GradeMax



Mark scheme

January 2020

Pearson Edexcel International Advanced Level in History (WHI03/1A)

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.

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, 1763–1865

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 investigate the reasons for the tensions between Britain and its American colonies in the years 1765–66. **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: • The timing of the publication of the pamphlet is significant as it comes as the British Parliament is trying, with difficulty, to impose tariffs on the American colonies • Otis, as a lawyer, might be expected to have an educated and informed understanding of the issues • The tone of the article is both firm and conciliatory. 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 tensions between Britain and its American colonies in the years 1765–66. • It indicates that Otis considered every man in America to have the same rights as every British citizen ('entitled to the same rights, liberties and privileges as the subjects of the mother country have.') • It claims that if taxation in one area is agreed to then the British authorities will endeavour to extend taxes into all aspects of the colonists' lives • It implies that taxation without representation is more than a political or economic decision but a fundamental issue of basic liberty ('If these rights are taken from them without their consent, they are effectively no better than slaves.'). 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: • 1n 1764 the Sugar Act was passed by the English Parliament to offset the war debt brought on by the French and Indian War, and to help pay for the expenses of running the colonies and newly acquired territories • In 1764 the Currency Act prohibited the colonists from issuing any legal tender paper money. This act threatened to destabilise the entire colonial economy of both the industrial North and agricultural South • The British authorities' writs of assistance, which were warrants that British officials used to search homes and businesses of colonists thought to be trying to avoid paying taxes.

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 timing of the act is significant as it sets to draw a line under disturbances caused by colonial taxes • The purpose of the act was to clarify and assert the dominant imperial position of the British • The tone of the source is very firm in defending the rights of the British to impose their laws on the colonies 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 tensions between Britain and its American colonies in the years 1765–66. • It indicates that the American colonies need to be clearly and firmly reminded of their limited status in the relationship with Britain • It claims that any legislation hitherto passed by the colonists should be immediately superseded ('all resolutions and votes, in any of the American colonies… are declared to be, utterly null and void in all cases.') • It implies that the colonists have overstepped their position and need to be firmly put back in their place ('to make valid and forceful laws and statutes to bind the Colonies… as subjects of the Crown'). 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 Stamp Act of 1765 imposed a direct tax on the British colonies and plantations in America and was very unpopular among colonists • Stamp Act boycotts were ordered by many businessmen. These turned into a riot in Boston in August 1765 • Opposition in Parliament led to the repealing of the Stamp Act and the passing of the Declaratory Act. **Sources 1 and 2** The following points could be made about the sources in combination: • Both sources suggest that taxation without representation has caused tension between Britain and its American colonies • Source 1 takes the view that the rights of the American colonists and those of the British people are the same in a way that Source 2 does not • Source 2 takes a more assertive stance on the rights of governance over the colonies than Source 1 does.

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 the role of George Washington was the most significant factor in creating the American Union in the years 1775–91. Arguments and evidence supporting the statement should be analysed and evaluated. Relevant points may include: • Washington's military leadership was instrumental in defeating the British in the War of Independence and hence the formation of an independent America • Washington's Newburgh Address in 1783 headed off a potential challenge from elements within the army to the authority of Congress, thereby helping to secure American democracy • Washington was the Presiding Officer and a major driving force behind the work of the Constitutional Convention of 1787, which agreed the new Constitution that came into force in 1788 • As the first President, Washington was responsible for establishing the responsibilities of the role within the Union • Washington helped to shape the core principles of governance in the American Union, including the principle that the power of the president was vested in the office, not in the individual who held the office. Arguments and evidence opposing the statement and/or that other factors were more important should be analysed and evaluated. Relevant points may include: • It was foreign assistance, most notably from France, rather than Washington's military leadership, which was crucial to the defeat of Britain and the independence of America • The Articles of Confederation, finally ratified in 1781, set the rules for the operations of the confederation's central government and established the principle that 'the Union shall be perpetual' • Thomas Jefferson was the principal author of the Declaration of Independence and, in 1783–84, chaired committees to establish a viable system of government for the new Republic • James Madison played a significant role in the ratification process of the constitution and also drafted a number of amendments to it, which ultimately helped shape the Bill of Rights 1789 • The willingness of states to compromise, as seen through the 'Great

	Compromise', was responsible for shaping the representative structure of the new American state. Other relevant material must be credited

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 how accurate it is to say that the rise of abolitionism in the North was primarily responsible for the political tension in the USA in the years 1828–61. Arguments and evidence supporting the statement should be analysed and evaluated. Relevant points may include: • The publication, in 1829, of David Walker's *An Appeal to the Coloured Citizens of the World* stirred up tension by calling for a fight against unjust slavery throughout the southern states • The founding of the American Anti-Slavery Society in Philadelphia in 1833, in the aftermath of Turner's slave rebellion, made many southerners more determined to defend slavery at all costs • The huge popularity of Uncle Tom's Cabin, after its publication in 1852, showed growing concern about slavery in the North and increased determination to abolish it • The issue of Bleeding Kansas, which emerged from a political and ideological debate over the legality of slavery and continued for much of the 1850s, helped to increase tensions between North and South • The creation of abolitionist martyrs following the John Brown raid of 1859 and support for abolitionists in the North in the aftermath of the Dred Scott case 1857 increased tension between the North and South • The Republican Party, founded in 1854, was emerging as a powerful force in American politics and it had a radical wing that strongly supported abolition. Arguments and evidence opposing the statement should be analysed and evaluated. Relevant points may include: • The Abolitionist Movement was split, especially over the issues of colonisation westward and tactics, and this weakened its impact • The nullification crisis of 1832 and President Jackson's threat to use federal force against South Carolina alarmed the South. State's rights and secession in 1861 were the key issues not the abolition of slavery • The compromise of 1850 and the crushing Democrat victory in the 1852 presidential election on a platform of keeping slavery out of politics suggested that abolitionism lacked widespread support

	• The divergent economic interests of the increasingly industrialised northern states and the predominantly agricultural South was a growing source of political tension • The election of Lincoln in 1860, who did not stand as an abolitionist, was significant as many in the South saw this as a symbol of their political views and economic interests being overruled by the North. Other relevant material must be credited.