

Mark Scheme (Results)

January 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
	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 Second World War on black Americans. 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: • Babero was writing a private letter, to a senior political adviser, hoping to raise awareness of specific problems and so might be expected to accurately explain his concerns • Babero was writing towards the end of the war when, because of the contributions of black Americans to the war effort, he might have expected them to be treated fairly • The tone of the letter is both rather angry, yet also bemused, as to the discrimination he has experienced in camp. 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 Second World War on black Americans. • The source indicates that discrimination against black Americans continues to be widespread in the USA ('horrified ... as far north as Pennsylvania segregation and discrimination is widely practised') • The source claims that Babero is being frustrated in his efforts to raise his concerns about inequality ('I have tried to find answers to these questions but I'm getting nowhere.') • The source implies that Babero feels misled as to his status as a black American in the US army ('I honestly believed ... I comprised an important part of this nation.'). 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 US armed services remained segregated until 1948 • The war years saw the introduction of the 'Double V' campaign in the press to secure victory against discrimination at home and in the war against fascist powers. • Lynching, including that of black American servicemen, remained an issue during the war. Source 2

Question	Indicative content
	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: • As Lewis was taking part in an academic information-gathering exercise she might be expected to explain her experiences accurately • Lewis, as a black worker recalling relatively recent experiences, was in a good position to offer an informed view about the impact of the Second World War on black Americans • The language and tone of the comments are balanced. There are indications of racism she was experiencing but also awareness of the mutual benefits of black and white Americans working together. 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 Second World War on black Americans. • The source suggests that black American workers achieved a much higher standard of living through moving to work in war industries ('I left my position... I'd never seen that much money before!') • The source implies that war migration improved the opportunities of black Americans and allowed them to mix openly with white Americans ('we had to relate to each other ... had never experienced before.') • It claims that the War was vital in changing the status of black Americans ('not been for Executive Order 8802 I don't think black Americans would be in the position they are', 'war changed my life.'). 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: • Executive Order 8802, brought about a significant increase in the numbers of black Americans working in jobs vital for war production on the West Coast • The Order established the Fair Employment Practice Committee (FEPC) to oversee its implementation • Although war production brought many new opportunities for black Americans, their status was usually still significantly inferior to white workers in terms of pay and conditions. Sources 1 and 2 The following points could be made about the sources in combination: • Both sources highlight that discrimination against, and racial abuse of, black Americans remained problems during the war • Both sources indicate that the movement of people during the war opened up access to different perspectives and experiences • The sources differ as Source 1 focuses on discrimination against black American soldiers. By contrast, Source 2 highlights the gains in racial understanding and progress in black Americans' working status.

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, in the years 1865-77 and 1883-c1900, the most significant developments in the civil rights of black Americans were those that took place in the 1870s. Arguments and evidence supporting whether, in the years 1865-77 and 1883-c1900, the most significant developments in the civil rights of black Americans were those that took place in the 1870s should be analysed and evaluated. Relevant points may include: • In 1870, the 15th Amendment, granted the right to vote for black men. This resulted in black Americans being elected to office across the south, including two federal Senators and 15 members of the House • In 1871, Congress passed the Ku Klux Klan Act, which aimed to combat the activities of the Klan. The act allowed the deployment of federal troops into areas with Klan activities • The 1875 Civil Rights Act was a significant development as it supported equality before the law for all citizens and justice for all regardless of race and colour • The ruling of the Supreme Court in the Slaughterhouse Decision (1873) was a key development allowing state governments to erode some of the benefits conferred by the 14th Amendment • In the 1870s, the emergence of white terror organisations, such as the White League, were key developments as they led to widespread intimidation and violence against black Americans. Arguments and evidence opposing that the most significant developments in the civil rights of black Americans were those that took place in the 1870s should be analysed and evaluated. Relevant points may include: • The passing of the 13th Amendment in 1865 confirmed Lincoln's Emancipation Proclamation and abolished slavery. This enabled a Freedman's Bureau to be established to oversee black rights • The 14th Amendment, introduced in 1868, guaranteed the rights to black Americans of equality before the law and against discrimination by states • The Supreme Court ruling on civil rights in 1883 was an important development as it opened the way for the proliferation of Jim Crow Laws throughout the Southern states in the 1880s • Legal segregation of black and white Americans was extended across wide areas of social and recreational life in the 1880s, e.g. Mississippi introduced segregated rail travel in 1888 followed by Louisiana in 1890 • In the 1890s, the right to vote was steadily whittled away throughout the South, e.g. Louisiana had 130,000 black voters in 1896 but only 5,320 in 1900

	• 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.
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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 whether supporters of black militancy were central to improvements in the lives of black Americans in the years 1954-2009. Arguments and evidence supporting the statement should be analysed and evaluated. Relevant points may include: • The Black Power movement encouraged more militant action to tackle black poverty in inner cities and staged high publicity protests such as at the 1968 Olympics, drawing attention to inequality • The Black Power movement not only represented a change in tactical strategy but also a change in mind-set for black Americans. This resulted in the development of a more overt black cultural movement • Malcolm X was a gifted orator and this ability made him a popular guest on television, radio shows and on university campuses. This helped disseminate an alternative vision for black Americans • Rioting and direct militant protest in the years 2000-2009, especially in response to police shootings of black Americans, e.g. Cincinnati 2001, Oakland 2009 kept the issue of race at the forefront of political debate • The Black Power movement helped organise scores of community self-help groups that did not depend on white people and mobilised black voters. Many of these remained important into the twenty first century. Arguments and evidence opposing the statement should be analysed and evaluated. Relevant points may include: • The rather disparate nature of the black power movement, with no agreement as to exactly what it stood for, limited its ability to seriously influence political events • Malcolm X failed to build alliances with the radical elements in the more widely supported civil rights groups such as SNCC and CORE. His influence over the lives of black Americans was cut short by his assassination • The Black Panther Party never exceeded 5000 members and was largely confined to certain areas of northern cities such as Chicago and parts of California • Many of the significant pieces of civil rights legislation that improved the political lives of black Americans, e.g. Voting Rights Act 1965, had little to do with black militancy

	• The campaigns of the NAACP partly resulted in key decisions of the Supreme Court such as Brown v Board of Education 1954. All this predated the black power movement • The increasing number of elected black Americans at both State and National level, as well as the emergence of a significant black middle class after 2000, rather than direct militant action, helped improve lives • Barack Obama's election as president in 2008 was of symbolic importance as the embodiment of the rejection of black militancy. His election gave an example of what was possible in the lives of black Americans. Other relevant material must be credited.
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