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Edexcel

Examiners' Report
Principal Examiner Feedback

January 2024

Pearson Edexcel International Advanced Level
In History (WHI03/1D)

Paper 3: Thematic Study with Source Evaluation

Option 1D: Civil Rights and Race Relations in the
USA, 1865–2009

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January 2024

Publications Code WHI03_1D_2401_ER

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Principal Examiner Report WHI03 D

There was a reasonably large entry for this series for WHI03 1D. Most candidates were able to finish the paper and knowledge was generally focused appropriately. WHI03 1D is divided into two sections. Section A comprises a compulsory source based question and assesses source analysis and evaluation skills (AO2). Section B consists of two essay questions of which the student is expected to answer one of them. They will assess the knowledge and understanding of the period in breadth (AO1). Questions, in this section, will be set so that they connect two or more of the key topics in the specification and will target a range of concepts which might include cause, consequence, significance, similarity/difference and change/continuity.

The time available for the paper did allow candidates the opportunity to plan their work and many took advantage of this as evidenced by the plans included. Also this helped to keep the candidates focused more clearly on the task in hand. Most plans were of a reasonable length and detail so as to outline the overall argument but occasionally they became so lengthy that they constricted the time available to actually write the response. However, it would be advisable for candidates to spend a short while getting their thoughts in order before writing their answers. This would be relevant to both sections of the paper.

In general, it was section A that seemed to present the greater challenge to the candidates as they had to consider two primary sources and their use to the historian in investigating an historical issue. There was some evidence that greater familiarity with this type of question was resulting in less very weak, generalised and ill focused answers. Difficulties were still encountered in moving beyond surface comprehension of the sources and evaluation which was little more than either stereotypical judgements or, at best, questionable assumptions drawn from the sources. This was particularly the case when dealing with the provenance of the sources where unsupported references to the bias in a source continue but with little reward. Those that were more successful drew inferences from the sources and interrogated the evidence with support from relevant contextual knowledge that was applied to illuminate the points being made. The question requires candidates to use the sources 'together' and it was pleasing to see that many candidates are aware of this requirement. It can be achieved using a variety of different approaches. However, a significant number treated the sources separately making it much more difficult to access the highest levels.

In section B centres do need to be aware that questions can address the same time periods from the specification and that there is no requirement to always

cover all key topics in an individual paper. Section B responses generally scored higher marks as there was much greater development and engagement with the stated issues in the questions and better awareness of the conceptual focus. Many responses showed good knowledge of the periods studied and were able to develop arguments which crossed and linked the key topics being considered. However there were still some answers which only dealt with one of the time periods being asked about, making it difficult for these to score highly. Although some essays remained predominantly narrative they were in a minority. The generic mark scheme clearly indicates the four bullet-points which are the focus for awarding marks and centres should note how these descriptors progress through the levels. Candidates do need to be aware of key dates, as identified in the specification, and ensure that they draw their evidence in responses from the appropriate time period.

Comments on Individual questions.

Question 1.

For question 1 stronger responses showed a clear understanding of both sources, used them together and were able to draw out and support inferences from them which related to the significance of the Supreme Court rulings in the case of *Brown v the Board of Education* (1954–55). Both sources were full of possibilities to draw inferences and to link these to the utility to the historian in the context of the enquiry, e.g. It implies that white people and their attitudes are under threat from black minority activists supporting desegregation ('will need to be patient', 'patience can be strained to breaking point by the fanatical...'). Moreover, the best answers produced thoughtful observations concerning the provenance of the sources to help judge how far the historian could make use of them to consider the enquiry. Good contextual knowledge was deployed to discuss the strengths of the evidence and some consideration was given to interpreting the material in the context of the values and concerns of the society from which it was derived, e.g. The 9–0 unanimous ruling sent a clear signal to opponents that the change it was bringing was significant. The very best interrogated the evidence and made clear supported judgements which weighed up the strengths or otherwise of the material in relation to the enquiry under consideration. The latter point is important as the focus of responses needs to be directly on the area of enquiry asked in the question.

Weaker responses appeared in a number of different forms. There were those where paraphrasing of the sources dominated and very few, if any, inferences relevant to the stated issue were made. In these types of responses contextual knowledge was often limited and, if evident, used to simply expand, confirm or challenge matters of detail in the sources. On occasions the answers drifted away from the focus on the significance of the rulings to the detriment of the overall mark. Moreover, many responses focused too much attention on what the sources left out and used this as the basis for their evaluation. Unless candidates can show that omissions are deliberate, this line of argument carries little value. Source material cannot be expected to include everything, so observing that the source doesn't mention a specific point, unless being used for an example of deliberate omission is unlikely to be valid criteria for judgement. Candidates are asked to evaluate what is there rather than what is not. If the author of the source has omitted something intentionally in order to modify meaning or distort the message of the source, then it will be relevant to discuss that in reaching a conclusion. However, discussion of all the things that the sources might have contained but failed to do so is unlikely to help in developing the argument. This approach was still evident this year.

Furthermore, in some responses there was considerable knowledge displayed and focused on the specified enquiry but with almost no or exceptionally limited references to the sources. As this question is targeting AO2 (analysis and evaluation of source material) these kinds of responses cannot score highly. Moreover, in a number of cases knowledge displayed didn't relate to the sources but explored race relations in the period more generally. In other instances, where utility was addressed through the provenance, it was often based on either stereotypical judgements or questionable assumptions. This often took the form of undeveloped comments such as the author is writing for a newspaper so he could be making things up (Source 1) or Makins was British and so would know little about America (Source 2).

Question 2

This was quite a popular question. The question considered whether Constitutional Amendments introduced during the Reconstruction period (1865–77) did little that significantly improved the lives of black Americans in the years 1865-1900. Key areas such as the emergence of Black Codes, Jim Crow laws and Supreme Court rulings and how they hindered the lives of black Americans were considered in detail. Counterarguments relating to the changes to legal status, the right to vote, as well as concomitant effects on black education, literacy and freedom of movement were often discussed well and in great detail. The very best were wide-ranging in the evidence they assembled and sustained in their argument.

Weaker responses tended towards either narrative or generalisation. If analysis was present, the support offered tended to be limited in both range and depth. Weaker responses also found it harder to outline clearly the actual amendments and so sometimes simply became a narrative of events across random periods of time. These responses struggled to make supported judgements relevant to the question. Occasional responses only engaged with one side of an argument and so limited severely their ability to score highly.

Question 3

This question was also popular and asked candidates to look at whether President Lyndon Johnson (1963-68) was much more successful than President Roosevelt (1933-45) in addressing the problems faced by black Americans. Strong answers successfully discussed in detail the contribution of Lyndon Johnson and weighed this up against the contribution of Franklin Roosevelt. Issues considered ranged from the introduction of the Civil Rights Act (1964) and the Voting Rights Act (1965) to the effects of the New Deal on black Americans. The very best were wide-ranging in the evidence they assembled, focused on the problems that were faced and sustained in their argument.

Weaker responses tended towards either narrative or generalisation. If analysis was present, the support offered tended to be limited in both range and depth. Weaker responses also found it more difficult to bring in relevant supporting examples from across the whole period and this made it harder to make supported judgements related to the question. In some responses knowledge of the work of either of the Presidents seemed to be lacking and so limited severely their ability to score highly.

Candidates are offered the following advice for the future:

Section A

- Candidates need to draw from the sources inferences that are both supported and relevant to the enquiry in the question. These inferences should be developed through the use of contextual knowledge which is relevant to the enquiry in the question
- Candidates need to move beyond stereotypical judgements or assumptions that are questionable and unsupported when engaging with the provenance of the source. References to the biased nature of sources must be explained and supported in the context of the enquiry in the question
- Candidates need to consider the weight the evidence has in helping them reach judgements relevant to the enquiry. This needs to move beyond simply stating it carries weight to an explanation as to how
- Candidates should consider the stance or purpose of the author of the source and be aware how this might be affected by the values and concerns of the society at the time it was produced
- Sources should be interrogated with distinctions being made between such things as claims and opinions. The sources should be used together at some point in the answer
- Candidates must avoid engaging with the enquiry simply from their knowledge. The answer needs to be focused on how the sources help the historian and knowledge used to discuss the inferences or points arising from the sources.

Section B

- Candidates need to read the question carefully so as to fully understand the time periods being considered and the full range of issues that they are being asked to consider
- Candidates would benefit from taking some time to plan their answers. As the examination is quite generous in its time allocation this would still allow plenty of time to write the answers

- Candidates should consider what criteria might be used to shape or reinforce the judgements being made. For example in a continuity/change question such criteria as political, social or economic, if relevant, might help to provide a framework
- Candidates need to avoid description and develop analytical responses which make clear and supported judgements relevant to the question
- Candidates should try to establish links between the arguments being made and, if relevant, weigh up the relative importance of them.

