



Mark Scheme (Results)

Summer 2025

Pearson Edexcel International Advanced
Level in History (WHI03)
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 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 nature of civil rights protests in the early 1960s. 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 authors of the letter were local church leaders and so might be expected to have an in-depth knowledge of the events in their own city • Being from a letter published immediately after the protests, might not allow time for considered reflection on the reasons, although reflecting what was felt to be important then • The tone of the letter indicates admiration for the handling of the protests by the police in Birmingham. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the nature of civil rights protests in Birmingham Alabama 1963. • It suggests that the local community was divided by the demonstrations ('demonstrations by some of our black citizens', 'these demonstrations are unwise and untimely.') • It claims that the protests are anything but peaceful and are directly responsible for the violence ('that incite hatred and violence, even if technically peaceful') • It claims that the local authorities are not to blame for the violence in Birmingham ('We commend ... law enforcement officials in particular, on the calm manner in which these demonstrations ... handled.'). 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 April 1963, Birmingham, Alabama was one of the most racially divided cities in the USA • Local authorities, led by police commissioner Eugene 'Bull' Connor, responded with massive arrests and the use of cattle prods, attack dogs and water hoses to disperse the demonstrators • Martin Luther King and Fred Shuttlesworth led large marches, sit-ins, and other largely nonviolent demonstrations throughout the Spring of 1963.

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: • The purpose of the source is to rebut the criticisms, from local clergymen, to the protests in Birmingham • The 'Letter' was published in June 1963, thereby allowing time to review the events from earlier in the year • The language used, and tone of the 'Letter', is determined, and there to show that these events are perceived as a seminal moment for the civil rights movement. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the nature of civil rights protests in the early 1960s. • It claims that direct nonviolent action is simply a means to an end ('Nonviolent direct action seeks to highlight the injustices so that they can no longer be ignored.') • It suggests that the civil rights protests were essential to bring about meaningful change ('We know ... freedom is never voluntarily given by the oppressor; it must be demanded by the oppressed.') • It indicates that the protest critics had their priorities wrong ('I wish you had commended the Negro sit-inners and demonstrators for their outstanding courage', 'the South will recognise its real heroes.'). 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: • Martin Luther King was arrested in April 1963 and placed in solitary confinement in Birmingham Jail • The Birmingham campaign was a model of nonviolent direct action protest and, through the media, drew the world's attention to racial segregation in the South • The campaign enhanced King's reputation, ousted Connor from his job, forced desegregation in Birmingham, and directly paved the way for the Civil Rights Act of 1964. Sources 1 and 2 The following points could be made about the sources in combination: • Both sources recognise the role played by those civil rights protesters who were not locals but draw different conclusions as to the efficacy of this for the civil rights of black Americans • Both sources emphasise the important role played by the police but with different perceptions of it • Source 2 is highly critical of what it sees as the essentially inert response to the events outlined in 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 whether the Supreme Court rulings (1883) were the most significant turning point in the civil rights of black Americans in the years 1865-1900. Arguments and evidence supporting the statement should be analysed and evaluated. Relevant points may include: • The civil rights rulings of 1883 were a key turning point as they opened the door to legal segregation and the implementation of Jim Crow Laws • As a result of the judgements, many of the gains made by black Americans during Reconstruction were lost and they were now open to racial discrimination by individuals and businesses • The Supreme Court judgements led to the Civil Rights Act of 1875 being declared to be partially unconstitutional by an 8–1 majority verdict. This severely restricted the civil rights of black Americans • The Supreme Court rulings were significant as they were so diverse and ranged over claims of racial discrimination in businesses such as hotels, theatres and railways. Arguments and evidence opposing the statement and/or that other turning points were more important should be analysed and evaluated. Relevant points may include: • The passing of the 13th Amendment confirmed Lincoln’s Emancipation Proclamation and abolished slavery. This enabled a Freedman’s Bureau to be established to oversee black rights • The ruling of the Supreme Court in the Slaughterhouse Decision 1873 was a key event as it allowed state governments to erode the benefits of citizenship of black Americans • The emergence of white terror organisations, such as the Ku Klux Klan and the White League, were key moments as they led to widespread intimidation and violence against black Americans • The Supreme Court ruling Plessy v Ferguson (1896) was key as it consolidated the concept of separate but equal public facilities, ensuring the continuation of racial segregation for many years • Williams v Mississippi (1898) was fundamentally damaging as it restricted black voting in the South. Other states adopted similar laws that would keep black Americans away from the polls for decades. 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 status of black people in the United States changed little in both the years 1933-45 and in the years 2000-09. Arguments and evidence supporting the statement should be analysed and evaluated. Relevant points may include: • Roosevelt's maintenance of the 'separate but equal' principle ensured segregation persisted in public housing and other facilities and continued to cause black American grievance in the South • Many state governors, who were tasked with implementing New Deal relief programmes, discriminated against black Americans especially in the South • Roosevelt did little to combat the continued influence of southern white Americans in the Democratic Party, which acted as a brake on any improvements in status for black Americans • Lynchings, which were a reflection of the limited status of black Americans, actually increased in Roosevelt's first year as President • Black American poverty rates remained persistently high in the years 2000-2009 • The continuation of race riots and direct militant protest in the years 2000-2009, especially in response to police shootings of black Americans e.g. Cincinnati 2001, Oakland 2009, suggests little change in status. Arguments and evidence opposing the statement should be analysed and evaluated. Relevant points may include: • There was significant improvement in black American job opportunities under Roosevelt, e.g. the Works Progress Administration (WPA), had 1 million black Americans working for it by 1939 • There was significant change in the livelihood and status of black American youths, as a result of positive discrimination for them in the NYA (National Youth Administration), in the years 1933-45 • Under Roosevelt, the employment of black American civil servants tripled, significantly changing their lives and those of their families. Some, like Mary McLeod Bethune, gained leadership positions in government • The status that came from the continued growth of a black middle class and increasing educational and political opportunities, especially after 2000, led to a decline in direct campaigning and organised protest • The process of black suburbanisation, and with it increased economic opportunities and status, accelerated between 2000-09, with over 300,000 black Americans leaving the 100 largest metro centres • The 2008 election of Barack Obama, as President, was symbolically important for the status of black Americans, as it was seen as a springboard for more progress. Other relevant material must be credited.

