

# ResultsPlus

## Examiners' Report January 2011

### GCSE History 5HA03 3C

**ResultsPlus**  
look forward to better exam results

Edexcel is one of the leading examining and awarding bodies in the UK and throughout the world. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers.

Through a network of UK and overseas offices, Edexcel's centres receive the support they need to help them deliver their education and training programmes to learners.

For further information, please call our GCE line on 0844 576 0025, our GCSE team on 0844 576 0027, or visit our website at [www.edexcel.com](http://www.edexcel.com).

If you have any subject specific questions about the content of this Examiners' Report that require the help of a subject specialist, you may find our **Ask The Expert** email service helpful.

Ask The Expert can be accessed online at the following link:

<http://www.edexcel.com/Aboutus/contact-us/>

Alternatively, you can contact our History Subject Advisor directly by sending an email to Mark Battye on [HistorySubjectAdvisor@EdexcelExperts.co.uk](mailto:HistorySubjectAdvisor@EdexcelExperts.co.uk).

You can also telephone 0844 576 0034 to speak to a member of our subject advisor team.

## ResultsPlus

ResultsPlus is Edexcel's free online tool that offers teachers unrivalled insight into exam performance.

You can use this valuable service to see how your students performed according to a range of criteria - at cohort, class or individual student level.

- Question-by-question exam analysis
- Skills maps linking exam performance back to areas of the specification
- Downloadable exam papers, mark schemes and examiner reports
- Comparisons to national performance

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

To set up your ResultsPlus account, call 0844 576 0024

January 2011

Publications Code UG026478

All the material in this publication is copyright  
© Edexcel Ltd 2011

## Introduction

It was pleasing to see a good standard of responses from candidates in the second session of this new modular unit. 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 small number of candidates failed to complete (in some cases even start) question 5. 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 which did not directly address the question. For example, some answers referred to the reliability of the sources in questions 3 and 5 without directly relating this to either the strength of support or challenge for the cross referencing or the hypothesis.

Contextual knowledge is essential for ensuring understanding of the provenance and meaning of the sources as well as underpinning answers to all the questions. Indeed there were a number of candidates who lacked understanding of the Birmingham March and were not able to use Sources D and E effectively in question 5.

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. However, a general summary for improvement in the approach to question types (which are common across the three options) may prove of benefit to centres:

**Question 1.** Candidates often wrote too much for inference. 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.

**Question 2.** Ensure that candidates 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.

**Question 3.** Ensure that candidate focus on the style of a cross referencing question and actually cross reference the sources. They should identify support and differences and make judgements on the extent of support based on the content and reliability of the sources.

**Question 4.** Candidates should avoid simply describing the contents of the sources. They should evaluate both the information/contents in the context of utility or reliability as well as the nature, origins and purpose.

**Question 5.** A small number of candidates made little or no reference to the sources and instead wrote extensively about the Voter Registration Campaign. Ensure that candidates focus only on using the sources to test the hypothesis. Highest marks require them to make judgements on the extent of support and challenge to the hypothesis based on the weight of evidence given in the sources and their reliability.

### Question 1

Candidates were asked to make inferences from Source A about the civil rights movement. The more obvious inferences were that the movement had considerable support from white students, southern racists were frightened of the movement, they saw the Voter Registration Campaign as a threat, as dangerous, that the movement had strong support in the north.

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 'the ultimate aim is black revolution' were copying the source, not making valid inferences and were marked at Level 1. Those who suggested that the civil rights movement had considerable support from white people in the north because the sources says 'About a thousand white college students are reported to be invading Mississippi' were making a valid inference and supporting it from the source. Such answers were rewarded at Level 3.

On this question, some candidates brought in their own knowledge, either to make the inference or to provide a historical context. This is not a correct approach to the question. Both inferences and support must come from the source. Candidates should make two supported inferences to reach top marks.

A few candidates thought that the article supported the civil rights movement. Here contextual knowledge, the provenance of the source and some of the words used such as 'invaded' should have highlighted its anti-civil rights tone.

#### 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 the Civil Rights Movement?

(6)

We can learn that there was shock in the <sup>southern</sup> community as it says "it is unbelievable that a <sup>1</sup> thousand college students would do this of their own choice." We also learn that it wasn't just the black community who were behind integration as "about a thousand white college students from the north..." We also learn that Communism was hated in the south as it says "They are being encouraged by communists who are to stir up trouble in the south." We also learn that there was

clearly more support for the North as it says  
"white college students from the North are reported to be invading  
Mississippi".

**ResultsPlus**

Examiner Comments

This is a brief answer. However it includes several supported inferences including 'there was shock in the southern community' and 'it wasn't just the black community'. This answer illustrates that candidates do not have to write at length to secure 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'..?

## Question 2

This question asks candidates to explain the purpose of a leaflet issued by the SCLC. The majority of candidates were able to identify the message of the source, which was to suggest that because many black people do not have or use the vote they are unable to get rid of racism and discrimination and improve their housing, pay and schooling. They were able to support this with details from the source, especially the image of the black man in chains with the vote providing the 'key' to equal rights.

However, to reach Level 3 candidates had to explain the purpose of the source - what it was intended to make people think or do. This leaflet was meant to increase support for the Voter Registration Movement. This should be supported with details from the source and/or contextual knowledge, possibly with reference to the SCLC and the leadership of Martin Luther King.

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

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

(8)

The source suggests that the vote is the solution to problems facing Black Americans, as it shows "the vote" as a key to unlock "the chains" of 'low pay', 'discrimination' and 'Bad jobs' etc.

The overall message of the source is that the disenfranchisement of the Black community leads to ~~all of the problems~~ the severe problems facing Black Americans.

Indeed, at the time of this illustration's distribution, the Voting Rights Act had yet to be introduced. In many Southern States, Black Americans were forced to take extremely difficult literacy tests and many were prevented from voting.

Thus the purpose of this illustration is to encourage people to support the SCLC's campaign to increase the number of black Americans registered to vote. In addition its purpose could also be to raise support for the Voting Rights Act.

**ResultsPlus**

Examiner Comments

This answer successfully identifies the message of the source and supports this with details from the source and contextual knowledge about voting rights. The last paragraph builds on this by identifying the purpose of the source. The answer could be improved if the candidate began the answer with the purpose and supported it with details from the source and contextual knowledge.

**ResultsPlus**

Examiner Tip

The key to Level 3. Why not go straight to the purpose of the source? 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 to what extent the first three sources, A, B and C, agree about the Voter Registration Campaign. A number of candidates achieved higher Level 2 by identifying agreement and disagreement between the sources. For example they suggested that Sources A and B disagreed about the Voter Registration Campaign and supported this with evidence from each source and that Sources B and C agreed, again with evidence from each source. Some achieved Level 3 by making judgements about the extent of support between the three sources based on their contents and/or reliability.

Some, 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.

Source B is a ~~photo~~ illustration of a man chained up by racism and discrimination. The keys represent the right to vote and therefore

the message of the source is to get black people to vote. The purpose <sup>of the source</sup> ~~therefore~~ is therefore to try and get black people to vote. This does not agree with source A as it is taken from a leaflet by the Southern Christian Leadership Conference which was trying to make the south less segregated. However it does agree to an extent with source C as it says that black people should vote.



Source C still disagrees <sup>to an extent</sup> with source B as it ~~say~~ tries to encourage the government to allow black people to vote rather than, as shown in source B, ~~to~~ tries to get black people themselves to vote. Source C is taken from Martin Luther King's autobiography and therefore is likely to agree ~~with~~ with source B, however both sources B and C are biased towards civil rights rather than against civil rights

which source A is.



**ResultsPlus**

Examiner Comments

This is part of a lengthier answer. In the first paragraph shown the candidate identifies differences between Sources A and B and illustrates this with evidence from each source as well as some areas of support. The candidate then went on to identify support between Sources B and C. In the second paragraph shown the candidate also identifies differences between Sources B and C and attempts to address reliability with reference to support. This could be more explicit and further developed. However, the candidate is making judgements throughout the answer about the extent of support.



**ResultsPlus**

Examiner Tip

As well as comparing each source to the given view, 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 utility of Source D, a photograph published in the New York Times, and Source E, from a letter to Martin Luther King. 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. Those that reached Level 3 had based their judgements on both. For example many saw the value of the contents of Source D as suggesting that the civil rights supporters acted peacefully but the authorities in Birmingham, led by Bull Connor, reacted in an extreme and violent way. Some candidates saw this as valuable propaganda for the civil rights movement, highlighting southern racism and gaining much needed national and international publicity.

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 utility. Others simply described the contents of each source - what they could see or read. On the other hand, there were a number of strong and balanced evaluations.

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

How useful are Sources D and E as evidence of the Birmingham Peace March of 1963?  
Explain your answer, using Sources D and E and your own knowledge.

(10)

Source D is fairly useful as evidence of the Birmingham peace march of 1963 because it shows the methods used by the police such as the dogs that were set on the black people. It also shows how many of the young were involved with the march from the boy being attacked by the police dog. However source D does have some limitations such as it does not show us all the methods used that day for example the hose pipes that were used to shoot the young. It also does not show us all the events that happened that day as it is a photograph and only gives a still image so it does not tell us about bull

canal who shut down all the parks  
so they could not be integrated  
Source D is fairly reliable as it was  
in the New York Times which would have  
reported on the incident.

**ResultsPlus**

## Examiner Comments

This is the first part of a lengthier answer. The candidate identifies the value and the limitations of the contents/information of Source D. There is a hint of nature, origins and purpose in the last section but not enough to take the answer into Level 3. The candidate also explained the value and limitations of the contents of Source E with no real evaluation of provenance. This was a Level 2 answer. To reach Level 3 there needed to be much more evaluation of the nature, origins and purpose of each source in relation to utility.

**ResultsPlus**

## Examiner Tip

Remember to mine and interrogate each source. Make judgements on the information/contents as well as the origins, nature and purpose of each source.

### Question 5

There were a number of well structured answers to this question which asks whether the sources support the hypothesis that the main reason for progress in the civil rights movement in the years 1963-65 was the Voter Registration Campaign. 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, 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 weaved into the wider argument of whether or not the source supported or otherwise the idea that the Voter Registration Campaign was the main reason. 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 to explain the reasons for progress in the civil rights movement. 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. Contextual knowledge is important in helping them to identify the issues involved. In this question, Sources A, B and C and the Voter Registration Campaign, and Sources D and E and the Birmingham Peace March. Those with strong contextual knowledge are able to make much more effective use of the contents and provenance of the sources.

However Source C suggests that the lack of vote certainly was the main reason, therefore strongly agreeing with the statement "the church burnings, harassments, and murders in the South were ~~the~~ the direct result of the fact that Negro citizens could not vote", also suggests that the Negroes did try to vote "Many thousands had tried but failed to register for the vote", again strongly agreeing with the statement.

Source B would also strongly agree with the statement, because the leaflet was distributed during the Voter Registration Campaign, and every single aspect on the leaflet would suggest that the vote was the main push for change in the years 1963-65.

However, I believe that the Birmingham March was the most important factor for change because it had massive T.V. publicity, along with newspapers and radio, so the government was pressured, so-to-speak into changing the system. Overall the sources do agree with the statement to a large extent.



## ResultsPlus

### Examiner Comments

This is the latter part of an answer. On the first page the candidate immediately focused on the question and made a judgement about the extent of support from Sources D, E and F. This judgement was then supported with evidence from each of the sources, with a further judgement on the extent of support from Source F. In this section the candidate makes judgements about the extent of support from Sources C and B and backs this up with evidence from the sources.

However, there is no attempt to address the issue of the reliability of the sources with reference to support for the hypothesis, whilst the conclusion disappoints because it is mainly based on own knowledge rather than the strength of the evidence given in the sources.



## ResultsPlus

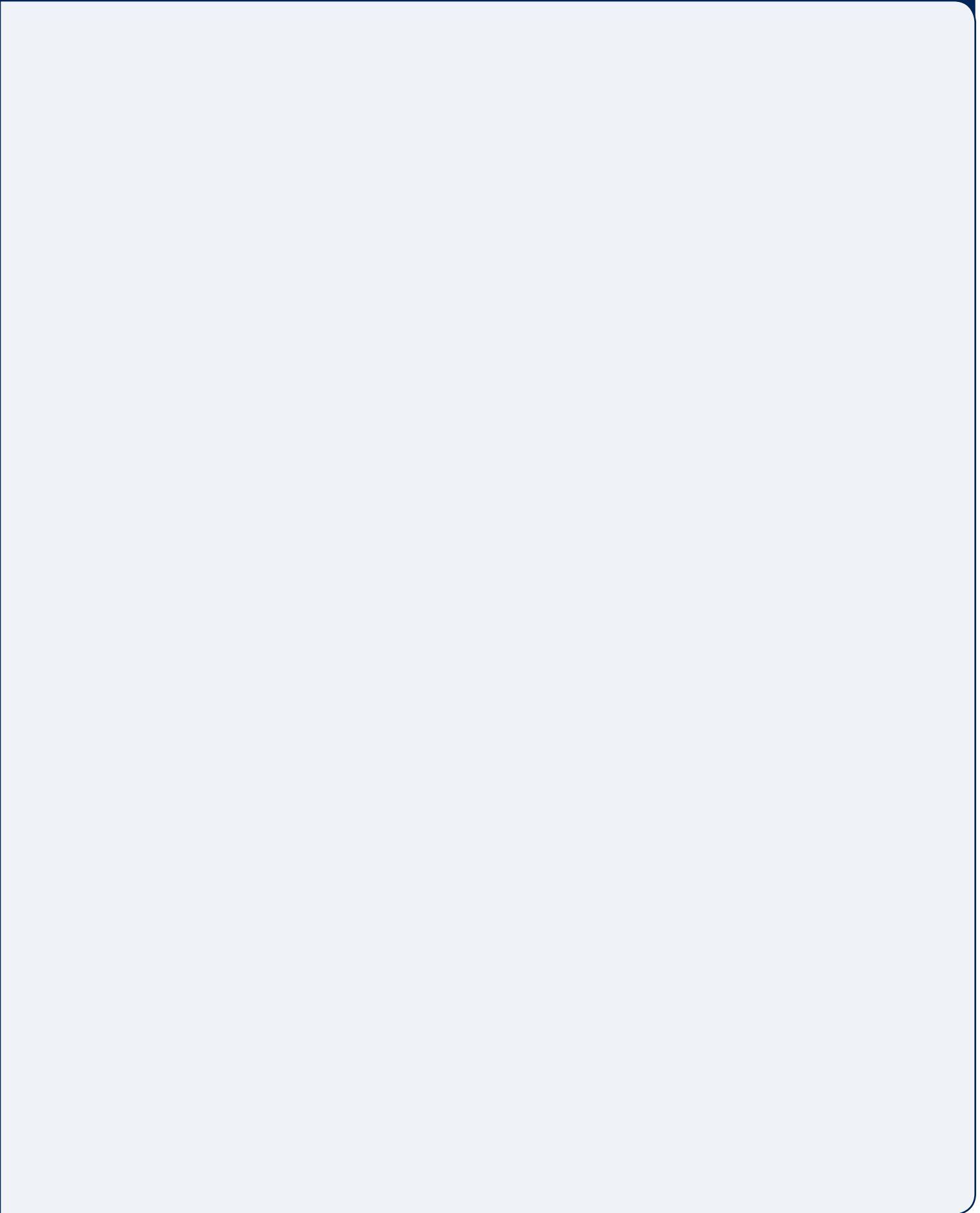
### Examiner Tip

Ensure that you use the sources to make judgements on the hypothesis. Do not simply summarise each source or use own knowledge. Your overall judgement should be based on the weight of evidence given by the contents/reliability of the sources.

## 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 [publications@linneydirect.com](mailto:publications@linneydirect.com)

Order Code UG026478 January 2011

For more information on Edexcel qualifications, please visit  
[www.edexcel.com/quals](http://www.edexcel.com/quals)

Edexcel Limited. Registered in England and Wales no.4496750  
Registered Office: One90 High Holborn, London, WC1V 7BH

Ofqual  




Llywodraeth Cynulliad Cymru  
Welsh Assembly Government

