



Pearson
Edexcel

Mark Scheme (Results)

Summer 2018

**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
	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.
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.

Level	Mark	Descriptor
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: 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
	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 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 for an enquiry into attitudes towards violent black protest in the mid-1960s.</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">• Malcolm X is in a good position to know about the impact of white violence on black Americans and this knowledge helps explain his support for more militant black protest• Malcolm X is making a speech to the press and this may account for the provocative tone he is using• By suggesting his support for more militant action Malcolm X is putting pressure on the government. <p>2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences for an enquiry into attitudes towards violent black protest in the mid-1960's:</p> <ul style="list-style-type: none">• It provides evidence that Malcolm X rejects non-violence and feels justified in encouraging more militant action• It indicates that Malcolm X considered the use of more militant action as self-defence against the upsurge in violence expected to be directed at black Americans that year• It provides evidence that Malcolm X saw violence and increased militant action as a response to white attacks and not as a tactic on its own. <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">• Malcolm X had a strong following in the urban ghettos of the north but limited support from white middle-class Americans who were more sympathetic to King's non-violent approach• In March 1964 the Civil Rights Bill was being debated in the Senate• The treatment of black Americans at Birmingham Alabama in 1963 and its media coverage had enlivened calls for more militant responses. <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"> • As British Ambassador Dean would be expected to keep abreast of all developments and present accurate information to his own government • The tone of the letter is one of alarm because of the growth of violence and extremism • The confidential nature of the letter enabled Dean to be candid in his observations. <p>2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about attitudes towards violent black protest in the mid 1960's:</p> <ul style="list-style-type: none"> • It suggests that there has been a profound shift towards calls for more violence • It indicates that recent developments have led to a profound split in the civil rights movement • It indicates that President Johnson has taken a direct interest in these developments and implies executive concern. <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"> • Stokely Carmichael, of the SCNC, had used the phrase 'Black Power' to signal a new kind of activism which encouraged black men to rise up and take over • The formation, in 1966, of the Black Panther party with its ten point radical programme • Urban riots, such as those in the Watts area of Los Angeles, had contributed to an upsurge in more militant black protest in 1965. <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 indicate that increased black violence and militancy is likely with Source 2, published later in 1966, suggesting it is being more widely adopted by the black community • Source 2 focuses more on the broader implications for the unity of the civil rights movement than Source 1 does • Source 2 shows a British diplomat's 'Washington Insider' perspective in a way that Source 1 doesn't. <p>Other relevant material must be credited.</p>

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 extent to which the impact of decisions made by President Andrew Johnson (1865-69) was the most significant obstacle to the advancement of civil rights in the years 1865-77 and 1883-1900.</p> <p>Arguments and evidence supporting the statement should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• Johnson allowed former senior confederates to take up high political office in southern states such as Mississippi and didn't prevent them from not ratifying the Thirteenth Amendment• Johnson supported special presidential pardons for wealthy former confederates• Johnson failed to prevent the introduction of 'Black Codes' in many southern states which was likened to a reintroduction of slavery <p>President Andrew Johnson used his veto to obstruct bills which could have helped black Americans such as the extension to the Freedmen's Bureau and the first Civil Rights Act 1866</p> <p>Johnson's strong commitment to obstructing civil rights was also partly responsible for emboldening southern Democrats to continue their opposition in the period after 1883.</p> <p>Arguments and evidence opposing the statement that should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• The passing of acts by Congress, such as the Military Reconstruction Act 1867, required former confederate states to recognise the rights of black Americans to vote• Congress's impeachment of the President largely neutralised his decision making powers and was a recognition that his lukewarm support for individual rights needed to change• Increasing support for white organisations such as the Ku Klux Klan and the White League hindered the advancement of civil rights for black Americans• The spread of Jim Crow laws throughout the south was a severe obstacle to black Americans• Supreme Court rulings, such as Plessy vs Ferguson 1896, was a major setback for black Americans. <p>Other relevant material must be credited.</p>

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 how far you agree that the rulings of the Supreme Court were the key factor limiting civil rights in the years 1865- 1956.

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

- The 'Slaughterhouse' ruling (1873) hindered advancement by ruling that the Fourteenth Amendment did not protect the civil rights that black individuals received from state citizenship
- Multiple Supreme Court rulings in 1883 including the US v Stanley declared the Civil Rights Act 1873 to be unconstitutional
- Plessy v Ferguson ruling in 1896 enshrined the idea of 'separate but equal' and therefore further entrenched the idea of legal separation
- In 1936 the Agricultural Adjustment Administration was ruled to be unconstitutional and so the 40% of blacks working as farmers were financially hit hard
- The 1955 rulings on Brown II used the phrase 'with all deliberate speed' and did not produce instant or even extensive desegregation.

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

- Brown v. Board of Education (1954) unanimously held that the racial segregation of children in schools violated the Fourteenth Amendment and put the Constitution on the side of racial equality
- Browder v Gayle (1956) declared legal segregation of black and white passengers on public transport to be unconstitutional thereby giving a boost to protests such as the Montgomery bus boycott
- Actions of individual states in introducing Jim Crow laws were a more important factor in limiting civil rights
- Fervent opposition to anti-lynching legislation during Roosevelt's administration severely limited the rights of black Americans
- The disparate nature of civil rights protest groups such as the NAACP and CORE worked against the advancement of civil rights.

Other relevant material must be credited.