



# **Examiners' Report June 2024**

**GCSE History 1HI0 33**

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## Introduction

Examiners commented that most students seemed to find the paper accessible and were confident in tackling the various questions. They coped well with the range of question styles, which covered all four Assessment Objectives, and they responded particularly well to the enquiry 'package' in question 3.

Questions on this paper cover all the Assessment Objectives but over half of the available marks are for question 3, which focuses on sources and interpretations. These questions form a coherent package leading to a final question in which candidates, having explored the utility of the provided sources, analyse the different views presented in the interpretations and the reasons for those differences, and are then invited to judge the extent to which they agree with one of the interpretations. It is therefore important that candidates appreciate the difference between sources and interpretations, and the focus of different parts of question 3.

In particular, there are still a number of candidates who find it difficult to explain why interpretations differ in question 3c. When they are asked about a reason for the different views, students should remember that the authors have constructed these interpretations and chosen to present them in this specific way. The most common explanation was that the authors had chosen to place weight on different sources, but it is important to support this with details from the interpretations and the sources in order to meet the mark scheme requirement that 'An explanation of a reason for difference is given, **analysing the interpretations**. The explanation is **substantiated effectively**'. It should also be noted that it is not possible to provide effectively substantiated reasons why the interpretations are different, based on such things as where and when the interpretations were published, unless it is assumed that everyone writing in a specific year shared the same view.

The focus of question 3d is on the interpretations and candidates who provide their own view of the issue in the question are unlikely to access the higher levels of the mark scheme. Similarly, every level of the mark scheme above Level 1 refers to 'interpretations'. There is no expectation that both interpretations are dealt with in equal depth, but both should be examined explicitly. Answers which only analyse one interpretation can score above Level 1 if they perform well in other strands of the mark scheme but are unlikely to achieve a high mark.

The use of contextual knowledge is an important element in this evaluation, but it must be precisely selected to support the evaluation and not just used to display knowledge of aspects of the topic which the candidate has revised but which are not relevant to the enquiry. Candidates should be reminded that the content from the sources provided may be used to provide contextual knowledge for the interpretations.

Candidates have already explained the difference between the interpretations in question 3b and will have used this knowledge in their answer to question 3c as they review the alternative views being offered. A feature of strong answers is to show an understanding of how the authors have conveyed their different views. This could be through their use of language, the tone of their writing, their choice of details to include or omit, or their decision of how to present their material. Answers need to show an understanding that the author has chosen what language to use or what to emphasise; they do not need to judge how effective this is. This is even more effective if it is worked into the answer rather than left as a stand-alone comment. For example, 'the author presents this as a positive aspect', 'the interpretation focuses on... and omits ...', 'the language is very critical' or 'only including this at the end plays down its significance'.

A full range of responses suggest this question was accessible to students of all abilities and full answers were generally provided, showing that timing wasn't generally an issue on this paper.

### **GCSE History specification and assessment changes**

This note is a reminder that minor changes are being made to the Pearson Edexcel GCSE History specification content and assessment model. Assessment and language changes apply from the June 2025 exam series onwards, and content changes from the June 2026 exam series onwards.

We strongly recommend, if you haven't already, that you familiarise yourself with these changes in time for the start of the new academic year in September 2024. Some options are affected more than others, but all options are affected by the assessment changes.

Below is a link to the summary guidance document, which will help you to find all the specific information and guidance available to help you take on board these changes:

<https://qualifications.pearson.com/content/dam/pdf/GCSE/History/2016/Teaching-and-learning-materials/gcse-history-changes-for-2025-and-2026-summary-guidance.pdf>

If you have any queries, please contact Mark Battye, our History subject advisor, at [TeachingHistory@pearson.com](mailto:TeachingHistory@pearson.com).

## Question 1

This question requires students to make two inferences from a source. Candidates need to be sure that the inferences they make from the source are not based on their own knowledge as this question assesses AO3 and no marks are available for AO1 (knowledge and understanding). They also need to ensure the inferences they make relate to the enquiry in the question. Most candidates scored well on this question and very few answers gave inferences which could not be supported by reference to the pictures.

The focus of the question was about the treatment of Black Americans in the 1950s. There were two marks available for each valid inference – one for the inference itself and one for the supporting information. Most students seemed to understand how to make an inference, and most used the content of the source to provide support for the inference. Such students tended to make inferences regarding black people not being safe or that they were targeted; however, a number focused primarily on the actions of white people as opposed to the treatment of black people. Less students than in previous years merely rewrote the source. It should be recognised that details from the source can only be rewarded if they are provided as support for an inference. No marks were available for students who provided simple descriptions of the source as inferences.

1 Give **two** things you can infer from Source A about the treatment of Black Americans in the 1950s.

Complete the table below to explain your answer.

(i) What I can infer:

\* They were not safe

Details in the source that tell me this:

"White racists would come through our neighborhood at night and fire guns guns."

(ii) What I can infer:

Law enforcement also treated them very poorly

Details in the source that tell me this:

"One night, an armed attack on my house was led by a sergeant of the State National Guard."



**ResultsPlus**  
Examiner Comments

This student has made two inferences about the treatment of Black Americans in the 1950s supported by direct reference to the source, so gains full marks.



**ResultsPlus**  
Examiner Tip

Think about the space provided – inferences do not need to be explained in great detail and a single sentence is enough.

1 Give **two** things you can infer from Source A about the treatment of Black Americans in the 1950s.

Complete the table below to explain your answer.

(i) What I can infer:

Black Americans got threatening calls

Details in the source that tell me this:

"my telephone would ring day and night with threatening calls"

(ii) What I can infer:

Racists would shoot guns in colored neighborhoods

Details in the source that tell me this:

"Racists would come + burst at night and fire guns."



**ResultsPlus**  
Examiner Comments

Neither of these inferences are valid as the comments are merely lifted from the source.



**ResultsPlus**  
Examiner Tip

Candidates should ensure that the inferences are genuine inferences and not just paraphrases from the sources.

## Question 2

In question 2, the focus will always be on causation but the question does not require a judgement to be made or for the answer to prioritise or show interaction of factors and no marks were available to reward such evaluation, however strongly argued. Instead, the most successful candidates showed a consistent analytical focus throughout their answers and many were able to access Level 4 by doing so.

The stimulus points in the question will often be useful reminders to candidates of specific areas of content about which they can write. Candidates do not need to use these stimulus points but there is an expectation that there will be some depth of knowledge at the higher levels, shown by three discrete aspects of content being covered, although this does not mean students need to identify three different causes or events.

A number of answers remained at Level 3, despite excellent knowledge, because they missed the focus of the question. The mark scheme's bullet point for Assessment Objective 2 (analysis) at Level 4 expects an analytical explanation, directed consistently at the conceptual focus of the question. Candidates who responded to the topic rather than the key idea were unlikely to achieve high marks. Those who did reach Level 4 realised that the topic provides the context but that there is a specific focus, which the analysis should address.

In this case, question 2 was about why the USA failed to win the war in Vietnam. The vast majority of students were able to give some reasons, or at the very least, had some knowledge of the stimulus points. Many candidates were able to show good knowledge of the tactics of the Vietcong, the use of chemical weapons by the USA, plus issues such as support from the American public, morale amongst the soldiers and the importance of the Ho Chi Minh trail. The majority of candidates were able to show at least basic links between the knowledge they had given and the question being asked. Most responses were structured into paragraphs with a clear theme.

2 Explain why the USA was **not** able to win the war against the Vietcong in the years 1964-73.

(12)

You **may** use the following in your answer:

- the Vietcong use of booby traps 11% of deaths
- the US use of Agent Orange my lai massacre

You **must** also use information of your own.

Booby traps

E

Air artillery

S

T

Pinkville

One reason the USA was not able to win the war against the Vietcong was the Vietcong use of booby traps. This meant that caused 11% of US deaths in the Vietnam war and therefore public opinion in the US decreased dramatically. This was absolutely pivotal to the US loss in Vietnam as it reduced <sup>the</sup> number of soldiers, decreased public opinion but more importantly it exacerbated the degrading mental state of US troops, ~~making~~ messing with their heads and making it absolutely impossible for the US to win the war against the Vietcong in the years 1964-1973.

Another reason the USA was not

able to win the war against the Viet Cong was the USA's use of chemical weaponry such as napalm and agent orange. This is shown ~~during the My Lai massacre~~ as when a search and destroy mission of Pinkville turned into the My Lai massacre. This caused thousands of deaths but not of the Viet Cong like troops hoped, innocent peasants. Furthermore this increased Viet Cong support in South Vietnam as the Viet Cong remained respectful to civilians unless provoked. This blunder was so bad the US tried to sweep it under the rug, but when the news of the attack was released in 1968 it was absolutely pivotal for the US loss of the war against the Viet Cong as it spread a wholesale feeling of mistrust towards US troops and caused a turning point when it came to US opinions on the war.

Furthermore another reason why the US could not win in the war against <sup>the</sup> Vietcong was their tactics and strategy. To win the Vietnam war the US needed the Vietnamese civilians to respect Capitalism so much so that when the US left the country would stay Capitalist. However, due to their foreign policy of the domino theory, the US strategy focused solely on militaristic action. This exacerbated tensions in Vietnam as this meant the US would use traditional war tactics such as air raids. This is absolutely pivotal to the US not being able to win in the war against the Vietcong as the lack of US geographical knowledge of Vietnam meant that these air raids were mostly killing innocents, decreasing public opinion of the capitalist ideology in Vietnam and decreasing public opinion of the war in the US.

(Total for Question 2 = 12 marks)



This answer is fully focused on the question throughout and provides precise and wide-ranging details to support the analysis. The answer achieved Level 4 for both Assessment Objectives.



Make sure you address the focus of the question and not just the topic.

2 Explain why the USA was **not** able to win the war against the Vietcong in the years 1964-73.

(12)

You **may** use the following in your answer:

- the Vietcong use of booby traps
- the US use of Agent Orange

You **must** also use information of your own.

The Although the USA ~~is~~ was significantly bigger than the Vietcong and had more troops, the US were not able to ~~defeat~~ defeat them. This is because the Vietcong had a number of underground trenches that the ~~US~~<sup>US</sup> didn't even know about. This gave the Vietcong a huge advantage as they could ~~att~~ attack easier.

Another reason why the US ~~weren't~~<sup>didn't</sup> ~~defeat~~ win was because of the attack in My Lai.

The ~~us~~ US sent troops to attack those in the My Lai village with a dangerous chemical.

The chemical burnt ~~everything~~<sup>ruined everything</sup> in the village ~~and~~ and ~~burnt~~<sup>ruined</sup>.

peoples skin. Then a famous photo was getting surfaced in the US of a ~~child~~<sup>naked</sup> little girl screaming as the chemical ~~was~~ had eaten away at her clothes and ~~was eventually~~<sup>eventually</sup> eating her skin. As it was getting surface, many in the US saw and disagreed with the sending of the troops. As the US is a democratic country, President Nixon had to listen to his country and withdraw.



**ResultsPlus**  
Examiner Comments

This answer has limited analysis, as the explanation is not developed (AO2 L2) and shows relevant knowledge and understanding, even though there is some confusion over My Lai (AO1 L2).



**ResultsPlus**  
Examiner Tip

Make sure each point is explained (not just stated) and try to include precise details to support each point of analysis.

## Question 3 (a)

Question 3(a) targets the ability to analyse and evaluate source utility and, in doing so, introduces the enquiry which will be dealt with in further detail in questions 3(b), 3(c) and 3(d).

In question 3(a) candidates are expected to evaluate the usefulness of the content, taking account of the provenance of the sources and applying contextual knowledge in making judgements about the utility of the sources as evidence for the specific enquiry, in this case the achievements of Martin Luther King in the Civil Rights movement. These strands in the mark scheme are linked and should be dealt with together, rather than in isolation.

Students found the sources accessible and most were confident in showing that the content of the sources was relevant for the enquiry and therefore useful. They could also make a number of points about the significance of the provenance for the usefulness of the content, although sometimes this consisted of basic statements rather than a developed explanation. When considering provenance, generic comments about a source being biased (with no explanation of how that bias could be detected or why it occurred) or about the source being reliable because it came from the time under investigation, could be made without any reference to the individual source and therefore remained at Level 1. This type of generic assumption was seen when some answers assumed that the authors of the sources would be biased or that a photograph could be staged.

At Level 2, developed comments were made about the content of the sources, for example the evidence source B provided about the numbers of people at the Washington march. This was often backed up by contextual knowledge about how many people had been there. Often this information was just provided, rather than linked to an evaluation of the source. This was also the case for Source C where many candidates included lots of information about Black Power with no clear link to the question or evaluation of utility. There were also good comments made about the provenance of the sources, for example that Source C was written by someone who knew Martin Luther King, or that, since he was being interviewed after the events, his view may have been influenced by later events. When analysing Source B, many candidates made basic comments about photographs being staged or being a snapshot and therefore being biased without considering the content of the source in this explanation.

However, some very good answers could not access the higher marks because they did not include contextual knowledge. Contextual knowledge is mentioned at every level of the mark scheme and failure to include it limited a number of otherwise good answers. Students should recognise that it is not enough to repeat a detail from the source and assert that this can be confirmed from the candidate's own knowledge or to give generalised comments such as 'I know that many people attended the March' – some additional detail is needed as a demonstration of that own knowledge. Contextual knowledge should be relevant to the enquiry and used to assess the source, for example to add detail about something mentioned in the source, to add weight to an aspect of the provenance, to place the source in a broader context, or to assess whether the source gave an accurate view or showed a typical situation.

At Level 3, comments need to consider the effect of an aspect of the provenance on the usefulness of the source content, and contextual knowledge should be integrated into the process of reaching a judgement, not simply provided as information.

It is important to note that the question asks about the usefulness of the sources in relation to a specific enquiry. Sources should not be dismissed because they do not cover every detail that might be helpful in an investigation and students should recognise that unreliable sources can be very useful.

Similarly, the focus should be on assessing the usefulness of what is in the source rather than listing details which are not mentioned. It can be valid to note the limitations of a source but these points need to be used in an overall evaluation of the usefulness of the source; an answer which focuses on 'missing' information without weighing the positive aspects of the source, is unlikely to score highly. If the answer identifies omissions from the source as limitations on its usefulness, this could be linked to a consideration of the provenance, showing whether this is the result of lack of knowledge or deliberate omission.

The question asks 'how useful' the sources are, so a judgement should be made on the usefulness of the source's evidence for the specific enquiry. Good answers made clear the criteria being used to assess the usefulness for the enquiry of the sources, weighing the value of the content in the light of the provenance and the candidate's own knowledge. Various criteria could be used, for example accuracy of detail, reliability, the relevance of the source, the way it could be used by the historian, and how representative the source is. However, there is no requirement to compare the sources or to use them in combination and no marks are available for this. Students who focused on comparisons between the sources often failed to develop their judgement on each source properly; if this approach is used, it is important that the answer still comes to a judgement on each individual source.

Very few answers only considered one source but it should be noted that every level of the mark scheme refers to 'sources' and therefore answers which do not consider both sources cannot access high marks.

3 (a) **Study Sources B and C.**

How useful are Sources B and C for an enquiry into the achievements of Martin Luther King in the civil rights movement?

Explain your answer, using Sources B and C and your knowledge of the historical context.

(8)

Source B is useful into an enquiry into the achievements of Martin Luther King as it depicts the success of the March on Washington in 1963. This was a hugely successful event and the source shows the large scale of protestors that took part. I know that there were 250,000 protestors and 40,000 of them were white. This shows that Martin Luther King successfully united a large number of people from all classes and backgrounds and the source even shows a variety of black and white people, making me know the source is accurate. The source also shows that Martin Luther King was being filmed and I know that his speech was being broadcast to the whole world live. This shows his achievements as he successfully highlighted civil rights as a federal and global issue. However source B could be limited as the photo does not show everything that is happening in the crowd, and this could mean that

~~white~~ violence was occurring which went against Martin Luther King's views.

~~the~~ source ~~is~~<sup>C</sup> could also be useful into an enquiry into Martin Luther King's achievements as it addresses a negative view of him failing to make a long-lasting impact. It says that he had "failed" and after he left, they noticed a "wider split" between black and white activists. I know that in the ~~1960s~~ civil rights movement, a rise in black power occurred which divided black and white activists, as the ideology of black nationalism changed white opinion to be less favourable. Therefore I know that source ~~C~~<sup>C</sup> is accurate as it conveys the split in the civil rights movement, moving away from King's policies and achievements. ~~However,~~ source ~~C~~<sup>C</sup> ~~is~~<sup>is</sup> useful as it is an interview with someone who was close to King, which gives a more accurate perspective on his achievements. However, the nature of the source being an interview could reduce the accuracy as it may be exaggerating or skipping on parts for entertainment and drama.



This response considers the sources' content in terms of the enquiry and gives developed reasoning which takes into account how the provenance of the sources affects the usefulness of the content. Contextual knowledge is also applied to judge utility. A mark towards the top of level 3 was achieved.



Ensure that you are using contextual knowledge to help the evaluation, rather than merely showing that you have knowledge.

3 (a) Study Sources B and C.

How useful are Sources B and C for an enquiry into the achievements of Martin Luther King in the civil rights movement?

Explain your answer, using Sources B and C and your knowledge of the historical context.

(8)

In Source B, MLK is seen standing in front of crowds of civil rights activists who were both black and white. It is a ~~snapshot~~ snapshot of the march on Washington meaning it's useful as it's an accurate representation of the march but it only shows a specific moment, hindering its credibility. The purpose of this photo is to show the success of MLK's movements in uniting both races for the ~~same~~ cause, this makes it useful as it shows the success of non-violent protest, however it might be a bias photo because of MLK's popularity.

In Source C, Bob Lewis ~~talks~~ talks about MLK's achievements in ~~chicago~~ Chicago and how he didn't achieve much other than cause further racial divide. The source is from an interview for a documentary, meaning it is very likely to be useful as it will be truthful, however it was recorded at least ~~3~~ 6 years later, so some details may be misleading. This source clearly tries to make MLK appear less successful and perhaps detrimental meaning it is useful for an enquiry.



**ResultsPlus**  
Examiner Comments

This response considers the content of the sources and how useful that is in terms of the enquiry. It also considers the provenance of the sources and how that may impact on their utility. However, there is no reference at all to any contextual knowledge, therefore this response achieves a mark in Level 2.



**ResultsPlus**  
Examiner Tip

Rather than making several points about the source content, make sure you cover content, provenance and contextual knowledge.

### Question 3 (b-c)

In this question, students are asked to identify a difference in the overall views being offered in the interpretations; these do not necessarily contradict each other but they do provide alternative views. The answers should identify the key difference but also provide support from each interpretation to demonstrate that difference.

Many answers recognised that the two interpretations offered different views about the achievements of Martin Luther King in the civil rights movement and could select detail from the two interpretations to support the explanation of that difference. However, some answers merely selected details from the interpretations without explaining how these demonstrated the difference in the overall views.

It is important for candidates to remember that the focus of this question is to identify the differences between the views rather than identifying differences of surface detail as the latter can only be awarded marks in Level 1. Responses which asserted differences without support, for example, stayed in level 1.

Level 2 was achieved when the candidates indicated a clear difference of view and supported it with detail from the extracts. It was pleasing to see that many candidates were able to score full marks.

It is important that students recognise the relationship between questions 3b and 3c. Having identified that the two interpretations offer different views, students are asked to suggest a reason why these different views have been reached. They should be able to support their answer with reference to the interpretations but they should also make sure that their answer to 3(c) does not simply repeat their answer to 3(b).

It is clear that candidates have become more confident in answering this question, particularly those who understood that historians use sources as the building blocks to form views and interpretations. These candidates often used Sources B and C to exemplify this historical process.

The focus here is on the process by which the historian produces their interpretation. Where answers suggested that when carrying out research, the authors had placed weight on different sources, students could easily score the full 4 marks by linking details in the interpretations with details in Sources B and C. However, this should be explained with references to both the interpretations and the sources rather than simply stating that 'the author of Interpretation 1 might have used Source C'. They should also try to avoid statements such as 'Interpretation 2 supports Source B' as this suggests they have not understood the relationship between the sources and the interpretations.

Alternative explanations also recognise that the historian's approach may affect their research and conclusions. For example, whether an historian focuses on national or local events, or how broad their coverage is, eg Interpretation 1 focuses on achievements up to 1965, whereas Interpretation 2 deals with events from 1966.

Here again, the explanation needs to be supported by the use of the interpretations. Therefore, speculation that the difference in interpretation is a result of their provenance, for example the date that the interpretations were produced, is not valid as it cannot be supported with explicit details. The full reasons for this are explained in the *Getting Started Guide* on pp 43-44. As stated in *Getting Started*: 'Students should distinguish between their comments on contemporary sources and on these texts. Responses based on matters such as the origin or time of production of these secondary works are unlikely to be valid for this question.'

(b) **Study Interpretations 1 and 2.**

They give different views about the achievements of Martin Luther King in the civil rights movement.

What is the main difference between these views?

Explain your answer, using details from **both** interpretations.

(4)

Interpretation 1, states that his "~~non-violent direct action was influenced while people~~" "non-violent direct action meant that influential white people... could support" this suggests he was a well educated man who could change views of all people including presidents and use great tactics to overcome racism. Whereas in ~~the~~ Interpretation 2 it <sup>suggests</sup> states that ~~many~~ even after his the free Chicago movement where he focused on better housing "many lives remained unchanged" suggesting his work wasn't life-changing and raised hopes for people and then continuously let them down.

(c) Suggest **one** reason why Interpretations 1 and 2 give different views about the achievements of Martin Luther King in the civil rights movement.

You **may** use Sources B and C to help explain your answer.

(4)

Historians of interpretation 1 and 2 may be having looking in different areas, and viewing at a different perspective. Interpretation 1 may be looking at more institutional views; like the government and presidents as it names presidents like "Johnson" and "Kennedy" who were influenced by Martin Luther King. Whereas interpretation 2 may be looking at views from the black communities where who knew what were still going through discrimination and segregation as they were black. Interpretation 1 was ~~also published in 2001~~ which is ~~wasn't~~ a time when Interpretation 2 also is published in 2001 when racism wasn't as present so may not be used when discussing achievements that happened long before, whereas interpretation 2 is closer in date to the King's campaigns in 1990.



The answer for question 3b shows clear analysis of the interpretations. A key difference in view has been identified and supported with evidence from both interpretations.

The answer for question 3c has given a valid reason for the difference in view, that the perspective is different and has been able to evidence that reason from the interpretations. The candidate mentions dates as being a reason for the difference but this is unsupported.

Both answers achieved marks in Level 2



Make sure you are able to evidence the reason you have given.

### Question 3 (d)

Question 3 (d) carries the highest number of marks on the paper. Successful candidates will have already seen how the views in the interpretations are different, why this might be the case and, in completing 3(a), have understood that there is likely to be evidence in support of both interpretations. They are now asked how far they agree with one of the interpretations. The strongest answers to 3(d) therefore focused clearly on the interpretations themselves, reviewing the alternative views and coming to a substantiated judgement. Candidates need to recognise that they are not being asked to treat the interpretation as a source and evaluate its reliability or usefulness but to explain whether they think the historian has offered a valid view.

The use of contextual knowledge is an important element in every level of the mark scheme but it must be precisely selected and linked to the evaluation of the interpretation rather than being offered as an answer to the enquiry question. At the same time, merely asserting agreement with points in the interpretation by saying 'from my own knowledge I know this to be true' is not sufficient evidence of contextual knowledge.

However, some answers attempted to discuss the achievements of Martin Luther King in the Civil Rights movement without reference to the interpretations. This approach misses the focus of the question, which is about making a judgement on the view offered in Interpretation 2.

Candidates often used details from Interpretation 1 to counter the view in Interpretation 2. At all levels of the mark scheme answers are expected to analyse both interpretations and discuss the difference in the views being offered, so answers should be explicit in their references to the Interpretations rather than presenting this as their own knowledge. As stated above, the interpretations do not need to be dealt with in equal depth but both should be examined explicitly.

Examiners reported some impressive answers to 3(d) and many candidates were able to engage confidently with the interpretations, taking a range of approaches. In addition, some of the strongest answers were able to show how the differences of view in the two interpretations were conveyed, for example through the use of language, tone, selection or omission of detail, or emphasis created by the structure of the interpretation.

It is expected that candidates will reach a judgement when answering this question and the strongest candidates developed their evaluation throughout the answer, creating a consistently argued response. Less successful answers offered points to support the views expressed in interpretation 2, then used interpretation 1 and contextual knowledge to challenge those views, before reaching the view that interpretation 2 was 'somewhat accurate' or saying that they 'partially agreed' with the view in Interpretation 2. In these answers, there was little sense of evaluation, merely an explanation of the different views, with the acknowledgement that each had some valid points. The strongest answers to question 3(d) therefore focused clearly on the interpretations themselves, integrating evaluation while reviewing the alternative views and coming to a substantiated judgement. Candidates who focused exclusively on the view provided in interpretation 2, and used this as a basis for an essay based on their own knowledge, were less successful. The existence of the strands which make up AO4 leads to 'best-fit marking'. All strands are considered before a final mark is decided upon. The most successful candidates, therefore, were able to display evidence of a clear understanding of all three strands:

- The quality of the judgement based on reasoning
- The analysis of the provided interpretations
- The deployment of contextual knowledge to support the application of criteria.

Candidates who examine precise details from the interpretations and then use their own knowledge to support these points are more likely to gain the higher levels.

**assessed in part (a).**

(d) How far do you agree with Interpretation 2 about the achievements of Martin Luther King in the civil rights movement?

Explain your answer, using **both** interpretations and your knowledge of the historical context.

(16)

I mostly disagree with Interpretation 2 as it only details the dwindling impact of King in the North in the late 1960s, and shortly before his assassination at that. Not only was the North much safer than the South where both King and the KKK were simultaneously operating, but so too was government support for the movement growing around the mid to late 60s, with the 1964 Civil Rights Act and the 1965 Voting Rights Act, both of which had been largely put in place due to the presidential support for King and his "dignified behaviour". In fact, King's impact in the North was not dwindling as much as it might have seemed, with his march on Washington in 1963 inspiring the ex-Dixiecrat President Johnson to continue Kennedy's work on supporting civil rights, which had massive influence all across the country due to that Dixiecrat Southern support and nationwide Presidential

support. Moreover, I disagree with Interpretation 2 even further as it focuses solely on the mid-late 60s in the North, namely Chicago. However, this is contrary to King's actual work, which was spread nationwide from the border states of North Carolina all the way to the most dangerous states of Mississippi and Alabama, during the more dangerous times of the 1950s when the KKK and WCC were lynching and murdering and bombing without consequence. King had operated in the Montgomery bus boycotts of 1955 and Birmingham marches where many were brutally attacked with firebombs, teargas, cattleprods and attack dogs, and many were imprisoned for no true reason; they were the ones being attacked, after all.

These operations by King had risen hopes and faith in the civil rights movement, and helped to gather support in the NAACP, SCLC, and in the government somewhat with President Kennedy and Eisenhower supporting them somewhat with means of federal protection. This clear influence peaked at the March on Washington, with ~~to~~ 250,000 attendees and 40,000 of these

being white, and leading to pro-civil rights acts in 1964 and 65.

However, I slightly agree with Interpretation 2 as in some ways, the protests only further managed to escalate the reactions of the KKK and WCC against King, especially with Project 'C' at Selma focusing on confrontation without violence. Not only did these protests cause mass violence and sometimes even death, but they did so while "the lives of many remained unchanged"; King was fighting the system, but the people were fighting it too the other way around. If laws were passed, violence broke out, - bombs and fires even broke out in Chicago after the attempted Freedom Movement by King against housing issues.

Overall, I ~~agree~~ disagree with Interpretation 2 as I believe that both my own knowledge and Interpretation 1 give a far more wide viewpoint on the whole timeline regarding King's dedication and impact.



This is a good Level 4 response. Level 4 has been achieved in the strands relating to contextual knowledge and analysis of the interpretations. The answer analyses both interpretations and deploys this material to support the evaluation. Precise contextual knowledge has been precisely selected to support the evaluation.

The judgement strand achieved a level 3 as there is an explained evaluation with an overall judgement with some justification.



Contextual knowledge should be integrated into the evaluation of the interpretation, not offered as information or as the candidate's answer to the enquiry.

(d) How far do you agree with Interpretation 2 about the achievements of Martin Luther King in the civil rights movement?

Explain your answer, using **both** interpretations and your knowledge of the historical context.

(16)

Some people may agree with Interpretation 2 about the achievement of Martin Luther King as due to the Martin Luther King's failure to get improved living conditions for Black Americans. This suggests that Martin Luther King was unsuccessful to improve living conditions. Therefore some people may disagree as Martin Luther King failed to improve the lives of Black Americans.

Also, some people may agree as in Interpretation 2 it says 'the progress made by the civil rights movement had raised the hopes of Black Americans enormously, yet ~~but~~ the lives of many remained unchanged'. This suggests that Martin Luther King was not successful in improving people's lives and achieve what he wanted = equality for Black Americans. Therefore, some people may ~~disagree~~ <sup>agree with Interpretation 2</sup> as Martin Luther King failed to get equality for Black Americans.

Furthermore, some people may agree with Interpretation 2 about the achievement of Martin Luther King as in Interpretation 2 it says 'Segregation still existed all too clearly'. This suggests that Martin Luther King was unsuccessful in his attempt to gain civil rights for Black Americans as Segregation still existed. This means that Black Americans could not mix with other races, mainly

White Americans and did not have any civil rights. This ~~shows~~ highlights that Martin Luther King ~~was~~ could not desegregate facilities - from my knowledge, I know that facilities such as <sup>Schools</sup> ~~Churches~~ public toilets and methods of transport ~~and other~~ (buses, taxis etc) were segregated and unequal.

However, some people may disagree with Interpretation 2 and agree with Interpretation 1 as it says that political figures could support the civil rights movement without damaging their political position due to King's ~~strong~~ commitment to non-violent direct action. This meant that King gained support from political figures due to his non-violent methods that helped advance the civil rights movement.

Also, some people may agree with Interpretation 1 and disagree with Interpretation 2 as it says in Interpretation 1 that 'King's dignified behaviour and inspiring speeches attracted international attention'. This meant that King was gaining foreign and civil support which advanced the movement. This is because King won a Nobel peace prize which 'put more pressure on the government to end discrimination against Black Americans'. This led to many advances in the civil rights movement.

Furthermore, some people may agree with Interpretation 1 and disagree with Interpretation 2 as it says in Interpretation 1 that 'King worked hard to bring about important new ~~laws~~

laws, particularly the <sup>1964</sup> (Civ.) rights act and the 1965 Voting Rights Act.  
This must not detract to King's hard work, the 1964  
(Civ.) Rights Act and 1965 Voting rights Act was signed  
allowing ~~slight~~ better conditions for Black Americans.

Overall, I mostly agree with Interpretation 1 and mostly  
disagree with Interpretation 2 as Martin Luther King played  
a pivotal and important role in the Civ. Rights movement by urging Black  
Americans to protest peacefully.



**ResultsPlus**  
Examiner Comments

The answer selects details from Interpretation 2 and makes a series of simple inferences about King's success. There is brief use of contextual knowledge in the reference to schools, public toilets and transport being segregated. It then selects details from Interpretation 1 to offer a counter-view. There is an evaluative statement (L2), some analysis in the selection and comprehension of details from both interpretations (L2,) and very limited contextual knowledge (L1)



**ResultsPlus**  
Examiner Tip

Know what your judgement is before you start to write your answer. In this way, you can build up a coherent answer, with a consistent line of reasoning.

## Paper Summary

Examiners commented that there were a number of impressive answers where students seemed well-prepared and demonstrated excellent knowledge being deployed to support thoughtful analysis and evaluation.

Based on their performance in this paper, candidates are offered the following advice:

- While there was good knowledge of some topics, candidates cannot rely on knowing just a few key topics and hoping to use that information whatever question is asked.
- Inferences are not the same as comprehension and candidates should avoid merely describing what they see or rewording what they read.
- Candidates need to recognise the specific focus of the question so that the information being offered is shaped to meet the demands of the question rather than merely describing a situation or including irrelevant material.
- Candidates should appreciate the difference between sources and interpretations and be aware that interpretations are constructed by historians in order to offer their view of events.
- In all parts of Question 3, it is helpful to be explicit about the source or interpretation being discussed.

Spelling, punctuation and grammar were broadly accurate and many answers used specialist terms with confidence but a poor standard of handwriting made a number of answers difficult to mark and exacerbated the difficulty in understanding a badly-expressed answer.

The SPaGST marks may be affected if there are weaknesses in these areas:

- Appropriate use of capital letters
- Correct use of apostrophes
- Weak grammar ('would of', 'based off of') and casual language, which is not appropriate in an examination
- Paragraphs: failure to structure answers in paragraphs not only affects the SPaGST mark, but may also make it difficult for the examiner to identify whether three different aspects have been covered in question 2, or how well analysis and evaluation is developed in question 3.

If extra paper is taken, students should state clearly in the answer space for the question that it has been continued elsewhere and it should be stated where the rest of the answer had been written; this should be on an additional sheet rather than elsewhere in the answer booklet and should be clearly labelled. However, in many cases where additional paper had been taken, the marks had already been attained within the space provided rather than on the extra paper and students should be discouraged from assuming that lengthy answers will automatically score highly. Indeed, students taking extra paper sometimes ran out of time on the final, high mark question and therefore disadvantaged themselves.

## **Grade boundaries**

Grade boundaries for this, and all other papers, can be found on the website on this link:

<https://qualifications.pearson.com/en/support/support-topics/results-certification/grade-boundaries.html>

