

Mark Scheme (Results)

Summer 2014

Pearson Edexcel GCSE
History A (5HA03/3C)
Unit 3: Modern World Depth Study
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 be 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?

Question Number		
1		<p>What can you learn from Source A about Malcolm X?</p> <p>Target: Source comprehension, inference and inference support (A03)</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1	<p>Students do no more than copy/paraphrase the source. Award 1 mark at this level for each piece of information copied or paraphrased.</p> <p><i>e.g. Malcolm X, the bitter racist, has struck back in anger.</i></p>
2	2-3	<p>Makes unsupported inferences. 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. The Source suggests that Malcolm X encouraged violence to achieve his aims..</i></p> <ul style="list-style-type: none"> • 2 marks for one unsupported inference. • 3 marks for two unsupported inferences.
3	4-6	<p>Makes supported inferences. A supported inference is one which uses detail from the source to prove the inference.</p> <p><i>e.g. The Source suggests that Malcolm X encouraged violence to achieve his aims when it says that 'he has called upon Negroes to form rifle clubs'...</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>What was the purpose of this poster? Use details of the poster 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.
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><i>e.g. This photograph suggests that Malcolm X believes in the use of violence...</i></p> <p>OR Answer offers comment about the source context but relevance to message is not explained.</p> <p><i>e.g. Malcolm X was a member of the Nation of Islam who supported the use of violence by black Americans</i></p>
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><i>e.g. This photograph suggests that Malcolm X believes in the use of violence. This is because it shows Malcolm X holding a weapon looking out of a window. It could also suggest that he is using the gun for self-defence as he could be looking out of the window of his house. It also has the words 'liberate our minds by any means necessary'. Malcolm X was a member of the Nation of Islam who encouraged his supporters to use violence if necessary to achieve their aims and especially for self-defence...</i></p> <p>Award top of level to students who identify the message of the source using detail from both content and context.</p>
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 this photograph is to encourage black Americans to arm themselves and use violence if necessary for self-defence and to achieve their aims. This is because it shows Malcolm X holding a weapon and looking out of a window. It could also suggest that he is using the gun for self-defence as he could be looking out of the window of his house. It also has the words 'liberate our minds by any means necessary'. Malcolm</i></p>

		<p><i>X was a member of the Nation of Islam who encouraged his supporters to use violence if necessary to achieve their aims and especially for self-defence. Moreover, it was published in a magazine which supported the civil rights movement...</i></p> <p>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 causes to happen.</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 A and B support the evidence of Source C about Malcolm X? Explain your answer, using the sources. Target: Source comprehension and interpretation, cross-reference (A03)
Level	Mark	Descriptor
	0	No rewardable material.
1	1-3	Generalised yes and/or no answers without support from the source. <i>e.g. Responses which say yes and/or no. Sources B and C suggest he helped black Americans.</i> Award top of level to answers which offer undeveloped yes-and-no points.
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 C. Source B suggests that Malcolm X was successful in helping black Americans with the slogan 'Liberate Our Minds' and encouraged blacks to arm themselves. Source C suggests that Malcolm X spoke about self-defence and gave black Americans hope. Source A does not support the evidence of Source C. Source C suggests that he had a positive influence and believed in self-defence. Source A suggests that Malcolm X was not promoting self-defence but was encouraging black Americans to break the law and carry out violence...</i>
3	8-10	Answers which, in addition, consider the degree to which support is provided. This level also includes evaluation of sources for reliability/typicality etc. <i>e.g. ...There is strong support between B and C. Both are produced by supporters of Malcolm X – Source B from a magazine which celebrated the achievements of black Americans and Source C from a black journalist who eventually supported Malcolm X. There are strong differences between Sources C and A, which is partly due to their provenance – Source C is from a supporter of Malcolm X and Source A from a newspaper which very much opposes his methods. However there is slight support, as Source C mentions Malcolm X's support of self-defence which is criticised in Source A.....</i>

Question Number		
4		How useful are Sources D and E as evidence of the importance of Malcolm X? 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.
1	1-3	Judgment based on simple valid criteria 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 <i>e.g. I think Source D is not useful because it is only a photograph. Source E is useful because it was written at the time.</i>
2	4-7	Judgment based on usefulness of the sources' information – answers which give examples of what the source is useful for or its limitations Students extract useful information from the sources <i>e.g. Source E is useful because it is a photograph which shows Malcolm X holding a newspaper with the headline 'Our Freedom Can't Wait'. It shows the importance of Malcolm X by stressing his role in highlighting the need for action now. Malcolm X certainly was in a hurry to achieve civil rights for black Americans and was prepared to use any methods to achieve these...</i> OR Judgment based on evaluation of the nature/origin/purpose of the sources - answers focus on how representative/ reliable/authoritative the sources are. <i>e.g. Source E is useful because it is the views of Martin Luther King, who, because he opposed to the methods used by Malcolm X during his lifetime, would be expected to be critical of Malcolm X, acknowledges his achievements for the civil rights movement. However, since it is sent to his widow soon after his assassination, Martin Luther King may not give his genuine feelings...</i> Maximum 5 marks if Level 2 criteria met for only one source.
3	8-10	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 Level 2.

		<p>Award 10 marks if evaluation of both sources meets Level 3 criteria.</p> <p><i>e.g. ...Source D is not useful because it is a photograph in a national newspaper possibly to promote his speech and provides a posed view of the aims of Malcolm X with no evidence of the violence he advocated...</i></p> <p><i>Source E is useful because it stresses the methods advocated by of Malcolm X and his importance in the civil rights movement. Martin Luther King mentions that he did not agree with Malcolm X's advocacy of self-defence. King was very critical of this insisting it would handicap the civil rights movement. King also stresses Malcolm X's ability as a clear spokesman of civil rights which is shown by the great number of supporters he had....</i></p>
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Question Number		
5		<p>'Malcolm X achieved very little for civil rights in the 1960s'.</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. Assessing QWC: for the highest mark in a level all criteria for the level, including those for QWC must be met. 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.
1	1-4	<p>Generalised answer, offers valid undeveloped comment without direct support from sources or own knowledge.</p> <p><i>e.g. Malcolm X encouraged his supporters to use violence.</i></p> <p>OR</p> <p>Selects details from the sources, but without direct linkage to the question.</p> <p><i>e.g. Source B shows Malcolm X holding a machine gun...</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> <p>QWC i-ii-iii</p>
2	5-8	<p>Supported answer offers a judgement on the hypothesis and links to relevant details from sources. Award 7-8 marks to answers which also comment on the reliability or sufficiency of the sources.</p> <p><i>e.g. Source A says that Malcolm X was encouraging black Americans to break the law. Source B shows Malcolm X holding a machine gun and prepared to use any means necessary. Source C says that he spoke about the need for self-defence and the journalist was stimulated by his speech. Source D shows Malcolm X holding a newspaper saying 'we can't wait for freedom'</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> <p>QWC i-ii-iii</p>
3	9-12	<p>Response focuses on the issues and reaches a judgement making direct use of the contents and/or 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><i>e.g. Sources A, B, E and F support the hypothesis that Malcolm X did not achieve anything positive for the civil rights movement.</i></p>

<p>QWC i-ii-iii</p>		<p><i>Source A mentions that he is encouraging black Americans to form rifle clubs and to break the law. The New York Times insists that this will undo much of the achievements of the non-violent methods advocated by Martin Luther King. This source, however, is unreliable because it is from a newspaper which is opposed to Malcolm X. Source B also suggests his influence was negative as it as shows him carrying a machine gun and suggests he is promoting the use of violence and is prepared to use 'any means necessary'. Source F mentions how he split the civil rights movement with his attacks on Martin Luther King. This source is more reliable because it is from a history of the USA which should give a balanced view...</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>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><i>e.g. Sources C, D, E and F strongly challenge the hypothesis and suggest that he had positive achievements. Source C stresses the influence he had on the journalist who felt stimulated and was given hope. However, this evidence is greatly weakened by its reliability. It is written by a supporter of Malcolm X who may well exaggerate his influence for the purpose of the documentary. Source E strongly challenges the hypothesis when Martin Luther King acknowledges that he got to the root of the civil rights problem and was a very clear spokesman. This evidence is greatly strengthened because it from someone who had been very critical of the methods used by Malcolm X. Source D also partly challenges the hypothesis by showing Malcolm X holding a newspaper with the slogan 'Our Freedom Can't Wait' although this is weakened by the fact it was published in a national newspaper to promote his meeting. Source F strongly challenges the hypothesis mentioning how he raised the self-esteem of black Americans and set up educational and social programmes. This is further strengthened by its origins – a history of the USA which should provide an objective view of his achievements..</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.