



Pearson
Edexcel

Examiners' Report
Principal Examiner Feedback

Summer 2019

Pearson Edexcel International Advanced Level
In History (WHI03)

Paper 3: Thematic Study with Source Evaluation

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

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk. Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

Grade Boundaries

Grade boundaries for all papers can be found on the website at:

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

Summer 2019

Publications Code WHI03_1D_1906_ER

All the material in this publication is copyright

© Pearson Education Ltd 2019

Introduction

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 the majority of candidates continue to be aware of this requirement. It can be achieved using a variety of different approaches.

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 a clear 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 questioned 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 attitudes towards racial discrimination during Roosevelt's presidency. Both sources were full of possibilities to draw inferences and to link these to the utility of the sources to the historian in the context of the enquiry (e.g. Randolph implies that if nothing is done to end discrimination then it is a stain on the reputation of the nation ('is a mockery and betrays the principles for which it is supposed to stand'). 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. Southern political pressure on the government). 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 attitudes to racial discrimination during Roosevelt's presidency and concentrated simply on the workings of the New Deal 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, although less so than last.

However, 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 New Deal legislation 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 comments such as the letter is by

Fechner and he knew what he was talking about (Source 1) or as Randolph is an activist and trade unionist we cannot trust what he says(Source 2).

Question 2

This was the most popular of the two questions. The question considered the extent to which the lives of black Americans greatly changed for the better in the years 1865–1900. Stronger responses clearly addressed the changes that took place over the period and weighed them up against the numerous restrictions that still existed on black Americans. Key areas such as the ending of slavery, the period of Presidential Reconstruction and changes during the Jim Crow years were explored and discussed using valid criteria to judge. Counterarguments relating to the rulings of the Supreme Court or the actions of white racist organisations such as the Ku Klux Klan 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 changes that did take place for black Americans and so 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 less popular and asked candidates to look at whether Martin Luther King made the most significant contribution to the development of black American civil rights in the years 1954–2009. Strong answers successfully looked at the work of Martin Luther King in promoting civil rights in general and also the specific areas of his involvement such as the Montgomery bus boycott to make judgements about his significance. Some even considered those areas such as his work in Chicago, where he might be judged to have been less successful, in providing balance to the assessment and when weighing up the evidence. The best answers then considered and weighed up the relative importance of other factors in developing the cause of civil rights. Popular amongst these were the rulings of the Supreme Court, such as the Brown case and the influence of certain presidents such as Lyndon Johnson and Barack Obama.

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 bring in supporting examples from across the whole period and this made it harder to make supported judgements relevant to the question. Occasional responses showed little knowledge of Martin Luther King and so limited severely their ability to score highly.

Students 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
- 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.