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**Pearson Edexcel**  
International  
Advanced Level

|                      |                      |
|----------------------|----------------------|
| Centre Number        | Candidate Number     |
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**History**  
**International Advanced Subsidiary**  
**Paper 3: Thematic Study with Source Evaluation**  
**Option 1D: Civil Rights and Race Relations in the USA, 1865–2009**

|   |                                    |
|---|------------------------------------|
| Sample assessment material for first teaching<br>September 2015<br><b>Time: 2 hours</b> | Paper Reference<br><b>WHI03/1D</b> |
|---|------------------------------------|

|  |             |
|--|-------------|
| <b>You must have:</b><br>Source 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 the question 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.

Turn over ►

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**SECTION A**

**Answer ALL questions.**

**Write your answers in the spaces 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 race relations in the USA during the Second World War ?

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

(25)

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[The live question paper will contain eight more pages of answer lines.]

**(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 far were the gains made by black Americans in the years 1865–77 lost in the years 1883–1900?

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

- 3** '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'

How far do you agree with these judgements?

**(Total for Question 3 = 25 marks)**

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Indicate which question you are answering by marking a cross in the box ☒. 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** ☒

(Area with 25 horizontal dotted lines for writing answers)

[The live question paper will contain nine more pages of answer lines.]

**TOTAL FOR SECTION B = 25 MARKS**

**TOTAL FOR PAPER = 50 MARKS**

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**Pearson Edexcel**  
International Advanced Level

**History**

**International Advanced Subsidiary**

**Paper 3: Thematic Study with Source Evaluation**

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

**Source Booklet**

Paper Reference

**WHI03/1D**

**Do not return this source booklet with the question paper.**

*Turn over* ►

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## Sources for use with Section A.

**Source 1:** From *Executive Order 8802*, issued by President Roosevelt, 25 June 1941. It was prompted in part by the threat of a march in Washington organised by the NAACP. The executive order remained in force throughout the war.

WHEREAS it is the policy of the United States to encourage full participation in the national defence program by all citizens of the United States, regardless of race, creed, color, or national origin, it is the firm belief that the democratic way of life within the nation can be defended successfully only with the help and support of all groups within its borders; and WHEREAS there is evidence that available and needed workers have been barred from employment in industries engaged in defence production solely because of considerations of race, creed, color or national origin, to the detriment of workers' morale and of national unity: 5

NOW THEREFORE, by virtue of the authority vested in me by the Constitution and the statutes, I do hereby declare that it is the duty of employers and of labor organisations, in furtherance of said policy and of this order, to provide for the full and equitable participation of all workers in defence industries, without discrimination because of race, creed, color, or national origin. 10

And it is hereby ordered as follows: 15

1. All departments of the Government of the United States concerned with vocational and training programs for defence production shall take special measures appropriate to assure that such programs are administered without discrimination because of race, creed, color, or national origin

2. All contracting agencies of the Government of the United States shall include in all contracts hereafter negotiated by them a provision obligating the contractor not to discriminate against any worker because of race, creed, color or national origin 20

3. There is established in the Office of Production Management a Committee of Fair Employment Practice which shall receive and investigate complaints of discrimination in violation of the provisions of this order and shall take appropriate steps to redress grievances which it finds to be valid. 25

**Source 2:** From *A Choice of Weapons*, an autobiography by **Gordon Parks**, published in 1966. Parks was an African-American novelist, photographer, filmmaker and civil war activist. During the war he was a reporter-writer with officer rank, assigned to an all-black air force unit. Here he recalls an incident in Virginia during the war.

We filed out when the ferry whistled. It was still raining and I and four negro soldiers stood near the edge of the dock watching the boat fasten into the dock. Through the wetness I noticed a sign reading COLOURED PASSENGERS and another reading WHITES ONLY. The four black soldiers moved automatically to the coloured side and so did I. How ironic, I thought, such nonsense would not stop until we were in enemy territory. 5

After all the outgoing passengers were off, we started forward. Then I saw a negro girl step from the ferry. She was in the direct line of a large group of white enlisted men who stampeded to the boat, screaming at the top of their voices. I saw the girl fall beneath them into the mud and water. The four negro soldiers saw her go down. The five of us rushed to her rescue. She was knocked down several times before we could get to her and pull her from the scrambling mob. 10

'You lousy white bastards!' one of the negro soldiers yelled.

### Acknowledgements

Source 1 is from President Roosevelt, *Executive Order 8802*, 25 June 1941.

Source 2 is from Gordon Parks, *A Choice of Weapons*, 1966.

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