



# Mark Scheme

Summer 2019

Pearson Edexcel  
International Advanced Level  
in History (WHI03)  
Paper 3: Thematic Study with Source Evaluation

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

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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="408 253 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="408 398 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="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 candidates' 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 the attitudes towards racial discrimination during Roosevelt's presidency.</p> <p>Source 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>• As head of the CCC Fechner would have been party to discussions at the highest level about segregation</li> <li>• The tone is positive regarding what is happening in the CCC</li> <li>• It is an official letter intended to neutralise any criticism of his and the government's action.</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 attitudes towards racial discrimination during Roosevelt's presidency:</p> <ul style="list-style-type: none"> <li>• It provides evidence that the policy of segregation has approval at senior level ('This segregation is not discrimination')</li> <li>• It claims that segregation does not exist in all CCC camps ('While segregation has been the general policy, it has not been inflexible')</li> <li>• It claims that black Americans are unconcerned by segregation ('I have talked with many black participants and never had a single complaint').</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>• Between 1933 and 1942, 275,000 young black Americans went through the CCC programme</li> <li>• From 1933–35 CCC camps were fully integrated</li> <li>• Southern political pressure on the government, especially from southern democrats, persuaded Fechner to issue a segregation directive in July 1935.</li> </ul> <p>Source 2</p> <p>1. The following points could be made about the origin and nature of the</p>



Question	Indicative content
	<p>source and applied when evaluating the use of selected information and inferences:</p> <ul style="list-style-type: none"> <li>• Randolph was a well-known activist who by suggesting a march on Washington is attempting to put pressure on the government</li> <li>• By publishing in the <i>Black Worker</i> he is issuing a rallying call to black Americans to take affirmative action</li> <li>• The tone of the article is positive about how black Americans can end discrimination and segregation if they believe in themselves and the power of protest.</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 attitudes towards racial discrimination during Roosevelt's presidency:</p> <ul style="list-style-type: none"> <li>• It claims that the President has it in his power to end discrimination ('cause President Roosevelt to issue an Executive Order abolishing discrimination')</li> <li>• It implies that if nothing is done to end discrimination then it is a stain on the reputation of the nation ('is a mockery and betrays the principles for which it is supposed to stand')</li> <li>• It claims that it would be hypocritical of the Government not to tackle discrimination ('Government....call upon others to abolish discrimination.... as long as it practises discrimination itself')</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>• Alarmed by the prospect of a march, President Roosevelt issued Executive Order 8802, establishing the first Fair Employment Practices Committee (FEPC)</li> <li>• The March on Washington Movement (MOWM) was formed to hold the FEPC to its mission of desegregating the armed forces and to continue agitation for civil rights</li> <li>• Randolph cancelled the march.</li> </ul> <p>Sources 1 and 2. The following points could be made about the sources in combination:</p> <ul style="list-style-type: none"> <li>• Sources 1 and 2 have differing interpretations as to whether segregation in the workplace is discrimination</li> <li>• Source 1 seems to imply the authorities do not oppose segregation whilst Source 2 implies they might be open to persuasion to do something about it</li> <li>• Source 1 shows a government 'Insider' position whereas Source 2 comes from a black activist 'outsider'.</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 candidates' 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 accurate it is to say that the lives of black Americans greatly changed for the better in the years 1865–1900.</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 13th Amendment to the constitution was passed in 1865, which banned slavery in all the American states</li> <li>• The Military Reconstruction Act 1867 required former confederate states to recognise the rights of black Americans to vote and led to the enfranchisement of 703,000 ex-slaves</li> <li>• The 14th Amendment to the constitution was passed in 1868 and gave all US citizens including black Americans equal protection of the law</li> <li>• Considerable urban migration occurred following the abolition of slavery, opening up greater job opportunities to black Americans</li> <li>• More emphasis was placed on educational opportunities for black Americans by 1900.</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 rulings of the Supreme Court, especially the Slaughterhouse decision 1873, allowed state governments to erode the benefits of citizenship of black Americans</li> <li>• The proliferation of Jim Crow laws, throughout the southern states, effectively introduced a system of legal segregation in education, transport and public facilities</li> <li>• The growth of white terror organisations such as the Ku Klux Klan and the White League led to widespread intimidation of black Americans</li> <li>• Many ex-slave black Americans continued to work for white landowners for low wages in a lifestyle similar to that before emancipation.</li> </ul> <p>Other relevant material must be credited.</p>
3	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The</p>

indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.

Candidates are expected to reach a judgement on how far they agree with the statement that Martin Luther King made the most significant contribution to the development of black American civil rights in the years 1954–2009.

Arguments and evidence supporting the statement should be analysed and evaluated. Relevant points may include:

- He brought publicity and organisation to a number of significant civil rights protests such as the Montgomery Bus Boycott 1955–56
- He was instrumental in establishing the Southern Christian Leadership Conference (SCLC) in 1957, which was a civil rights organisation that supported the philosophy of non-violence
- His advocacy of peaceful protest and dynamic oratory were partly responsible for the Civil Rights Act 1964 and the Voting Rights Act 1965
- He was renowned worldwide as the symbolic leader of the civil rights movement and was recognised as such by being awarded the Nobel Peace Prize in 1964.

Arguments and evidence opposing the statement should be analysed and evaluated. Relevant points may include:

- Other black American civil rights groups existed separate from King, such as the SNCC and CORE
- More violent advocates of protest such as Malcolm X and the Black Panthers had significant influence over sections of the civil rights movement
- Decisions of the US Supreme Court such as Brown 1954 began the process of ending segregation, which gave encouragement to civil rights protesters to push for more changes
- Black Americans played an increasingly large role in city, state and national politics culminating in the election of Barack Obama as President in 2008
- The increasingly widespread geographical distribution of black voters after 2000 made them a powerful voting constituency in US politics.

Other relevant material must be credited.