



Examiners' Report **June 2022**

GCSE History 1HIA 33

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Introduction

It was pleasing to see that students seemed confident in tackling this paper after a three-year gap in formal examinations. 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.

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 3(c) 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 and not just paraphrases of the content of the source.

The focus of the question was about Search and Destroy missions in Vietnam. 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 how fearful the soldiers on these missions were, which could be referenced by 'You didn't know if your next step would be your last'. However, a significant minority of inferences focused on the tactics of the Vietcong which was not the focus of the question. A small number of students wrote a lot about *why* their supporting information helped to support the inference, which is not required and did not gain any extra marks but possibly wasted time.

(i) What I can infer:

they were risky missions as the chance of death was high

Details in the source that tell me this:

"you didn't know if your next step would be your last because you might end up on a mine or booby trap"

(ii) What I can infer:

the soldiers in the missions were often ~~often~~ ~~often~~ ~~reckless~~ reckless and disobedient

Details in the source that tell me this:

"when we moved through a village our ~~soldiers~~ soldiers would ~~burn~~ burn down houses, even though they weren't supposed to."



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Examiner Comments

This student has made two inferences about Search and Destroy missions 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.

(i) What I can infer:

That the North Vietnamese had many resources to attack with

Details in the source that tell me this:

tried on a mine or booby trap.

(ii) What I can infer:

~~They had~~ The Vietcong had efficient tactics according to transportation

Details in the source that tell me this:

Vietcong hiding places, like tunnels and caves. If you were able to find them.



ResultsPlus
Examiner Comments

Neither of the inferences in this response relates to the Search and Destroy missions. They are both about the tactics of the Vietcong.



ResultsPlus
Examiner Tip

Students should ensure the inference is about the focus of the question.

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 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 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. Students 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.

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 with the material they have studied and to provide a prompt to the analysis of the process of change.

The majority of students were confident in discussing the media coverage of the My Lai Massacre and the events at Kent State University as reasons for opposition to the war in Vietnam and many were also aware of how increasing awareness of the difficult fighting conditions and the use of the draft led to opposition.

Some knowledgeable students failed to score highly because they did not properly address the focus of the question. This was not a question about the nature of the opposition, but was about the reasons for the opposition to the Vietnam War. Some answers focused on a description of the opposition and were therefore unlikely to achieve high marks in Assessment Objective 2, as they were not addressing the conceptual focus of the question – causation. Some students discussed the Tet Offensive but did not link it to increasing opposition. They described the events but were not clear about how they led to increasing opposition to the war. A minority of students did not look carefully at the time frame and wrote about Kennedy's approach to the war.

At Level 2, students often described the opposition to the war in Vietnam 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 opposition in the USA to the Vietnam War increased in the years 1964-73.

(12)

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

- My Lai Massacre, 1968
- Kent State University, 1970

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

media - highly televised war - could see what was happening
failed military operations

One reason why opposition in the USA to the Vietnam War increased in the years 1964-73 was due to failed military operations. For example, in 1968, President Johnson authorised operation Rolling Thunder (ORT). ORT was a strategic bombing campaign that was intended intending to ~~destroy~~ & destroy key infrastructure in North Vietnam. It was initially supposed to last 8 weeks, but due to lack of success, stretched out into 3 long years. Over this 3 year period, the USA dropped more bombs on North Vietnam than the ~~allies~~ allied powers dropped during World War II. This was an incredibly expensive campaign, and many people in the USA ~~were~~ ~~suffer~~ ~~disapproved~~ didn't support it. It was costing the ~~US~~ taxpayer US citizens ^{to pay more tax} ~~more tax~~ to pay for the bombs. This led to further opposition to the war.

Another reason why opposition to the Vietnam War increased in the years 1964-73 was the ~~the~~ ~~of~~ ~~the~~ media coverage of the war. The Vietnam War was the first televised war, so many people's opinions on it were adapted by the media. In 1968, the US public ~~and~~

were informed of a horrific event in the war - the My Lai Massacre. This was when a search and destroy squad proceeded to kill every person in the rural village of My Lai. After a government cover-up story was proved to be false, the public was informed of this horrific story. The only soldier who served prison time for his crimes was Lieutenant Calley - the commanding officer at My Lai. He was jailed for a very short period of time. This led to increased opposition to the war.

Another reason why opposition in the USA to the Vietnam war increased in the years 1964-73 was the Kent State incident at Kent State University. In 1970, the Student Non-violent Co-ordinating Council (SNCC) held a non-violent anti-war protest at Kent State University. When the military arrived to break up the protest, they were ordered to shoot into the crowd. Multiple protesters were killed. This incident was highly televised and led to an increase in opposition against the war.



The student has covered three areas of content (Operation Rolling Thunder, My Lai Massacre and Kent State university) 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 3 at Assessment Objective 2. Links are made to the focus of the question at the start of each paragraph but the analysis is not consistently focused on the conceptual focus of the question. Best-fit gives this student a mark towards the bottom 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 opposition in the USA to the Vietnam War increased in the years 1964–73.

(12)

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

- My Lai Massacre, 1968 - Media -
- Kent State University, 1970 - Changing attitudes

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

One reason opposition in USA was increased against the Vietnam war is because of change in attitudes. For example the Kent State University was against the war and held protests ~~and~~ to try ~~and~~ get support. This meant that more of the younger generation got to put their point across and why they think the war should end. This got attention from the media meaning more people got to give their opinion to.

Another reason for opposition in USA against the Vietnam war was because of the actions of the American soldiers and what was happening on the warzone. For example the My Lai Massacre in 1968 was when American soldiers went to a search and destroy mission and killed innocent Vietnamese people. Because of this the media got hold of it and published it in the USA. This meant that more people saw what was actually happening in Vietnam due to the media getting actual photos and made them not want to agree with war as the USA were killing thousands of civilians.

~~Finally~~ Lastly, another reason for why there was opposition against the Vietnam war is because of the draft. For example the draft was a system where if you are old enough you can be drafted to go fight for your country. This meant that the war got more opposition in the USA because people were scared and didn't want to be drafted into war after seeing what was happening during the war through the media.



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Examiner Comments

The answer provides an explanation covering 3 aspects of content which is mainly directed at the conceptual focus of the question. However, although accurate and relevant information is used, it is not consistently at Level 3. The first and third paragraphs show some knowledge, whereas the second paragraph shows good knowledge. Level 3 was achieved in both Assessment Objectives, though less securely for Assessment Objective 1. This led to a mark in the middle of Level 3.



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Examiner Tip

Organising the answer into paragraphs makes it clear to the examiner that three aspects of content have been covered. A sentence at the end of each section showing how it helps to answer the question can help to raise the AO2 level in an answer.

Question 3 (a)

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 methods used by the Black Panther movement. 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, Seale is discussing the use of armed patrols to confront the police, and in Source C the newspaper article mentions the community support programmes built up by the Black Panther Party. There were also good comments made about the provenance of the sources – that Source C, being a newspaper distributed by the Black Panther Party, may be propaganda exaggerating certain methods to attract support.

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 the Black Panthers supported education' – 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 methods used by the Black Panther movement?

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

(8)

Source B is useful for an enquiry into the methods used by the Black Panther movement, as it shows that they used violent methods against the anti-black segregationists. Source B says that they had guns 'to defend [themselves]' and reserve the police. This shows that the Black Panther were not above using violent methods to assert their messages and ideas to the US police and segregationist parties. From my own knowledge, I know that Malcolm X (the leader of the Black Panther Party) promoted the use of violent tactics, unlike MLK, to stand up for black rights. He believed that MLK was soft, and therefore wasn't creating proper change, which would happen through ^{the use of} ~~through~~ ^{the use of} ~~ideology~~. This ~~is~~ aligns with source B making it a useful source. Additionally, this is taken from an interviewee who was a part of the Black Panther Party, Bobby Seale, and the first hand experience may suggest that it is accurate insight into the methods used by the Black Panther Party. This makes source B useful for an enquiry into methods used by the Black Panther party.

Source C is useful for an enquiry into the methods used by the Black Panther movement because it shows that many of the black panthers used non-violent action to promote their party. In source C it says, 'we created 'free breakfast for school children'. 'Children' suggests that it is non-discriminatory of race and all kinds of children, suggesting that the Black Panther is trying to gain support from both black people and white people. This suggests that source C is a useful source as it shows that non-violent methods were also used to promote black panther party, and that they also needed white support as well as black support. Additionally, the Black Panther was an official newspaper, suggesting that the Black Panther wanted good publicity. Therefore chose to show a non-violent method to appeal to the public. From my own knowledge, I know that the Black Panther had a bad reputation among the US public due to their use of violence unlike MLK, who did the peaceful marches in Birmingham and Washington. This shows that source C is useful for an enquiry into the methods used by Black Panther because it shows they tactically used the media to portray a better side to their methods, bettering their reputation in the ^{US} public.

In addition, L B Johnson absolutely detested their tactics and wanted to oppress them at all costs, ^{wanted to} ~~not~~ ^{use} MLK as the face of the civil rights movement ~~instead~~ instead of Malcolm X.



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, especially in Source C, this may have an impact on the usefulness of the content. This answer achieved a Level 3 mark.



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 methods used by the Black Panther movement?

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

(8)

Source B is useful for an enquiry into the methods used by the Black Panther movement because it was from an interview with Bobby Seale who was one of the people who created the Black Panther Party, therefore it is reliable. He states that they were carrying guns to defend themselves and to observe the police which I know is true as the Black Panther Party was set up in order to protect the black community*.

Source C can be useful for an enquiry into the methods used by the Black Panther movement because it was an article from the official newspaper of the Black Panther Party. This source claims that the Black Panthers created the 'Free breakfast for school children' scheme as they believed the children need a healthy breakfast every morning to help them. I believe the source is useful and reliable as the Black Panther main aim was to provide care and protection for their community.*

*1

and I know that the Black Panther Party carried out armed patrols who observed the police which lead to several confrontations with police, including a shootout in 1967, which a policeman was killed.

*2

they did this by working to meet the basic needs of black communities across the country by ^{stuff like} setting up health clinics and giving out free clothing.



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Examiner Comments

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. The mark is limited to Level 2 as the student does not develop the statements made about the provenance of the sources.



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Examiner Tip

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)

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 methods used by the Black Panther movement 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 methods used by the Black Panthers that focused on confronting the police to prevent acts of brutality, whereas Interpretation 2 emphasises the social work carried out by the movement, 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. Most students were able to score full marks.

(b) Study Interpretations 1 and 2.

They give different views about the methods used by the Black Panther movement.

What is the main difference between these views?

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

(4)

Interpretation 1 gives the view of the violence used to stop racism. This is shown in the quote, 'encouraged confrontation and armed self-defence'. This method is shown to be dangerous as, 'a policeman was killed'. However in interpretation 2, a more peaceful and kind method is shown to help black people's lives improve. This is shown when they tell us the things they did: 'helping the elderly, setting up health clinics and giving out free clothing'.



This answer 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.



It is not necessary to write a lengthy answer to achieve full marks.

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

They give different views about the methods used by the Black Panther movement.

What is the main difference between these views?

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

Interpretation 1 tells us the black panthers were armed and observe police to try decrease police brutality this led to them gaining national attention. (4)
While interpretation 2 tells us ~~how~~ the black panthers - party's goals were to set health clinics, give free clothing and up to help the elderly and to educate the youth.



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Examiner Comments

This student selects details from both interpretations to illustrate an implicit difference. The difference is not clearly stated, therefore the answer stays in Level 1.



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Examiner Tip

Students must identify the difference between the interpretations in respect to the given enquiry.

Question 3 (c)

It is important that students recognise the relationship between questions 3(b) and 3(c). 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. Examiners see each answer separately and therefore cannot be expected to know what has been said in a previous answer. For this reason, students should be explicit in their references to the interpretations. They should also make sure that their answer to 3(c) does not simply repeat their answer to 3(b).

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 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.' However, it is very pleasing to note that many fewer students than in previous years tried to provide explanations for difference on the basis of such factors as the titles of the books, their origin or date of production. There were still a small number of students who gained no marks on this question as they merely repeated what had been said in question 3(b).

- (c) Suggest **one** reason why Interpretations 1 and 2 give different views about the methods used by the Black Panther movement.

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

(4)

Historians place emphasis on different sources of evidence. For example, ~~interpret~~ the writer of interpretation 2 has placed more emphasis on source ~~B~~ C because they said "the bpp aimed to ~~bring out~~ improve black people's lives" and ~~the so~~ source C ~~back~~ backs that statement up - "our people have gone hungry for too long and we say this must stop". Similarly, the writer of ~~source~~ Interpretation 1 has placed more emphasis on Source B, for example, they said "it encouraged confrontation and armed self defence" and the source states that "a crowd of 20 or 30 people were watching and they saw that we were carrying guns".



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Examiner Comments

This student has gained full marks by explaining how the writers may have different views as they have given weight to different pieces of evidence. They evidence that by referring to the interpretations and the sources and therefore achieve a mark in Level 2.



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Examiner Tip

Students must be able to provide evidence for the reason they have given for the difference in view

(c) Suggest **one** reason why Interpretations 1 and 2 give different views about the methods used by the Black Panther movement.

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

(4)

One reason why Interpretations 1 & 2 give different views about the methods used is because they focus on different things. One interpretation focuses more on trying to make change publically and the other one focuses on improving black lives and educating younger generations.



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Examiner Comments

This student has suggested that a difference in focus is the reason for the differing interpretations but has not adequately supported that comment with evidence. The mark therefore stays in Level 1.

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.

However, a small number of answers attempted to discuss the actions of all protest movements with very little 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. 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.

Examiners reported some impressive answers to 3(d) and many students 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, 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 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.

Yet 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.

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

(d) How far do you agree with Interpretation 2 about the methods used by the Black Panther movement?

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

(16)

It is argued whether the Black Panther movement's methods were focused on violence, ~~as suggested by Interpretation 1~~, ^{as suggested by Interpretation 2}, or if their methods were inherently peaceful due to the nature of their work of uplifting the black community, as suggested by Interpretation 2.

Interpretation 2 (22) describes how the Black Panther Party used the methods of bringing the community together. The interpretation states its aim was to "improve black people's lives" which suggests that their methods were not overwhelmingly violent because their focus was to uplift the community, not damage it further. Their work is described as "helping the elderly, setting up health clinics and giving out free clothing". This shows how their methods were not violent because they sought after beneficial things for the community. The Black Panthers also provided free breakfast to school children. It was a firm belief the education of black children was important to their well fare as success in ^{education} school leads to higher paying jobs and a better quality of life. Therefore, the Party provided free breakfast so that children had the best start to

their day as possible. This highlights the peaceful methods of the ~~Black~~ Black Panthers because it shows how they provide the best opportunities for some of the more vulnerable members of the community.

Furthermore, T2 states the Black Panthers "taught children about black history and pride". This suggests that their methods were peaceful as it talking about pride and history, the Panthers were improving the self-esteem of young black people. After years of seeing violence on the tv and the world around them, for example at the Watts ~~face~~ riots where 32 demonstrators died and 1072 were injured, it is beneficial for young black people to be reminded of their worth as it is detrimental to their well being seeing people who look like them be discriminated against, beaten and murdered. The Black Panthers focused on this idea of 'black beauty' which encouraged others to view black people to view themselves as worthy, beautiful and equal to their white counterparts.

Overall, I mostly agree with Interpretation 1 because it focuses on the integral aim of improving the lives of black people, which shows how their methods weren't overwhelmingly violent as they mainly focused on providing help for vulnerable members of the black community like young people.

On the other hand, Interpretation 1 (I1) describes the more violent methods of the Black Panthers with its focus on "armed self defence": This suggests of the violence in their methods because they feel it necessary to carry guns while defending themselves, ~~showing how~~ ^{implying the} self-defence may result in death. The Black Panthers were ~~not~~ notorious for carrying their guns while patrolling the streets in their military style uniform & in order to appear intimidating. Their "main aim was to stop police brutality". The method of carrying guns was successful for the Panthers as officers often feared they would be harmed, which shows their violent methods were effective. However, while their main aim was to prevent police brutality, which was evidently a primary concern for the Black community due to Kerner's report on reasons for riots in 1968, they ~~also~~ ^{put} more money and time into other pursuits, like the improvement of the community described in I2.

Furthermore, I1 describes the "several confrontations with police" which suggests that the violent methods of the Panthers ^{often} resulted in physical harm as both the police and the Panthers were armed. The Panthers had a notable disdain for the police, often referring to them as pigs. I1 states the "shootout in 1967 when a policeman was killed" which highlights the results of the violent methods used by the Panthers. The government feared the Panther's use of guns, so they tried to ban it, however that led to more protests against the attempt

of gun reform. The "BPP carried out armed patrols" ^{where they} ~~to~~ ^{"followed and} ~~followed~~ ^{observed} the police". This suggests of their use of intimidation tactics as their ~~presence~~ ^{presence} prevented police officers from harming innocent black people.

Overall, I partially agree with I1 because I agree that the Panthers used violent methods of intimidation and also ~~physical~~ ^{physical} defence, however, it is not as significant as the methods described in I2 as the peaceful methods of bringing food, medical care and clothes to the community in order to ~~protect them~~ ^{uplift them} is more typical of the aim of the Black Panther movement as it highlights their more noble aims.

Ultimately, I agree with I2 the most because the detail of care they put towards improving the welfare of the people. It states they "aimed to improve black people's lives" which is more effective when the party provided ~~food~~ ^{medical} care or free breakfast, rather than use intimidation tactics described in I1 as the use of violence turned the public, including the black people they were trying to help, against them. Therefore, the methods described in I2, while typical of radical organisations like the Panthers since they believed peacefulness wasn't always the answer, does not encompass the inherently peaceful aim of the Black Panther Movement. Though police brutality was a prevalent issue that caused many riots like Detroit in 1967, when the Panthers improve the welfare of the community they push black people up in society, which prevents them from being in areas targeted by violent police.



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. Level 4 has been met for all three strands: judgement, analysis and contextual knowledge. They therefore achieved a mark in Level 4.



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.

I strongly disagree with interpretation 2 as I believe that the Black panther party used violent methods, and I also believe that they used methods to spread the word of the brutality that they faced to the rest of the country and the world.

The ^{first} ~~first~~ crucial reason why I disagree is because the Black Panther movement were well known for using violent methods ~~to~~ during protests, for example many of the Black panther party carried weapons, such as guns, to intimidate the

Police and in certain circumstances use it against the police. In 1967 there was a shootout between ~~a black~~ the Black Panthers and ~~the~~ police in which a policeman was killed. This shows that the Black Panther parties main aim ~~was~~ ^{was} to stop police brutality but by using violent methods, ~~to stop this~~. Therefore I disagree ~~is~~ because by carrying guns and encouraging confrontation the Black Panther main method was to be violent against the Police.

~~Another crucial reason why I disagree~~

I also know that violent protests were becoming more common in ~~southern~~ ^{the} south and these protests were lead by the Black Panthers and other figures like Malcolm X.

Another ^{vital} ~~crucial~~ reason why I ~~disa~~ strongly disagree with this statement is due to the method used by many African American parties, including the Black Panther, of spreading the word about the ~~the~~ issues African Americans face in America. For example a common method used by lots of African Americans and the Black Panther ~~was~~ ~~the~~ ~~to~~ following the black power movement.

This was done at the 1968 Mexico Olympics by two ~~Black~~ ^{black} athletes. This shows that the Black Panthers used the method of spreading the message of the discrimination that black people faced in ~~the~~ the USA all over the world. ~~The~~ The black power movement was created by Stokely Carmichael however it was adopted by many African American groups including the Black Panthers and spread the message that African Americans are equal to everyone else. Overall the Black Panther Party used the method of spreading the message about the unfair treatment of African Americans to people across America and the world because it would lead to people seeing them as equals and standing up for them against the ~~a~~ people who oppress them.

Overall ~~African A~~ the Black Panther Party used ^{violent protest} ~~violence~~ and the media ~~to~~ (including their newspaper) to spread the message of black power and the oppression they face as the main methods of fighting against discrimination.

On the other hand other people might agree with interpretation ~~two~~ 2 as they believe that the methods used by the Black Panthers were

focused around ~~to~~ improving basic things in African Americans lives. For example the Black Panthers gave free breakfasts out at schools and gave free clothes and health clinics for those who could not afford to pay for them. These were usually set up in the ghettos as this was where there was a lot of poverty among African Americans. ~~This shows that~~ This ^{shows} ~~means~~ that the main methods used by the Black Panther movement were peaceful and helped the lives of regular African Americans who lived in poverty. Overall by helping the poorer African Americans the Black Panthers were able to improve their quality of life so it was a key method used.

I believe that

⊖ In Conclusion / ~~many~~ the Black Panthers used violent methods to fight for civil rights and that they used the media to spread the message of civil rights however some people may believe that they used peaceful ways of improving poor African Americans lives.



This student uses their own knowledge effectively to answer the question and Level 4 is awarded for this strand. There is some analysis of the interpretations, but this is not a strength of the answer and this strand is awarded Level 2. There is an explained evaluation and some justification for the overall judgement which puts this strand in Level 3. Best-fit puts this answer into mid Level 3.



Successful students do not just repeat the content of the 2 interpretations. They evaluate the points made in Interpretation 2 using their contextual knowledge and the content of Interpretation 1.

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.

The following points should be noted:

- 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.
- 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.
- 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 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>

