

Mark Scheme (Results)

Summer 2010

GCSE

GCSE History (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		<p>What can you learn from Source A about the Rosenbergs?</p> <p>Target: Source comprehension, inference and inference support (A03)</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>e.g. . <i>Source A tells me that their crime was worse than murder.</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>e.g. <i>It suggests that the Rosenbergs were guilty of spying.</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>e.g. <i>It suggests that the Rosenbergs were guilty of spying because they passed on to the Russians important government secret information such as the A-bomb....</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>Why was this photograph published in US newspapers? Use details of the photograph 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 photograph shows people carrying placards saying that the Rosenbergs are innocent</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 growing hysteria in the USA in the late 1940s about the Red Scare.</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 Source B is that the Rosenbergs were innocent and were being unfairly tried. The protesors are carrying placards which proclaim the innocence of the Rosenbergs who were convicted using insufficient evidence at the time...</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. Source B was published in a national newspaper to prevent the execution of the Rosenbergs. It shows a large protest meeting with people carrying placards suggesting Rosenbergs were innocent. The photograph was taken as part of a press campaign to highlight the extent of opposition to the execution of the Rosenbergs. The US government were determined to make examples of the Rosenbergs and despite inconclusive evidence at the time decided to have them executed. This, in turn, led to strong opposition from those who believed they were innocent. The photograph was taken to highlight the extent of this opposition and possibly stop the execution.</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>Do these sources support the view that the Rosenbergs were innocent? 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>e.g. <i>Responses which say yes and/or no. In B and C the Rosenbergs are not guilty.</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>e.g. ... <i>Sources B and C support the view by suggesting the Rosenbergs are not guilty. Sources B and C suggest that the Rosenbergs should not have been executed. Source B shows a protest meeting with placards pleading their innocence. Source C suggests they were scapegoats for the Red Scare of the time. Source A, however, supports the view that they were guilty of being spies.....</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>e.g. ... <i>There is strong support between B and C with both suggesting that the Rosenbergs were innocent although both are by supporters of the Rosenbergs and will give a one-sided view. . Strong disagreement between A and C about their execution although A confirms the views expressed in C that they were being used as scapegoats for the Korean War. Sources A and C strongly disagree as Source A was a speech by the Judge who sentenced the Rosenbergs who will be trying to justify his actions and Source C is by their lawyer who will be determined to show their innocence.</i></p>

Question Number		
4		<p>How useful are Sources D and E as evidence of attitudes to the Hollywood Ten? 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. I think that Source E is useful because it someone at the time. Source D is not useful because it is only a moment in time.</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 suggests that there was strong opposition to the trial and prosecution of the Hollywood Ten from leading actors who were prepared to march in protest....</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 part of a broadcast by a leading Hollywood actress who is prepared to put her career on the line to defend the Hollywood Ten....</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. ... Both sources are useful as they illustrate the widespread opposition to the treatment of the Hollywood Ten from leading actors and actresses of the time. Source D is useful as it shows that they also supported the right to use the First Amendment and were prepared to organise protest marches. However, the photograph may have been used for publicity purposes and only highlights one protest march. Source E is useful as evidence of the views of a leading actress of the time who is prepared to air her views on a national radio broadcast. However, Judy Garland may well exaggerate the activities of the HUAC in order to win sympathy for the Hollywood Ten.....</i></p>
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Question Number		
*5		<p>'The main reason for the growing fear of communism in the USA was the Rosenberg Case.' 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) 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>Many people in the USA were afraid of communism. They believed that the Russians were spying on the USA. This was known as the Red Scare.</i></p> <p>Or</p> <p>Selects details from the sources, but without direct linkage to the question.</p> <p>e.g. <i>Source A shows that the Rosenbergs were guilty.</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>Sources A says that the Rosenbergs were guilty and believes they brought about the Korean War as well as giving secrets about the atomic bomb to the Soviet Union but it is only one view. Source C says they were innocent and suggests they were the scapegoats for the anti-communist hysteria of the early 1950s. Says D shows a protest meeting against the Hollywood Ten. Source VF says it was because of McCarthy...</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		

<p>Level 3</p> <p style="text-align: center;">QWC i-ii-iii</p>	<p>9-12</p>	<p>Response focuses on the issues and reaches a judgement making direct use of the sources. At this level the answer will be unbalanced and only points of agreement or disagreement will be convincingly dealt with. Award 11-12 marks to responses which also identify issues of the reliability or sufficiency of the sources.</p> <p><i>eg ... Sources A, B and C suggest that the Rosenberg case did encourage a growing fear of communism in the USA. It seemed to confirm that there were Soviet spies in high places. As the judge suggests in Source A, confirmed by the defence lawyer in C, they were blamed for the outbreak of the Korean War and, according to Source B, wrongly executed...However, both sources provide unreliable views as Source A is to justify the court decision of guilty and B is by a lawyer who is convinced of their innocence...</i></p> <p>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.</p>
<p>Level 4</p> <p style="text-align: center;">QWC i-ii-iii</p>	<p>13-16</p>	<p>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 reliability and /or sufficiency) in the process of coming to an overall conclusion.</p> <p><i>e.g.As Level 3. Sources D, E and F suggest there were other reasons for growing fear of the Red Scare. Sources D and E suggest it was due to the case of the Hollywood Ten whilst Source F mentions the Cold War and worsening relations between the USA and the Soviet Union. Source F, a school textbook, provides a more balanced view of the reasons for the Red Scare. Source D is evidence of only one protest with the photograph used to win support for the Hollywood Ten...</i></p> <p>Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. The student spells, punctuates and uses the rules of grammar with considerable accuracy, although some spelling errors may still be found</p>

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