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# **Mark scheme (Results)**

June 2017

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 last candidate in exactly the same way as they mark the first.
- 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.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- 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.

## How to award marks

### Finding the right level

The first stage is to decide which level the answer should be placed in. To do this, use a 'best-fit' approach, deciding which level most closely describes the quality of the answer. Answers can display characteristics from more than one level, and where this happens markers must use their professional judgement to decide which level is most appropriate.

### Placing a mark within a level

After a level has been decided on, the next stage is to decide on the mark within the level. The instructions below tell you how to reward responses within a level. However, where a level has specific guidance about how to place an answer within a level, always follow that guidance.

Markers should be prepared to use the full range of marks available in a level and not restrict marks to the middle. Markers should start at the middle of the level (or the upper-middle mark if there is an even number of marks) and then move the mark up or down to find the best mark. To do this, they should take into account how far the answer meets the requirements of the level:

- If it meets the requirements *fully*, markers should be prepared to award full marks within the level. The top mark in the level is used for answers that are as good as can realistically be expected within that level
- If it only *barely* meets the requirements of the level, markers should consider awarding marks at the bottom of the level. The bottom mark in the level is used for answers that are the weakest that can be expected within that level
- The middle marks of the level are used for answers that have a *reasonable* match to the descriptor. This might represent a balance between some characteristics of the level that are fully met and others that are only barely met.

## 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>• 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>• 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>• 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 to consider how far the historian could make use of them to investigate the reasons for Barack Obama's victory in the 2008 presidential election.</p> <p>Source 1</p> <ol style="list-style-type: none"><li>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"><li>• As a Washington correspondent, Shipman would have followed and reported on the election campaign</li><li>• Reporting from a British newspaper might allow a more neutral perspective</li><li>• Being a newspaper article, and therefore having to work to a tight deadline, might not allow time for real reflection on the reasons for victory.</li></ul></li><li>2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the reasons for Barack Obama's victory in the 2008 presidential election.<ul style="list-style-type: none"><li>• It implies that Obama had run an inspirational campaign</li><li>• It claims that he had run 'perhaps the most formidable campaign organisation in US political history.'</li><li>• It suggests his appeal had transcended race.</li></ul></li><li>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"><li>• Obama's fundraising for the campaign was a huge success. His campaign attracted over three million donors and raised \$650 million</li><li>• His success in attracting young voters. Obama won 54% of the white vote of those under the age of 30</li><li>• His use of new social media platforms allowed him to portray himself as the candidate representing the younger generation.</li></ul></li></ol>



Question	Indicative content
	<p>Source 2</p> <ol style="list-style-type: none"> <li>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"> <li>• The article was written and published shortly after the events they discuss</li> <li>• The writer was acknowledged as an expert on American political affairs</li> <li>• The tone of the article indicates admiration for Obama.</li> </ul> </li>   <li>2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the reasons for Barack Obama's victory. <ul style="list-style-type: none"> <li>• It claims that the mistakes of Obama's opponents were crucial to his victory</li> <li>• It suggests that his opponent struggled to maintain the support of his core vote</li> <li>• It implies that the election could have gone either way if crucial decisions had been different.</li> </ul> </li>   <li>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"> <li>• Obama was 47 whereas John McCain was 72</li> <li>• Sarah Palin displayed a widespread ignorance of key issues during the election campaign</li> <li>• Obama pledged to create 5 million new 'Green' jobs.</li> </ul> </li> </ol> <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"> <li>• They both have admiration for the organisation of Obama's campaign</li> <li>• Source 1 focuses much less on the mistakes of his opponents than source 2</li> <li>• Source 1 focuses on Obama's widespread appeal across the races in a way that source 2 does not.</li> </ul>

Question	Indicative content
	Other relevant material must be credited.

## 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 were successful in preventing the advancement of civil rights in the years 1865-1877 and 1933-45.</p> <p>Arguments and evidence supporting the statement that the influence of southern Democrats were successful in preventing the advancement of civil rights in the years 1865-1877 and 1933-45 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 they continued their opposition to reconstruction in the southern states thereby helping to bring it to an end in 1877</li><li>• Democrats supported white terror group activity helped to undermine Republican Party organisation in the south and threaten civil rights gains. By 1875 only Louisiana, Florida and South Carolina of the former confederate states remained in Republican hands</li><li>• Southern Democrats' influence ensured that New Deal programmes benefited white Americans</li><li>• Southern Democrats' influence ensured that no attempt was made by the federal government to interfere with the Jim Crow Laws</li><li>• Roosevelt's 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.</li></ul> <p>Arguments and evidence opposing the statement that the influence of southern Democrats were successful in preventing the advancement of civil rights in the years 1865-1877 and 1933-45 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Major advances in civil rights, such as the 1875 Civil Rights Act, were made despite opposition from southern Democrats</li></ul>

- Despite opposition from southern Democrats Congress passed the Reconstruction Acts of 1867. These acts led to black voting majorities in five southern states
- Despite opposition of southern Democrats, the ratification of both the Fourteenth and Fifteenth amendments to the Constitution by 1870, gave freed slaves the full rights of citizenship
- The growth in support for the Democratic Party amongst black voters, especially in the 1936, presidential and congressional elections indicated that they felt that their cause was being helped by the New Deal
- Roosevelt's elevation of blacks into senior positions in government suggests that any obstruction by southern Democrats was unsuccessful.

Other relevant material must be credited.

3

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.

Candidates are expected to reach a judgement on the statement that the influence of individual campaigners explains the advances in civil rights made by black Americans in the years 1883-c1900 and 1954-68.

Arguments and evidence supporting the statement that the influence of individual campaigners explains the advances in civil rights made by black Americans in the years 1883-c1900 and 1954-68 should be analysed and evaluated. Relevant points may include:

- Booker T Washington founded the Tuskegee Institute which operated to advance the education of black men
- In Washington's 1895 'Atlanta Compromise' speech he campaigned to accept social segregation in return for white people accepting that black Americans could advance economically within society
- The impact of Martin Luther King in promoting the message of non-violent, peaceful protest helped to turn civil rights protest into a moral crusade
- King's oratorical skills and effective media presence helped raise the national profile of the civil rights movement
- Campaigners such as Rosa Parks promoted protest and change through sparking events such as the Montgomery Bus boycotts
- The work of Malcolm X, the Nation of Islam and the Black Power movement in promoting an alternative to King's style of protest.

Arguments and evidence opposing the statement that the influence of individual campaigners explains the advances in civil rights made for black Americans in the years 1883-c1900 and 1954-68 should be analysed and evaluated. Relevant points may include:

- Despite the influence of individual campaigners the years 1883-c1900 witnessed many setbacks rather than advances in the cause e.g. segregated rail travel was introduced by Mississippi in 1888 and Louisiana in 1890
- Despite the work of individual campaigners the proliferation of the Jim Crow Laws, in the years 1883-c1900, was a major setback for the civil rights of black Americans
- Key decisions of the Supreme Court such as Brown v Board of Education case 1954 were more important than the role of individual campaigners
- The influence of presidents such as Kennedy and Johnson in securing civil rights legislation were more important than the role of individual campaigners
- Tension between civil rights campaigners hindered rather than helped advance their cause
- The role of the media in highlighting the intransigence of some

opponents of civil rights, such as 'Bull' Connor, helped promote the civil rights cause more.

Other relevant material must be credited.