GradeMax



Mark scheme (Results)

June 2017

Pearson Edexcel International Advanced Level in History (WHI03)

Paper 3: Thematic Study with Source Evaluation

Option 1A: The USA, Independence to Civil War, 1775–1865

Edexcel, BTEC and LCCI qualifications

Edexcel, BTEC and LCCI qualifications are awarded by Pearson, the UK's largest awarding body offering academic and vocational qualifications that are globally recognised and benchmarked. For further information, please visit our qualification websites at www.edexcel.com, www.btec.co.uk or www.lcci.org.uk. Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus

About Pearson

Pearson is the world's leading learning company, with 40,000 employees in more than 70 countries working to help people of all ages to make measurable progress in their lives through learning. We put the learner at the centre of everything we do, because wherever learning flourishes, so do people. Find out more about how we can help you and your learners at: www.pearson.com/uk

June 2017
Publication Code WHI03_1A_1706_MS
All the material in this publication is copyright
© Pearson Education Ltd 2017

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 1A: The USA, Independence to Civil War , 1775–1865

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 consider how far the historian could make use of them to investigate the significance of the emancipation proclamation of 1863. 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: • As an ex-slave Douglass would be expected to be supportive of the emancipation proclamations • His role as a publisher and editor enabled him to disseminate his views freely • He was part of the debate about the emancipation of slaves. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the significance of the emancipation proclamations: • It claims that following the proclamation slavery will be abolished • The tone of the article is optimistic about the victory of the North • It implies that emancipation is a moral crusade. 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: • Over 300,000 black Americans had served in the US armed forces by the end of the war • The Northern victory at Gettysburg in 1863 turned the war against the South and thus brought the reality of emancipation closer • By 1865 the Thirteenth Amendment of the US Constitution declared slavery to be abolished. 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 President of the confederate states he would be expected to be critical of the implications of the proclamations • He is speaking to like-minded people and so would be expected to focus the rhetoric accordingly • The tone and language of the speech is apocalyptic. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the significance of the emancipation proclamations: • It claims that emancipation will lead to the 'extermination' of slaves • It claims it is 'the most hated measure in the history of man' • It suggests that it will lead to greater international recognition of the Confederate States. 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: • Black Americans were not allowed to join the Confederate army until 1865 • Davis was widely criticised for his blinkered and inadequate political leadership during the Civil War • Britain and France refused to formally recognise the Confederacy as independent throughout the war. Sources 1 and 2 The following points could be made about the sources in combination: • Both agree that the proclamations will lead to great change • While source 1 takes a positive view of their significance Source 2 sees some extremely negative consequences • Both sources are aimed at rallying support for their viewpoints.

Section B: Indicative content

Option 1A: The USA, Independence to Civil War, 1775–1865

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 how accurate it is to describe the new American state as united in the years 1776-83 and 1786-91. Arguments and evidence supporting the statement that the new American state was united in the years 1776-83 and 1786-91 should be analysed and evaluated. Relevant points may include: • In 1776 the Second Continental Congress voted unanimously to declare the independence "of the thirteen United States of America." • The Articles of Confederation, ratified by all 13 states by 1781, agreed to 'a perpetual union' • George Washington's time as President helped unity by establishing clear roles and responsibilities for the office of President • By 1790 all thirteen states had ratified the constitution • The unifying principles of democracy had been established in the new state • In February 1791 the First Bank of the United States had been established. Arguments and evidence opposing the statement that the new American state was united in the years 1776-83 and 1786-91 should be analysed and evaluated. Relevant points may include: • Disagreements between federalists and anti-federalists continued throughout this period • Shay's Rebellion of 1786-7 highlighted the weakness and divisions in American society and prompted calls for stronger and more unified central government • Hamilton's economic and political ideas were accused of favouring the northern elites • The country remained divided over the issue of slavery • The unwillingness of states, such as New York, to contribute taxes

	to the national government indicated a degree of disunity • Despite the North West Ordinance of 1787 disagreements remained over frontier west. 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 whether lack of effective and unifying leadership was the most significant problem facing the American state in the years 1828-37 and 1850-61 Arguments and evidence supporting the statement that lack of effective and unifying leadership was the most significant problem facing the American state in the years 1828-37 and 1850-61 should be analysed and evaluated. Relevant points may include: • Jackson's new, abrasive and populist style was highly significant as it created political divisions and helped to spark problems such as the nullification crisis of 1832-33 • The compromise of 1850 was ineffective in solving the growing tensions between north and south • The actions of President Pierce in championing and signing the Kansas–Nebraska Act and enforcing the Fugitive Slave Act were ineffective and divisive • The election of Lincoln in 1860 created a significant political problem as he was divisive and it speeded up the moves towards secession and civil war. Arguments and evidence opposing the statement that lack of effective and unifying leadership was the most significant problem facing the American state in the years 1828-37 and 1850-61 should be analysed and evaluated. Relevant points may include: • President Jackson's leadership was effective in mobilising popular support behind his government • Jackson's strengthening of the powers of the President and the Executive • The compromise of 1850 was the most effective solution which could be brokered at the time • The problem over the legitimacy of slavery was on going and deep rooted • Clashes between state and federal rights persisted across both periods • The economic imbalance between the North and the South had been growing throughout these periods. Other relevant material must be credited.