

Mark scheme

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

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"> • 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. • Some relevant contextual knowledge is included, but presented as information rather than applied to the source material. • 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.
2	5–8	<ul style="list-style-type: none"> • Demonstrates some understanding of the source material and attempts analysis by selecting and summarising information and making inferences relevant to the question. • Contextual knowledge is added to information from the source material, but mainly to expand, confirm or challenge matters of detail. • 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.
3	9–14	<ul style="list-style-type: none"> • 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. • Detailed knowledge of the historical context is deployed to explain or support inferences as well as to expand, confirm or challenge matters of detail. • 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.

Level	Mark	Descriptor
4	15–20	<ul style="list-style-type: none"> • 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. • 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. • 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.
5	21–25	<ul style="list-style-type: none"> • 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. • 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. • 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.

Section B

Target: A01 (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"> • Simple or generalised statements are made about the topic. • Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question. • The overall judgement is missing or asserted. • There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.
2	5–8	<ul style="list-style-type: none"> • 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. • 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. • An overall judgement is given but with limited support and the criteria for judgement are left implicit. • The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.
3	9–14	<ul style="list-style-type: none"> • 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. • 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. • Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation. • The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence or precision.
4	15–20	<ul style="list-style-type: none"> • Key issues relevant to the question are explored by an analysis of the relationships between key features of the period. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands. • 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. • 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.

Level	Mark	Descriptor
5	21–25	<ul style="list-style-type: none"> • Key issues relevant to the question are explored by a sustained analysis and discussion of the relationships between key features of the period. • 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. • 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. • The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity and precision.

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. The indicative content below is not prescriptive and candidates are not required to include all the material that is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates must analyse and evaluate the sources to consider how far the historian could make use of them to investigate race relations in the USA during the Second World War.</p> <p>Source 1</p> <ol style="list-style-type: none"> 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: <ul style="list-style-type: none"> • This is an official proclamation signed by the President indicating its importance but it does not have the weight of a full Act passed by Congress • It is dated from the period just before the outbreak of war as the USA began to gear up rearmament but it remained in force throughout the war • It was issued in response to pressure from the NAACP and may have been an unwilling concession. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about race relations: <ul style="list-style-type: none"> • It provides evidence that the President was concerned about the issue of race relations or wished to appear to be concerned about race relations • It provides evidence of a concern to maximise resources for defence production • It suggests that there was serious discrimination on grounds of race that was affecting production • It provides evidence of the methods to be used to combat discrimination but with no precise penalties. 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: <ul style="list-style-type: none"> • The confirmation of racial problems in defence industries such as the strike and riots in Detroit in 1943 • Knowledge of the role of black workers in defence industries and the mass migration during the war from the south to the North and West • The difficulties facing Roosevelt in taking Congressional action against discrimination.

Question	Indicative content (continued)
1	<p>Source 2</p> <ol style="list-style-type: none"> 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: <ul style="list-style-type: none"> • The writer was a multi-talented black American who had actually witnessed these and similar events • Gordon Parks was a successful American citizen but also a civil rights activist • The autobiography was written at a time when civil rights issues enjoyed a high profile. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about race relations during the Second World War: <ul style="list-style-type: none"> • It provides evidence of discrimination and Jim Crow Laws in operation • It relates to Virginia, part of the old south • It provides evidence of black resentment but also acceptance of segregation • It suggests a contempt for black Americans on the part of the white conscripts in the light of their treatment of the black American girl. 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: <ul style="list-style-type: none"> • Knowledge of the operation of Jim Crow Laws throughout the southern states • Knowledge of the paradoxes thrown up for the USA by the war against Nazi Germany • Knowledge of the widespread violence used against black Americans in the South, and the concern about lynchings. <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"> • They both agree that there was discrimination • One source relates to the whole country and particularly the North and West where the defence industries were largely based and the other to the area of traditional discrimination, the South • Both sources indicate some improvement in race relations, i.e. the presidential concern shown in Source 1 and the fact that the author of Source 2, although a black American, was an officer.

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 that is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on 'how far were the gains made by black Americans in the years 1865–77 lost in the years 1883–1900.'</p> <p>Arguments and evidence supporting the statement that the gains made by black Americans in the years 1865–77 were lost in the years 1883–1900, should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The importance of the Supreme Court ruling on civil rights in 1883, opening the way for the proliferation of Jim Crow Laws • Mississippi introduced segregated rail travel in 1888 followed by Louisiana in 1890. Their right to do so was confirmed by Plessy versus Ferguson in 1896 • Segregation in hotels, restaurants, hospitals, sports etc. spread in the 1890s throughout the southern states • Lynching of black Americans to intimidate was high with 82% of all US lynchings in the 1890s being in the southern states • The right to vote was steadily whittled away throughout the South, e.g. Louisiana had 130,000 black voters in 1896 but only 5,320 in 1900 • Black representatives disappeared from the South Carolina state legislature by 1900 as in most other southern states and in the US congress. <p>Arguments and evidence opposing the statement that the gains made by black Americans in the years 1865–77 were lost in the years 1883–1900 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Slavery was not restored and there was considerable freedom of movement • The freedom to marry without a third party's consent remained • There was a continuing improvement in literacy and educational opportunities • There was a slow but increasing living standard with increases in the amount of land farmed by black Americans • Black Americans in the North continued to be able to vote. <p>Other relevant material must be credited.</p>

Question	Indicative content
3	<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 that is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on the statement that the role of the Supreme Court was highly significant in limiting the civil rights of black Americans in the years 1883–1900, and also in extending them in the years 1954–68.</p> <p>Arguments and evidence that support the statement that the role of the Supreme Court was highly significant in limiting the civil rights of black Americans in the years 1883–1900, and also in extending them in the years 1954–68, should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The importance of the Supreme Court ruling on civil rights in 1883, opening the way for the proliferation of Jim Crow Laws • The importance of Plessy versus Ferguson 1896 and other cases in the late 1890s in legalising segregation • The importance of the 1954 case, Brown versus the Board of Education • The role of Earl Warren and his rulings on desegregation in 1955 • The role played by the federal judiciary in facilitating civil rights up to 1968, for example the ruling on the Selma march in 1965. <p>Arguments and evidence that might modify the statement that the role of the Supreme Court was highly significant in limiting the civil rights of black Americans in the years 1883–1900, and also in extending them in the years 1954–68 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The Supreme Court did not instigate segregation and Jim Crow Laws. It merely made them possible • The initiatives for segregation came from individual southern states and reflected the prejudices of the populist white electorate • The initiative that led to the court ruling of 1954 came from a lengthy campaign by the NAACP • The 1955 rulings used the phrase 'with all deliberate speed' and did not produce instant or even extensive desegregation by 1960 • The passage of new legislation in 1964, 1965 and 1968, which owed much to the political skills of President Johnson and pressure from various civil rights groups, might be considered much more significant than the role of the Supreme Court in extending civil rights. <p>Other relevant material must be credited.</p>