

# Mark Scheme (Results)

## Summer 2026

Pearson Edexcel International Advanced Level in  
History (WHI03/1D)

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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|----------|--------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|          | <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>                                                                                                                                                                                               |
| <b>4</b> | <b>15–20</b> | <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> |

| Level | Mark  | Descriptor                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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|          | <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> |

| Level | Mark  | Descriptor                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| 5     | 21–25 | <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> |

## Section A: indicative content

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

| Question | Indicative content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| 1        | <p>Answers will be credited according to their deployment of material in relation to the qualities outlined in the generic mark scheme.</p> <p>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.</p> <p>Candidates must analyse and evaluate the sources to investigate the disagreements within the Supreme Court about the impact of the <i>Plessy v Ferguson</i> case (1896).</p> <p><b>Source 1</b></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>• Justice Brown is presenting the legally binding judgement, which determines the constitutionality in the case</li><li>• Being the majority judgement indicates that there was some dissent to the ruling</li><li>• The language and tone is rather disdainful of the arguments of Mr Plessy's lawyers.</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 disagreements within the Supreme Court about the impact of the <i>Plessy v Ferguson</i> case (1896).</p> <ul style="list-style-type: none"><li>• It indicates that the majority believe that their ruling does not impinge on the idea that the different races remain legally equal ('law... does not destroy the legal equality of the two races,')</li><li>• It claims that, if black Americans feel inferior, it is not because of any law supporting that ('If this is so, it is not because of anything found in the law, but... the colored race chooses to believe it is inferior.')</li><li>• It implies that the case supporting Plessy is essentially spurious ('we do not understand why the Thirteenth Amendment is relied upon so closely by Mr Plessy in this case.', 'Mr Plessy's argument to be false.').</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>• The Court agreed that the Fourteenth Amendment allowed the races to be segregated by law as long as the public facilities available to each race were 'separate but equal'</li><li>• This ruling gave constitutional sanction to the southern Jim Crow laws that segregated the races</li><li>• The Court rejected Plessy's lawyers' arguments that the Louisiana law inherently implied that black people were inferior. The ruling gave great legal latitude to American state legislatures.</li></ul> |

| Question | Indicative content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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|          | <p><b>Source 2</b></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 source was representative of dissenting voices but, being a lone dissenter, Harlan's judgement had no impact on the ultimate decision of the court</li> <li>• Harlan used the opportunity of the dissenting opinion to highlight the potential longer-term effects of the ruling rather than just the immediate legal arguments</li> <li>• The language and tone of the dissent is scathing and exhibits a desire to highlight the perniciousness of the ruling.</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 disagreements within the Supreme Court about the impact of the <i>Plessy v Ferguson</i> case (1896).</p> <ul style="list-style-type: none"> <li>• It indicates that the US constitution recognises everyone as equal and any attempt to legally discriminate between races was unconstitutional ('Constitution is color-blind', 'cannot be justified... any legal grounds.')</li> <li>• It claims that the statute under consideration impinges on the individual liberties of citizens and is unconstitutional ('inconsistent with the personal liberty... hostile to... spirit and letter of the Constitution')</li> <li>• It implies that the majority ruling will open a 'Pandora's box' of anti-black American laws ('allow the states, by wicked legislation, to interfere... upon the basis of race.')</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>• After the Supreme Court ruling, Plessy's criminal trial went ahead in Louisiana in 1897. Plessy changed his plea to guilty of violating the Separate Car Act</li> <li>• The effect of the Plessy ruling was immediate with states consistently providing separate facilities for black Americans that were substandard</li> <li>• Harlan's concerns about the encroachment on the Fourteenth Amendment would prove well-founded; states proceeded to institute segregation-based laws that became known as the Jim Crow system.</li> </ul> <p><b>Sources 1 and 2</b></p> <p>The following points could be made about the sources in combination:</p> <ul style="list-style-type: none"> <li>• Both sources recognise the great significance of the ruling although Source 1, in places looks to play it down</li> <li>• The sources differ in their interpretation of the workings of both the Thirteenth and Fourteenth Amendments</li> <li>• Source 2 is extremely pessimistic as to the practical ramifications of the ruling, whereas Source 1 envisages little change in the laws pertaining to the rights of individual states.</li> </ul> |

## Section B: Indicative content

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

| Question | Indicative content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| 2        | <p>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.</p> <p>Candidates are expected to reach a judgement on whether Andrew Johnson's presidency (1865-69) had much more impact on the lives of black Americans than had Lyndon Johnson's presidency (1963-68).</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 Military Reconstruction Act 1867 required former confederate states to recognise the rights of black Americans to vote, so leading to the enfranchisement of 703,000 ex-slaves</li><li>• During Andrew Johnson's presidency considerable urban migration occurred, opening up greater job opportunities to black Americans</li><li>• Lives of black Americans were severely hindered by Andrew Johnson allowing former confederates to take up high political office in southern states and tolerating them not ratifying the Thirteenth Amendment</li><li>• Andrew Johnson's presidency had a detrimental effect on black Americans as he failed to prevent the introduction of 'Black Codes' in many southern states, which was likened to a reintroduction of slavery</li><li>• Andrew Johnson changed the lives of black Americans as he used his veto to obstruct bills designed to help them, such as the extension to the Freedmen's Bureau and the first Civil Rights Act 1866</li><li>• Andrew Johnson's commitment to obstructing civil rights was harmful as it was partly responsible for emboldening southern Democrats to continue their opposition to the rights of black Americans.</li></ul> <p>Arguments and evidence opposing or modifying the statement should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Lyndon Johnson significantly increased the legal rights of black Americans by persuading Congress to pass the Civil Rights Act (1964), which brought an end to legal segregation</li><li>• Lyndon Johnson signed the Voting Rights Act into law, which, amongst other things, outlawed literacy tests. Andrew Johnson had largely ignored this issue and tolerated black codes</li><li>• Lyndon Johnson's Fair Housing Act led to significant improvements in the lives of black Americans as it outlawed discrimination on the basis of colour or race in the rent or sale of houses</li><li>• Lyndon Johnson made the symbolically important appointment of the first black American to the US Supreme Court. Andrew Johnson was prevented from making any Supreme Court appointments</li><li>• Lyndon Johnson's education reforms such as the Elementary and Secondary Education Act (1965) aimed to, and did, improve black access to education.</li></ul> <p>Other relevant material must be credited.</p> |

| Question | Indicative content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| <b>3</b> | <p>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.</p> <p>Candidates are expected to reach a judgement on the statement that progress for black Americans was so significant in the years 1954-68 that in the years 2000-09 there was little left to achieve.</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 Montgomery Bus Boycott brought Martin Luther King to national prominence as a civil rights campaigner and he used this to both bring about greater media visibility and campaign for meaningful change</li> <li>• Landmark Supreme Court judgements, such as <i>Brown v Board of Education</i>, had significant effects on the rights of black Americans by enabling legal challenges to segregation in many areas of society</li> <li>• Johnson persuaded Congress to pass the Civil Rights Act (1964), which brought an end to legal segregation by attacking both de jure and de facto racial segregation across the US</li> <li>• Johnson addressed the issue of voter suppression by signing the Voting Rights Act (1965) into law which, amongst other things, outlawed literacy tests. Roosevelt had failed to address this issue</li> <li>• Johnson attempted to rectify inequalities in housing by passing the Fair Housing Act (1968), which outlawed discrimination on the basis of colour or race in the rent or sale of houses</li> <li>• The civil rights movement had flourished in the years 1954-68 with groups such as the NAACP, CORE and the SCLC heavily influencing national decision-making over the issue of race relations.</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>• Despite Johnson making the symbolically important appointment of the first black Supreme Court judge in Thurgood Marshall, limited social and professional mobility for black Americans was still a significant problem</li> <li>• The impact of Johnson's legislation was not that significant as it did not prevent the 239 outbreaks of racial violence in over 200 US cities, which broke out in the years 1964-68</li> <li>• The continuation of race riots and militant protest in the years 2000-2009, especially in response to police shootings of black Americans e.g. Cincinnati 2001, Oakland 2009, suggests improvements were still needed</li> <li>• The election of Barack Obama, as the first black American President, did not come until 2008. This showed that there still had been much to achieve by 2000</li> <li>• Obama's campaign and subsequent election produced such a white, conservative backlash that it highlighted the extent to which America remained divided over the issue of race</li> <li>• Black American poverty rates, which had been high in the years 1954-68, remained persistently high in the years 2000-09.</li> </ul> <p>Other relevant material must be credited.</p> |

