GradeMax



Mark Scheme (Results)

Summer 2018

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

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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.

Level	Mark	Descriptor
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.
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.

Question	Indicative content
1	Answers will be credited according to candidates' 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 that is indicated as relevant. Candidates must analyse and evaluate the sources to consider how far the historian could make use of them to investigate the reasons for the British defeat in the War of American Independence. 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: • Ebenezer Denny was an eyewitness to the disarray the British army was in by 1781 • He fought on the side of the Continental Army against the British • His observations were limited to his own experiences. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the reasons for the British defeat: • It implies, through the number of British prisoners captured, that Yorktown was a major defeat and damaging to morale • It gives evidence that France was involved as an ally to the Americans • It suggests that the British army was in disarray and had become a disorganised rabble. 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: • Collectively the French and American forces outnumbered the British • A British fleet under Admiral Sir Thomas Graves failed to breakthrough and therefore expected reinforcements for Lord Cornwallis never arrived, which was indicative of a general lack of committed resources • The siege of Yorktown further denuded the capability of the British to fight and indicated the isolation of British forces at key moments.

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 inference:

- Lord Chandos was a government supporter who, when events had turned, was himself becoming critical of the campaign
- He was a member of the House of Lords and on close terms with the key figures who were decision-makers
- Lord Chandos might have been motivated by personal political opportunism.

2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the reasons for the British defeat:

- It claims that naval support for the army was inadequate
- It implies that political leadership in the war was inadequate
- It claims that the defeat at Yorktown lost the Americas.

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 lack of allies for Britain when compared to French support for America proved influential
- The Continental Army was led by George Washington and his ability to keep it intact during the war was a major factor in its success
- Poor military leadership and overconfidence by the British led to significant defeats such as at Saratoga, which was partly responsible for France joining the war.

Sources 1 and 2

The following points could be made about the sources in combination:

- They both make reference to French support for the American cause
- They both highlight the inadequacy of supplies for the British Army, although Source 2 lays the blame most directly with the government
- They both make reference to the defeat of the British Army but Source 2 places emphasis on the failures of naval support being a key factor.

Section B: indicative content
Paper 3, Option 1A: The USA, Independence to Civil War, 1775-1865

Question	Indicative content
2	Answers will be credited according to candidates' 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 that is indicated as relevant. Candidates are expected to reach a judgement on the statement that the contribution of George Washington in the years 1786-91 was much more significant than that of Andrew Jackson in the years 1828-37 to the development of the office of the President. Arguments and evidence supporting the statement should be analysed and evaluated. Relevant points may include: • Washington presided over the Constitutional Convention, which agreed the new Constitution of 1788 thereby bringing into existence the office of the President • He helped to shape the core principles underpinning governance in America such as the theory of 'the separation of powers' • During his Presidency amendments to the Constitution were made, which produced the Bill of Rights • Washington set the precedent for how many roles would interact with the presidency and established the cabinet as the chief executive's private, trusted advisers • He established the two term precedent for the Presidency. Arguments and evidence countering the statement should be analysed and evaluated. Relevant points may include: • The growth of the Democratic party helped to develop the party political system in America and clearly established the link between party and presidential nominees • Jacksonian democracy promoted the strength of the presidency, while also seeking to broaden the public's participation in government through an extension of the franchise • During his presidency the powers of the President and Executive were strengthened at the expense of factions in Congress • Jackson's deft handling of the Nullification Crisis helped to assert the authority of Federal government and the presidency over states' rights • Jackson's relatively humble origins and being from Tennessee enabled him to be portrayed as in touch with the 'common man' and thus helped to break the mould of elitist politics. Other relevant material must be credited.

Question	Indicative content
3	Answers will be credited according to candidates' 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 that is indicated as relevant. Candidates are expected to reach a judgement on the statement that the defeat of the South in the American Civil War was primarily a consequence of its economic inferiority to the North since 1850. Arguments and evidence supporting the statement should be analysed and evaluated. Relevant points may include: • The economy of the Northern States became more industrialised and diversified than that of the South during the 1850s • By the beginning of the Civil War, only one-ninth of the United States' industrial capacity was situated in the South. The North, meanwhile, produced 97 per cent of the country's firearms and 93 per cent of its pig iron • During the 1850s, the North took advantage of its more abundant natural resources thereby aiding its ability to wage war • The Union had 3.5 million males of military age - 18 to 45 - as compared to 1 million for the South. About 75 per cent of Southern males fought the war, as compared to about half of Northern men • The growth of urbanisation in the North throughout the 1850s made it easier for Army recruitment during the Civil War. By 1860, 26 per cent of the Northern population lived in urban areas but only 10 per cent in the South. Arguments and evidence countering the statement should be analysed and evaluated. Relevant points may include: • The ability of the South to wage war was compromised by short-term economic issues such as war finance, inflation and shortages of food and supplies • The political leadership of Lincoln eclipsed that of Davis and helped to give advantage to the North • The military leadership of Grant played a key role in the ultimate defeat of the South • Lack of external military assistance and recognition hit the South hard • Loyalty to the Confederacy appeared more fragile than that to the Union. Other relevant material must be credited.

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