GradeMax



Mark Scheme (Results)

January 2018

Pearson International Advanced Level
In History

WHI03: Thematic Study with Source Evaluation
Option 1D: Civil Rights and Race Relations in the USE, 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
	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 impact of the Ku Klux Klan during the period of reconstruction 1867-77. 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 newspaper, coming from a town in a deep South previously slave-owning state, might be expected to be sympathetic to the Klan cause • The fact the newspaper refers to the anonymous writer as 'reliable' suggests both that they are known and that they do not want to be identified because of the views presented • The article reflects on events early in the Klan's activities and appears supportive of the Ku Klux Klan. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the impact of the Ku Klux Klan during the period of reconstruction 1867-77: • It provides evidence that local residents were willing to help the Ku Klux Klan in their actions • It suggests that they were not fearful of repercussions as they made no effort to hide who they were • It suggests that, despite the brutality of their actions, the Klan remain respected and a force for good in the locality. 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 • The height of Ku Klux Klan violence came in 1869-71. In Tuskegee, Alabama after the ratification of the Fifteenth Amendment, giving black adult males the vote, all black churches and schools were

Question	Indicative content
	burned down • There were approximately 1500 lynchings 1865-69. 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: • Butler as a 'Radical Republican' - who were often the targets of white terror groups - might be expected to take a hard line with the Ku Klux Klan • His autobiography is recalling earlier events after the widespread failure of reconstruction • His political closeness to President Grant might enable him to have a greater influence on political events at the time. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the impact of the Ku Klux Klan during the period of reconstruction 1867-77: • It suggests that the action of the Ku Klux Klan is in open defiance of the constitution • It implies that he played a major role in enacting anti-Klan legislation, which was aimed at eradicating their activities and reducing their impact • It provides evidence that the legal system in the South was skewed in favour of the Ku Klux Klan and this often negated federal legislation. 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 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 • The incidences of lynching declined rapidly after the passing of the act • Klan activity also diminished because southern states were largely restored to Democrat control by 1875 and so largely opposed reconstruction. Sources 1 and 2 The following points could be made about the sources in combination:

Question	Indicative content
	• They both agree on the open and violent nature of Klan activity in the South • They both agree that they operated with the clear support of the local white populations • Source 1 is very supportive of Klan action. In contrast Source 2 displays a determination to stamp it out.

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 the statement that President Lyndon Johnson was more effective in addressing the problems facing black Americans than President Franklin Roosevelt. Arguments and evidence supporting the statement should be analysed and evaluated. Relevant points may include: • Johnson persuaded Congress to pass the Civil Rights Act (1964), which brought an end to legal segregation • Johnson's administration signed the Voting Rights Act into law which, amongst other things, outlawed literacy tests. Roosevelt had failed to address this issue • Johnson's Fair Housing Act (1968) outlawed discrimination on the basis of colour or race in the rent or sale of houses • Johnson made the symbolically important appointment of the first black American US Supreme Court judge in Thurgood Marshall • Johnson's education reforms such as the Elementary and Secondary Education Act (1965) aimed to, and did, improve black access to education • Roosevelt did little to tackle the Jim Crow Laws or take effective action against lynching • Roosevelt struggled to restrain the influence of southern white Americans in the Democratic Party. Johnson's political skill and powers of persuasion largely overcame their opposition. Arguments and evidence opposing the statement should be analysed and evaluated. Relevant points may include:

	• Roosevelt's New Deal Agencies provided significant economic assistance in a way not seen before, e.g. the Works Progress Administration had one million blacks working for it by 1939 • Significant progress was made by Roosevelt in dismantling reconstruction legislation. Success of this was indicated by the high level of black voter support in the 1936 election • Roosevelt was ground-breaking in his willingness to appoint black advisers such as Mary Mcleod Bethune. The phrase 'a black cabinet' was in common usage • The impact of Johnson's legislation did not prevent the 239 outbreaks of racial violence in over 200 US cities, which broke out in the years 1964-68. Other relevant material must be credited.
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 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: • New Deal racial quotas, introduced by federal government after 1933, helped speed up the Great Migration from South to North, changing black American lives economically and geographically • The political lives of black Americans were changed as migration north and west removed many from the racial and obstructive influence of southern white Democrats • The lives of black Americans were transformed by new economic opportunities opening up in war-related industries based on the west coast, such as aircraft production and shipbuilding • Rapid migration to cities in the 1950s and 1960s often resulted in urban segregation, black poverty and racial tension such as the Watts riot in 1965 • Changing black settlements highlighted the political importance of appealing to and mobilising the black vote, e.g. Barack Obama won 95% of the black American vote.

	Arguments and evidence opposing the statement should be analysed and evaluated. Relevant points may include: • The extension of civil rights brought about by the Civil Rights Acts of 1964 and 1968 had a bigger influence on the political rights of black Americans • Legal rulings such as Brown v Board of Education undermined the concept of legal racial segregation and, consequently, reinforced the notion of equality for black Americans under the law • The campaigning of civil rights activists and pressure groups made a material difference to the legal and economic status of black Americans • The development of the USA into the world's largest economy both diversified and enhanced job opportunities for black Americans • The election of Barack Obama as the first black president was of great symbolic importance to black Americans. Other relevant material must be credited.

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