

Mark Scheme (Results) Summer 2011

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.

Unit 3: Modern World Source Enquiry

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

Question Number		
1		What can you learn from Source A about student protest? 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. <i>e.g. It says it paralysed the university for several days...</i>
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. <i>e.g. Source A suggests that the FSM was of great importance in the student movement...</i> <ul style="list-style-type: none">• 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. <i>e.g. Source A suggests that the FSM was of great importance in the student movement. I know this because it says that it led to the anti-war movement against involvement in Vietnam...</i> <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 petition? Use details of the petition 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 the Free Speech movement is justified</i></p> <p>OR</p> <p>Answer offers comment about the source context but relevance to message/purpose is not explained.</p> <p><i>e.g. There was a movement for Freedom of Speech at Berkeley which had a lot of support</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 message of the petition is that the Free Speech Movement is justified and that the authorities are wrong to suspend its leaders. It suggests in the source that it is a responsible movement.....</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 petition was drawn up to win even more support for the FSM from both students and teachers and to help those students who had been suspended. The petition stresses the importance of free speech and the peaceful methods used by the students. It was typical of methods used by the wider student movements of the early 1960's which aimed for a greater student say in the running of their universities.</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 Berkeley Free Speech Movement? 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 Berkeley Free Speech Movement.....</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. ... Some agreement between Sources A and B about the Berkeley Free Speech Movement. Source A suggests that the students were prepared to use extreme methods and were successful in bringing about free speech and also began the anti-Vietnam movement. Source B suggests that the leaders have been suspended but the campaign has wide support. Sources A and C do not agree about the FSM as A suggests it was successful in forcing the University committee to give way whilst C suggests that the committee will not give in to such extreme methods...</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 A and B about the level of support for the movement although Source A suggests much greater success. Moreover, both sources provide a one-sided, unreliable view of the FSM as they were written by its leaders. There are strong differences in tone between A and C. Source A suggests tactics of civil disobedience were successful.</i></p>

		<i>Source C refutes this claim.</i>
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Question Number		
4		<p>How useful are Sources D and E as evidence of student campaigns against US involvement in the war in Vietnam? 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 one of the key features of the student anti-war movement which was the burning of draft cards....</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 useful because it is the evidence of a student who experienced the student anti-war movement and who at first opposed and then supported the campaign.....</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 student anti-war movement and turn people against US involvement in the war. Source E has limitations as it only gives the experiences of one student at one university...</i></p>
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Question Number		
5		<p>'The Free Speech Movement was the main reason for student protest'.</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: (AO1:2, AO2:2, AO3:12)</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. <p>N.B.</p> <ul style="list-style-type: none"> Candidates are not required to make use of contextual knowledge of the free speech movement for this question. Candidates do not have to make use of all the sources, especially source F, to achieve the higher levels.
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><i>e.g. In the 1960s students campaigned against many things.....</i></p> <p>Or</p> <p>Selects details from the sources, but without direct linkage to the question.</p> <p><i>e.g. Some sources suggest it was and some sources suggest it was not.....</i></p> <p>QWC i-ii-iii</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>

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