Pearson Edexcel

Mark Scheme (Results)

January 2024

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**	• 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**	• 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**	• 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**	• 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**	• 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**	• 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**	• 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**	• 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**	• 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**	• 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	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. Other relevant material not suggested below must also be credited. Candidates must analyse and evaluate the sources to investigate the significance of the Supreme Court rulings in the case of *Brown v the Board of Education* (1954-55). **Source 1** 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: • The newspaper was published in a southern state and so might be expected to take a sceptical position with regards to the legitimacy of the rulings • The date of publication was immediately after the *Brown II* ruling and so might not have had time to adequately assess the impact • The tone of the article, as exemplified by its title 'Noisy negro radicals', is angry. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about investigate the significance of the Supreme Court rulings in the case of *Brown v the Board of Education* (1954-55). • It claims that those demanding the rulings be quickly enforced are not representative of the views of the black community ('do not represent… attitudes towards segregation among members of their own race.') • It claims that most black American parents in Mississippi were not in favour of school desegregation ('The overwhelming majority',' do not want their children mingling with white children') • It implies that white people and their attitudes are under threat from black minority activists supporting desegregation ('will need to be patient', 'patience can be strained to breaking point by the fanatical…') • It suggests that racial tensions in the South have been inflamed by the rulings (will inevitably lead to the kind of violence which they would want to avoid.'). 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: • 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 vigorously encouraged black parents to send their children to 'white' schools.

Question	Indicative content
	Source 2 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: • As British Ambassador, Makins would be expected to keep abreast of all developments and present accurate information to his own government • The content of the memorandum is wide-ranging in its consideration of the significance of the rulings • The date of the memorandum would have given time to witness and reflect on reactions to the rulings in different areas of the USA. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about investigate the significance of the Supreme Court rulings in the case of *Brown v the Board of Education* (1954-55). • It indicates that the rulings have changed little with regard to school desegregation in certain areas ('No attempt has been made to comply with the Supreme Court rulings in any of these states.') • It claims that the debate sparked by the rulings has inflamed racial tensions in the South ('to worsen the colour problem in the South.') • It implies that the rulings are transformatory for race relations in the US ('marks a turning point', 'The weight of the decision as a legal precedent',' many other decisions may be expected to follow.'). 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: • The need to pass *Brown II* in 1955, with its reference to 'all deliberate speed', implied that the original ruling was ignored by many • The manner of the class action lawsuit brought by the NAACP acted as a model for future civil rights legal challenges • The *Brown* decisions sounded the death knell for the Jim Crow Laws throughout the United States and was a catalyst in launching the modern Civil Rights Movement. **Sources 1 and 2** The following points could be made about the sources in combination: • Both sources emphasise how the rulings seemed to have inflamed racial tensions in the southern states • Both sources emphasise that racial violence because of the rulings remained a distinct possibility • Source 2 highlights the historical significance of the rulings in a way that Source 1 does not • Source 2, written by an outsider, brings greater objectivity to the issues than Source 1.

Section B: Indicative content

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

Question	Indicative content
2	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 whether Constitutional Amendments introduced during the Reconstruction period (1865–77) did little that significantly improved the lives of black Americans in the years 1865-1900. Arguments and evidence supporting the statement should be analysed and evaluated. Relevant points may include: • Radical Republicans initially were disillusioned by the lack of enforcement of the spirit of the 13th Amendment. This continued to be an issue throughout the period • Later Supreme Court rulings, most notably in 1883 and 1896, weakened the changes brought about by the Fourteenth and Fifteenth Amendments • Southern states passed discriminatory Black Codes and later Jim Crow Laws that undermined the constitutional changes enacted during the Reconstruction period • Specific states, e.g. Virginia, challenged the 14th Amendment by requiring segregated public schools; many Southern states made little effort to support black Americans in white schools • Despite their changed constitutional status, many ex-slave black Americans continued to work for white landowners for low wages in a lifestyle similar to that before emancipation. Arguments and evidence opposing the statement should be analysed and evaluated. Relevant points may include: • The 13th Amendment confirmed Lincoln's Emancipation Proclamation and abolished slavery. This enabled a Freedman's Bureau to be established to oversee black rights • The 14th Amendment guaranteed the rights to black Americans of equality before the law and against discrimination by states • The 15th Amendment granted the right to vote for black men. This resulted in black Americans being elected to office across the south, including two federal Senators and 15 members of the House • With more constitutional rights granted, there was a big improvement in black education, literacy and freedom of movement. More emphasis also was placed on educational opportunities for black Americans by 1900 • It was only in southern states, not across the whole union, that restrictive laws developed to challenge the Amendments. For most areas, the rights remained in place throughout the period. Other relevant material must be credited

Question	Indicative content
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 whether President Lyndon Johnson (1963-68) was much more successful than President Roosevelt (1933-45) in addressing the problems faced by black Americans. Arguments and evidence supporting the statement should be analysed and evaluated. Relevant points may include: • Johnson persuaded Congress to pass the Civil Rights Act (1964), which brought an end to legal segregation by attacking both *de jure* and *de facto* racial segregation across the US • Johnson addressed the issue of voter suppression by signing the Voting Rights Act (1965) into law which, amongst other things, outlawed literacy tests. Roosevelt had failed to address this issue • Johnson attempted to rectify inequalities in housing by passing the Fair Housing Act (1968), which outlawed discrimination on the basis of colour or race in the rent or sale of houses • Johnson partially addressed the issue of social and professional mobility by making the symbolically important appointment of the first black American US Supreme Court judge in Thurgood Marshall • Johnson's education reforms, such as the Elementary and Secondary Education Act (1965), aimed to, and did, improve black access to Education • Roosevelt did little to tackle the Jim Crow Laws or take effective action against lynching • Roosevelt struggled to restrain the influence of southern white Americans in the Democratic Party. Johnson's political skill and powers of persuasion largely overcame their opposition. Arguments and evidence opposing the statement should be analysed and evaluated. Relevant points may include: • Roosevelt's New Deal Agencies provided significant economic assistance in a way not seen before, e.g. the Works Progress Administration had one million black Americans working for it by 1939 • Significant progress was made by Roosevelt in challenging discriminatory practices, e.g. establishing the Fair Employment Practices Committee (1941) • Roosevelt's success in helping black Americans was indicated by the high level of black voter support in the 1936 election, which signalled the beginning of a long-term trend of support towards the Democrats • Roosevelt was ground-breaking in his willingness to appoint black advisers such as Mary McLeod Bethune. The phrase 'a black cabinet' was in common usage • The impact of Johnson's legislation did not prevent the 239 outbreaks of racial violence in over 200 US cities, which broke out in the years 1964-68.

	Other relevant material must be credited.

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