



Pearson

Examiners' Report Principal Examiner Feedback

January 2022

Pearson Edexcel International Advanced
Level in History (WHI03 1D)

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

January 2022

Publications Code WHI02_1C_2201_ER

All the material in this publication is copyright

© Pearson Education Ltd 2022

Principal Examiner Report WHI03 D

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. However, 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 part 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 that related to the impact of the civil rights judgements of 1883 by the US Supreme Court. 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. Douglass implies that the changes brought about by the decisions are a stain on the status and reputation of the US ('United States to the world ... Nation utterly without power to protect the rights of its own citizens'). 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 difficulties posed by post civil war politics, reconstruction and the move towards Jim Crow laws. 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 impact of the civil rights judgements of 1883 by the US Supreme Court and just focused on civil rights in general or other events well into the twentieth century. This was 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 does not 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 previously.

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 civil rights issues 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 written ruling was by Associate Justice Bradley, who was educated and so unbiased (Source 1) or, as Douglass was a black American, he lacked education and so we cannot trust what he says (Source 2).

Question 2

This was the most popular of the two questions. The question considered whether the influence of southern Democrats was the chief cause of the failure to successfully advance the civil rights of black Americans in the years 1865–77 and 1933–45. Stronger responses clearly addressed the role that southern Democrats played balanced against other important causes. Key areas such as the political obstructionism of southern Democrats and the role played by white terror groups were explored and discussed using valid criteria to judge. Counterarguments relating to the influence of various Presidents and greater concern for other political and economic priorities were often discussed well and in great detail. The very best answers 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 role played by southern Democrats and so struggled to make supported judgements relevant to the question. Occasionally responses only engaged with one side of an argument or focused on material from outside the dates in the question and so limited severely their ability to score highly.

Question 3

This question was less popular and asked candidates to look at whether the election, in 2008, of Barack Obama as President, was the most significant event for black Americans in the years 1954–2009. Stronger answers discussed the range of reasons for his success, focusing on his personal qualities, the organisation of his campaign and the weaknesses of his political opponent. Some answers considered the importance of his earlier election as a Senator for Illinois and his gaining of the nomination of the Democratic Party, and how these helped him gain the experience needed to be elected in 2008. The best answers considered and weighed up a range of other important events such as judgements of the Supreme Court or the importance of protests, such as the Montgomery Bus Boycott.

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 of specific events from across the whole period and this made it harder to make supported judgements relevant to the question. Occasional responses showed little understanding of the details of the Presidential election of 2008 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.