

Pearson Edexcel International Advanced Level

Wednesday 23 January 2019

Morning

Paper Reference **WHI03/1D**

History

International Advanced

Paper 3: Thematic Study with Source Evaluation

Option 1D: Civil Rights and Race Relations in the USA, 1865–2009

Sources Booklet

Do not return this booklet with the question paper.

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Sources for use with Section A.

Source 1: From an article by Bishop H M Turner in a pamphlet '*The Barbarous Decision of the United States Supreme Court Declaring the Civil Rights Act Unconstitutional*', published in 1893. Bishop Turner was a senior black clergyman in Georgia.

I have met hundreds of people, who, in their stupid ignorance, have attempted to justify the action of the Supreme Court. The Court has limited justice and disgraced the nation by transforming it into a savage country. The world has never before witnessed such barbaric laws imposed upon a free people as have arisen out of the decision of the US Supreme Court, issued 15 October 1883. 5

For that decision alone authorises and now sustains all the unjust discriminations perpetrated by public officials upon millions of the nation's most loyal defenders. It has led to the 'Jim Crow' railcars into which coloured people are huddled and compelled to pay as much as the whites, who are given the finest accommodation. It has made the vote of the black man and his citizenship meaningless and made his freedom a mockery. It has led to the bitterest feelings between the whites and blacks. As long as the decision remains the verdict of the nation, the US can never be accepted as a civilised, much less a Christian, country. 10

If this is no longer a free country and, if citizens cannot be protected, then we must neither stop nor pause until the constitution shall become a perfect shield for every right of every human being beneath our flag. 15

Source 2: From a speech by Booker T Washington to the National Educational Association, 11 July 1900. The National Educational Association was an organisation representing teachers throughout the USA.

I believe that industrial education will have a special place in helping black Americans out of our present state. My friends, you will find that, as black Americans get industrial training in connection with academic training, there goes with it a knowledge and a feeling that there is a dignity, a civilizing power, in intelligent labour. And you will find at those institutions where industrial education is emphasized and the student able to work, that the very effort gives him a certain amount of self-reliance or backbone he would not get without such effort on his own part.

Generally the black man has to learn that we have to pay the price; that a race, like an individual, must pay the price for anything that it gets. No individual or race can get hold of something for nothing. One of the hardest lessons for a race, like an individual, to learn is that it will grow strong and powerful if it learns to do the little things well. The race that learns this lesson may be slower in its upward progress, but it can never be defeated. Generally, throughout this country, the black man should seek to make himself not a burden, but a helper to the community in which he lives; not a receiver, but a giver; not a destroyer, but a producer.

Gradually we are changing the moral condition of the coloured people throughout the South. We are making progress in the settlement of their problems.

No race has ever made such immense progress, under similar conditions, as the black race of this country. You must not, however, measure us by the distance we have travelled, so much as by the obstacles we have overcome in travelling that distance.

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Candidate surname

Other names

Pearson Edexcel
International
Advanced Level

Centre Number

Candidate Number

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Wednesday 23 January 2019

Morning (Time: 2 hours)

Paper Reference **WHI03/1D**

History

International Advanced

Paper 3: Thematic Study with Source Evaluation

Option 1D: Civil Rights and Race Relations in the USA, 1865–2009

You must have:

Sources Booklet (enclosed)

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer Question 1 in Section A and **ONE** question in Section B.
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 50.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*

Advice

- Read each question carefully before you start to answer it.
- Check your answers if you have time at the end.

Turn over ►

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SECTION A

Answer Question 1. Write your answer in the space provided.

Study Sources 1 and 2 in the Sources Booklet before you answer this question.

- 1** How far could the historian make use of Sources 1 and 2 together to investigate the attitudes of black Americans to their position in society at the end of the nineteenth century?

Explain your answer, using both sources, the information given about them and your own knowledge of the historical context.

(25)

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(Total for Question 1 = 25 marks)

TOTAL FOR SECTION A = 25 MARKS



SECTION B

Answer ONE question in Section B.

You must start your answer to your chosen question on the next page.

EITHER

- 2** 'Developments in the years 1933–45 under Roosevelt's presidency improved the lives of black Americans more than the developments in the years 1865–77'.

How far do you agree with this statement?

(Total for Question 2 = 25 marks)

OR

- 3** How accurate is it to say that the Brown v Board of Education Supreme Court ruling was the most significant advance in the struggle for civil rights in the years 1954–2009?

(Total for Question 3 = 25 marks)

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Indicate which question you are answering by marking a cross . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen question number: **Question 2** **Question 3**

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TOTAL FOR SECTION B = 25 MARKS
TOTAL FOR PAPER = 50 MARKS



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