

# Mark Scheme (Results)

Summer 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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## 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 women in the USA in 1963?</p> <p>Target: Source comprehension, inference and inference support (AO3)</p>
Level	Mark	Descriptor
	0	<b>No rewardable material.</b>
<b>Level 1</b>	<b>1</b>	<p><b>Students do no more than copy/paraphrase the source.</b></p> <p>Award 1 mark at this level for a piece of information copied or paraphrased.</p> <p>e.g. <i>One out of three workers is a woman.</i></p>
<b>Level 2</b>	<b>2-3</b>	<p><b>Makes unsupported inferences.</b></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>Women becoming more important to the workforce.</i></p> <ul style="list-style-type: none"> <li>• 2 marks for one unsupported inference.</li> <li>• 3 marks for two unsupported inferences.</li> </ul>
<b>Level 3</b>	<b>4-6</b>	<p><b>Makes supported inferences.</b></p> <p>A supported inference is one which uses detail from the source to prove the inference.</p> <p>e.g. <i>Women becoming more important to the workforce because the US economy depends upon women and their number was rising faster than the number of men...</i></p> <ul style="list-style-type: none"> <li>• 4-5 marks for one supported inference.</li> <li>• 5-6 marks for two supported inferences.</li> </ul>

Question Number		
<b>2</b>		<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
	<b>0</b>	No rewardable material.
<b>Level 1</b>	<b>1-2</b>	<p><b>Simple statement.</b> 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 women were not paid well and got the worst jobs.</i></p> <p>OR Answer offers comment about the source context but relevance to message/purpose is not explained.</p> <p><i>e.g. NOW was set up in 1966 to campaign for equal rights for women.</i></p>
<b>Level 2</b>	<b>3-5</b>	<p><b>Supported statement.</b> 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. Source B suggests that women were not paid well and got the worst jobs and do not have equal opportunities in employment. The speech says that women get the worst paid jobs, the jobs that nobody wants. It says that they earn even less than black workers. Men continue to dominate the top jobs with few women in managerial and professional positions. This speech was given to NOW which was set up in 1966 to campaign for equal rights especially in employment opportunities and pay...</i></p> <p>Award top of level to students who identify the message of the source using detail from both content <b>and</b> context.</p>

<p><b>Level 3</b></p>	<p><b>6-8</b></p>	<p><b>Explained purpose.</b>          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 win support for NOW's campaign for equal opportunities in employment and pay for women and by showing the continued second class position of women in both areas. The speech says that women get the worst paid jobs, the jobs that nobody wants. It says that they earn even less than black workers. Men continue to dominate the top jobs with few women in managerial and professional positions. This speech was given to NOW which was set up in 1966 to campaign for equal rights especially in employment opportunities and pay. It was given by one of the leading figures in the campaign who would be wanting to raise awareness of the second class position of women...</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		
<b>3</b>		How far do these sources agree about the employment of women in the USA? Explain your answer, using the sources.  Target: Source comprehension and interpretation, cross-reference (A03)
Level	Mark	Descriptor
	<b>0</b>	No rewardable material.
<b>Level 1</b>	<b>1-3</b>	<b>Generalised yes and/or no answers without support from the source.</b>  <i>e.g. Sources B and C agree and disagree with Source A about women in the workforce.</i>  Award top of level to answers which offer undeveloped yes and no points.
<b>Level 2</b>	<b>4-7</b>	<b>Answers with support from the source(s).</b>  1 mark per example quoted.  To gain marks above 6 answers must identify details which agree and disagree.  <i>e.g. ... Source C supports the evidence of Source B. Source B suggests that women are poorly paid because black workers earn more than women and the table in Source C shows that this is the case in 1970. Source A does not support the evidence of Source B. Source B suggests that women's pay was still well below that of men. Source A suggests that the Equal Pay Act will bring about improvements in pay for women....</i>
<b>Level 3</b>	<b>8-10</b>	<b>Answers which, in addition, consider the degree to which support is provided.</b>  This level could also include evaluation of sources for reliability/typicality etc.  <i>e.g. ...There is strong support between B and C with both suggesting that women were still paid far less than men. This support is surprising since Source B is from a leading member of NOW and C is from the possibly male-dominated US government. There are slight differences. Source B suggests that 95% of the highest paid jobs are by men but Source C shows some progress in the years 1960-70. A strongly disagrees with the views of B. A is optimistic about women's pay and the Equal Pay Act. Source B shows that the act has made little difference to women's pay. Source A suggests that women were very important in the US economy, Source B suggests that they still get the jobs that no one else wants. These differences are not surprising given that Source A is from Kennedy who will be promoting the success of the Equal Pay Act and Source B is from a leading figure in NOW who is campaigning for better pay and employment opportunities for women...</i>

Question Number		
<b>4</b>		How useful are Sources D and E as evidence of attitudes to women in the USA? 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
	<b>0</b>	No rewardable material.
<b>Level 1</b>	<b>1-3</b>	<p><b>Judgment based on simple valid criteria.</b></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 it is a photograph. Source E is not useful because it is from a newspaper.</i></p>
<b>Level 2</b>	<b>4-7</b>	<p><b>Judgment based on the usefulness of the sources' information - answers which give examples of what source is useful for or its limitations.</b></p> <p>Students extract useful information from sources.</p> <p><i>e.g. Source D is useful because it shows popular attitudes towards women at that time with the slogans on the placards such as 'Let's judge ourselves as people' and 'everybody is beautiful' which is critical of the Miss America competition and 'can make-up cover the wounds of oppression?' which refers to their second class position in US society at that time...</i></p> <p>OR</p> <p><b>Judgment based on evaluation of the Nature /Origin /Purpose of the sources - answer focuses on how representative / reliable / authoritative the sources are.</b></p> <p><i>e.g... Source E is less useful because it is from a leader of the Women's Liberation Movement who will give the worst examples of discrimination against women in order to win support for the movement which may not be typical of US society at that time...</i></p> <p>Maximum 5 marks if L2 criteria met for only one source.</p>

<p><b>Level 3</b></p>	<p><b>8-10</b></p>	<p><b>Judgment combines both elements of level two, assessing the contribution the sources can make to the specific enquiry.</b></p> <p>Answer provides a developed consideration of the usefulness of the sources which takes into account an aspect of their nature / origin/ purpose (e.g. how representative/ authoritative/ reliable they are.) 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 e.g. <i>Source D is less useful because it only provides evidence of one protest which could have been selected by the national newspaper to highlight the aims and attitude of the Women's Liberation Movement and was not necessarily typical of the attitudes of the majority of US women. Source E is useful because it provides examples of the continued discrimination against women as late as 1970, not just in employment but even in the right to rent property and jail sentences. This was certainly the case with few women in top jobs or powerful positions....</i></p>
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Question Number		
5		<p>'The women's movement was successful in the USA in the years 1960-70'.</p> <p>How far do the <b>sources</b> 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)  <b>QWC Strands i-ii-iii</b></p> <ul style="list-style-type: none"> <li>Assessing QWC: For the highest mark in a level all criteria for the level, including those for QWC must be met.</li> </ul> <p><b>Spelling, punctuation and grammar (SPaG):</b> 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><b>Generalised answer</b>, offers valid undeveloped comment without direct support from sources or own knowledge.</p> <p>e.g. <i>Sources A and F agree that the women's movement was successful. Sources B, C and E disagree.</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 tells me about the Equal Pay Act. Source C is a table about average wages of men and women...</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>
		<b>QWC i-ii-iii</b>
Level 2	5-8	<p><b>Supported answer</b> 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 A says that the Equal Pay Act will end discrimination against women in wages. Source D shows a protest meeting organised by the Women's Liberation Movement against the Miss America beauty contest...</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>
		<b>QWC i-ii-iii</b>





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