Pearson Edexcel

Mark Scheme (Results)

January 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.

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

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

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 effectiveness of Roosevelt's New Deal in helping 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: • Lewis was writing two years after the introduction of the AAA and so would have had time to reflect on the reality of the changes it had brought about • Lewis was writing for a magazine that specialised in its focus on urban rather than rural issues • The language used suggests that Lewis is frustrated by how the AAA is working in practice. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the effectiveness of Roosevelt's New Deal in helping black Americans. • It claims that there is a large mismatch between government intention and reality in the working of the AAA ('Nowhere is the difference between aim and achievement more obvious') • It implies that governmental good intentions behind the AAA have been subverted by powerful interest groups ('The strength of this group is of fundamental importance in understanding the structure of the AAA.') • It claims that political considerations have been of major importance when designing legislation ('expects the Roosevelt administration to smash the existing Southern farming system… one does not understand… politics'). 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 AAA had been formed under the 1933 Agricultural Adjustment Act; its purpose was to implement a domestic allotment plan to raise the price of farm products by paying farmers to produce less • The New Deal proved a great deal for many, predominantly white

Question	Indicative content
	farmers, who owned their own land • For black sharecroppers in the South, the results were often disastrous, as landowners simply informed them that their labour was no longer needed and evicted them from the land. **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: • Davis was recalling events from nearly sixty years before and so his recollections are those of his experiences as a teenager at the time • The language used and the tone presented appear balanced and sanguine • Orally presented evidence must be considered alongside the issue of interviewer bias in questioning. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the effectiveness of Roosevelt's New Deal in helping black Americans. • Davis claims that the benefits for his family of the New Deal took some time to reach them ('tremendous impact on the life of my family and the community, but not at the very beginning.') • Davis provides evidence that the effects of the New Deal programmes were widely felt ('food and welfare was sent into our communities. Then the government began to implement other kinds of programs.') • It implies that the New Deal brought about significant changes in the status of black Americans ('put black folks into positions of authority and power.'). 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: • In the years 1936-40, the Works Progress Administration provided work for 350,000 black Americans every year • New Deal educational programmes employed over 5,000 black American teachers and launched widespread literacy and numeracy programmes • Through the National Youth Administration, skills training was provided for over 500,000 young black Americans.

Question	Indicative content
	Sources 1 and 2 The following points could be made about the sources in combination: • Both sources agree that the New Deal had the potential to make wide-ranging changes to the lives of black Americans • Source 1 shows an understanding of the political pressures on Roosevelt's administration in a way that Source 2 does not • Source 2 considers a diverse set of ways in which the New Deal had an impact on black Americans, whilst Source 1 more specifically concentrates on the effects of the AAA on black farmers.

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 how accurate it is to say that the abolition of slavery in the United States resulted in a real improvement in 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: • Following abolition ex-slaves were free to move, to marry without any other person's consent and could choose to work unsupervised and not in gangs under an overseer • Abolition led to further legislation. The Military Reconstruction Act 1867 required former confederate states to recognise the rights of black Americans to vote and led to the enfranchisement of 703,000 ex-slaves • The 14th Amendment to the constitution was passed in 1868 and gave all US citizens including black Americans equal protection of

	the law • Considerable urban migration occurred following the abolition of slavery, opening up greater job opportunities to black Americans • During these years, a greater number of black Americans entered political life – 2 senators and 15 congressmen. They took control of South Carolina's state assembly • There was a big improvement in black education and literacy and more emphasis was placed on educational opportunities for black Americans by 1900. Arguments and evidence opposing the statement should be analysed and evaluated. Relevant points may include: • Following abolition, the vast majority of ex-slaves did not receive the 40 acres and a mule that many expected, and believed they had been promised, would occur with emancipation • The rulings of the Supreme Court, especially the Slaughterhouse Decision 1873, allowed state governments to erode the benefits of citizenship of black Americans • The proliferation of Jim Crow laws, throughout the southern states, effectively introduced a system of legal segregation in education, transport and public facilities • The growth of white terror organisations, such as the Ku Klux Klan and the White League, led to widespread intimidation and violence of against black Americans • Many ex-slave black Americans continued to work for white landowners for low wages in a lifestyle similar to that before emancipation. 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 Presidents were more influential than civil rights campaigners in bringing about progress for black Americans in the years 1865-77 and 1954-68. Arguments and evidence supporting the statement should be analysed and

	evaluated. Relevant points may include: • President Lincoln 'approved' the Thirteenth Amendment to the United States Constitution, thereby abolishing slavery • President Eisenhower, in his 1st State of the Union address, called for an end to racial discrimination and reaffirmed Truman's commitment to desegregation of the military and within federal government • President Eisenhower approved and signed the Civil Rights Act (1957), designed to improve voting rights and appointed Earl Warren to the Supreme Court, who ruled favourably on the Brown case (1954-55) • The influence of presidents such as Kennedy and Johnson, in securing landmark civil rights legislation such as the Civil Rights Act 1964 and Voting Rights Act 1965, were crucial to change for black Americans. Arguments and evidence opposing the statement should be analysed and evaluated. Relevant points may include: • Radical Republicans, such as Thaddeus Stevens and Charles Sumner, were tireless in their campaigns to introduce civil rights legislation e.g. 1866 Civil Rights Act • Frederick Douglass campaigned to improve the lives of black Americans through his Presidency of the Freedman's Savings Bank and his newspaper, *The New National Era* • Elizabeth Cady Stanton campaigned for equal rights, especially the right of suffrage for black Americans • The impact of Martin Luther King in promoting the message of nonviolent, peaceful protest helped to turn civil rights protest into a moral crusade • King's oratorical skills and effective media presence helped raise the national profile of the civil rights movement and impose pressure on politicians to enact meaningful change • Campaigners such as Rosa Parks promoted protest and change through sparking events such as the Montgomery Bus boycotts • The work of Malcolm X, the Nation of Islam and the Black Power movement in promoting a more radical message about black American rights and an alternative to King's style of protest. Other relevant material must be credited.

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