



# Mark Scheme (Results)

January 2021

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

## **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](http://www.edexcel.com) or [www.btec.co.uk](http://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](http://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](http://www.pearson.com/uk)

January 2021

Publications Code WHI03\_1D\_msc\_20210304

All the material in this publication is copyright

© Pearson Education Ltd 2021

## General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should **also be prepared to award zero marks if the candidate's response** is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a **candidate's response, the team leader must be consulted.**
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

## Generic Level Descriptors for Paper 3

## Section A

Target: AO2 (25 marks): Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.

Level	Mark	Descriptor
	0	No rewardable material
1	1–4	<ul style="list-style-type: none"> <li>• Demonstrates surface level comprehension of the source material without analysis, selecting some material relevant to the question, but in the form of direct quotations or paraphrases.</li> <li>• Some relevant contextual knowledge is included, but presented as information rather than applied to the source material.</li> <li>• Evaluation of the source material is assertive with little or no supporting evidence. Concepts of reliability or utility may be addressed, but by making stereotypical judgements.</li> </ul>
2	5–8	<ul style="list-style-type: none"> <li>• Demonstrates some understanding of the source material and attempts analysis by selecting and summarising information and making inferences relevant to the question.</li> <li>• Contextual knowledge is added to information from the source material, but mainly to expand, confirm or challenge matters of detail.</li> <li>• Evaluation of the source material is related to the specified enquiry but with limited support for judgement. Concepts of reliability or utility are addressed mainly by noting aspects of source provenance and some judgements may be based on questionable assumptions.</li> </ul>
3	9–14	<ul style="list-style-type: none"> <li>• Demonstrates understanding of the source material and shows some analysis by selecting key points relevant to the question, explaining their meaning and selecting material to support valid developed inferences.</li> <li>• Detailed knowledge of the historical context is deployed to explain or support inferences as well as to expand, confirm or challenge matters of detail.</li> <li>• Evaluation of the source material is related to the specified enquiry and explanation of utility takes into account relevant considerations such as nature or purpose of the source material or the position of the author. Judgements are based on valid criteria with some justification.</li> </ul>
4	15–20	<ul style="list-style-type: none"> <li>• Analyses the source material, interrogating the evidence to make reasoned inferences and to show a range of ways the material can be used, for example by distinguishing between information and claim or opinion, although treatment of the two sources may be uneven.</li> <li>• Deploys well-selected knowledge of the historical context, but mainly to illuminate or discuss the limitations of what can be gained from the content of the source material. Displays some understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn.</li> <li>• Evaluation of the source material uses valid criteria which are justified and applied, although some of the evaluation may not be fully substantiated. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement.</li> </ul>

Level	Mark	Descriptor
5	21–25	<ul style="list-style-type: none"><li data-bbox="406 253 1390 383">• Interrogates the evidence of both sources with confidence and discrimination, making reasoned inferences and showing a range of ways the material can be used, for example by distinguishing between information and claim or opinion.</li><li data-bbox="406 398 1401 562">• Deploys knowledge of the historical context with precision to illuminate and discuss the limitations of what can be gained from the content of the source material, displaying secure understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn.</li><li data-bbox="406 577 1406 734">• Evaluation of the source material uses valid criteria which are justified and fully applied. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement and, where appropriate, distinguishes between the degree of certainty with which aspects of it can be used as the basis for claims.</li></ul>

## Section B

Target: AO1 (25 marks): Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

Level	Mark	Descriptor
	0	No rewardable material
1	1–4	<ul style="list-style-type: none"> <li>• Simple or generalised statements are made about the topic.</li> <li>• Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question.</li> <li>• The overall judgement is missing or asserted.</li> <li>• There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.</li> </ul>
2	5–8	<ul style="list-style-type: none"> <li>• There is some analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the focus of the question.</li> <li>• Mostly accurate and relevant knowledge is included, but lacks range or depth and has only implicit links to the demands and conceptual focus of the question.</li> <li>• An overall judgement is given but with limited support and the criteria for judgement are left implicit.</li> <li>• The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.</li> </ul>
3	9–14	<ul style="list-style-type: none"> <li>• There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although some mainly descriptive passages may be included.</li> <li>• Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth.</li> <li>• Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation.</li> <li>• The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence or precision.</li> </ul>
4	15–20	<ul style="list-style-type: none"> <li>• Key issues relevant to the question are explored by an analysis of the relationships between key features of the period.</li> <li>• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands.</li> <li>• Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported.</li> <li>• The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence or precision.</li> </ul>

Level	Mark	Descriptor
5	21–25	<ul style="list-style-type: none"><li>• Key issues relevant to the question are explored by a sustained analysis and discussion of the relationships between key features of the period.</li><li>• Sufficient knowledge is precisely selected and deployed to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands.</li><li>• Valid criteria by which the question can be judged are established and applied and their relative significance evaluated in the process of reaching and substantiating the overall judgement.</li><li>• The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity and precision.</li></ul>

## Section A: indicative content

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

Question	Indicative content
1	<p>Answers will be credited according to their deployment of material in relation to the qualities outlined in the generic mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates must analyse and evaluate the sources to investigate attitudes towards segregation in the USA in the years 1872-74.</p> <p>Sources 1</p> <p>1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences:</p> <ul style="list-style-type: none"> <li>• McHenry, as a white representative from a former slave owning state, might be expected to be supportive of segregation</li> <li>• He is speaking to other representatives and so would be expected to focus the rhetoric on obstructing further civil rights legislation</li> <li>• The arguments used, regarding the extent of the powers of the state, were a central feature of American political discourse.</li> </ul> <p>2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about attitudes towards segregation in the USA in the years 1872-74.</p> <ul style="list-style-type: none"> <li>• It indicates that there is no need to change the existing situation as <b>negroes already have significant rights</b> ('Everything that is really a right in this Civil Rights Bill is already granted by state laws')</li> <li>• It implies that the Federal authorities are over-reaching in their <b>powers</b> ('A prejudice is a right which belongs to a man and you cannot control it by law.')</li> <li>• It claims that the effects of any changes to the law would be coercive ('forcing people into the company of those distasteful to them.').</li> </ul> <p>3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of content. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The second Civil Rights Bill had been first introduced for debate in 1870 but proved so contentious that it did not become law until 1875</li> <li>• The second Civil Rights Bill proposed forbidding discrimination in hotels, trains, and other public spaces</li> <li>• The debates took place against a background of anti-black violence in many southern states.</li> </ul> <p>Sources 2</p> <p>1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences:</p> <ul style="list-style-type: none"> <li>• Rapier, being of African- American descent, might be expected to favour moves to reduce segregation</li> <li>• The date of his speech towards the end of the long running debates over what became the law in 1875</li> <li>• The language and tone used is based on an appeal for fairness, justice and right to prevail.</li> </ul>



Question	Indicative content
	<p>2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about attitudes towards segregation in the USA in the years 1872-74.</p> <ul style="list-style-type: none"> <li>• It claims that, in many ways, <b>attitudes to segregation haven't really changed</b>, as slavery, in reality, <b>hasn't completely disappeared</b> ('<b>my own chains of civil slavery hang upon me.</b>')</li> <li>• It implies that many of the objections to the bill are specious and are representative of misplaced fears about integration ('<b>No one is seeking a law that will interfere with anyone's private affairs.</b>')</li> <li>• It indicates that legislators have an educative responsibility to support further desegregation ('<b>If Congress will place upon the statute-books laws that will protect my civil rights, then public opinion will speedily follow.</b>').</li> </ul> <p>3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of content. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• There were significant numbers of black Americans serving in the US armed forces at the end of the civil war</li> <li>• Supreme Court rulings, e.g. Slaughterhouse 1873 had effectively ruled in favour of state over federal rights and so made a case for passing a civil rights bill more pressing</li> <li>• 14 black Americans served as congressmen in the House of Representatives.</li> </ul> <p>Sources 1 and 2</p> <p>The following points could be made about the sources in combination:</p> <ul style="list-style-type: none"> <li>• The sources differ considerably on whether the proposals concerning desegregation in the second Civil Rights Bill are reasonable</li> <li>• Both sources are aimed at rallying support for their viewpoints</li> <li>• The sources might be seen to take a different attitude because of when the speeches were delivered. Source 1 predates the Slaughterhouse ruling whereas source 2 might be seen as a response to it.</li> </ul>

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

Question	Indicative content
2	<p>Answers will be credited according to their deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on how far they agree that, in the years 1883-2009, inter-racial tension was mainly concentrated in the south.</p> <p>Arguments and evidence supporting the statement should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Until c1940, the overwhelming majority of black Americans lived in the south and tensions produced by slavery and the later resentments against freed blacks were in the south</li> <li>• The Jim Crow laws, which created segregation and inter-racial tensions over issues such as schooling, voting and transport operating from c1890-1960s, were phenomena of the south</li> <li>• The lynching of blacks from the 1880s to the mid twentieth century was largely a phenomenon seen in the old southern states</li> <li>• Many of the major flashpoints of the civil rights era after 1954, e.g. Montgomery Bus Boycott, Little Rock, Birmingham took place in the southern states</li> <li>• In 2009 the majority of black Americans continued to live in the southern states and, although less pronounced than before, racial division and tension over voting rights still existed there.</li> </ul> <p>Arguments and evidence opposing the statement should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The migration of black Americans northwards from the late nineteenth century and particularly during the Second World War produced tensions and hostility in the North and West</li> <li>• There were strikes in northern cities by white workers unwilling to work with black Americans during the Second World War</li> <li>• There was a wave of race riots in cities outside of the old South in the 1960s, e.g. Watts riot in Los Angeles and the Newark riot</li> <li>• Considerable tension still existed between black Americans and the police in many areas outside the South in the early twenty-first century.</li> </ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
3	<p>Answers will be credited according to their deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on the statement that the years 1883- 2009 saw major changes in the pattern of black settlement and housing in the USA.</p> <p>Arguments and evidence supporting the statement should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The proliferation of Jim Crow laws in southern states encouraged segregation in housing, schooling and transport leading to pressures to migrate from South to North</li> <li>• New Deal racial quotas, introduced by federal government after 1933, helped speed up the Great Migration from South to North, changing the pattern of black settlement</li> <li>• The Second World War created new economic opportunities and boosted migration to take up work in war-related industries based on the west coast, such as aircraft production and shipbuilding</li> <li>• Increased national wealth in the 1950s encouraged rapid migration to cities. <b>By the late 1950s the USA's largest cities had gained an extra 1.8 million black residents</b></li> <li>• The growth of restrictive covenants and of white only housing developments, such as Levittowns, speeded up the process of making inner city settlement predominantly black</li> <li>• The growth of a black middle class and increasing educational and political opportunities, especially in the south, led to increasing bifurcation in the settlement and housing of black Americans.</li> </ul> <p>Arguments and evidence opposing the statement should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• By 1900 over 90% of black Americans lived in the former confederate states with the majority of these still living in rural areas</li> <li>• Migration from the South to the North often resulted in the swapping of poor rural living conditions for sub-standard inner-city housing for black Americans</li> <li>• In 1934 the practice of redlining housing areas came into existence through the National Housing Act of 1934. This practice reinforced the poor inner city living conditions facing many black Americans</li> <li>• The 1960s and later saw a pattern of black Americans migrating back to <b>the southern states and returning to the area of their or their parents' birthplace.</b></li> </ul> <p>Other relevant material must be credited.</p>