

# Examiners' Report January 2013

## GCSE History 5HA03 3C

## Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications come from Pearson, the world's leading learning company. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at [www.edexcel.com](http://www.edexcel.com) or [www.btec.co.uk](http://www.btec.co.uk) for our BTEC qualifications.

Alternatively, you can get in touch with us using the details on our contact us page at [www.edexcel.com/contactus](http://www.edexcel.com/contactus).

If you have any subject specific questions about this specification that require the help of a subject specialist, you can speak directly to the subject team at Pearson.

Their contact details can be found on this link: [www.edexcel.com/teachingservices](http://www.edexcel.com/teachingservices).

You can also use our online Ask the Expert service at [www.edexcel.com/ask](http://www.edexcel.com/ask). You will need an Edexcel username and password to access this service. See the ResultsPlus section below on how to get these details if you don't have them already.



## Giving you insight to inform next steps

ResultsPlus is Edexcel's free online service giving instant and detailed analysis of your students' exam results.

- See students' scores for every exam question
- Understand how your students' performance compares with class and Edexcel national averages
- Identify potential topics, skills and types of question where students may need to develop their learning further.

For more information on ResultsPlus, or to log in, visit [www.edexcel.com/resultsplus](http://www.edexcel.com/resultsplus).

Your exams officer will be able to set up your ResultsPlus account in minutes using Edexcel Online.

## Pearson: helping people progress, everywhere

Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for raising achievement through innovation in education. Find out more about how we can help you and your students at: [www.pearson.com/uk](http://www.pearson.com/uk).

January 2013

Publications Code UG034661

All the material in this publication is copyright  
© Pearson Education Limited 2013

## Introduction

It was pleasing to see a good standard of responses from candidates in the sixth session. The paper requires candidates to answer five questions in 75 minutes and some candidates managed to write at considerable length in this time. However, it was noticeable that a number of candidates failed to complete (in some cases even start) Q5. This was due to mismanagement of timing, often as a result of writing over-long answers to previous questions. Centres should note that the amount of space provided in the booklet for answers is more than we would expect any answer to take, not a recommendation of the amount candidates should write.

There were strong answers to all questions although, in some cases, there were formulaic responses that did not directly address the question. For example, some answers referred to the reliability of the sources in Q3 and Q5 without directly relating this to either the strength of support or challenge for the cross-referencing or the hypothesis.

An example response from the examination is given for each question in the report. Please note that in some cases part answers only are given as exemplification, not full answers.

### Question 1

Candidates were asked to make inferences about Black Power. The most obvious inferences were that Black Power was driving away White supporters and that Black Power seemed more extreme. The key to answering this question is to make the inference and use the wording of the source only as the support for the inference. An inference should not be made using the words of the source, as that is likely to produce paraphrasing.

So candidates who stated that 'It was chilling and suddenly he felt threatened' were copying the source, not making valid inferences and were marked at Level 1. Those who wrote that 'The source suggests that Black Power was driving away white supporters from the civil rights movement' and then added 'I know this because the source says that "he suddenly felt threatened and he left the march a couple of days later"' were making a valid inference and supporting it from the source. Such answers were rewarded at Level 3.

**Answer ALL questions.**

Look carefully at the background information and Sources A to F in the Sources Booklet and then answer Questions 1 to 5 which follow.

**1 Study Source A.**

What can you learn from Source A about Black Power?

(6)

Source A suggests that ~~the~~ the Black Power Movement wanted to be totally separated from white. We can see this from 'Go home white boy' which shows they were against whites completely.

~~Source A also~~  
Source A also implies that the Black Power movement was frightening. This is highlighted in the source; 'suddenly I felt threatened'

It also suggests that the black power movement scared away white support; 'I left the march...'



**ResultsPlus**  
examiner comment

This is a Level 3 answer. The candidate makes three supported inferences, each of which is supported by quotes from the source. Notice how the answer signposts the examiner, 'The source suggests that...', and also signposts the support from the source, 'we can see this from ...'. Remember that two supported inferences are enough for full marks.



**ResultsPlus**  
examiner tip

To gain higher marks you must make two inferences supported from the source. Why not say 'I know this because the source says...'? Do not write too much although, if you have time, give three supported inferences.

## Question 2

This question asks candidates to explain the purpose of a speech by Martin Luther King in 1968. The majority of candidates were able to identify the message and support it from the source, that 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 to 1965 and insists that violence is the wrong way.

However, to reach Level 3, candidates had to explain the **purpose** of the source – what it was intended to make people think or do. 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 to 1965 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.

A minority of candidates confused the message of the source (the point it is trying to put across) with its purpose (what the message is trying to achieve). The best candidates made effective use of discourse markers such as 'suggests' and 'persuade'.

## 2 Study Source B and use your own knowledge.

What was the purpose of this speech? Use details of the speech and your own knowledge to explain your answer.

(8)

The purpose of this speech was to discourage protesters ~~from~~ converting from <sup>the</sup> peaceful civil rights movement to <sup>the violent</sup> Black power protests.

We see this as Martin Luther King lists the methods of the Black Movement (fear, hate and violence) and follows this up with ~~this is the wrong way~~ the methods of which he wishes to use (love, hope and non-violence). Both methods appear to be completely opposite and make Martin Luther King's method appear more attractive as he clearly seems to be on the right.

Another purpose of this speech could also to ~~be~~ assure protesters and his supporters that progress is being made gradually by protesting peacefully. We see this as ~~Martin~~ King says peaceful protesting has "brought us success... from the Montgomery bus boycott <sup>of 1956</sup> to the Selma movement of 1965." This creates <sup>a sense of</sup> imagery for his audience at the civil rights rally as they think about ~~all~~ the accomplishments that has happened throughout that period of time such as the freedom rides, St Greensborough sit-ins and James Meredith being the first black student to attend a university in the South.



**ResultsPlus**  
examiner comment

This is a Level 3 answer in which the candidate begins with the purpose of the source and then supports this with evidence from the source. The candidate gives a second purpose and supports this with evidence from the source and some contextual knowledge.



**ResultsPlus**  
examiner tip

Why not go straight to the purpose of the source? This is the key to Level 3. Remember, however, that this must be explained fully by reference to the source itself and/or contextual knowledge. Try to do both to ensure top marks.

### **Question 3**

The question is asking candidates to decide how far Sources B and C support the evidence of Source A about Black Power. A number of candidates achieved higher Level 2 by identifying agreement and disagreement between the sources. The best candidates cross-referenced Source B to Source A and Source C to Source A, and made reference to the content of the source to establish the extent of agreement and disagreement. Remember that to reach the higher marks in Level 2 and achieve Level 3, candidates have to identify similarities and differences or support and challenge. Again, well-prepared candidates were able to make skilful use of discourse markers ('similarly', 'on the other hand', 'by contrast', 'to some extent') to get their point across. Candidates who were able to cross-reference effectively and comment on the extent of agreement/disagreement were able to access Level 3 and could achieve Level 3, or even full marks.

Some candidates, however, gave formulaic comments on reliability and did not use these to address cross-referencing and the extent of support. Others compared each source to the view given in the question and showed little or no evidence of cross-referencing between the sources. Such candidates were able to access Level 2 but not Level 3. This question specifically asks candidates to cross-reference and make comparisons between the sources.

Again, a minority of candidates demonstrated a tendency to make comments on the provenance of the source without focus on the question. While candidates were not penalised for doing this it often resulted in time management problems later on in the paper. Comments on the provenance of the source must compare the attitude and motives of the writers of the sources to be credited. Quite a common issue with this question was candidates getting sidetracked into assessing how far B and C disagreed rather than cross-referencing B to A and C to A.

Overall, Sources B and C agree with Source A in their descriptions of the violent nature of Black Power. However, Sources B and A strongly disagree on the need for it. Source C and A also partially disagree as source A gives a negative outlook on Black Power from a white's point of view. Source A ~~was produced~~ ~~the Source C~~ was produced years after Sources B and C meaning it is likely to be the most reliable since the man speaking would have had enough time to reflect upon the aspects and outcomes of Black Power so would have a more rounded view of ~~the~~ how it worked and how effective it was. Additionally, sources B and C would have been subjective due to each being from the opinion of a single person. This could explain why sources B and C partly differed from Source A.



**ResultsPlus**  
examiner comment

This is the last part of a Level 3 answer in which the candidate makes an explicit judgement on the extent of support between Sources B and A and C and A and includes focused comments on the provenance of the three sources. Notice the use of judgement phrases such as 'strongly disagrees' and 'partially disagree'.



**ResultsPlus**  
examiner tip

Ensure that you cross-reference between the sources and give evidence of support and challenge. Remember to identify and explain agreement and disagreement between the sources. Make explicit judgements about the extent of support/challenge throughout your answer and especially in your conclusion, based on the contents and reliability of the sources. Use judgement phrases such as 'strongly agree', 'partial agreement', 'totally disagree'. Ensure that reliability is used to judge the extent of support between the sources.

## Question 4

For this question, candidates had to examine the reliability of Source D, an interview with a member of the Black Panthers, and Source E, a Black Panther poster. Most candidates achieved Level 2 by examining the contents/information given in each source or commenting on the nature, origins or purpose of the sources. Many candidates were able to interrogate the sources effectively, commenting on both their content and provenance. Candidates who were able to do this effectively with both sources could score Level 3, with full marks awarded to candidates who interrogated the sources most effectively. Candidates were generally confident with the provenance of both sources. However, a number of candidates used formulaic responses, in which they went through the nature, origins and purpose of each source without making direct reference to how these affected reliability. Others simply described the contents of each source – what they could see or read. In general, candidates handled Source D more confidently than source E and did not always make effective use of the provenance of Source E 'a Black Panther poster'. A number of candidates consigned themselves to Level 2 because they evaluated the utility rather than the reliability of the two sources.

There were a number of strong and balanced evaluations. However, some candidates paraphrased the sources or made simplistic comments or learned responses about the sources, often referring to them as biased or as primary/secondary sources. Such responses were confined to Level 1. A number wrote at great length about the reliability of the contents of the sources and compared this to their contextual knowledge about the effects of the Black Panther movement, but failed to evaluate the nature, origins or purpose of either of the sources with reference to reliability.

Finally, although utility and reliability questions require the application of similar skills – evaluating the contents and nature, origins or purpose of the sources – candidates must ensure that they focus on reliability. The question is not whether the two sources are useful, but whether they are reliable.

#### 4 Study Sources D and E and use your own knowledge.

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.

(10)

Source D is reliable evidence of the Black Panther Movement because it talks about how they helped poor Black Americans. One of the things they wanted to overcome was the high rate of poverty and this can be seen through "we started breakfast programmes" showing they cared about the well being of their fellow black people. It is also reliable because the source is from an interview with a former Chicago Black Panther Party supporter, meaning she would have been involved with the actions of the party. However source D is not reliable because it does not include the fact that they were prepared to work with white groups and be more radical if that was how they had to achieve their goals. It's also unreliable because ~~she was~~ Deborah Johnson was a supporter of the Black Panthers so is unlikely to highlight any wrong doings and will most likely make the movement sound useful and successful. Source E is reliable



**ResultsPlus**  
examiner comment

This is part of a very good Level 3 answer. Notice how the candidate evaluates both the contents of Source D, compared to contextual knowledge of the Black Panthers, and the reliability of the provenance of the source.



**ResultsPlus**  
examiner tip

Remember to mine and interrogate each source. Make judgements on the information/contents as well as the origins, nature and/or purpose of each source. Do not confuse reliability and utility.

## **Question 5**

There were a number of well-structured answers to this question, which asks whether the sources support the hypothesis that the only effect of Black Power and the Black Panthers was to split the civil rights movement. Some candidates were able to achieve at least Level 3 by addressing the issues inherent in the question and the extent to which the sources addressed them. At Level 4, candidates were able to select, draw inferences from and use extracts from the sources to address the question set. The best candidates were able to weigh the evidence from each source, based on contents and/or reliability, and use their conclusion to make a final judgement, based on the weight of evidence given in the sources for or against the hypothesis.

Use of provenance/reliability varied in quality and often was overtly mechanical, making it difficult to ascertain the direction of an answer. The most effective use of provenance/reliability was woven into the wider argument of whether or not the source supported or challenged the hypothesis, with candidates making explicit judgements about whether the reliability of the source weakened or strengthened it as evidence.

In a minority of cases, time management issues undermined candidates' responses to this question. A small number of candidates failed to make sufficient use of the sources and used their own knowledge about Black Power and the Black Panthers. Remember that this is a source enquiry question. Candidates are being asked to evaluate the strength of the evidence in the sources themselves – in their content and reliability. Candidates should not bring in additional own knowledge to support or challenge the hypothesis, but should use their contextual knowledge to identify the issues involved and to evaluate the provenance of the sources.

**\*5 Study all the sources (A to F) and use your own knowledge.**

**Spelling, punctuation and grammar will be assessed in this question.**

'The only effect of Black Power and the Black Panthers was to split the civil rights movement.'

How far do the **sources** in this paper support this statement? Use details from the sources and your own knowledge to explain your answer.

(16)

Source A strongly agrees with this statement because it shows that "black power" even threatened those within the civil rights movement, causing them not to agree with the message of "black power". We can infer that lots of people had had enough of "freedom" and wanted "power" instead. The purpose of this source was to show that not only people outside the civil rights movement felt threatened by "black power" but also those in the movement. I believe that this source is useful as it gives us a white civil rights campaigners view but unreliable as it could also not be the only view of white civil rights campaigners.

Source B strongly agrees <sup>with</sup> this statement because in the source Martin Luther King highlights that "black power" was creating a "split in our movement" we can infer

Martin Luther King was angered by this because "blackpower" went against his ideas of "freedom" and "non-violence". The purpose of this source was to convince black people that the "black powers" violent method wasn't the answer. I believe this source is useful because it shows us the views of the world's most famous civil rights leader but unreliable as alot of people in the civil rights movement disagreed with him.



**ResultsPlus**  
examiner comment

This is part of a strong Level 4 answer. The candidate has made supported judgements in support of and challenging the hypothesis using the contents of the sources and making relevant comments on the reliability of the sources. Notice however the candidate makes explicit judgements on the strength of the evidence in Sources A and B using phrases such as 'strongly agrees'.

For SPaG this is a very clear example of an intermediate Level 2 response. It is well written, with meaning conveyed very clearly. Specialist terms are used, given the context of the question, such as 'unreliable' and 'civil rights campaigner'. Spelling was accurate, although there were issues with punctuation in this part and the rest of the answer, e.g. 'Black Power' should have initial capitals.



**ResultsPlus**  
examiner tip

Ensure that you use the sources to make judgements on the hypothesis. Do not simply summarise each source or use your own knowledge. Your overall judgement should be based on the weight of evidence given by the contents/reliability of the sources, not on your own knowledge. Leave enough time to write an answer to this question. Remember it is worth 16 marks with an additional 4 marks for SPaG.

## Summary

Some final advice on answering each of the five questions:

- **Q1.** Do not write too much. It is sufficient to make the inferences and support them from the source, often with a direct quote. The reliability of the source is not a relevant issue.
- **Q2.** Ensure that you identify the underlying purpose of the source, not just the message. This could be what the source is trying to make people think or do. This should be supported with evidence from the source itself and/or contextual knowledge. It is better to begin with the purpose and then support this with the message of the source.
- **Q3.** Focus on the style of a cross-referencing question and actually cross-reference the sources. You should identify support and differences and make judgements on the extent of support, based on the content and reliability of the sources.
- **Q4.** You should avoid simply describing the contents of the sources and evaluate both the information/contents in the context of either utility or reliability, as well as the nature, origins and purpose.
- **Q5.** Ensure that you focus only on using the sources to test the hypothesis. To achieve higher marks, make judgements on the extent of support and challenge to the hypothesis, based on the weight of evidence given in the sources and/or their reliability.

## **Grade boundaries**

Grade boundaries for this, and all other papers, can be found on the website on this link:

- <http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>



Further copies of this publication are available from  
Edexcel Publications, Adamsway, Mansfield, Notts, NG18 4FN

Telephone 01623 467467

Fax 01623 450481

Email [publication.orders@edexcel.com](mailto:publication.orders@edexcel.com)

Order Code UG034661 January 2013

For more information on Edexcel qualifications, please visit

[www.edexcel.com/quals](http://www.edexcel.com/quals)

Pearson Education Limited. Registered company number 872828  
with its registered office at Edinburgh Gate, Harlow, Essex CM20 2JE

**Ofqual**  
.....



Llywodraeth Cymru  
Welsh Government

