



Examiners' Report June 2023

GCSE History 1HI0 33

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Introduction

Examiners were pleased to see that candidates were very well prepared for this paper. They were comfortable in dealing with a range of political, economic and social aspects of the period. Candidates were well-prepared for the question styles and there was clear understanding of the demands of all questions, and they responded particularly well to the causation focus in Question 2.

The answer space provided is intended to be sufficient for the question to be answered in full and although some students did write on extra sheets they were not always as successful as those who produced more concise answers. Where additional space is needed, it is important that students clearly state that the answer is continued on paper.

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 students, having explored the utility of the provided sources, analysed 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 students appreciate the difference between sources and interpretations, and the focus of different parts of Question 3.

The focus in 3(c) is on why the interpretations might differ and the specific areas of weakness explained below should be read carefully. 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 although a small number of students did attempt to do so without success – (see specific information about 3c below).

Question 3 (d) carries the highest number of marks on the paper. Successful students 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. Students 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 than those who considered the alternative views from both interpretations. There is no expectation that both interpretations are dealt with in equal depth, but both should be examined explicitly. 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 student has revised but are not relevant to the enquiry. In addition, some of the strongest answers were able to show how the differences of view in the two interpretations were conveyed in reaching their overall judgements.

Examiners reported some impressive answers to 3(d) and many students were able to engage confidently with the interpretations, taking a range of approaches. However, this question was accessible to all students and even those who did not score highly understood the need to offer evaluative responses leading to an overall conclusion. Only a few students were unable to identify the view being offered by the interpretations, so the majority were able to construct a response in relation to these views. Students rarely seemed rushed and full answers were generally provided showing that timing wasn't generally an issue on this paper.

Question 1

This question requires students to make two inferences from a source and it is often regarded as an 'easy' question. However, students need to be sure that the inferences they make are valid inferences in relation to the question focus and not just paraphrases of the content of the source.

The focus of the question was about the Strategic Hamlet Program. 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 about the Strategic Hamlet Program being a defensive measure, which could be referenced by, 'there were concentric lines of defence around the hamlet and the main residential areas were inside the lines of defence.' Some students just repeated the content of the source, without making an inference, or simply reworded the source. No marks were available for this approach. A minority of students wrote inferences which were not about the Strategic Hamlet Program but were about the general conflict in Vietnam. No marks were available for this approach. Another small minority of students made inferences which were from their own knowledge rather than from the source.

- 1 Give **two** things you can infer from Source A about the Strategic Hamlet Program in Vietnam.

Complete the table below to explain your answer.

(i) What I can infer:

~~The~~ I can infer that so far there are three strategic hamlets that have set up in rural ^{areas} so far.

Details in the source that tell me this:

The details in the source tell me it will be increased to cover 10 areas.

(ii) What I can infer:

I can also infer in the source ~~also~~ ~~about~~ that the hamlet were very small.

Details in the source that tell me this:

Details in the source tell me that the ^{hamlets} ~~holes~~ were two meters deep and two metres ^{wide}.



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Examiner Comments

The first inference is comprehension and is therefore not valid. The second inference is valid, but the support is not. This response gained 1 mark.



ResultsPlus
Examiner Tip

Students should ensure the inference is about the specific focus of the question and not just an inference based on the content of the source more generally.

- 1 Give **two** things you can infer from Source A about the Strategic Hamlet Program in Vietnam.

Complete the table below to explain your answer.

(i) What I can infer:

it had a method in order to protect people.

Details in the source that tell me this:

'surrounded by a ditch almost 2 metres deep... outside the ditch... barbed wire' shows that the US have made it so that it is hard for people to get in and out showing it's a method of protection.

(ii) What I can infer:

the Strategic Hamlet program has been successful so far.

Details in the source that tell me this:

'so far strategic hamlets have been set up in three areas but the program will be increased to ten areas' showing that the method is working therefore they are expanding it as if it wasn't they wouldn't expand it.



ResultsPlus
Examiner Comments

This student has made two inferences about the Strategic Hamlet Program supported by direct reference to the source, so gains full marks.



ResultsPlus
Examiner Tip

Students should ensure the inference is not just a quote/ paraphrase from the source.

Question 2

This year, candidates responded in a mainly analytical way to this question. They understood the focus of the question and the need to target causation, rather than description. 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 this evaluation, however strongly argued. Instead, the most successful students showed a consistent analytical focus throughout their answers, and many were able to access Level 4 by doing so.

In Question 2, the stimulus points in the question will often be useful reminders to students of specific areas of content which they can write about. Students do not need to use these stimulus points but there is an expectation that there will be some depth of knowledge, shown by three discrete aspects of content being covered, although this does not mean students need to identify three different causes or events.

A small number of answers remained at Level 3, despite excellent contextual knowledge, because they missed the focus of the question, in this case the reasons for the USA's involvement in the peace negotiations. 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. Students who responded to the topic rather than the key conceptual focus of why the USA were involved in the peace negotiations, 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.

Many students performed well on this question and the majority of students were able to go beyond the stimulus points, with reference to three aspects of content, and relate these to the question. It was noteworthy that even students with more limited knowledge of the content were often able to provide a clear structure in their answers, if not a clear analytical focus. The stimulus points are provided to help students to link the question they have been asked to with the material they have studied and to provide a prompt to the analysis.

The majority of students were confident in discussing how unrest within the USA at the continuation of the war was a reason for the USA being involved in peace negotiations. Many students also discussed the significance of Nixon's election promises and the successful use by the Vietcong of the Ho Chi Minh trail. Some students also discussed the impact of the expense of the war for the USA. Very few students chose to write about why the war began or the early stages of American involvement in the war. On the whole, this question was very well answered.

At Level 2, students often described American policy or the Ho Chi Minh trail which left links to the question implicit, which fits Level 2 for the AO2 focus on analysis. At Level 3 students were mainly focused on the conceptual focus of the question but sometimes lacked the wide-ranging knowledge required at Level 4. At Level 4 there were many sustained analytical responses supported by well-chosen examples which displayed clear understanding of the precise question, and these were often rewarded with full marks.

2 Explain why the USA was involved in the peace negotiations (1972-73) about the war in Vietnam.

high profile protest
American involvement (12)

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

- President Nixon
- Ho Chi Minh Trail
- bombing
- supplies

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

lots of casualties
Public outrage (tet, my lai)

In 1972-73 the USA involved themselves with peacetalks with North Vietnam and the Vietcong for many different reasons. One of the key reasons was the new presidency of Nixon and the Nixon doctrine. This policy focused on withdrawing American soldiers from Vietnam, gradually from Vietnam while still supporting the ARVN and stopping the South from turning communist. This process was called Vietnamisation and it was a reaction to the public outrage as American casualties were very high. However after the attacks on Cambodia and Laos the Congress were furious, they further cut funding for the war and demanded a quicker extraction process. This would be seen as the USA backing down which would damage their reputation. Therefore they tried to negotiate peacetalks. The other reason why both sides wanted peace was because of huge military and civilian casualties and the American public were strongly protesting as their family members or friends were being killed off.

Another important reason of why the USA negotiated peace talks was because of their previous failures and mass casualties in massacres against the north Vietnamese.

My Lai massacre involved a section of the US army led by Lieutenant Calley, stormed and raided a suspected Vietcong village. However they killed 300 innocent people. This event was desperately ~~tried~~ covered up but photos leaked to the news. This created a strong opposition to the war and many of the public had the anti-war feeling. With no support and mass casualties the USA were almost forced into negotiating peace talks as they did not want to create conflict at home.

Another reason why they got involved was because of economic reasons. The congress had already cut the budget and they were pouring huge amounts of money into the war. Also the Ho Chi Minh trail was another factor as despite them bombing it frequently resources from neighbouring countries were being sent through and it was a worry that if they did not come to an agreement other countries like Laos could follow North Vietnam and fall to communism.



The student has covered three areas of content (Nixon, My Lai and the Ho Chi Minh trail) and has, therefore, satisfied the requirements for higher marks in Assessment Objective 1 to go beyond the stimulus points and to show wide-ranging knowledge. The quality of analysis meets the demands of the mark scheme for Level 4 at Assessment Objective 2. Although this student has not provided a conclusion, Level 4 has been reached by the focus on the question which is evident in every paragraph. This response achieved a mark at the top of Level 4.



Keep the analysis linked to the question all the way through the answer and make sure that detail is being used to support the analysis, rather than being provided simply as information.

2 Explain why the USA was involved in the peace negotiations (1972–73) about the war in Vietnam.

(12)

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

- President Nixon
- Ho Chi Minh Trail

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

The USA was involved in the peace negotiations ~~in~~ about the war in Vietnam because many people US citizens ~~was~~ uncovered the truth about their governments' and military's role in the ~~war~~ Vietnam war. The US citizens felt betrayed and lied to by president Nixon and began to revolt against him. In order to regain the public's ~~stare~~ trust, Nixon agreed to discuss peace negotiations.



ResultsPlus
Examiner Comments

This brief response achieves a mark in Level 2. An explanation is given showing limited analysis with some links to the conceptual focus of the question. It achieves Level 2 for Assessment Objective 2. However, for Assessment Objective 1 it shows very limited knowledge and understanding, therefore Level 1.



ResultsPlus
Examiner Tip

Responses must cover 3 aspects of content in order to achieve a mark above 8.

Question 3 (a)

All of the sub-questions in Section B relate to either the two interpretations, Sources B and C, or both the sources and interpretations. 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) students 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 Freedom Summer. These strands are linked and should be dealt with together, rather than in isolation. There is no need to compare the two sources and, indeed, only a handful of students did attempt to do this.

Students found the sources accessible and 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 simple 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 the accuracy of both sources was high as they were written by people who were there at the time.

At Level 2, developed comments were made about the content of the sources, for example, the fact that in Source B, the Freedom Summer had a positive impact on the lives of black Americans, and in Source C the Freedom Summer saw increased harassment and attacks on black Americans. There were also good comments made about the provenance of the sources – that Source B being an interview in which Gandy is commenting with hindsight, might emphasise the importance of the Freedom Summer as vital to his development as an activist.

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 student's own knowledge or to give generalised comments such as 'I know that black Americans were attacked' – 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.

In this question, the focus should be on assessing the usefulness of what is in the source rather than listing details which are not mentioned. Since the question asks students to evaluate the usefulness of a source, 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. 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. If the answer identifies omissions from the source as limitations on its usefulness, this should 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 student'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, how representative the source is etc. and good students recognised that a source which is regarded as unreliable can be extremely useful to the historian.

Although a judgement should be reached on the overall usefulness of each source, 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 Freedom Summer (1964)?

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

(8)

B

In the source, it states 'the white volunteers who came to us started something great.' This suggests that during the freedom summer many wealthy white volunteers aided in the civil rights movement. This can be supported by the fact that ~~many~~ 80,000 black Americans were registered to vote during the freedom summer. Therefore this usefully tells us that bilateral support from white volunteers significantly aided black Americans and thus the source is useful as it tells us of their involvement. However the source is limited as it fails to tell us about the continued white backlash black Americans faced during this time and is therefore arguably not useful. The source B was taken from the point of view of someone who was alive at this time and attended a Freedom School. Therefore it is useful as it is a reliable source from someone of the time who saw it first hand. However the source was made in 2015 which is significantly post the period and could be argued that inaccuracy from lack of memory or age may occur thus suggesting its origins are not useful.

In source C it states 'June 25: Ruleville Church firebombed' this suggests that during the freedom summer many civil rights activists faced violent white back lash in the form of fire bombs. This can be supported by the presence of white supremacist groups such as the KKK and UCC

who often acted violently towards ~~the~~ ~~of~~ black Americans. Therefore the source is useful as it tells us of the violence that they faced from white US public which often resulted in casualties and shows how the Freedom Summer was a period of violence. However the source is not comprehensive as it fails to mention the amount of progress made by the civil rights movement during the summer. Therefore it is arguably not useful as it omits the ~~legal~~ legal changes for black American voting rights. The origin is useful as they are records kept by organisers of Freedom Summer in 1964. Therefore it is useful as they are accurate documents relevant to the time period which were made by people involved. However the origin is limited as it says these records were made in the last two weeks of June and is therefore a small time period message meaning it is arguably not useful as it only looks at one section of the Freedom Summer.



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Examiner Comments

The student applies their own knowledge to test the accuracy of elements of the content of the sources. They also evaluate the provenance and how this may have an impact on the usefulness of the content. This answer achieved a level 3 mark.



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Examiner Tip

Comments about the usefulness of a source should take into account how the provenance affects the usefulness of the source content.

3 (a) Study Sources B and C.

How useful are Sources B and C for an enquiry into the Freedom Summer (1964)?

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

(8)

Both Source B and C are useful about the Freedom Summer of 1964. In Source B, it contains information on how the Freedom fighters and the event itself was significant to the Civil Rights Movement. For example, they had "White Volunteers" which reveals the progress the Civil Rights has had and that the 'Freedom fighters' allowed white people to protest with them to show public and media that they had white allies who agree that everyone should be equal no matter the color of skin or race.

Meanwhile, in Source C it shows the consequences of what happened to the 'freedom fighters' and who else might have protested for example.

"Homes of ~~the~~ ~~civil~~ ~~two~~ civil rights workers bombed" which conveys how dangerous the civil rights movement was especially since a lot of these acts were committed by the Ku Klux Klan (KKK) who are extremists towards discrimination and racism.

These people were often going to be judges, police officers, members of government and possibly a few priests from white churches.

Overall, both sources are useful towards providing how significant the freedom ^{fighters} were.



At Level 2 students will make developed comments related to the content of the sources and/or their provenance. In this case the student makes valid comments testing the content of the source against their own knowledge to assess its accuracy. As this response does not make any comment on the provenance of the sources, level 3 is not being met.



Students using precise knowledge to support points about the specific aspects of the source will always perform better than those who just use this question to write about the topic.

Question 3 (b-c)

In this question, students are asked to identify a difference in the overall view 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 Freedom Summer and could select detail from the two interpretations to support the explanation of that difference.

It is important for students 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 stating that Interpretation 1 emphasises the positives of the Freedom Summer, whereas Interpretation 2 emphasises negatives, stayed in Level 1.

Level 2 was achieved when the students indicated a clear difference of view and supported it with detail from the extracts. Many students 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.

The focus in Question 3c 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 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 B'.

Alternative explanations also recognise that the historian's emphasis may affect their research and conclusions. For example, whether an historian deals only with short term methods to stop police brutality or methods to create long-term social improvements.

Here again, the explanation needs to be supported by the use of the interpretations. In trying to give an explanation for a reason for the difference between interpretations some students are still attempting to use the provenance of the interpretations to provide this explanation, and this is unlikely to provide a valid basis for a response to this question. The full reasons for this are explained in the *Getting Started Guide* on pp 43-44. There is also some additional guidance in the 2019 Examiners' Report on p.25. 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.' A significant minority of students tried to provide explanations for difference on the basis of such factors as the titles of the books, their origin or date of production. Such approaches did not produce creditworthy responses.

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

They give different views about the Freedom Summer (1964).

What is the main difference between these views?

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

main diff is...
They focus on...
int 1...
int 2...

(4)

The main difference between the two ~~source~~ interpretations is that they give different views about the freedom summer as one focused on the achievements Black Americans experienced due to ~~and how~~ mississippi freedom summer and another focused on the violence and bad experience ~~that~~ that mississippi freedom summer gave civil rights workers. In interpretation 1 focuses on Black Americans achievements "A total of 41 Freedom schools were established" showing how civil rights in America was progressing and freedom summer helped to make a better outcome. However in interpretation 2 it focuses on the causes and consequences of this movement "Many were beaten and hundreds arrested" showing that the Black Americans may not be progressing as much as they thought.

(c) Suggest **one** reason why Interpretations 1 and 2 give different views about the Freedom Summer (1964).

may have used diff sources -> int 1 used...
int 2 used...

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

(4)

One reason why interpretations 1 and 2 give different views about the Freedom Summer 1964 is because they ^{may} have used different sources. Interpretation 1 may have used source B as it talks about the number of things things missipi Freedom Summer achieved them, which closely links with source B. ~~where it saw~~ where it saw "it made a big change in our city" and interpretation 1 saw "freedom Summer achieved a number of things. However interpretation 2 seems to have used source C as they both link closely to the consequences the Black American civil rights activists faced as a result of the Freedom Summer. Source C states "shots fired at home of a church minister" closely linking to interpretation 2 "fifteen were killed."



For Question 3b, the student clearly states the main difference of view between the interpretations and supports this with extracts from the interpretations and as a result gets full marks.

For question 3c, the student has gained full marks by explaining how the writers may have different views as they have referred to different pieces of evidence. They evidence this by referring to the interpretations and the sources and therefore achieve a mark in Level 2.



In Question 3b, the answer flags the difference between the interpretations using the word 'however'. Use of such a word indicates the candidate is comparing the interpretations.

In Question 3c, candidates need to make a clear link between the content of the sources and the content of the interpretations to show how the writer may have given weight to different pieces of evidence.

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

They give different views about the Freedom Summer (1964).

What is the main difference between these views?

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

(4)

Interpretation 1 is very positive and describes what freedom riders and freedom summer achieved, it more focuses on the Freedom Summer as a whole event. However Interpretation 2 is more negative and talks about the ~~different~~ freedom riders themselves, and their experience and doesn't mention any achievements made.

(c) Suggest **one** reason why Interpretations 1 and 2 give different views about the Freedom Summer (1964).

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

(4)

They could have sourced their information in different places. Interpretation 1 may have looked at sources such as Source B where there is a more positive outlook and it talks about the achievements whereas Interpretation 2 may have looked at sources such as C where it shows the impact on those involved and highlights the danger and more negative side of the freedom summer.



In Question 3b, the student has asserted a difference between the interpretations which gives it a mark in Level 2.

In the answer to Question 3c, the student has suggested that the Interpretations may have used different evidence and have referred to sources B and C. However, the link between the sources and the interpretations is not fully evidenced. The mark therefore stays at the bottom of Level 2.



For Question 3b, students must support the differences in view they have identified.

Question 3 (d)

Question 3 (d) carries the highest number of marks on the paper. Successful students 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. Students 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.

There is no expectation that both interpretations are dealt with in equal depth, but both should be examined explicitly. The use of contextual knowledge is an important element in this evaluation, but it must be precisely selected to support the evaluation of the interpretation.

A number of students were able to engage confidently with the interpretations, taking a range of approaches. However, very few 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, emphasis created by the structure of the interpretation, etc.

It is expected that students will reach a judgement when answering this question and the strongest students 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 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, simply 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.

The selection of contextual knowledge to support the evaluation was often a strong aspect of students' responses with most students showing a good awareness of how to deploy their knowledge as well as being in possession of an appropriate level of detail. It was pleasing to note that there were very few responses which focused primarily on providing contextual knowledge for its own sake and that students showed an awareness of how to use their knowledge to help them decide on the validity of views selected from the interpretations. A small but noticeable number of students were unable to apply their own knowledge effectively. 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.

A full range of responses suggest this question was accessible to students of all ability and full answers were generally provided showing that timing wasn't generally an issue on this paper. Students 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 students, therefore, were able to display evidence of a clear understanding of all 3:

- the quality of the judgement based on reasoning
- the analysis of the provided material
- the deployment of knowledge of the historical context to support the application of criteria.

In addition, most students were able to provide full and structured responses with very few appearing to be rushed or running out of time.

(d) How far do you agree with Interpretation 2 about the Freedom Summer (1964)?

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

(16)

I agree with Interpretation two's view about the Freedom Summer to some extent. Interpretation one's view that the Freedom Summer was a success is more accurate.

Interpretation one presents the idea that the Freedom ^{Summer} was a success because it increased the number of black voters. For example, the interpretation states that '17,000 applied to vote' after 'thousands of black Americans went to classes' which suggests that the Freedom Summer gave confidence to many African Americans to vote. This progress can be supported by the fact that before the Freedom Summer, blacks were reluctant to ^{apply} vote as they were fearful of white backlash when voting. Whilst interpretation two is correct to acknowledge that ~~10,000~~ only 1600 new black American voters actually managed to register, ^{some} progress in Mississippi was still made in the short-term ^{which} consequently led to the Voting Rights Act being passed the following year (1965) as it highlighted the struggle for African Americans to vote. ^{This was important as it highlighted} ~~Therefore, the~~ ^{interpretation} how the Freedom Summer was very successful for increasing the number of black voters in the long run. Therefore, I agree with interpretation one's view that the Freedom Summer was a success because it improved black-votes locally in the short run whilst also providing a platform for the passing of the Voting Rights Act in 1965 which improved black-voting in the long run.

Furthermore, interpretation one has the stronger view that the Freedom Summer was important socially for African Americans in Mississippi. For example, it ~~suggests~~ ^{states that} more than 3,000 black American youths attended their 'suggesting the Freedom Summer was successful as it allowed for younger African Americans to get a better education as the curriculum included reading, mathematics, and black American history. This can be supported by the fact that 1000 volunteers began to teach African Americans ~~about~~ a variety of subjects during the Freedom Summer which in turn had a positive effect as it brought a sense of community to African Americans in Mississippi and provided a better network for them moving forward. Therefore, interpretation one has the strong argument that the Freedom Summer was a success because it provided a social and educational network for blacks moving forward.

The least convincing argument is that of interpretation two which suggests the Freedom Summer was unsuccessful for the CRMs. For example, the interpretation states that 'many were beaten and brutally arrested' suggesting that the Freedom Summer was not successful because African Americans suffered and were made to seem like the bad people. However, this was actually able to create lots of national media attention which influenced Johnson into passing the Voting Rights Act in 1965 ~~suggesting~~ it meaning that despite the arrests and abuse, it was actually a success. Furthermore, interpretation two states that 'only 16% of new black American voters actually voted in the South' which correctly acknowledges the fact that the

Freedom Summer was unsuccessful as it led to very immediate progress. ~~However, arguments~~ ~~regulate~~ Whilst this is true as only less than 10% of voters who applied actually registered in Mississippi following the Freedom Summer, it was this too which highlighted the struggle for blacks to vote which ~~also~~ also resulted in Johnson passing the Voting Rights Act which led to long-term success. ~~Therefore~~ ^{moreover} interpretation two shows a level of nuance when it suggests the Freedom Summer contributed to divisions in the URM which is an exaggeration as at this point in the ~~large~~ progress from non-violent direct action could still be seen, and it wasn't until 1965 that black power and the ideologies of Malcolm X fully emerged. Therefore, whilst interpretation two successfully acknowledges part of the Freedom Summer as unsuccessful, it was actually a success in the longer run.

Overall, ~~while~~ ~~however~~ I only agree with interpretation two to some extent. Whilst the interpretation is correct to acknowledge that the Freedom Summer was somewhat unsuccessful in the short run with 'only 1000 new black American voters' and 'many' ~~being~~ ^{being} beaten and hundreds arrested, the stronger argument is presented by that of interpretation one which suggests that the Freedom Summer was overall a success. This is because the interpretation one correctly identifies that it 'achieved a number of things', including the passing of the Voting Rights Act in 1965 and so although not much progress was made immediately (as shown by interpretation two) the Freedom Summer actually led to large progress in the longer term, which interpretation two fails to recognise.

Therefore, I only agree with interpretation two to some extent as it does not identify the long-term progress the Freedom Summer made.



ResultsPlus
Examiner Comments

This student reviews the alternative views presented in the interpretations impressively and comes to a substantiated conclusion. Good contextual knowledge is used to support the analysis and there is a clear line of reasoning throughout. The response also refers to how the difference of views has been conveyed, when discussing the exaggeration of the interpretation on page 3. Level 4 has been met for all three strands: judgement, analysis and contextual knowledge. They therefore achieved a mark at the top of Level 4.



ResultsPlus
Examiner Tip

Students 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.

9:45

PEEL

Spelling, punctuation, grammar and use of specialist terminology will be assessed in part (d).

20

(d) How far do you agree with Interpretation 2 about the Freedom Summer (1964)?

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

(16)

I agree with Interpretation 2 about Freedom Summer 1964 because it is clear that the Freedom Summer did have a ~~an~~ negative impact on civil rights workers. The Interpretation states, 'fifteen were killed. Many were beaten' this highlights the violence forced by civil rights workers. Even though Freedom Summer 1964 was seen as a turning point for civil rights, it was clear that changes still needed to be made as black people still faced harassment from white people. Interpretation 2 highlights the negative impact on civil rights workers, this indicates that even though Freedom Summer was seen as a turning point, change still needed to be made.

I disagree with Interpretation 2 about the Freedom Summer because even though there were headatives to the

Freedom Summer, there were still positives. Interpretation 1 states that 'freedom schools' were set up for 'black American youths' this started to get equality back into schools. 'Leadership skills' were taught, this allowed more campaigning to take place. 'voter registration' lessons were taught to ~~the~~ allow more black Americans to vote. This highlights the positive impact on Black American that Freedom Summer had. I disagree with Interpretation 2 which indicates that the Freedom Summer only had negative impacts on Black Americans because it also had positives.

I agree with Interpretation 2 that black Americans 'began to question the usefulness of working with whites' because black Americans began to disagree with 'non-violent methods'. An important individual who ~~dis-~~also disagreed with 'non-violent methods' was Malcolm X. He decided that non-violent methods would never work

and Black Americans should use self defense to protect themselves. Malcolm X had a huge impact on Black Americans as they now started to stand up for themselves instead of using Martin Luther King's methods of peaceful protest. I agree with interpretation 2 that people started to question non-violent methods because Malcolm X encouraged people to use violence to stand up and protect themselves.

In conclusion, I agree with interpretation 2 about the Freedom Summer 1964 because it highlights the violence faced by civil rights workers however I disagree that everything surrounding Freedom Summer was negative because it led to 'freedom schools', 'leadership skills' being taught and 'voter registration classes' taking place.



This student provides an explained evaluation, agreeing and disagreeing with the interpretation and an overall judgement is given with some justification. This strand achieved a mark in Level 3. There is good analysis of the interpretations, and this strand is awarded Level 3. Relevant contextual knowledge is used, also putting this strand in Level 3. The response achieved a mark towards the top of Level 3.



Answers which are able to precisely analyse the interpretations rather than just giving the gist of each are more likely to be successful.

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 the performance on this paper candidates are offered the following advice:

- Students need to come up with an inference rather than paraphrasing the source in question 1.
- Students 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 simply describing a situation or including irrelevant material. This is particularly important when considering question 2. Answers need to focus on why, rather than how.
- Students 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

If extra paper is taken, students should state clearly in the answer space for the question that it has been continued and where the rest of the answer had been written; this should be on an additional sheet rather than elsewhere in the paper 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 often ran out of time on the final, high mark question and therefore disadvantaged themselves.

Spelling, punctuation and grammar were assessed on 3(d) and the most impressive aspect of this strand was the use of specialist terms which perhaps reflects the detailed understanding many students had of this depth study.

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>

