

Mark Scheme (Results)

January 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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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates 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 candidate'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 candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate 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**
Start with a presumption that the mark will be the upper middle mark of the four.
An answer which is poorly supported gets a lower mark.
An answer which is well supported and shows depth or breadth of coverage gets the higher mark.

- 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.

Spelling, Punctuation and Grammar Marking Guidance

- The spelling, punctuation and grammar assessment criteria are common to GCSE English Literature, GCSE History, GCSE Geography and GCSE Religious Studies.
- All candidates, whichever subject they are being assessed on, must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Spelling, punctuation and grammar marking criteria should be applied positively. Candidates must be rewarded for what they have demonstrated rather than penalised for errors.
- Examiners should mark according to the marking criteria. All marks on the marking criteria should be used appropriately.
- All the marks on the marking criteria are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the marking criteria.
- Examiners should be prepared to award zero marks if the candidate's response is not worthy of credit according to the marking criteria.
- When examiners are in doubt regarding the application of the marking criteria to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked unless the candidate has replaced it with an alternative response.
- Handwriting may make it difficult to see if spelling, punctuation and grammar are correct. Examiners must make every effort to assess spelling, punctuation and grammar fairly and if they genuinely cannot make an assessment, the team leader must be consulted.
- Specialist terms do not always require the use of complex terminology but the vocabulary used should appropriate to the subject and the question.
- Work by candidates with an amanuensis, scribe or typed script should be assessed for spelling, punctuation and grammar.
- Examiners are advised to consider the marking criteria in the following way:
 - How well does the response communicate the meaning?
 - What range of specialist terms is used?
 - How accurate is the spelling, punctuation and grammar?

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 Black Power? 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 was chilling and suddenly he felt threatened.</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 Black Power was driving away white supporters from the civil rights 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 Black Power was driving away white supporters from the civil rights movement because it says that he suddenly felt threatened and he left the march a couple of days later....</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>What was the purpose of this speech? Use details of the speech 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</p> <p>These are generalised statements without support from source or detailed contextual knowledge.</p> <p>EITHER</p> <p>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 Power is threatening the civil rights movement.</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. Black Power emerged in the middle of the 1960s and encouraged more violence.</i></p>
Level 2	3-5	<p>Supported statement.</p> <p>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 Black Power is threatening the civil rights movement because Martin Luther King insists that the only way forward is through non-violence such as the methods used by Gandhi. He backs this up with evidence of the success of his methods from 1956-65 and insists that violence is the wrong way. This speech was given in the early days of the Black Power movement with some people impatient with King's methods...</i></p> <p>Award top of level to students who identify the message of the source using detail from both content and context.</p>

<p>Level 3</p>	<p>6-8</p>	<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. The purpose of this speech was to try to convince black people to turn away from Black Power and support Martin Luther King's peaceful methods. This is achieved through the message of the source. Black Power is threatening the civil rights movement because Martin Luther King insists that the only way forward is through non-violence such as the methods used by Gandhi. He backs this up with evidence of the success of his methods from 1956-65 and insists that violence is the wrong way. At the time of this speech, support for Black Power was on the increase as many young black Americans were becoming impatient with Martin Luther King's methods which produced gradual, even slow change...</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		How far do Sources B and C support the evidence of Source A about Black Power? 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. <i>e.g. Sources B and C agree and disagree with Source A about Black Power.</i> 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 quoted. To gain marks above 6 answers must identify details which agree and disagree. <i>e.g. ...Source B supports the evidence of Source A about Black Power. Martin Luther King suggests that Black Power has brought a widening split in the civil rights movement. This is confirmed in Source A where white supporters of the movement are being forced out. Source C does not support the evidence of Source A. Source C suggests that Black Power will work with poor white people. Source A suggests Black Power did not want to co-operate with white supporters ...</i>
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. <i>e.g. ...There is strong support between Sources A and B. This is not surprising as both are from supporters of peaceful methods to achieve civil rights and co-operation between blacks and whites. There is little support between Sources C and A. This is because Source C is a speech from the leader of Black Power, Stokely Carmichael who did not want to co-operate with white Americans and Source A is written by a white supporter of the civil rights movement ...</i>

Question Number		
4		How reliable are Sources D and E as evidence of the Black Panther Movement? Explain your answer, using Sources D and E and your own knowledge. Target: Evaluation of sources for reliability (AO1, A02 and A03)
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 E is not reliable because it is only a poster. Source D is reliable because it was written at the time.</i></p>
Level 2	4-7	<p>Judgment based on the reliability of the sources' information.</p> <p>Students extract useful information from sources.</p> <p><i>e.g. Source D is reliable because it shows some of the achievements of the Black Panther Party especially the social achievements of the group...</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 reliable because it is Black Panther propaganda to win support for the party and secure the release of imprisoned Panthers and exaggerates the power of the party...</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 reliability 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.Source D is less reliable because it is evidence from one of the members of the Party who may well be trying to give a better picture of the achievements of the Party and makes no mention of its violent activities. Source E is reliable because it provides evidence of the propaganda methods used by the Panthers and shows one of their key aims, to give power to black people...</i></p>
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Question Number		
5		<p>'The only effect of Black Power and the Black Panthers was to split the civil rights movement'.</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>Spelling, punctuation and grammar (SPaG): up to 4 additional marks will be awarded for spelling, punctuation and grammar.</p>
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. Sources A and B agree that it split the movement. Sources D and E do not agree....</i></p> <p>Or</p> <p>Selects details from the sources, but without direct linkage to the question.</p> <p><i>e.g. Source A tells me about a Black Power meeting. Source B is a speech by Martin Luther King.</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 and/or comment on the reliability or sufficiency of the sources.</p> <p><i>e.g. Source A says that the white supporter realised he was not wanted any more in the civil rights movement and left. Source B says that Black Power has split the civil rights movement and that violence is not the right approach....</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>QWC i-ii-iii</p>	<p>9-12</p>	<p>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.</p> <p>e.g. ... <i>Sources A, B, C and F support the view. Source A suggests that Black Power has driven away white supporters of the civil rights movement. Martin Luther King, in Source B, explicitly states that Black Power has split the movement and challenges the use of violence. Carmichael, in Source C, insists that he will not work with most whites except those that are poor. Source F mentions how Stokely Carmichael challenged the methods used by Martin Luther King. The strength of support given by Source B is reduced by its reliability – it is from a speech by Martin Luther King who is trying to turn people against Black Power...</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>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 contents and/or reliability or sufficiency) in the process of coming to an overall conclusion.</p> <p>e.g. ... <i>As Level 3. However, Sources C, D, E and F strongly challenge the hypothesis. Source C mentions other achievements of Black Power, electing representatives who would speak their minds. Source D provides detailed evidence of the social achievements of the Black Panthers including feeding children. Source E provides evidence of the attempt by the Panthers to give political power to black Americans. Source F provides evidence of even more achievements including 'black is beautiful' and breakfast and healthcare in poor black areas. The evidence of Source F is strengthened by its reliability. It is from a school textbook with the purpose of giving a balanced view of Black Power and the Black Panthers....</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>

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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