carry out a number of protests in the cartoon and are portrayed in a comical way, almost as little children being naughty which is mocking their efforts.</i></p> <p><i>A difference between the two sources is that Source E suggests that women can be rational and do deserve the vote however only the irrational militant campaigns of the suffragettes are shown in source F. Source E also shows how the protest for female suffrage was also a class issue. The suffragist is well dressed suggesting she is quite wealthy compared to the other woman. The suffragists formed in 1897 by Millicent Fawcett were mainly middle class women.</i></p>

Q	Answer	Marks	Guidance
5		19 (16+3)	✍ This question also carries 3 additional marks for spelling, punctuation and grammar; use the separate marking grid on page 13 to allocate SPaG marks.
	<p><b>Q: Study all the sources.</b>  <b>'In the period 1800–1914 it was only poverty which caused protest against authority.'</b>  <b>How far do you agree with this interpretation? Use the sources and your knowledge of protest and reaction to explain your answer.</b></p> <p><b>Level 6 (15–16 marks)</b>  Candidates demonstrate comprehensive knowledge and understanding of Protest and Reaction 1800–1914 to produce a fully developed response that evaluates effectively the interpretation. They make sophisticated use of a range of sources to support their response.  Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p><b>Level 5 (12–14 marks)</b>  Candidates demonstrate good knowledge and understanding of Protest and Reaction 1800–1914 to produce a developed response that evaluates effectively the interpretation. They make good use of several of the sources to support their response.  Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p><b>Level 4 (9–11 marks)</b>  Candidates demonstrate sound knowledge and understanding of Protest and Reaction 1800–1914 to produce a developed response that either effectively supports or challenges the interpretation. They make sound use of several of the sources to support their response.  Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p>	16	<p><b>Use '+' for agree, '-' for disagree, 'S' for source support, CONT for relevant contextual knowledge, XSS for coherent or clinching argument which is Level 6</b></p> <ul style="list-style-type: none"> <li>• Award top of each level if specific CK beyond the question paper is used. Examples include Match Girls Strike / detailed CK on Luddites / Tolpuddle Martyrs / Rebecca Rioters / Peterloo / Chartists / Dock strikes and Suffragettes <b>that is not in any of the sources used.</b></li> </ul> <p>Level 6 answers are characterised by a CLINCHING ARGUMENT- it is an answer that is clear from the start – you know where they are going – a very coherent answer. The candidate gives their opinion and supports it by accurate use of knowledge and uses the sources as support for both sides throughout the answer.</p> <p>Level 5 answers may consider both sides of the argument well, but the conclusion can feel 'bolted-on'. <u>To reach level 5 or 6 candidates will have done both sides well with both accurate deployment of knowledge and valid use of the sources to support their argument. We expect to see a minimum of 4 sources used with direct reference to content or a quote for these levels.</u></p> <p>Candidates deploy knowledge accurately and make valid use of (at least two) sources to support their answer, but one side of the argument is done better than the other and so the answer is unbalanced (For example, one side is supported by limited knowledge or use of sources compared to the other side)</p>

Q	Answer	Marks	Guidance
	<p><b>Level 3 (6–8 marks)</b> Candidates demonstrate some knowledge and understanding of Protest and Reaction, 1800–1914 to produce a response. They assert which sources support the interpretation and which sources disagree with the interpretation. Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p><b>Level 2 (4–5 marks)</b> Candidates demonstrate limited knowledge of Protest and Reaction, 1800–1914 and produce a basic response that makes little valid use of sources. Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p><b>Level 1 (1–3 marks)</b> Candidates demonstrate very limited knowledge of Protest and Reaction, 1800–1914 or make little use of sources. A very limited response is produced. Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p><b>Level 0 (0 marks)</b> No response or no response worthy of credit.</p>		<p>Candidates deploy knowledge accurately and make valid use of at least two sources, but they only address one side of the argument</p> <p><u>Answers which fail to use either knowledge or only uses one source (or no sources at all) means that any candidate cannot score above level 2 / 5 marks. <b>It is not enough to simply 'refer to the sources by letter' - this is not using them critically and, where candidates write 'as in source C' this would only be a level 2 response (at most)</b></u></p> <p><u><b>You must mark any blank pages with the annotation BP before you can submit a 100% marked response.</b></u></p>

Q	Answer	Marks	Guidance
			<p>This is an example of a top level response that may be used as guidance, demonstrating evidence of all three AOs.</p> <p><i>I disagree with this interpretation as although there were many protests caused by poverty I believe there were many other reasons for protest during this period too.</i></p> <p><i>Although there were a number of examples where the poorer classes did protest against authority as the issues involved, usually included pay and working conditions, which meant they were protesting due to poverty. An example of this was the Luddites who protested against authority by rioting and breaking the machines which belonged to the factory owners due to this <b>'introduction of machinery'</b>, as shown in source A. This meant that some workers would be replaced leading to poverty for some. This poverty was made worse when the price of wheat increased in 1812 this meant that there were many workers who could not afford to feed their families. However the Luddites were also protesting due to losing their status as skilled workers such as weavers who feared the end of their trade in the wool and cotton industries across Nottinghamshire and Yorkshire.</i></p> <p><i>Poverty was also a reason why the Tolpuddle Martyrs protested in 1834 as they had received a third wage cut in three years. In Source B Loveless, one of the Tolpuddle Martyrs, informs the judge that the only reason they violated a law and united together was to <b>save their families from starvation</b>. Although this protest was initially motivated by poverty the Tolpuddle martyrs were also protesting for their freedom to form a trade union to protest against their low wages, 'we were uniting together to save ourselves'. Although trade unions were not illegal the landowners wanted to remove this threat of protest and so they were found guilty of taking an oath of secrecy and charged with transportation. This then led to a massive protest across the country, including thousands of people marching through London, on their behalf protesting for their right to freedom and solidarity with the Tolpuddle Martyrs.</i></p> <p><i>The Rebecca riots agree with the statement as they were caused by the difficult economic circumstances of the time such as the high tolls which hit the farmers as they used the roads to transport lime to their farms. A huge population increase in Wales also increased competition for lands and jobs</i></p>


Q	Answer	Marks	Guidance
			<p>adding to the poverty of the <b>'poor labourers and farmers'</b>. However they also disagree with the statement there was also an underlying cause of the difficult relationship between farmers and landowners and the church as farmers also had to pay tithes to support their local parish church even if it was not their own as 80% of the population of Wales Non-Conformist.</p> <p>The Match girls Strike in 1888 was about improving working conditions in Bryant &amp; Mays factory more than about poverty. The girls were working very long hours and in terrible conditions The white phosphorus was very dangerous and gave them bone cancer.</p> <p>Another reason for protest against authority at this time was Women's rights. This wasn't caused by poverty as most of the suffragists and suffragettes were from middle class families who had money and were not affected by poverty. The cause of this protest was about achieving the right to vote for women and some men who were still unable to vote. The suffragists tended to protest through meetings, rallies and publications whilst the Women's Social and Political Union (suffragettes) were more radical in their approach such as <b>smashing windows and attacking policemen as shown in source F</b>. The difference between the campaigns can be seen in <b>source E where the suffragist complains that the suffragette campaign is harming the campaign to get women the vote.</b></p> <p>Overall I disagree with the interpretation as although many of the sources do show that poverty was a cause for protest for workers against authority between 1800-1914 there were also many other reasons at this time such as the loss of status, freedom and equality.</p>


**Spelling, punctuation and grammar (SPaG) assessment grid**

<b><i>High performance 3 marks</i></b>
Candidates spell, punctuate and use 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.
<b><i>Intermediate performance 2 marks</i></b>
Candidates spell, punctuate and use 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.
<b><i>Threshold performance 1 mark</i></b>
Candidates spell, punctuate and use 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.



**Assessment Objectives (AO) Grid**

(includes Spelling, Punctuation and Grammar )

<b>Question</b>	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>	<b>SPaG</b>	<b>Total</b>
<b>1</b>	3	1	4		<b>8</b>
<b>2</b>	3	2	4		<b>9</b>
<b>3</b>	3	2	4		<b>9</b>
<b>4</b>	3	1	4		<b>8</b>
<b>5 </b>	8	4	4	3	<b>19</b>
<b>Totals</b>	<b>20</b>	<b>10</b>	<b>20</b>	<b>3</b>	<b>53</b>

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