

Please check the examination details below before entering your candidate information

Candidate surname

Other names

Centre Number

Candidate Number

Pearson Edexcel International Advanced Level

Monday 8 January 2024

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.

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(Total for Question 1 = 25 marks)

TOTAL FOR SECTION A = 25 MARKS



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SECTION B

Answer ONE question in Section B.

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

EITHER

- 2** 'Constitutional Amendments introduced during the Reconstruction period (1865–77) did little that significantly improved the lives of black Americans in the years 1865–1900.'

How far do you agree with this judgement?

(Total for Question 2 = 25 marks)

OR

- 3** 'President Lyndon Johnson (1963–68) was much more successful than President Roosevelt (1933–45) in addressing the problems faced by black Americans.'

How far do you agree with this judgement?

(Total for Question 3 = 25 marks)

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Indicate which question you are answering by marking a cross in the box ☒. 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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History

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PAPER 3: Thematic Study With Source Evaluation

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Sources Booklet

Do not return this Booklet with the question paper.

Turn over ►

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Sources for use with Section A.

Source 1: From an article in the *Jackson Daily News*, 1 June 1955. The article was entitled 'Noisy negro radicals'. The *Jackson Daily News* was a newspaper published in the southern US state of Mississippi. The *Brown II* Supreme Court ruling had been made on 31 May 1955.

The white community will need to be patient in dealing with the negro radicals and hysterical agitators who are now demanding immediate compliance with the *Brown* Supreme Court segregation rulings. Patience is needed because these self-appointed negro leaders do not represent the dominant attitudes towards segregation among members of their own race. These radicals are very much in the minority. 5

The overwhelming majority of the self-respecting, peace-loving and law-abiding negro parents in Mississippi, and throughout the South generally, do not want their children mingling with white children in the public schools. These negro parents know full well the unpleasantness that would result from mixing with white children. The more moderate negroes in Mississippi and the South want their own schools, their own churches and their own social institutions rather than desegregated ones. 10

While it is true that the white population is both patient and virtuous, patience can be strained to breaking point by the fanatical, radical and unreasonable leaders of the NAACP. The arbitrary and insulting demands of the NAACP leaders make a mockery of the rights of individual states. This will inevitably lead to the kind of violence which they would want to avoid. 15



Source 2: From a memorandum sent by Sir Roger Makins, British Ambassador in the USA, 8 December 1955. The memorandum was sent to the British Foreign Office in London to update the British Government on developments in segregation in US schools.

The rulings by the Supreme Court this year and last, about the desegregation of the American public educational system, recognised that racial segregation was unconstitutional. However, the court wisely left it to local authorities to determine the pattern and speed of the desegregation process. 20

Compliance with the Supreme Court's decision is varied. In the seventeen affected States, some have introduced almost complete integration. However, others have shown their willingness to use any means to get round both the letter and the spirit of the ruling. Opposition to desegregation is strongest in the five 'Deep South' States (Mississippi, Georgia, Alabama, Louisiana, South Carolina) where negroes constitute more than one third of the population. No attempt has been made to comply with the Supreme Court rulings in any of these States. 25 30

The general effect of the school segregation issue has been to worsen the colour problem in the South. The NAACP, which has for years directed the fight for racial equality and financed the legal cases in which successive victories were won, is now being violently attacked throughout the South. White people's efforts to revive the infamous Ku Klux Klan have failed; but the 'White Citizens Councils' are spreading rapidly. These Councils have so far avoided the violence of which the Klan was guilty. However, they apparently intend to use all means, including social pressure, intimidation and economic sanctions, to prevent desegregation. 35 40

Nevertheless, the school desegregation decision, with its rejection of the 'separate but equal' doctrine, marks a turning point in the history of race relations in the United States. The weight of the decision as a legal precedent has already had an effect even in Southern law courts. And many other decisions may be expected to follow. However, the most effective contribution to better race relations will result from the mingling of white and negro children in the schools. 45



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