GradeMax

Pearson Edexcel

Mark Scheme

Summer 2019

Pearson Edexcel
International Advanced Level
In History (WHI03)
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 attitudes towards independence in America in 1775–76. 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 • Jefferson had been elected to the second Continental Congress in March 1775 and so might be expected to have a sound awareness of differing and changing political opinions in America • The tone of the letter is both conciliatory and firm. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the attitudes towards independence in America in 1775–76: • It suggests that opinion is divided in America as to independence ('Now it is much more difficult for those wishing for reunion') • It claims that British politicians do not understand the depth of feeling in America ('Even those in parliament who are called friends to America seem unaware of America's real determination') • It implies that even moderate opinion is hardening ('I am also one of those who, rather than submit …. would lend my hand to sink the whole island of Britain in the ocean'). 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: • Patriot military resistance had been growing throughout 1775 • The battles of Lexington and Concord were defeats and a shock to the British Army • King George III refused to compromise and persuaded parliament to pass an American Prohibitory Act, which amounted to a declaration of war.

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: • Paine was working as a journalist for a local newspaper and so might be expected to be positive about the patriot cause • Paine was writing in 1776 by which stage the military conflict with Britain was in full swing • The tone is very condemnatory of Great Britain and its relations with the American colonies. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the attitudes towards independence in America in 1775–76: • It suggests that independence is justified as Britain has been intransigent ('has not shown the least inclination towards a compromise') • It implies that the struggle for independence is morally justified ('our duty to mankind at large') • It claims that political links to Britain had always created problems for America ('tends to directly involve this continent in European wars and quarrels'). 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: • '*Common Sense*' was read widely and sold 120,000 copies in its first three months in print • Paine challenged monarchy, traditional authority and the men who wielded it in line with many ideas of the Enlightenment • Paine's ideas, in some ways, underpinned many of those seen in the Declaration of Independence later in 1776. Sources 1 and 2. The following could be made about the sources in combination: • Both sources seem to indicate British inability to compromise • Source 2 has a more zealous, populist and idealistic tone than Source 1 • Source 2 is more openly critical of Britain than Source 1. Other relevant material must be credited.

Section B: Indicative content

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

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 say that financial and economic problems were the greatest challenge confronting America in the years 1786–1865. Arguments and evidence supporting the statement should be analysed and evaluated. Relevant points may include: • The War of Independence had created a debt crisis as, to finance the war, the Continental Congress had printed $240 million in paper money with no backing for it in gold or silver • Leading politicians such as Hamilton and Madison disagreed on whether America should become a free trading agricultural-based economy or one based on manufacturing and tariffs • Disputes over the need to have and retain a national bank existed up to 1862 • Significant disparity of economic interests between the Northern and Southern states was a major contributing factor to the outbreak of civil war in 1861. Arguments and evidence opposing the statement should be analysed and evaluated. Relevant points may include: • Drafting an acceptable compromise constitution for America was the most pressing problem after 1786 • Getting the constitution ratified in the face of fierce federalist and anti-federalist factions was a major problem whose resolution was essential to unity • The issue of states' rights remained a central political problem as seen by the Nullification crisis 1832–33 and the Secession crisis 1861 • Resolving the issue of slavery, both morally and politically, remained a central problem across the whole period • Armed conflict that threatened the unity of America was a feature throughout, e.g. Shays rebellion, 1786, Bleeding Kansas, 1854, American Civil War, 1861. 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 far they agree with the statement that Andrew Jackson's achievements as President, in the years 1828–37, were greater than Abraham Lincoln's achievements as President in the years 1861–65. Arguments and evidence supporting the statement should be analysed and evaluated. Relevant points may include: • Jackson significantly strengthened the powers of the President and the Executive at the expense of factions in Congress • He was largely responsible for the establishment and growth of the Democratic Party, which helped to spread political power from the established elites to ordinary voters • Jackson resolved the Nullification crisis peacefully whereas the Secession crisis of 1861 ended with Civil War • Trade was increased substantially during his term as President through signing trade agreements with Great Britain, which opened the West Indies colonies to American merchant ships. Arguments and evidence opposing the statement should be analysed and evaluated. Relevant points may include: • Abraham Lincoln issued the Emancipation Proclamation in 1863, the precursor of the Thirteenth Amendment, which made slavery and indentured servitude illegal in the United States • Lincoln led the Union forces to victory in the American Civil War and thus preserved the unity of the nation • Lincoln laid the stepping stone for Reconstruction by issuing the proclamation of Amnesty and Reconstruction in 1863. This aimed to reunite the nation rather than alienate the South • In contrast to Jackson's hostility to a national bank, Lincoln supported it and passed the National Banking Act in 1863, which established the US National Banking System and a national currency. Other relevant material must be credited.

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