

Mark Scheme (Results)

Summer 2012

GCSE History A (5HA03/3C)

Unit 3: Modern World Source Enquiry

Option 3C: A divided union? The USA

1945-70

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Summer 2012

Publications Code UG032458

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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.*

Unit 3: Modern World Source Enquiry

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

| Question Number | | |
|-----------------|------|--|
| 1 | | What can you learn from Source A about the USA in 1953? Target: Source comprehension, inference and inference support (AO3) |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| Level 1 | 1 | Students do no more than copy/paraphrase the source. Award 1 mark at this level for a piece of information copied or paraphrased. <i>e.g. It says that the McCarthyism is bending the truth.</i> |
| Level 2 | 2-3 | Makes unsupported inferences. An inference is a judgement that can be made from studying the source, but is not directly stated by it. <i>e.g. It suggests that there is little justice in America.....</i> <ul style="list-style-type: none"> • 2 marks for one unsupported inference. • 3 marks for two unsupported inferences. |
| Level 3 | 4-6 | Makes supported inferences. A supported inference is one which uses detail from the source to prove the inference. <i>e.g. It suggests that there is little justice in America. This is because the source says that the USA has abandoned its belief in fair play and the due process of the law.....</i> <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 the statement in Source B. Use details of this 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 McCarthy has gone too far.</i></p> <p>OR</p> <p>Answer offers comment about the source context but relevance to message/purpose is not explained.</p> <p>e.g. <i>The television programme showed that McCarthy's methods were wrong.</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 McCarthy has gone too far in the methods he is using and now is the time for people to stand up to him. The source insists that he has repeatedly stepped over the line and persecuted people and is threatening the American belief in freedom...</i></p> <p>Award top of level to students who identify the message of the source using detail from both content and context.</p> |

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| <p>Level 3</p> | <p>6-8</p> | <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 broadcast is to expose the methods used by McCarthy and to encourage powerful people in the USA to stand up to him. This is shown in the source when Murrow suggests that McCarthy has repeatedly stepped over the fine line between investigating and persecuting. Murrow encourages support by suggesting that the USA cannot defend freedom abroad if it is threatened in the USA. The televised programme about McCarthyism was produced at a time when there was growing opposition in the media to McCarthy and his methods ...</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 | | How far do Sources B and C support the evidence of Source A about McCarthyism? Explain your answer, using the sources. Target: Source comprehension and interpretation, cross-reference (A03) |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| Level 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 A and C do not agree about McCarthy's methods.</i> Award top of level to answers which offer undeveloped yes and no points. |
| Level 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 A and B agree. Source A suggest that McCarthyism is threatening the great belief in freedom in the USA. Source B also suggests McCarthyism means that Americans can no longer defend freedom abroad. Sources A and C disagree. Source A suggests that he has no evidence against US citizens, Source C suggests that the Senate Committee has found evidence against twenty-four officials...</i> |
| Level 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. Strong support between A and B. However both sources are using broadcasts to attack McCarthyism and win support against it and may well exaggerate its effects. Although strong differences between A and C also some support. Source A suggests McCarthyism uses the accusation with no evidence and in Source C McCarthy accuses Murrow of being a communist sympathiser. Both are first hand but very one-sided accounts of McCarthyism.....</i> |

| Question Number | | |
|-----------------|------|--|
| 4 | | How useful are Sources D and E as evidence of McCarthy's influence? Explain your answer, using Sources D and E and your own knowledge. Target: Evaluation of sources for utility (AO1, A02 and A03) |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| Level 1 | 1-3 | <p>Judgement 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 exaggerates. Source E is useful because it happened at that time.</i></p> |
| Level 2 | 4-7 | <p>Judgement 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 suggests that McCarthy has lost support because of his many false accusations and is being backed into a corner. It provides evidence of how many people were starting to question and turn against McCarthy and his methods....</i></p> <p>OR</p> <p>Judgement based on evaluation of the Nature /Origin /Purpose of the sources - answer focuses on how representative / reliable / authoritative the sources are.</p> <p><i>e.g. Source E is useful because it provides actual evidence of the televised hearings and was typical of the bullying methods used by McCarthy in which he tries to expose one of the members of the law firm as a communist....</i></p> <p>Maximum 5 marks if L2 criteria met for only one source</p> |

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| Level 3 | 8-10 | <p>Judgement 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 the cartoonist is very much against McCarthy and his methods and is using the cartoon to discredit McCarthy. The cartoon deliberately exaggerates McCarthy's position showing him backed into a corner unable to move due to his accusations...Source E is useful because it provides evidence of the army hearings in which McCarthy was exposed by Welsh as a bully. In this extract, Welsh uses very emotive language to attack McCarthy – cruelty, ruthlessness....</i></p> |
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| Question Number | | |
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| *5 | | <p>'Television brought about the downfall of McCarthy'.</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 1954 there was a documentary called See it Now which was against McCarthy.</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 says that McCarthyism is bending the truth.</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 A says that McCarthyism is destroying the American belief in freedom. Source B says that McCarthyism means persecuting people. In Source C McCarthy accuses Ed Murrow of being a communist.....</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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| <p>Level 3</p> <p>QWC i-ii-iii</p> | <p>9-12</p> | <p>Response focuses on the issues and reaches a judgement making direct use of the contents and/or the 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>eg Sources B, C and E suggest that television played an important role in the downfall of McCarthy. Source B suggests that McCarthyism has brought persecution and a climate of fear and is threatening the American belief in freedom. However, Murrow may well exaggerate the effects of McCarthyism in order to encourage people to speak out against him. Source C suggests that McCarthy has gone too far as he is even accusing Ed Murrow of being a communist sympathiser. This is a reliable view of McCarthy because it is from his own broadcast....</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>Level 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. As Level 3. Sources A and D strongly disagree with the hypothesis. Source A is a radio broadcast by an ex-President whose views that McCarthyism is destroying the American belief in justice and freedom will carry much influence on public opinion. Source D provides strong evidence of the growing newspaper campaign against McCarthy with the cartoonist highlighting McCarthy's increasingly isolated position. However, the evidence is limited because the cartoonist deliberately exaggerates the position of McCarthy in order to turn more people against him.....</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> |

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Order Code UG032458 Summer 2012

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