Mark scheme (Results)

January 2025

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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January 2025
Question Paper P76213A
Publication Code: WHI03_1D_2501_MS
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How to award marks when level descriptions are used

1. Finding the right level

The first stage is to decide which level the answer should be placed in. To do this, use a 'best-fit' approach, deciding which level most closely describes the quality of the answer. Answers can display characteristics from more than one level, and where this happens markers must use the guidance below and their professional judgement to decide which level is most appropriate.

For example, one stronger passage at L4 would not by itself merit a L4 mark, but it might be evidence to support a high L3 mark, unless there are substantial weaknesses in other areas. Similarly, an answer that fits best in L3 but which has some characteristics of L2 might be placed at the bottom of L3. An answer displaying some characteristics of L3 and some of L1 might be placed in L2.

2. Finding a mark within a level

After a level has been decided on, the next stage is to decide on the mark within the level. The instructions below tell you how to reward responses within a level. However, where a level has specific guidance about how to place an answer within a level, always follow that guidance.

Levels containing two marks only

Start with the presumption that the work will be at the top of the level. Move down to the lower mark if the work only just meets the requirements of the level.

Levels containing three or more marks

Markers should be prepared to use the full range of marks available in a level and not restrict marks to the middle. Markers should start at the middle of the level (or the upper-middle mark if there is an even number of marks) and then move the mark up or down to find the best mark. To do this, they should take into account how far the answer meets the requirements of the level:

- If it meets the requirements *fully*, markers should be prepared to award full marks within the level. The top mark in the level is used for answers that are as good as can realistically be expected within that level
- If it only *barely* meets the requirements of the level, markers should consider awarding marks at the bottom of the level. The bottom mark in the level is used for answers that are the weakest that can be expected within that level
- The middle marks of the level are used for answers that have a *reasonable* match to the descriptor. This might represent a balance between some characteristics of the level that are fully met and others that are only barely met.

Indicative content

Examiners are reminded that indicative content is provided as an illustration to markers of some of the material that may be offered by students. It does not show required content and alternatives should be credited where valid.

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 reasons for the emergence of the Ku Klux Klan. **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: • Patterson, as a self-confessed 'carpet bagger' (who were often the targets of white terror groups), might be expected to take a critical approach towards the reasons for the emergence of the Ku Klux Klan • Patterson, as a black American supporter of the democratic processes of the United States, might be expected to be critical of those who seemed to reject democracy • Patterson was writing about attitudes and events that he had witnessed at first hand. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the reasons for the emergence of the Ku Klux Klan. • It indicates that there were multiple reasons for the emergence of the Ku Klux Klan ('banish the so-called 'carpet baggers' … restore the freedmen to slavery … regain control') • It claims that some in the South believed they had been badly treated by the North ('South ought to have been left alone to secede from the Union', 'violence had been done to the South in stopping it leaving') • It implies that the Southern states are essentially lawless in nature ('a policy of cowardice, lying and murder. This is a policy that could only suit the half-civilised white population that are found in the South.'). 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 violence associated with the Ku Klux Klan and other white terror groups had disrupted Republican Party rule in the south • There were approximately 1500 lynchings in Southern States in 1865-69 • The Federal Government passed the Ku Klux Klan Act in 1871.This allowed southern governments to introduce martial law in counties where white terror groups were active.

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: • *Harper's Weekly*, as a hugely popular journal, might be well-resourced in funding its efforts to uncover the reasons for the emergence of the Ku Klux Klan • *Harper's Weekly's* editorial stance was supportive of the Federal government and the Union and so might be expected to criticise any organisation undermining law and order • The tone of the article is critical of any attempt to return the South to slavery. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the reasons for the emergence of the Ku Klux Klan. • It indicates that the Ku Klux Klan emerged from the hostility that existed in the South towards the Federal government following the Civil War ('Ku Klux naturally developed … situation in the Southern states.) • It implies that the Federal government must hold some responsibility for the emergence of the Ku Klux Klan ('Some political power was taken from', 'outrage at Reconstruction laws') • It suggests that Democrats in the South are prepared to be extreme in their actions to restore and retain their political influence ('they really must not expect us to allow them to shoot their political opponents.'). 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 Ku Klux Klan, first organised in 1867, was composed of white American men who wanted to re-establish white supremacy and to limit the legal and social rights of black Americans • The Klan was widespread across the South but it was not a national organisation; rather the Klan was composed of local branches which acted independently • The goal of the Klan was to intimidate black people and prevent them from voting, holding political office, or establishing successful businesses. **Sources 1 and 2** The following points could be made about the sources in combination: • Both sources agree that the defeat of the Southern States in the Civil War was crucial to understanding the emergence of the Ku Klux Klan • Source 1 emphasises the importance of opinions and prejudices, whilst Source 2 emphasises the effects of Reconstruction policies in the rise of the Ku Klux Klan • Source 2 emphasises the influence of tensions between the Republican and Democratic parties 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 role of the Supreme Court was the most significant obstacle to the advancement of black American civil rights in the years 1883-1900 and 1954-68. Arguments and evidence supporting the statement should be analysed and evaluated. Relevant points may include: • 1883 Supreme Court judgements ruled that the 1875 Civil Rights Act was invalid, thereby negating many of the landmark changes brought about during the reconstruction period • Plessy v Ferguson 1896, by embracing the concept of 'separate but equal', enabled legal segregation. It was quickly followed by state laws establishing separate facilities for black and white Americans • Williams v Mississippi 1898 failed to overturn the changes made to the Mississippi State Constitution in 1890, which disenfranchised large numbers of black voters • The Brown II 1955 ruling used the phrase 'with all deliberate speed'. This deliberately vague wording allowed states to set their own timetable and did not produce instant or even extensive desegregation by 1960. Arguments and evidence opposing the statement should be analysed and evaluated. Relevant points may include: • The Supreme Court was not responsible for instigating legislative obstacles to civil rights; they were just the enabler of it • The decisions of individual states to deprive black Americans of their political rights was the most significant obstacle to civil rights, e.g. Mississippi 1890 • The creeping and widespread proliferation of Jim Crow laws, extending social segregation throughout the southern states, was a serious obstacle to civil rights • Presidents could be obstacles to advancement, e.g. President Eisenhower refused to intervene in the Emmett Till case and only sent federal troops to Little Rock (1957) reluctantly • The rather disparate nature of the black power movement, with no agreement as to exactly what it stood for, limited its ability to seriously advance black American civil rights • Disagreements between civil rights protest groups such as the NAACP and CORE worked against the advancement of civil rights. 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 the changing patterns of black settlement and housing were the biggest influence on the lives of black Americans in the years 1933–2009. Arguments and evidence supporting the statement should be analysed and evaluated. Relevant points may include: • Mass migration of black Americans from South to North, escaping the continuing use of Jim Crow laws in southern states which encouraged segregation, had a profound effect on black American lives • Black American lives were influenced by the changing patterns of settlement caused by the speeding up of the Great Migration from South to North, partly as a result of New Deal racial quotas, introduced after 1933 • Black American lives were affected by resettlement of black Americans in the north and west, following Executive Order 8802, taking up new economic opportunities arising from Second World War-related industries • The extensive population movement led to a substantial rise in the living standards of many black Americans as there was a significant rise in black American pay in industrial jobs in these years • The extensive movement of population led to serious race riots in some northern cities, such as Detroit in 1943, and a worsening of race relations in the north • By the late 1950s, the USA's largest cities had gained an extra 1.8 million black residents who needed to adjust to urban living and to changing housing provision • Increasing bifurcation in the settlement and housing of black Americans up to 2009, encouraged the growth of a black middle class and increased educational and political opportunities. Arguments and evidence opposing the statement should be analysed and evaluated. Relevant points may include: • By 1900 over 90% of black Americans lived in the former confederate states with the majority of these still living in rural areas • Migration from the South to the North often resulted in the swapping of poor rural living conditions for sub-standard inner-city housing for black Americans • 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 • The work of civil rights campaigners and groups, such as Martin Luther King, the NAACP and CORE, had a profound influence on improving the lives of black Americans • 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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