

Mark Scheme (Results)

January 2012

GCSE History

5HA03 3C: A divided union? The USA
1945-70

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January 2012

Publications Code UG030631

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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 attitudes towards integration in the mid-1950s?</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. It says that the Brown v Topeka decision set back progress at least fifteen years.</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. It suggests that there was still strong opposition to integration...</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. It suggests that there was still strong opposition to integration when the source says 'feelings are deep on this issue'...</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 statement? Use details of the statement 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>e.g. <i>The source suggests that the Brown v Topeka Case has worsened relations between black and white Americans ..</i></p> <p>OR Answer offers comment about the source context but relevance to message/purpose is not explained.</p> <p>e.g. <i>The Supreme Court ruled that schools should end segregation</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>e.g. <i>The message of the source is that the Brown v Topeka Case has worsened relations between black and white Americans. This is shown where the manifesto mentions the chaos and confusion caused by the case and suggests that it has destroyed peaceful relations between black and white Americans.....</i></p> <p>Award top of level to students who identify the message of the source using detail from both content <u>and</u> 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. The purpose of the statement is to encourage opposition to the use of the Supreme Court by the civil rights movement to challenge segregation and discrimination. It suggests that the Brown v Topeka Case has destroyed peaceful relations between black and white Americans. The NAACP had brought the case to the Supreme Court in 1954 to challenge the segregation in education.....</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 Sources B and C support the evidence of Source A about the <i>Brown v Topeka</i> case? 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. Responses which say yes and/or no. Sources A and C do not agree about the case</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. Source A and C do not agree. Source A suggests that the Case had a negative effect and had worsened relations between black and white Americans in the South. Source C suggests that the Case had a positive effect and will lead to the end of the Jim Crow Laws and segregation in schools. Sources A and B agree because they both suggest that the Case had a negative effect on the civil rights movement.....</i></p>
Level 3	8-10	<p>Answers which, in addition, consider the degree to which support is provided.</p> <p>This level could include evaluation of sources for reliability/typicality etc.</p> <p><i>e.g. Strong support between A and B and/or strong disagreement between A and C. However Source A gives a more reliable view of the effects of the Case because Eisenhower is being genuine as his comments were made in private. Source B, on the other hand, was a manifesto to turn people against the Supreme Court and exaggerates the effects of the Brown v Topeka Case.....</i></p>

Question Number		
4		How useful are Sources D and E as evidence of integration in schools in 1957? Explain your answer, using Sources D and E and your own knowledge. Target: Evaluation of sources for utility (AO1, A02 and AO3)
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 not useful because it is only a moment in time. Source E is useful because she was there.</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 that there has been integration between black and white students in this particular school. The photograph shows black and white students sitting side by side in the same classroom.</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 was written by a supporter of the civil rights movement and published in her own newspaper. She may exaggerate or be selective in what she writes in order to win more support for the black students at Little Rock High School...</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. ... Source D is limited because it may not be typical of other schools in the Southern States. Moreover, the children appear to have posed for the photograph in order to give a positive view of mixed classes and win more support for integration. Source E is useful because it provides eyewitness evidence of the treatment of the black students at Little Rock High School and highlights the failure of forced integration in schools in the South</i></p>
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Question Number		
5		<p>Study all the sources (A to F) and use your own knowledge.</p> <p>'The <i>Brown v Topeka</i> case made a real difference to integration in schools in the USA in the years 1954-60'.</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) 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>In 1957 there was Little Rock where black children were not allowed in the school.</i></p> <p>Or</p> <p>Selects details from the sources, but without direct linkage to the question.</p> <p>e.g. <i>In Source D I can see black and white children in the same class...</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>e.g. <i>Source D shows that there was mixed schooling after Brown v Topeka. Source F says there were 300,000 black children attending schools which had previously been segregated</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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Order Code UG030631 January 2012

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