

Mark Scheme (Results)

Summer 2013

GCSE History A (5HA03/3C)
Unit 3: Modern World Source
Enquiry
Option 3C: A Divided Union? The
USA 1945-70

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Unit 3: Modern World Source Enquiry

Option 3C: A Divided Union? The USA 1945-70

Question N	lumber	
1		What can you learn from Source A about women in the USA in 1963?
		Target: Source comprehension, inference and inference support (AO3)
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1	Students do no more than copy/paraphrase the source.
		Award 1 mark at this level for a piece of information copied or paraphrased.
		e.g. One out of three workers is a woman.
Level 2	2-3	Makes unsupported inferences.
		An inference is a judgement that can be made from studying the source, but is not directly stated by it.
		e.g. Women becoming more important to the workforce.
		 2 marks for one unsupported inference. 3 marks for two unsupported inferences.
Level 3	4-6	Makes supported inferences.
		A supported inference is one which uses detail from the source to prove the inference.
		e.g. Women becoming more important to the workforce because the US economy depends upon women and their number was rising faster than the number of men
		 4-5 marks for one supported inference. 5-6 marks for two supported inferences.

Question N	lumber	
2		What was the purpose of this speech? Use details of the speech and your own knowledge to explain your answer.
		Target: Source comprehension and interpretation, message and purpose (A01, A02, A03)
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	Simple statement. These are generalised statements without support from source or detailed contextual knowledge. EITHER Valid comment is offered about the message of the source but without support from the source. e.g. The source suggests that women were not paid well and got the worst jobs. OR Answer offers comment about the source context but relevance to message/purpose is not explained. e.g. NOW was set up in 1966 to campaign for equal rights for women.
Level 2	3-5	Supported statement. These are statements which identify the message of the source and give details in support from the content or context of the source. e.g. Source B suggests that women were not paid well and got the worst jobs and do not have equal opportunities in employment. The speech says that women get the worst paid jobs, the jobs that nobody wants. It says that they earn even less than black workers. Men continue to dominate the top jobs with few women in managerial and professional positions. This speech was given to NOW which was set up in 1966 to campaign for equal rights especially in employment opportunities and pay Award top of level to students who identify the message of the source using detail from both content and context.

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Level 3	6-8	Explained purpose. Analysis of the treatment or selection of the source content is used to explain the message and its intention. Purpose is distinct from message. Purpose is what the message is designed to achieve.
		e.g. The purpose of this speech was to win support for NOW's campaign for equal opportunities in employment and pay for women and by showing the continued second class position of women in both areas. The speech says that women get the worst paid jobs, the jobs that nobody wants. It says that they earn even less than black workers. Men continue to dominate the top jobs with few women in managerial and professional positions. This speech was given to NOW which was set up in 1966 to campaign for equal rights especially in employment opportunities and pay. It was given by one of the leading figures in the campaign who would be wanting to raise awareness of the second class position of women Award top of level to students who analyse both the selection and treatment of the source to show its purpose.

Question N	lumher	
3	Idifibei	How far do these sources agree about the employment of
		women in the USA? Explain your answer, using the sources.
		Target: Source comprehension and interpretation, cross-
		reference (A03)
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-3	Generalised yes and/or no answers without support from the source.
		the source.
		e.g. Sources B and C agree and disagree with Source A about
		women in the workforce.
		Award top of level to answers which offer undeveloped yes and
		no points.
Level 2	4-7	Answers with support from the source(s).
		1 mark per example gueted
		1 mark per example quoted.
		To gain marks above 6 answers must identify details which agree
		and disagree.
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		e.g Source C supports the evidence of Source B. Source B
		suggests that women are poorly paid because black workers earn
		more than women and the table in Source C shows that this is
		the case in 1970. Source A does not support the evidence of
		Source B. Source B suggests that women's pay was still well
		below that of men. Source A suggests that the Equal Pay Act will bring about improvements in pay for women
		bring about improvements in pay for women
Level 3	8-10	Answers which, in addition, consider the degree to which
		support is provided.
		This level could also include evaluation of sources for
		reliability/typicality etc.
		T
		e.g There is strong support between B and C with both
		suggesting that women were still paid far less than men. This support is surprising since Source B is from a leading member of
		NOW and C is from the possibly male-dominated US
		government. There are slight differences. Source B suggests that
		95% of the highest paid jobs are by men but Source C shows
		some progress in the years 1960-70. A strongly disagrees with
		the views of B. A is optimistic about women's pay and the Equal
		Pay Act. Source B shows that the act has made little difference to
		women's pay. Source A suggests that women were very
		important in the US economy, Source B suggests that they still
		get the jobs that no one else wants. These differences are not
		surprising given that Source A is from Kennedy who will be
		promoting the success of the Equal Pay Act and Source B is from a leading figure in NOW who is campaigning for better pay and
		employment opportunities for women
		empleyment opportunities for women
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Question N	lumber	
4		How useful are Sources D and E as evidence of attitudes to women in the USA? Explain your answer, using Sources D and E and your own knowledge. Target: Evaluation of sources for utility (AO1, AO2 and AO3)
Level	Mark	Descriptor
20101	0	No rewardable material.
Level 1	1-3	Judgment based on simple valid criteria. Comments based on assumed reliability / unreliability because
		source is primary or from an eyewitness etc. OR undeveloped comment on usefulness of content – subject, amount of detail contained, etc.
		e.g. Source D is useful because it is a photograph. Source E is not useful because it is from a newspaper.
Level 2	4-7	Judgment based on the usefulness of the sources' information - answers which give examples of what source is useful for or its limitations. Students extract useful information from sources. e.g. Source D is useful because it shows popular attitudes towards women at that time with the slogans on the placards such as 'Let's judge ourselves as people' and 'everybody is beautiful' which is critical of the Miss America competition and 'can make-up cover the wounds of oppression?' which refers to their second class position in US society at that time OR Judgment based on evaluation of the Nature /Origin /Purpose of the sources - answer focuses on how representative / reliable / authoritative the sources are. e.g Source E is less useful because it is from a leader of the Women's Liberation Movement who will give the worst examples of discrimination against women in order to win support for the movement which may not be typical of US society at that time Maximum 5 marks if L2 criteria met for only one source.

Level 3 8-10 Judgment combines both elements of level two, assessing the contribution the sources can make to the specific enquiry. Answer provides a developed consideration of the usefulness of the sources which takes into account an aspect of their nature / origin/ purpose (e.g. how representative/ authoritative/ reliable they are.) The focus must be on what difference this makes to what the source can contribute. It is not enough to say it is reliable/unreliable / typical. Comments must be developed or else mark at L2. Award 10 marks if evaluation of both sources meets L3 criteria e.g. Source D is less useful because it only provides evidence of one protest which could have been selected by the national newspaper to highlight the aims and attitude of the Women's Liberation Movement and was not necessarily typical of the attitudes of the majority of US women. Source E is useful because it provides examples of the continued discrimination against women as late as 1970, not just in employment but even in the right to rent property and jail sentences. This was certainly

the case with few women in top jobs or powerful positions....

Question Nu	mber	
5		'The women's movement was successful in the USA in the years 1960-70'.
		How far do the sources in this paper support this statement? Use details from the sources and your own knowledge to explain your answer.
		Target: (AO1:2, AO2:2, AO3:12) QWC Strands i-ii-iii • Assessing QWC: 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 4 additional marks will be awarded for spelling, punctuation and grammar.
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-4	Generalised answer, offers valid undeveloped comment without direct support from sources or own knowledge.
		e.g. Sources A and F agree that the women's movement was successful. Sources B, C and E disagree.
		Or
		Selects details from the sources, but without direct linkage to the question.
OMC		e.g. Source A tells me about the Equal Pay Act. Source C is a table about average wages of men and women
QWC i-ii-iii		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.
Level 2	5-8	Supported answer offers a judgment on the hypothesis and links to relevant details from sources and/or comment on the reliability or sufficiency of the sources.
QWC I-II-III		e.g. Source A says that the Equal Pay Act will end discrimination against women in wages. Source D shows a protest meeting organised by the Women's Liberation Movement against the Miss America beauty contest
		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.

Level 3 9	9-12	Response focuses on the issues and reaches a judgement making direct use of the contents and/or the reliability or sufficiency of the sources. At this level the answer will be unbalanced and only points of agreement or disagreement will be convincingly dealt with.
QWC i-ii-iii		egSources A, D and F suggest that the women's movement brought some improvement in the position of women. Source A mentions the important work of the Commission on the Status of Women. It suggests that the Equal Pay Act would end discrimination against women in the payment of wages. It also says that the number of women in employment was increasing faster than that of men. Source D suggests that the Women's Liberation Movement had achieved national publicity for its campaign against the Miss America contest. Source F mentions the work of Betty Friedan and NOW who campaigned for better wages and employment opportunities. However the strength of evidence given in Sources A and D is weakened by their reliability. Source A is from Kennedy who will exaggerate the effects of the Equal Pay Act. Source D is a photograph of only one isolated protest meeting which may not have been typical of women's attitudes at that time 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.

Level 4 Balanced answer exploring the evidence for and against the hypothesis. Material from the sources is precisely selected to support the points made. Award 15-16 marks to responses which also take into account the strength of the evidence from the provided sources (their contents and/or reliability or sufficiency) in the process of coming to an overall conclusion. e.g As with Level 3. However, Sources B, C, E and F strongly challenge the hypothesis. Source C suggests that there had be	/ en ce
to support the points made. Award 15-16 marks to responses which also take into account the strength of the evidence from the provided sources (their contents and/or reliability or sufficiency) in the process of coming to an overall conclusion. e.g As with Level 3. However, Sources B, C, E and F strongly	/ en ce
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challenge the hypothesis. Source C suggests that there had be	ce
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little progress in pay and employment opportunities for women	
suggesting that the top jobs were still dominated by men. Soul	e
QWC B confirms that in 1965, despite the Equal Pay Act, women well	-
i-ii-iii being paid less than even black workers. Source E also	
challenges the hypothesis, suggesting that there had been little	,
progress in jobs and pay and that, in some areas, there were	
other forms of female discrimination including the renting of	
property and jail terms. Source F suggests that the activities of	7
the Women's Liberation Movement did achieve publicity but	
much of this was by the male dominated media who ridiculed	
their extreme methods. The evidence of Sources C and F is	
further strengthened by their reliability – Source C is from the	
male dominated USA department of Labor and should provide	
accurate statistics. Source F is from a textbook which should g	ve
a balanced view of the women's movement.	<i>V</i> C
a balanced view of the women's movement.	
Writing communicates ideas effectively, using a range of	
precisely selected historical terms and organising information	
clearly and coherently. The student spells, punctuates and use	s
the rules of grammar with considerable accuracy, although son	
spelling errors may still be found	

		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	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	2-3	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	4	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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