



Mark Scheme (Results)

Summer 2022

Pearson Edexcel International Advanced  
A Level in History (WHI03/1D)

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 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 investigate the political attitudes of the victorious Federal Government towards the defeated Southern States in 1866-67.</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>• As an official congressional report, it might be expected to have studied in detail the relevant issues and be informed</li><li>• Being a bipartisan report, it might be seen as an attempt to build a consensus about the future of the Southern States</li><li>• The imbalance between the political parties on the committee might be seen as skewing its political independence</li><li>• The language used is often partisan and inflammatory regarding the Southern States.</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 political attitudes of the victorious Federal Government towards the defeated Southern States in 1866-67.</p> <ul style="list-style-type: none"><li>• It indicates that the committee is critical of the recent actions of the Southern States ('without justification, rose in rebellion' 'opened hostilities and waged war against the government.')</li><li>• It implies that any hostility to the Southern States has been partly caused by their own actions ('unrepentant and unpardoned rebels have been placed in positions of power.')</li><li>• It claims that it is the job of Congress to take firm action regarding the status of the Southern States ('Congress cannot recognise' 'Congress cannot allow such communities to participate in the government').</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 committee produced both a majority and minority report which split along party lines</li><li>• Radical Republicanism, which advocated a restructuring of Southern society, including providing civil rights protections, was becoming more prominent as a force in Congress following electoral gains in 1866</li><li>• The commission deliberated at a time of growing white violence against black Americans, e.g.in May 1866, in Memphis Tennessee, a white attack on black Americans left 46 people dead.</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>• As President, Johnson would be expected to have firm opinions on the need to maintain unity within the United States</li> <li>• As a southern Democrat, Johnson might be expected to take a sympathetic viewpoint towards the position of the Southern States</li> <li>• The language used is broadly conciliatory.</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 political attitudes of the victorious Federal Government towards the defeated Southern States in 1866-67.</p> <ul style="list-style-type: none"> <li>• It indicates that the political community is divided as to what to do about the Southern States ('I have to differ from Congress.' 'These acts of Congress are objectionable')</li> <li>• It suggests that Johnson is trying to be conciliatory in his striving for an agreement over the Southern States ('no desire to save those who rebelled against the ... Government ... consequences of their great crime.')</li> <li>• It implies that this is a moment of significant constitutional importance for the United States ('rights guaranteed by the Constitution can be broken ... they can be destroyed everywhere and for all time.').</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>• Johnson, although anti-confederate, had been both a slave owner and a War Democrat who had some sympathy for the Southern States</li> <li>• In May 1865 Johnson had extended a general pardon to former confederate supporters who were willing to take an oath of allegiance to the USA</li> <li>• Political hostility to Johnson's action was shown in 1868 when Congress considered the impeachment of the President. He survived in office by one vote.</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>• Both sources agree that the issue of the Southern states is both politically and morally contentious</li> <li>• Source 1 takes on a more punitive tone towards the Southern states whereas Source 2 appears more conciliatory</li> <li>• The sources differ as to the constitutional status of the Southern states following the ending of the civil war.</li> </ul>

## Section B: Indicative content

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

Question	Indicative content
<b>2</b>	<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 political and economic problems that black Americans had faced in the years 1883-1900 were seriously addressed during FD Roosevelt's time as President.</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>• Under Roosevelt aid provided by New Deal agencies, especially in the Southern States, was significant and a radical departure from earlier times</li><li>• During Roosevelt's presidency the switch in voting habits of black Americans, with 71 per cent supporting him in 1936, indicated gains by them</li><li>• One of Roosevelt's key New Deal agencies, the Works Progress Administration (WPA), had 1 million black Americans working for it by 1939</li><li>• Enough black Americans, like Mary McLeod Bethune, found themselves in leadership positions that there was even talk of a 'black Cabinet' of FDR advisers.</li></ul> <p>Arguments and evidence opposing the statement and/or that other factors were more important should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Roosevelt did nothing to tackle the continuation of the Jim Crow Laws in many of the southern states and failed to introduce legislation to address black grievances, e.g. anti-lynching legislation</li><li>• Lynchings, which were commonplace in the late nineteenth century, actually increased in Roosevelt's first year as President</li><li>• Roosevelt did little to combat the continued influence of southern white Americans in the Democratic Party, which acted as a brake on any advances in civil rights</li><li>• During Roosevelt's presidency differential treatment of black Americans continued. Many of the New Deal agencies, e.g. the CCC continued to disadvantage black Americans</li><li>• During Roosevelt's presidency legal rulings such as <i>Grovey v Townsend</i> 1935 challenged remaining Reconstruction legislation</li><li>• During Roosevelt's presidency segregation in housing policy continued, e.g. the Federal Housing Agency continued to refuse to give mortgages to black families in traditionally white neighbourhoods</li><li>• During Roosevelt's presidency nothing was done to ameliorate the pernicious effects on black American rights of Supreme Court rulings such as <i>Plessy v Ferguson</i> 1896 or <i>Williams v Mississippi</i> 1898.</li></ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
3	<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 advocates of black militancy made only limited contribution to improving the civil rights of black Americans in the years 1954- 2009.</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>• The rather disparate nature of the black power movement, with no agreement as to exactly what it stood for, limited its ability to seriously influence political events</li> <li>• Malcolm X failed to build alliances with the radical elements in the more widely supported civil rights groups such as SNCC and CORE. His influence as an influential advocate of militancy was cut short by his assassination</li> <li>• The Black Panther Party never exceeded 5000 members and was largely confined to certain areas of northern cities such as Chicago and parts of California</li> <li>• Many of the significant pieces of civil rights legislation which improved the political lives of black Americans, e.g. Voting Rights Act 1965 had little to do with black militancy</li> <li>• The campaigns of the NAACP partly resulted in key decisions of the Supreme Court such as Brown v Board of Education 1954. All this predated the black power movement</li> <li>• The increasing number of elected black Americans at both State and National level as well as the emergence of a significant black middle class after 2000 was indicative of a rejection of direct militant action</li> <li>• Barack Obama's election as president in 2008 was of symbolic importance as the embodiment of the rejection of black militancy.</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 Black Power movement encouraged more militant action to tackle black poverty in inner cities and staged high publicity protests such as at the 1968 Olympics drawing attention to inequality</li> <li>• The Black Power movement not only represented a change in tactical strategy, but also a change in mind-set for black Americans. This resulted in the development of a more overt black cultural movement</li> <li>• Malcolm X was a gifted orator and this ability made him a popular guest on television, radio shows and on university campuses. This helped disseminate an alternative vision for black Americans</li> <li>• Race riots and direct militant protest in the years 2000-2009 especially in response to police shootings of black Americans, e.g. Cincinnati 2001, Oakland 2009 kept the issue of race at the forefront of political debate</li> <li>• The Black Power movement helped organize scores of community self-help groups and institutions that did not depend on white people and mobilized black voters. Many of these remained important into the twenty first century.</li> </ul> <p>Other relevant material must be credited.</p>

