Mark Scheme (Results)

Summer 2023

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 attitudes in the late nineteenth century towards voting by black Americans. **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 article was written in 1897 when many southern states had already introduced restrictions on voting. Du Bois would be writing having witnessed these changes to the rights of black Americans • The article was written in a prominent and well-respected academic magazine and so might be seen to carry intellectual authority • Du Bois was a prominent advocate of rights for black Americans at the time and might expect his views to be read. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about attitudes in the late nineteenth century towards voting by black Americans. • It claims that disagreements over the ballot have been ongoing for decades despite emancipation ('the years after 1875',' dominated by suppressed votes' 'It was a period of conflict.' • It implies that voting for black Americans should be transformative ('chief means of gaining real liberty') but this has yet to be the case ('Real freedom, though, we still seek.') • It indicates that acquiring the ballot should be seen as only one step on the road to advancement ('The right to vote, work, cultural change, and liberty—all these we need, not singly, but together.'). 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: • Du Bois passionately believed that African Americans should embrace their African heritage while contributing to American society through political and cultural means • Du Bois was one of many supporters of black American rights who strongly protested against lynching, Jim Crow laws, and discrimination in education and employment • The Fifteenth Amendment extended the right to vote to all adult black Americans. As a result, about 700,000 ex-slaves were enfranchised.

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: • Tillman, as a white representative from a former slave owning state, might be expected to be critical of extending voting rights to black Americans • He is speaking to other senators, many of whom are southern Democrats like him, and so he would be expected to focus the rhetoric on obstructing the advancement of voting rights for black Americans • His previous support at State level for restrictions on voting by black Americans would indicate a deep-seated hostility to their rights. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about attitudes in the late nineteenth century towards voting by black Americans. • It claims that changes had resulted in black Americans dominating voting in parts of the south ('Consider the arithmetic',' 135,000 negro voters… about 95,000 white voters.') • It claims that removing the rights of black Americans to vote has made their lives better ('Nowadays the negro is contented',' he found that the more he meddled with them, the worse it got for him.') • It implies that the issue of restricting the ballot is part of a wider disagreement over racial equality ('never recognized the right of the negro to govern',' never believed him to be equal'). 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: • Various methods were used to deny black Americans the vote. Poll taxes, literacy tests, fraud and intimidation all turned them away from the polls • The Democratic Party dominated the politics of southern states after !875. They opposed most measures to extend rights to black Americans • Restrictions introduced resulted in a 65% reduction in the number of black American voters in the 1890s. **Sources 1 and 2** The following points could be made about the sources in combination: • Both sources highlight the range of methods used to exclude black Americans from voting • Both sources agree that the implications to society of giving black Americans the vote was profound • Source 2 is more aggressive in language and tone regarding attitudes to black Americans voting 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 the statement that Andrew Johnson's presidency (1865-69) only damaged the opportunities for black Americans whereas Franklin Roosevelt's presidency (1933-45) only increased the opportunities for black Americans. Arguments and evidence supporting the statement should be analysed and evaluated. Relevant points may include: • The opportunities for black Americans were damaged by Andrew Johnson allowing former confederates to take up high political office in southern states and tolerating them not ratifying the Thirteenth Amendment • Johnson's presidency had a detrimental effect on black Americans as he failed to prevent the introduction of 'Black Codes' in many southern states, which was likened to a reintroduction of slavery • Johnson had a damaging impact on the civil rights of black Americans as he used his veto to obstruct bills designed to help them, such as the extension to the Freedmen's Bureau and the first Civil Rights Act 1866 • Andrew Johnson's commitment to obstructing civil rights was harmful as it was partly responsible for emboldening southern Democrats to continue their opposition to improving the rights of black Americans • 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 • 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. Arguments and evidence opposing the statement should be analysed and evaluated. Relevant points may include: • President Johnson signed acts, such as the Military Reconstruction Act 1867, which helped black Americans by requiring former confederate states to recognise the rights of black Americans to vote • Roosevelt's reluctance, his need for southern Democrat support in the years 1933-37, and their control of congressional committees, ensured that the New Deal did not lead to any major extension of civil rights • Southern Democrats successfully blocked attempts to introduce anti-lynching legislation in both 1934 and 1938, e.g. Gavagan Bill • New Deal programmes mainly benefitted white Americans. 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 the statement that it was the work of SNCC and CORE that was mainly responsible for advances in black American civil rights in the years 1954-2009. Arguments and evidence supporting the statement should be analysed and evaluated. Relevant points may include: • The establishment of SNCC, in 1960, heralded the start of a substantial era of more direct-action protest which drew attention to the cause of civil rights e.g. sit-in tactics received widespread media coverage • The SNCC took a leading role in voter registration campaigns and their efforts gave momentum for the Voting Rights Act of 1965 • CORE's Freedom Rides, in the early 1960s, were helpful in moving forward arguments about desegregation by attracting the support of influential politicians such as the Attorney-General Robert Kennedy • From 1961 CORE had 53 regional offices to promote civil rights activities in the southern states and played a central role in promoting initiatives such as President Kennedy's Voter Education Project • SNCC leadership was influential in setting up the Black Panther Party, which had some success in spreading its ideas about self-help and community action within the black American community. Arguments and evidence opposing the statement should be analysed and evaluated. Relevant points may include: • The Brown ruling (1954-55) overturned Plessy v Ferguson (1896), which had created the concept of 'Separate but equal', and thereby removed the main legal justification for discrimination • The emergence of influential civil rights activists such as Martin Luther King were significant. His message of non-violent, peaceful protest helped turn civil rights protest into a national moral crusade • Other civil rights organisations such as the NAACP and the SCLC played significant roles in advancing the cause e.g.the work of James Bevel and the SCLC in Birmingham Alabama, May 1963 • Federal legislation, skilfully managed through Congress by President Lyndon Johnson, e.g.the Civil Rights Act 1964, formally ended legal segregation • The passing of the Voting Rights Act 1965 gave a major boost to the registering of black Americans to vote • Black Americans played an increasingly large role in city, state and national politics culminating in the symbolically important election of Barack Obama as President in 2008 • The increasingly widespread geographical distribution of black voters after 2000 made them a powerful voting constituency in US politics. Other relevant material must be credited.

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