

Please check the examination details below before entering your candidate information

Candidate surname				Other names							
Pearson Edexcel				Centre Number				Candidate Number			
International				[][][][][]				[][][][][]			
Advanced Level											
Time 2 hours				Paper reference				WHI03/1D			
History											
International Advanced											
PAPER 3: Thematic Study with Source Evaluation											
Option 1D: Civil Rights and Race Relations in the USA, 1865–2009											
You must have: Sources Booklet (enclosed)										Total Marks	

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer Question 1 in Section A and **ONE** question in Section B.
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 50.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*

Advice

- Read each question carefully before you start to answer it.
- Check your answers if you have time at the end.
- Good luck with your examination

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SECTION A

Answer Question 1. Write your answer in the space provided.

Study Sources 1 and 2 in the Sources Booklet before you answer this question.

1 How far could the historian make use of Sources 1 and 2 together to investigate attempts to introduce anti-lynching legislation in the 1930s?

Explain your answer using both sources, the information given about them and your own knowledge of the historical context.

(25)

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(Total for Question 1 = 25 marks)

TOTAL FOR SECTION A = 25 MARKS



SECTION B**Answer ONE question in Section B.****You must start your answer to your chosen question on the next page.****EITHER**

- 2** How accurate is it to say that the rulings of the Supreme Court were the most significant obstacle to the advancement of civil rights in the years 1865–1900?

(Total for Question 2 = 25 marks)**OR**

- 3** 'The Montgomery Bus Boycott had the most impact on the civil rights movement in the years 1954–2009.'

How far do you agree with this statement?

(Total for Question 3 = 25 marks)

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Indicate which question you are answering by marking a cross . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen question number: **Question 2** **Question 3**

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TOTAL FOR SECTION B = 25 MARKS
TOTAL FOR PAPER = 50 MARKS



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Pearson Edexcel International Advanced Level

Time 2 hours

Paper
reference**WHI03/1D****History****International Advanced****PAPER 3: Thematic Study with Source Evaluation****Option 1D: Civil Rights and Race Relations in the USA,
1865–2009****Sources Booklet****Do not return this Booklet with the question paper.****P67052A**

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Sources for use with Section A.

Source 1: From a letter by Walter White to Senator Edward Costigan, 27 November 1933. Walter White was the Secretary of the NAACP and an enthusiastic campaigner for the rights of black Americans.

I am writing to inquire if you would be willing to introduce a federal anti-lynching bill to Congress. As you will know a previous bill, drafted some years ago, was defeated by a filibuster* in the Senate. This had been led by senators from southern states that had the worst lynching record. It remains the belief of the NAACP that only a federal law will be effective in stopping lynchers in those states where no effective state law exists. 5

There are, of course, lawyers who have doubts as to the constitutional legality of a federal bill against lynching. However, it is our belief that only the United States Supreme Court can decide whether a bill is constitutional or not. We also believe that the situation is so serious that it is the duty of Congress to pass such a bill and let the Supreme Court decide its constitutional legality. 10

It is also our feeling that the arguments of the opponents of federal legislation are not convincing. They argue that lynching is nothing more than ordinary murder but lynching is more than murder. It is anarchy when a mob sets itself up as a judge, jury and executioner. Lynching, therefore, violates whatever rights the lynched person has as a citizen of the state in which he is lynched. It also deprives him of his rights as a citizen of the federal government. 15

*filibuster – obstructing or preventing the progress of legislation by prolonging debate

Source 2: From *The Crisis* magazine, June 1935. *The Crisis* was the official monthly magazine of the NAACP. Here it is commenting on the failure of the Costigan-Wagner anti-lynching bill to gain the approval of the Senate.

The campaign for the Costigan-Wagner federal anti-lynching bill was the best of many crusades against lynching. The supporters of the bill may be disappointed but a magnificent campaign was fought and the battle is not yet over. 20

The most significant aspect of this campaign is that it had widespread support in the south. Important southern daily papers, southern educators, churches and individuals in their hundreds rallied to aid this effort to provide punishment for lynchers. This has demonstrated that all future campaigns must discard the myth that the south is united in its thinking about the negro. 25

Another aspect of the Costigan-Wagner crusade was that many so-called friends of the negro, and so-called haters of lynching, from the north and west did not support the bill with their votes. They did nothing to break the filibuster. They voted to not discuss the bill anymore and to get onto 'more important' business. 30

Also significant was the great silence of the man in the White House. He said a few words against lynching before the actual test of votes in Congress came but, when that crucial hour to support the bill arrived, he said nothing.

The most important benefit of the campaign so far is that it accomplished more education against lynching than ten years of quiet work. Hundreds of groups all over the country have studied and debated lynching over the last two years. If, as the conservatives claim, the real way to bring about change is through education, then the fight for the Costigan-Wagner bill has been the most powerful educational force yet used against mob rule. 40

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