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## **Mark Scheme (Results)**

January 2017

Pearson Edexcel International Advanced Level  
In History (WHI01)

Paper 3: Thematic Study with Source Evaluation

Option 1A: 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 last candidate in exactly the same way as they mark the first.
- 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.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- 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.

## How to award marks

### 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 their professional judgement to decide which level is most appropriate.

### Placing 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.

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.

## 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
	<b>0</b>	No rewardable material
<b>1</b>	<b>1–4</b>	<ul style="list-style-type: none"><li>• 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.</li><li>• Some relevant contextual knowledge is included, but presented as information rather than applied to the source material.</li><li>• 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.</li></ul>
<b>2</b>	<b>5–8</b>	<ul style="list-style-type: none"><li>• Demonstrates some understanding of the source material and attempts analysis by selecting and summarising information and making inferences relevant to the question.</li><li>• Contextual knowledge is added to information from the source material, but mainly to expand, confirm or challenge matters of detail.</li><li>• 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.</li></ul>
<b>3</b>	<b>9–14</b>	<ul style="list-style-type: none"><li>• 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.</li><li>• Detailed knowledge of the historical context is deployed to explain or support inferences as well as to expand, confirm or challenge matters of detail.</li><li>• 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.</li></ul>

Level	Mark	Descriptor
4	15–20	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul>
5	21–25	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul>

## 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
	<b>0</b>	No rewardable material
<b>1</b>	<b>1–4</b>	<ul style="list-style-type: none"><li>• Simple or generalised statements are made about the topic.</li><li>• Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question.</li><li>• The overall judgement is missing or asserted.</li><li>• There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.</li></ul>
<b>2</b>	<b>5–8</b>	<ul style="list-style-type: none"><li>• 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.</li><li>• 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.</li><li>• An overall judgement is given but with limited support and the criteria for judgement are left implicit.</li><li>• The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.</li></ul>
<b>3</b>	<b>9–14</b>	<ul style="list-style-type: none"><li>• 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.</li><li>• 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.</li><li>• Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation.</li><li>• The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence or precision.</li></ul>
<b>4</b>	<b>15–20</b>	<ul style="list-style-type: none"><li>• Key issues relevant to the question are explored by an analysis of the relationships between key features of the period.</li><li>• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands.</li><li>• 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.</li><li>• 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.</li></ul>

<b>Level</b>	<b>Mark</b>	<b>Descriptor</b>
<b>5</b>	<b>21–25</b>	<ul style="list-style-type: none"><li>• Key issues relevant to the question are explored by a sustained analysis and discussion of the relationships between key features of the period.</li><li>• 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.</li><li>• 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.</li><li>• The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity and precision.</li></ul>

Question	Indicative content
1	<p>Answers will be credited according to candidates' 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 that is indicated as relevant.</p> <p>Candidates must analyse and evaluate the sources to consider how far the historian could make use of them to investigate the significance of Martin Luther King to the civil rights movement.</p> <p>Source 1</p> <p>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:</p> <ul style="list-style-type: none"> <li>• The extract is from a eulogy where Abernathy would be expected to highlight King's positive contribution</li> <li>• The eulogy was delivered at an emotionally charged commemoration service</li> <li>• The writer was a passionate activist for civil rights and had been with Martin Luther King at the time of his assassination and so was clearly aware of King's personal contribution.</li> </ul> <p>2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the significance of Martin Luther King to the civil rights movement:</p> <ul style="list-style-type: none"> <li>• It provides evidence that Martin Luther King was a passionate believer in non-violent protest</li> <li>• It suggests that he was willing to take a leading role involving putting himself in personal danger</li> <li>• It suggests that he was the moral heart of the civil rights movement.</li> </ul> <p>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:</p> <ul style="list-style-type: none"> <li>• King's leadership role in both Montgomery and Albany might be open to challenge</li> <li>• Other areas in which King contributed such as The March on Washington and 'I have a dream' speech</li> <li>• The impact of individuals other than King, e.g. Malcolm X.</li> </ul> <p>Source 2</p> <p>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 inference:</p> <ul style="list-style-type: none"> <li>• The writer was well known and respected in the civil rights movement</li> <li>• The writer was a feminist and critical of some of King's actions and attitudes towards women</li> <li>• The autobiography was published in 1987 recalling feelings held nearly</li> </ul>



two decades before.

2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the significance of Martin Luther King to the civil rights movement:

- It provides evidence of his centrality to non-violent protest
- It provides confirmatory evidence that he was an inspirational man
- It implies that he divided opinion as to his character and importance
- It is fundamentally critical of his treatment of Rosa Parks.

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 references to Malcolm X suggest King was just one of many individuals to be significant
- The reference to winning the Nobel Peace Prize could be indicative of a global perception of his significance
- The treatment of Rosa Parks points to well-established flaws in King's character.

Sources 1 and 2

The following points could be made about the sources in combination:

- They both agree that King had a profound significance although Source 1 might be said to offer an uncritical appreciation of him in a way that Source 2 does not
- Both sources are from individuals who knew him personally but who had, at times, differing attitudes towards him
- Both the sources, by focusing on the role of King, accept his perceived importance and centrality to the civil rights movement.

Question	Indicative content
2	<p>Answers will be credited according to candidates' 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 that is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on the statement that Roosevelt's time as President failed to seriously address the political and economic problems which black Americans had faced since the late nineteenth century.</p> <p>Arguments and evidence supporting the statement should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The continuation of the Jim Crow Laws in many of the southern states and the lack of legislation to address black grievances, including the failure to achieve anti-lynching legislation</li> <li>• Lynchings, which were commonplace in the late nineteenth century, actually increased in Roosevelt's first year as President</li> <li>• The continued influence of southern white Americans in the Democratic Party</li> <li>• Differential treatment of black Americans continued, e.g. many of the New Deal agencies continued to disadvantage black Americans</li> <li>• Segregation in housing policy continued, e.g. the Federal Housing Agency continued to refuse to give mortgages to black families in traditionally white neighbourhoods.</li> </ul> <p>Arguments and evidence countering the statement that should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Aid provided by New Deal agencies, especially in the southern states, was significant and a radical departure from earlier times</li> <li>• Legal rulings such as <i>Grovey v Townsend</i> 1935 challenged remaining Reconstruction legislation</li> <li>• The switch in voting habits of black Americans, with 71 per cent supporting Roosevelt in 1936, indicated gains by them</li> <li>• The Works Progress Administration (WPA) had 1 million black Americans working for it by 1939</li> <li>• Enough black Americans, like Mary McLeod Bethune, found themselves in leadership positions that there was even talk of a 'black Cabinet' of FDR advisers.</li> </ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
3	<p>Answers will be credited according to candidates' 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 that is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on the statement that the influence of American Presidents hindered more than helped the cause of civil rights in the years 1865-2009.</p> <p>Arguments and evidence supporting the statement should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• President Andrew Johnson used his veto to obstruct significant numbers of bills which could have helped black Americans, such as the extension to the Freedmen's Bureau and the first Civil Rights Act 1866</li> <li>• President Andrew Johnson fought vigorously to introduce literacy tests for black Americans before they could be granted the vote</li> <li>• President Roosevelt had a very mixed record on helping the cause of black Americans</li> <li>• President Eisenhower refused to intervene in the Emmett Till case and only sent federal troops to Little Rock (1957) reluctantly</li> <li>• President Obama's administration's limited record of opposing individual states changes to voter registration that could potentially disenfranchise many black Americans.</li> </ul> <p>Arguments and evidence opposing the statement should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• President Lincoln 'approved' the Thirteenth Amendment to the United States Constitution thereby abolishing slavery</li> <li>• President Roosevelt issued an Executive Order creating a Fair Employment Practices Commission (FEPC), which ended discrimination in the military and defence industries</li> <li>• President Kennedy put pressure on his administration to employ more black Americans, e.g. appointed 40 black Americans to top posts; appointed 5 black federal judges</li> <li>• President Lyndon Johnson often publicly demonstrated his commitment to ending racism in USA, e.g. comment on being prepared to lose the 1964 presidential election campaign for the sake of the Civil Rights Act</li> <li>• The symbolic importance of the election of Barack Obama as president</li> <li>• The work of President Obama's administration to maintain the Voting Rights Act in the face of growing state restrictions.</li> </ul> <p>Other relevant material must be credited.</p>