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## Mark Scheme (Results)

January 2019

Pearson Edexcel International Advanced Level  
In History (WHI03) Paper 1D

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
	<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>

<b>Level</b>	<b>Mark</b>	<b>Descriptor</b>
<b>5</b>	<b>21–25</b>	<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
<b>1</b>	<p>Answers will be credited according to candidates' 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 investigate the attitudes of black Americans to their position in society at the end of the nineteenth century.</p> <p><b>Source 1</b></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"><li>• The pamphlet is written ten years after the seminal Supreme Court judgement and so the author has had time to consider the implications of it for black Americans</li><li>• The tone of the writing is angry regarding the damage done to the position of black Americans</li><li>• As a senior black American clergyman, he would expect his opinions to be considered and have some influence in the community.</li></ul> <p>2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the attitudes of black Americans to their position in society at the end of the nineteenth century.</p> <ul style="list-style-type: none"><li>• It claims that the Supreme Court decision has severely damaged the position of blacks in American society ('decision alone authorises and now sustains all the unjust discriminations')</li><li>• It implies that the changes brought about by the decisions are a stain on the status and reputation of the US ('the US can never be accepted as a civilised, much less a Christian, country')</li><li>• It claims that the decisions have stirred up tension between the black and white communities.</li></ul> <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"><li>• The cases that came before the Supreme Court in 1883 were diverse and ranged over claims of racial discrimination in businesses such as hotels, theatres and railways</li><li>• The Civil Rights Act of 1875 was declared unconstitutional by an 8–1 majority verdict</li><li>• As a result of the judgements, many of the gains made by black Americans during Reconstruction were lost and they were now open to racial discrimination by individuals and businesses.</li></ul>



Question	Indicative content
	<p><b>Source 2</b></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"> <li>• The speech was delivered in 1900 therefore enabling Washington to speak after having experienced the changes to the position of black Americans</li> <li>• The speech was delivered to an official national association and so the tone and content of the speech was conciliatory</li> <li>• Washington was a prominent advocate of rights for black Americans at the time and might expect his views to be read.</li> </ul> <p>2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the attitudes of black Americans to their position in society at the end of the nineteenth century.</p> <ul style="list-style-type: none"> <li>• It claims that education is the key to improving the position in society of black Americans ('industrial education will have a special place in helping black Americans out of our present state')</li> <li>• It implies that black Americans may have expected too much to be done for them and claims that they need to be more self-reliant ('the black man should seek to make himself')</li> <li>• It suggests that significant change will be a lengthy and slow process to achieve.</li> </ul> <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"> <li>• Washington was a prominent campaigner of the period and was well known for founding the Tuskegee Institute, a black school in Alabama devoted to training teachers</li> <li>• Washington offered the doctrine of accommodation, acquiescing in social and political inequality for blacks while training them for economic self-determination through education</li> <li>• In 1895 Washington had delivered the Atlanta Compromise address, which outlined the key features of racial accommodationism.</li> </ul> <p><b>Sources 1 and 2</b></p> <p>The following points could be made about the sources in combination:</p> <ul style="list-style-type: none"> <li>• They both agree that the position of black Americans within society is poor and that improvement is needed</li> <li>• Source 1 is more critical in its tone of the US and emphasises the injustices perpetrated on the black community in a way that Source 2 does not</li> <li>• Source 2 emphasises the role that black Americans have in improving themselves in a way that Source 1 does not.</li> </ul>

## 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 which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on the statement that developments in the years 1933–45 under Roosevelt's presidency improved the lives of black Americans more than developments in the years 1865–77.</p> <p>Arguments and evidence supporting the statement should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Aid provided by New Deal agencies was significant and helped improve the lives of black Americans, e.g. the WPA had one million black Americans working for it by 1939</li><li>• Roosevelt helped to elevate the status of black Americans by appointing black advisers such as Mary McLeod Bethune. The phrase 'a black cabinet' was in common usage</li><li>• The creation of the Resettlement Administration coordinated the programme of state aid for the rural poor. Between 1935 and 1938 funding was provided for all black American farming projects</li><li>• During the Second World War many black Americans migrated north and west and found skilled work in the new defence-related industries</li><li>• By 1877 both federal and state legislatures had overturned or compromised advances previously made, e.g. in 1869 Congress refused to provide extra funding for the Freedman's Bureau.</li></ul> <p>Arguments and evidence opposing the statement should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The 13th Amendment to the constitution was passed in 1865 which banned slavery in all the American states</li><li>• The Military Reconstruction Act 1867 required former confederate states to recognise the rights of black Americans to vote</li><li>• Considerable urban migration occurred following the abolition of slavery, opening up greater job opportunities to black Americans</li><li>• The Reconstruction Act of 1867 led to the enfranchisement of 703,000 ex-slaves</li><li>• The Jim Crow Laws in many of the southern states continued and the lack of legislation to address black grievances, including the failure to achieve anti-lynching legislation, was evident in the years 1933–45.</li></ul> <p>Other relevant material must be credited.</p>

3

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 which is indicated as relevant.

Candidates are expected to reach a judgement on how accurate it is to say that the Brown v Board of Education Supreme Court ruling was the most significant advance in the struggle for civil rights in the years 1954–2009.

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

- The Brown ruling overturned Plessy v Ferguson 1896, which had created the concept of 'Separate but equal'
- The 9–0 unanimous ruling sent a clear signal to opponents that the change it was bringing was significant
- The Brown ruling sparked many attempts to begin desegregation. NAACP groups encouraged black parents to send their children to 'white' schools
- The manner of the class action lawsuit brought by the NAACP acted as a model for future civil rights legal challenges
- The Brown decision sounded the death knell for the Jim Crow Laws throughout the United States and was a catalyst in launching the modern Civil Rights Movement.

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

- The passing of Brown II in 1955, with its reference to 'all deliberate speed', implied that the original ruling was ignored by many
- The emergence of influential civil rights activists such as Martin Luther King and his subsequent actions were more significant
- The passing of the Civil Rights Act 1964 formally brought to an end legal segregation
- The passing of the Voting Rights Act 1965 gave a major boost to the registering of black Americans to vote
- The symbolic importance of the election of Barack Obama as president in 2008.

Other relevant material must be credited.