

Examiners' Report
June 2014

GCSE History 5HA03 3C

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June 2014

Publications Code UG039125

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Introduction

It was pleasing to see a good standard of responses from candidates in the last session of the current specifications. 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) 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. A number of candidates go through the nature, origins and purpose of the sources without explicitly answering the question, whether it is utility or reliability.

There was also a noticeable increase in the number of candidates who wrongly labelled the source they were referring to especially in question 4 with Source E being confused with Source D.

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 Malcolm X. The most obvious inferences were that that Malcolm X encouraged violence and that peaceful methods of campaigning for civil rights achieved more.

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 'Malcolm X, the bitter racist, has struck back in anger' were copying the source, not making valid inferences and were marked at Level 1. Those who wrote that 'The Source suggests that Malcolm X encouraged violence to achieve his aims' and then added 'I know this because the Source says 'he has called upon Negroes to form rifle clubs'' 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 Malcolm X?

(6)

One thing you can learn from source A about Malcolm X is that he ~~was~~ believed and supported violence. It says that "He has called upon Negroes to form ~~the~~ rifle clubs" suggesting that he wants to promote violence and bring it into the civil rights movement.

Another thing you can learn from source A about Malcolm X is that ~~many~~ some Americans disapproved of him. The source is an article published in "The New York Times" and describes Malcolm X to be a "bitter racist". This suggests that some people thought Malcolm X was too harsh and they disapproved of his views.



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Examiner Comments

This a Level 3 answer. The candidate makes two supported inferences, each of which is supported by quotes from the source. Notice how the answer signposts the examiner, 'It says that...'. 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, do three supported inferences.

Question 2

This question asks candidates to explain the purpose of a poster. The majority of candidates were able to identify the message and support it from the source, is 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'.

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 photograph is to encourage black Americans to support Malcolm X and 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'.

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', 'persuade'.

2 Study Source B and use your own knowledge.

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

(8)

The purpose of this poster, published in the magazine *Ebony* in September 1964, was to increase support for Malcolm X. The poster uses the words "by any means necessary" and shows Malcolm X holding a gun. This attempts to show people that, despite his forceful tactics, he wants the best for the society. ~~and~~ He hopes to "liberate our minds" ~~by~~ which would make people believe in him. The poster uses ~~these~~ words "liberate our minds" as it is not a very specific goal and as a result it is appealing as a goal to a lot of people.

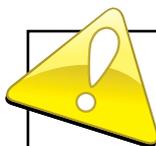
This poster was published in September 1964 which was 6 months before his assassination on the 21st of February 1969. It was also at the time just after he had been part of very controversial topics such as being thrown out of the Black Muslim ~~of~~ movement. This poster aims to regain support for Malcolm X and to build up his support and followers.



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Examiner Comments

This is Level 3 answer in which the candidate focuses in on the purpose of the photograph and supports this with evidence from the source especially the selection and treatment of 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 how far sources A and B support the evidence of source C about Malcolm X. A number of candidates achieved higher Level 2 by identifying agreement and disagreement between the sources. The best candidates cross referenced source C to source B and source C to source A and made reference to the content of the source to establish the extent of agreement and disagreement. 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 (9 marks) 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 side tracked into assessing how far A and B disagreed rather than cross-referencing C-A and C - B.

3 Study Sources A, B and C.

How far do Sources A and B support the evidence of Source C about Malcolm X?
Explain your answer, using the sources.

(10)

Sources A and C partly agree as they both claim that Malcolm X believed in self-defence, source A states "form rifle clubs. He describes this as self-defence" and source C states, "spoke about the need for self-defence". However, they also disagree because they have different viewpoints on Malcolm X's appearance/personality, source A states "the bitter racist", whereas source C states "~~clear~~... "He inspired me and gave me hope." Source A portrays Malcolm X as a "racist" which means he thinks his race is superior to all others, however source C portrays

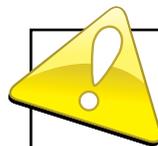
malcolm x as inspirational and the two adjectives are polar opposites.

Moreover, source B strongly supports the evidence of source C about malcolm x as they both infer that malcolm x was not a peaceful activist and believed in self-defence. Source B shows malcolm x holding a gun which ~~has connotations of~~ and is inside a building and is looking out the window, this has connotations of defence and retaliation this is strongly supported by source C which states, "spoke about the need for self-defence". They also agree on malcolm x being portrayed as negative, as source B shows him holding a gun which connotes violence and war, this is reinforced in source C which states, "mostly kind of negative things they were writing about him".



ResultsPlus Examiner Comments

This is part of a level 3 answer in which the candidate makes an explicit judgement on the extent of support between sources A and C and B and C supports these judgements with evidence from each source.



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 of Malcolm X published in an American newspaper in 1965 after his death, and source E, a message sent by Martin Luther King to the wife of Malcolm X just after his assassination. 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 (9/10) 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 utility. Others simply described the contents of each source - what they could see or read. In general candidates handled source E more confidently than source D and did not always make effective use of the provenance of Source D, a photograph of Malcolm X published in an American newspaper in 1965 after his death, in other words tied to his assassination.

On the other hand, there were a number of strong and balanced evaluations. Weaker 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 utility of the contents of the sources and compared this to their contextual knowledge the Somme offensive but failed to evaluate the nature, origins or purpose of either of the sources with reference to utility.

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 utility. The question is not whether the two sources are reliable but whether they are useful.

Source E is also useful as evidence of the importance of Malcolm X. It is useful because it explains how X was "a very clear spokesman" who "had a great concern for the civil rights problems".

This stresses the importance of X in the civil rights movement, since he had a "great ability to identify the... root of the problem". The source is useful since it credits the impressive and powerful speaking skills of Malcolm X and describes how he firmly spoke out "for his point of view", which we know he did from various rallies he held.

Source E is, like source D, extremely useful.

~~is~~ This is down to the fact that the source was sent from Martin Luther King to the wife of Malcolm X after X's assassination. King was a prominent leader in the civil rights movement with a profound knowledge of the entire movement. Thus, he would have had a great idea of X's importance in the movement. King even states his objective way, on how the man "did not always agree" on certain things yet conveys his "deep affection" for X. However, because King prepared non-violent tactics opposed ~~to~~ to Malcolm X's violent ones, King may have only spoken so admiringly of Malcolm X as a sentimental tribute to X's wife because of the death of X. Thus the extent of this is unlikely and the source is still extremely reliable.



ResultsPlus Examiner Comments

This is part of a very good Level 3 answer. Notice how the candidate comments on the utility of the contents and the provenance of source E and focuses on the importance of Malcolm X.



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.

Question 5

There were a number of well structured answers to this question which asks whether the sources support the hypothesis that Malcolm X achieved very little for civil rights in the 1960s. 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 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 weaved 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 Malcolm X to discuss the hypothesis. 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.

'Malcolm X achieved very little for civil rights in the 1960s.'

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)

Sources B, C, D, F and partially E disagree with the statement, describing his achievements and the influence he had on America, whilst Sources A and partially E agree that Malcolm X had very little impact.

Source B depicts Malcolm X as very significant, saying that he is 'liberat[ing]' the 'minds' of people. The poster is from *Ebony*, a magazine celebrating the achievements of black Americans, showing that he had achieved progress in his life.

However the source has limited reliability, as it is from a magazine which promotes black Americans and could therefore be exaggerating his impact. Source C describes Malcolm X as a 'clear and forceful' speaker, who, at a 'rally', was able to 'inspire' people and give them 'hope', showing he was very influential*. The source is very reliable, as it comes from a journalist in a documentary, so should be factual and non-biased, and is from 1988, after his death, so therefore is not trying to promote or win support for him.



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Examiner Comments

This is the first part of a strong Level 4 answer. Notice however the candidate immediately makes an explicit judgement on the strength of the evidence in sources for the hypothesis.



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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 not on your own knowledge. Leave enough time to write an answer to this question. Remember it is worth 16 marks.

Paper Summary

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. It is better to begin with the purpose and then support this with the message of the source.

Question 3. Ensure that candidates 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 Malcolm X. 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/or their reliability.

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