



# 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

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## 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
	<b>0</b>	No rewardable material
<b>1</b>	<b>1–4</b>	<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>
<b>2</b>	<b>5–8</b>	<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>
<b>3</b>	<b>9–14</b>	<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>
<b>4</b>	<b>15–20</b>	<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="408 255 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="408 398 1398 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="408 577 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
	<b>0</b>	No rewardable material
<b>1</b>	<b>1–4</b>	<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>
<b>2</b>	<b>5–8</b>	<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>
<b>3</b>	<b>9–14</b>	<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>
<b>4</b>	<b>15–20</b>	<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 together to investigate the impact of the civil rights judgements of 1883 by the US Supreme Court.</p> <p><b>Source 1</b></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>• Bradley is presenting the legally binding judgement of the Supreme Court, which therefore determines the constitutionality of these cases</li> <li>• Being the majority judgement indicates that there was some dissent to the ruling</li> <li>• The language and tone are legalistic and measured.</li> </ul> <p>2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the impact of the civil rights judgements of 1883 by the US Supreme Court.</p> <ul style="list-style-type: none"> <li>• It indicates that the legal basis for Congress passing the Civil Rights Act is open to challenge ('The real question is whether Congress was correct to pass it based on the Fourteenth Amendment')</li> <li>• It claims that these cases highlight legal misconceptions as to the intention of the 13<sup>th</sup> and 14<sup>th</sup> Amendments ('Individual decisions about individual rights are not the subject matter of these amendments')</li> <li>• It implies that civil rights advocates have been too loose in their interpretations of the 13<sup>th</sup> and 14<sup>th</sup> Amendments ('taking the slavery argument too far ... apply to every act of discrimination').</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 cases that came before the Supreme Court in 1883 were diverse and ranged over claims of racial discrimination in businesses such as hotels, theatres and railways</li> <li>• The Civil Rights Act of 1875 was declared unconstitutional by an 8–1 majority verdict</li> <li>• As a result of the judgements, many of the gains made by black Americans during Reconstruction were lost and they were now open to racial discrimination by individuals and businesses.</li> </ul>



Question	Indicative content
	<p><b>Source 2</b></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>• Douglass is speaking one week after the ruling, at a time when passions remain inflamed by its perceived injustice</li> <li>• He is speaking to a crowd he would expect to be sympathetic to his critical view of the ruling and so might tailor his rhetoric accordingly</li> <li>• The language and tone of the speech is sorrowful yet exhibits a desire to angrily highlight the perniciousness of the ruling.</li> </ul> <p>2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the impact of the civil rights judgements of 1883 by the US Supreme Court.</p> <ul style="list-style-type: none"> <li>• It claims that the Supreme Court decision has severely damaged the position of blacks in American society ('inflicted a disaster on seven million of the people ... defenceless against prejudice')</li> <li>• It 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')</li> <li>• It indicates that the ruling undercuts the authority of Congress ('total and blatant disregard of the intentions of Congress').</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>• Feelings against the ruling were running so high that the mass meeting at Lincoln Hall became so crowded that many members of the public had to be turned away due to lack of space</li> <li>• The meeting decided to establish a committee to present repeated grievances to companies such as those running railroads to try to ensure that blacks weren't treated any differently to whites</li> <li>• The civil rights cases of 1883 opened the door to legal segregation and the implementation of Jim Crow Laws.</li> </ul> <p><b>Sources 1 and 2</b></p> <p>The following points could be made about the sources in combination:</p> <ul style="list-style-type: none"> <li>• Both sources focus on the constitutional role and authority of the legislature in the United States but with differing conclusions as to their intentions in this case</li> <li>• Source 1 is a legalistic judgement, whereas Source 2 criticises it not based on narrow legal arguments but on the grounds of common sense and humanity</li> <li>• Source 1 is more concerned with the legal rights of individuals whereas Source 2 is more concerned with the impact on a whole section of society.</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 the statement that 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. Arguments and evidence supporting the statement should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Sweeping gains were made by the Democrats in the 1874 congressional elections and enabled them to continue their opposition and help end reconstruction in the southern states</li> <li>• Democrats supported white terror group activity, helped to undermine Republican Party organisation in the south and thereby threaten civil rights gains</li> <li>• Southern Democrats' influence ensured that New Deal programmes mainly benefited white Americans</li> <li>• Southern Democrats' influence, after 1933, ensured that no effective attempt was made by the federal government to interfere with the Jim Crow Laws</li> <li>• Roosevelt's reluctance, his need for southern Democrat support in the years 1933-37, and their control of congressional committees, ensured that the New Deal did not lead to any major extension of civil rights</li> <li>• Southern Democrats successfully blocked attempts to introduce anti-lynching legislation in both 1934 and 1938, e.g. Gavagan Bill.</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>• Presidential reluctance to protect the rights of black Americans was an obstacle, e.g. Grant's unwillingness to use federal troops to suppress white terror and Roosevelt's lack of support for anti-lynching legislation</li> <li>• Greater concern for other political and economic priorities limited focus on black American rights, e.g. prioritising overcoming the difficulties caused by the economic depressions after 1873 and 1933</li> <li>• Despite opposition from southern Democrats, Congress passed the Reconstruction Acts of 1867. These acts led to black voting majorities in five southern states</li> <li>• Some southern Democrats, in the 1930s, campaigned to address black American grievances, notably Huey P. Long.</li> </ul> <p>Other relevant material must be credited.</p>

	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 election, in 2008, of Barack Obama as President, was the most significant event for black Americans in the years 1954-2009</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>• Obama's election was a symbolically important event for the black community as he was the first black American President</li> <li>• The modernity and slickness of Obama's campaign was a significant event in highlighting how the changing geography of black voters could be utilised to effect change in American politics</li> <li>• Obama's election was significant, to many, for the message it projected to the international community about America being more politically comfortable with diversity</li> <li>• Obama's election produced a white, conservative backlash.</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 Brown decision (1954) was a more significant event as it sounded the death knell for the Jim Crow Laws throughout the United States and was a catalyst in launching the modern Civil Rights Movement</li> <li>• The Brown ruling was vital in overturning Plessy v Ferguson 1896, which had controversially and divisively created the concept of 'separate but equal'</li> <li>• The Montgomery Bus Boycott was a hugely significant event as it helped launch the career of Martin Luther King and highlighted how peaceful action could lead to meaningful change for black Americans</li> <li>• The passing of the Civil Rights Act 1964 and the Voting Rights Act 1965 were more significant events as they provided a legislative canon for advancing the rights of black Americans</li> <li>• The assassination of King (1968) was a hugely significant event for black American advocates to rally around and later led to a national day of remembrance, officially observed in all 50 states for the first time in 2000.</li> </ul> <p>Other relevant material must be credited.</p>

