Pearson Edexcel

Mark Scheme (Results)

June 2024

Pearson Edexcel International Advanced 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.

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 reasons for Barack Obama's victory in the 2008 presidential election. **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 author of the article, as chief political correspondent, would have followed and reported on the election campaign and so would have an in-depth knowledge of the events • Reporting from a liberal perspective might lead to an over emphasis on the positive qualities of Obama • Being a newspaper article, and therefore working to a tight deadline, might not allow time for considered reflection on the reasons although reflecting what was felt to be important then. 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. • It indicates that Obama offered something new to the American electorate ('embraced Obama's call for a change in the direction and the attitudes of the country.') • It claims that mistakes made by Sarah Palin had damaged the Republican cause ('Ms Palin, who had caused a series of embarrassments for him.') • It implies that McCain was unlucky but also misread the mood of the nation ('economic collapse… the middle of the general election campaign.',' pledged not to leave Iraq without a victory'). 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: • Obama's success in attracting young voters. Obama won 54% of the white vote of those under the age of 30 • Obama was 47 whereas John McCain was 72 • Sarah Palin displayed a widespread ignorance of key issues during the election campaign.

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: • The article was written and published two days after the events they discuss when the scale of the victory for Obama was clearer • *Politico* magazine took a non-aligned position and therefore might be expected to be objective in its reportage • The tone of the article indicates admiration for the campaign run by Obama. 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. • It indicates that Obama gained support from many sections of American society ('drew his support from many of the racially-mixed suburban areas around cities.') • It claims that Obama's campaign was much better organised throughout ('McCain and his campaign also lagged far behind Obama in every key area — money, organization, discipline.') • It implies that the election campaign witnessed a breaking down of traditional political attitudes in America ('by a new face of America', 'were not guided by traditional cultural attachment'). 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: • Obama's fundraising for the campaign was a huge success. His campaign attracted over three million donors and raised $650 million • Obama's use of new social media platforms allowed him to portray himself as the candidate representing the younger generation • Obama pledged to create 5 million new 'Green' jobs whereas McCain campaigned on more traditional issues such as tax cutting. **Sources 1 and 2** The following points could be made about the sources in combination: • Both sources display admiration for the organisation of Obama's campaign • Source 1 focuses much more on the mistakes of his opponents than Source 2 • Source 2 focuses on Obama's widespread appeal across the races in a way that source 1 does not.

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 the main problems facing black Americans, in the years 1865–77 and 1883–1900, were economic rather than political. Arguments and evidence supporting the statement should be analysed and evaluated. Relevant points may include: • Many formerly enslaved black Americans continued to work for white landowners for low wages in a lifestyle similar to that before emancipation • In the Southern states a lack of economic opportunity and employment encouraged mass migration north and west • Little effort was made to encourage black land ownership especially in the South. Federal government policy encouraged original owners to run plantations or lease land to northern white entrepreneurs • Black Americans were largely excluded from membership of the newly founded labour unions in the 1880s.This acted as a major restriction on improving their working conditions • The introduction of the 13th,14th and 15th Amendments to the constitution fundamentally improved the political rights of black Americans. Arguments and evidence opposing the statement should be analysed and evaluated. Relevant points may include: • The Supreme Court ruling on civil rights in 1883, opened the way for state governments to introduce Jim Crow Laws, which reduced the rights of black Americans • Plessy v Ferguson ruling in 1896 enshrined the idea of 'separate but equal' and therefore further entrenched the idea of legal separation. Nothing was done by Federal government to challenge this • The passing of discriminatory Black Codes throughout the Southern States was a clear attempt to undermine the spirit and operation of the 13th Amendment • The right to vote was steadily eroded throughout the South, e.g. Louisiana had 130,000 black voters in 1896 but only 5,320 in 1900 • Little was done by either Federal or State governments to prohibit violence against black Americans. Lynching remained commonplace and white supremacist groups such as the KKK flourished. 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 how accurate it is to say that Martin Luther King made the most significant contribution to improving the lives of black Americans in the years 1933–68. Arguments and evidence supporting the statement should be analysed and evaluated. Relevant points may include: • He brought publicity and organisation to a number of significant civil rights protests, such as the Montgomery Bus Boycott 1955–56, which were aimed at overturning discriminations against black Americans • He was instrumental in establishing the Southern Christian Leadership Conference (SCLC) in 1957, which supported the philosophy of non-violence and campaigned for better civil rights • His advocacy of peaceful protest and dynamic oratory were partly responsible for the Civil Rights Act 1964 and the Voting Rights Act 1965 • He started 'The Poor Peoples Campaign' in 1967, which campaigned for social and economic equality for all disadvantaged including black Americans • He was renowned worldwide as the symbolic leader of the civil rights movement and was recognised as such by being awarded the Nobel Peace Prize in 1964. Arguments and evidence opposing or modifying the statement should be analysed and evaluated. Relevant points may include: • Black American civil rights groups existed before or were separate from King, such as the NAACP, SNCC and CORE. Their contributions to improving the lives of black Americans were diverse and important • Roosevelt's New Deal led to many improvements in the lives of black Americans such as increased welfare benefits to black workers and their families and the increase in jobs in the federal bureaucracy • Roosevelt passed a number of Executive Orders, e.g. 8802, which significantly enhanced employment opportunities and rights for black Americans during the Second World War • More violent advocates of protest such as Malcolm X and the Black Panthers had significant influence over sections of the civil rights movement • Decisions of the US Supreme Court, such as Brown 1954, began the process of ending segregation, which gave encouragement to civil rights protesters to push for more changes. Other relevant material must be credited.

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