

Mark Scheme (Results)

January 2011

GCSE

GCSE History A (5HA03/3C)

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General Marking Guidance

- All students must receive the same treatment. Examiners must mark the first student in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Students 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 student'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 student's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the student 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**
There will always be guidance within the band about how to reward the highest mark or the top 2 marks. Follow the guidance above to decide the reward for the other 2 or 3 marks within the level.
- 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.*

Unit 3: Modern World Source Enquiry

Option 3C: A divided union? The USA 1945-70

Question Number		
1		<p>What can you learn from Source A about the Civil Rights Movement?</p> <p>Target: Source comprehension, inference and inference support (AO3)</p>
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1	<p>Students do no more than copy/paraphrase the source.</p> <p>Award 1 mark at this level for a piece of information copied or paraphrased.</p> <p><i>e.g. Its aim was a black revolution</i></p>
Level 2	2-3	<p>Makes unsupported inferences.</p> <p>An inference is a judgement that can be made from studying the source, but is not directly stated by it.</p> <p><i>e.g. Source A suggests that there was strong support for the Voter Registration Campaign from young people in the North.</i></p> <ul style="list-style-type: none"> • 2 marks for one unsupported inference. • 3 marks for two unsupported inferences.
Level 3	4-6	<p>Makes supported inferences.</p> <p>A supported inference is one which uses detail from the source to prove the inference.</p> <p><i>e.g. Level 3 Source A suggests that there was strong support for the VRC from young people in the North as it mentions that 1000 students are coming down to Mississippi from the North.</i></p> <ul style="list-style-type: none"> • 4-5 marks for one supported inference. • 5-6 marks for two supported inferences.

Question Number		
2		<p>Study Source B and use your own knowledge. What was the purpose of this illustration? Use details of the illustration and your own knowledge to explain your answer.</p> <p>Target: Source comprehension and interpretation, message and purpose (A01, A02, A03)</p>
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	<p>Simple Statement These are generalised statements without support from source or detailed contextual knowledge.</p> <p>EITHER Valid comment is offered about the message of the source but without support from the source.</p> <p><i>e.g. The source suggests that black people are still slaves</i></p> <p>OR Answer offers comment about the source context but relevance to message/purpose is not explained.</p> <p><i>e.g. Most Black Americans were unable to register for the vote because of intimidation of literacy tests...</i></p>
Level 2	3-5	<p>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.</p> <p><i>e.g. The source suggests that because black people do not have the vote they are unable to get rid of racism and discrimination and improve their housing, pay and schooling...</i></p> <p>Award top of level to students who identify the message of the source using detail from both content and context.</p>

Level 3	6-8	<p>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.</p> <p><i>e.g. As Level 2. The front page was published in order to highlight the importance of the vote and to win support for the Voter Registration Campaign. It was published by one of the leading civil rights organisations, the SCLC led by Martin Luther King, who was actively stepping up the campaign in the Selma area in 1965....</i></p> <p>Award top of level to students who analyse both the selection and treatment of the source to show its purpose.</p>
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Question Number		
3		<p>Study Sources A, B and C. How far do these sources agree about the Voter Registration Campaign? Explain your answer using the sources.</p> <p>Target: Source comprehension and interpretation, cross-reference (A03)</p>
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-3	<p>Generalised yes and/or no answers without support from the source.</p> <p><i>e.g. Some of the sources agree and some disagree about the voter registration campaign...</i></p> <p>Award top of level to answers which offer undeveloped yes and no points.</p>
Level 2	4-7	<p>Answers with support from the source(s).</p> <p>1 mark per example quoted.</p> <p>To gain marks above 6 answers must identify details which agree and disagree.</p> <p><i>e.g. ... Sources B and C agree about the Voter Registration Campaign. Source B suggests it was to remove discrimination, racism and poor pay. Source C suggests it was to end the violence against black people. Source A, however, does not support the views of Sources B and C. It suggests that it was part of a Communist plot to bring about a black revolution...</i></p>
Level 3	8-10	<p>Answers which, in addition, consider the degree to which support is provided.</p> <p>This level also includes evaluation of sources for reliability/typicality etc.</p> <p><i>e.g. As Level 2. There is strong support between Sources B and C. However, Source B is a pamphlet which deliberately exaggerates the plight of black Americans. The content of Source A does not support the details of Sources B and C but we can infer that it confirms the resistance to voter registration...</i></p>

Question Number		
4		<p>How useful are Sources D and E as evidence of the Birmingham Peace March of 1963? Explain your answer, using Sources D and E and your own knowledge.</p> <p>Target: Evaluation of sources for utility (AO1, A02 and AO3)</p>
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-3	<p>Judgment based on simple valid criteria</p> <p>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</p> <p><i>e.g. Source D is useful because photographs never lie. Source E is not useful because it is only one view...</i></p>
Level 2	4-7	<p>Judgment based on the usefulness of the sources' information - answers which give examples of what source is useful for or its limitations.</p> <p>Students extract useful information from sources.</p> <p><i>e.g. Source D is useful because it shows the extreme methods used by the authorities against the marchers...</i></p> <p>OR</p> <p>Judgment based on evaluation of the Nature /Origin /Purpose of the sources - answer focus on how representative / reliable / authoritative the sources are.</p> <p><i>e.g. Source E is not useful because it is the evidence of a civil rights supporter who may exaggerate the effects of the march...</i></p> <p>Maximum 5 marks if L2 criteria met for only one source.</p>

Level 3	8-10	<p>Judgment combines both elements of level two, assessing the contribution the sources can make to the specific enquiry.</p> <p>Answer provides a developed consideration of the usefulness of the sources which takes into account an aspect of its nature / origin/ purpose (e.g. how representative/ authoritative/ reliable it is.) 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.</p> <p>Award 10 marks if evaluation of both sources meets L3 criteria.</p> <p><i>e.g. ... As Level 2. Source D has limitations. It was published in national newspapers in order to win sympathy for the marchers and turn people against the authorities and may not be typical of the march. Source E is useful because it gives the views of a leading civil rights activist and provides evidence of the impact of the march....</i></p>
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Question Number		
*5		<p>'The Voter Registration Campaign was the main reason for progress in civil rights for black Americans in the years 1963-65' .</p> <p>How far do the sources in this paper support this statement? Use details from the sources and your own knowledge to explain your answer.</p> <p>Target: (A01:2, A02:2, A03:12)</p> <p>QWC Strands i-ii-iii</p> <ul style="list-style-type: none"> Assessing QWC: For the highest mark in a level all criteria for the level, including those for QWC must be met.
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-4	<p>Generalised answer, offers valid undeveloped comment without direct support from sources or own knowledge.</p> <p>e.g. <i>Martin Luther King stepped up the campaign for voter registration in 1964....</i></p> <p>Or</p> <p>Selects details from the sources, but without direct linkage to the question.</p> <p>e.g. <i>Source B is a leaflet supporting voter registration. Source C is about the campaign...</i></p> <p>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.</p>
QWC i-ii-iii		
Level 2	5-8	<p>Supported answer offers a judgment on the hypothesis and links to relevant details from sources. Award 7-8 marks to answers which also comment on the reliability or sufficiency of the sources.</p> <p>e.g. <i>Source B suggests that the Voter Registration campaign was necessary to get rid of discrimination and racism. Source C says that the campaign was stepped up in January 1965...</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 organisation. The student spells, punctuates and uses some of the rules of grammar with general accuracy.</p>
QWC i-ii-iii		

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