GradeMax



Mark Scheme (Results)

January 2019

Pearson Edexcel International Advanced Level In History (WHI03) Paper 1A

Paper 3: Thematic Study With Source Evaluation

Option 1A: The USA, Independence to Civil War, 1763–1865

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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.
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, 1763–1865

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 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 Shays' rebellion 1786–87. **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: • Being a personal letter, it probably would be candid in the views being presented • The date of the letter is during the early stages of the rebellion and so might not be able to gauge the full impact • The tone of the letter is troubled as to the implications for America of the rebellions. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the impact of Shays' rebellion 1786–87: • It claims that the country is heading towards anarchy and confusion ('fast moving towards anarchy and confusion') • It implies that without political and constitutional change the nation is facing an existential threat ('our government would soon disintegrate') • It suggests that Shays' rebellion has illuminated the problems of government. 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: • Angry farmers, led by Daniel Shays, took up arms and engaged in active rebellion in an effort to gain debt relief • The limitations of the Articles of Confederation weakened a coordinated response from the states to the rebellions • In May 1787, a Constitutional Convention met to consider the drafting of a federal constitution.

Question	Indicative content
	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 inferences: • The letter was written later in the rebellion giving an opportunity to reflect on the impact • The tone of the letter is positive about the impact on the nation • The writer was abroad at this point and so did not witness any of the events he comments on. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the impact of Shays' rebellion 1786–87. • It claims that the rebellions will not have serious consequences ('do not appear to threaten serious consequences') • It states that rebellion is ultimately healthy for a democratic nation ('a little rebellion now and then is a good thing') • It suggests that the governing authorities face important decisions as to how they treat the rebels, which will help define the character of governance of the new 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: • Farmers in Massachusetts were amongst the hardest hit by the post-war depression and the inflation that accompanied it • The decision taken in 1786 by the state legislature to raise taxes exacerbated the plight of the farmers • The authorities in Massachusetts had brought the rebellion under control by February 1787. **Sources 1 and 2** The following points could be made about the sources in combination: • Both sources take the view that the acts of rebellion were unjustified although Source 1 is stronger in its condemnation • The sources highlight a clear division between those who saw the threat of anarchy as uppermost and those who feared a new tyranny • Source 1 is more precise in its claim that the rebellions have shown the need for a constitution.

Section B: Indicative content

Option 1A: The USA, Independence to Civil War, 1763–1865

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 which is indicated as relevant. Candidates are expected to reach a judgement on how far good political leadership accounts for the success of the colonists in the War of American Independence and the success of the North in the American Civil War. Arguments and evidence supporting the statement should be analysed and evaluated. Relevant points may include: • The establishment of the Continental Congress gave decisive political focus and leadership to the colonists, partly resulting in the declaration of independence in 1776 • The Continental Congress took the decision to establish and raise funds for the setting up of a Continental Army under the leadership of George Washington, which proved central to the colonists' victory • The decisive political leadership of President Lincoln, including instituting a military draft, aided the North in its war effort towards victory • Lincoln was decisive in his appointment and backing of Grant. Arguments and evidence opposing the statement and/or that other factors were more important should be analysed and evaluated. Relevant points may include: • The assistance of France was crucial to the American colonists. Initially France sold weapons cheaply to the colonies and later French naval aid helped suppress the British navy • The poor leadership of the British generals most notably Burgoyne at Saratoga (1777) and Cornwallis at Yorktown (1781) • Washington's understanding that victory required the Americans to fight a defensive war largely avoided direct combat with the British armies, which might have proved disastrous for the colonists • Generals Grant and Sherman were single minded and willing to wage total war in order to destroy the South's will to continue the struggle, e.g. Sherman's 'March to the Sea' (1864) • The North, in the Civil War, had a stronger, more industrialised and diversified economy with more abundant natural resources, which helped it to wage war effectively • The indecisive political leadership of Jefferson Davis in the South. Other relevant material must be credited.

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 which is indicated as relevant. Candidates are expected to reach a judgement on how accurate it is to say that the greatest issue confronting America in the years 1828–37 and 1850–61 was the issue of states' rights. Arguments and evidence supporting the statement should be analysed and evaluated. Relevant points may include: • The Nullification crisis of 1832–33 threatened the Union • President Jackson was so concerned about the constitutional threat posed by Nullification that he sought permission from Congress to use federal troops to put down any uprising that might develop • President Jackson's veto of the Second Bank's renewal bill highlighted how the issue over the right of the federal or state government to control the nation's finances was a fractious one • The need to compromise over the rights of individual states to be slave states in 1850 and the violence of 'Bleeding Kansas' showed how impassioned the issue had become in the 1850s • The crisis in 1861 was to lead to secession of the southern states and civil war. Arguments and evidence opposing the statement should be analysed and evaluated. Relevant points may include: • The Nullification crisis ended quite swiftly in a compromise over the issue of federal tariffs • President Jackson perceived the greatest problem at the heart of the Bank War to be that the Second Bank was run by and for elites at the expense of the common man • The fundamental morality of slavery was the greatest problem and this was increasingly highlighted by the emergence from the 1830s onwards of a vociferous abolitionist lobby • Lack of unifying and effective political leadership in the 1850s fundamentally helped America to drift towards civil war • The growing economic imbalance between North and South was never addressed and helped cause civil war. Other relevant material must be credited.