GradeMax



Mark Scheme (Results)

January 2021

Pearson Edexcel International
Advanced A 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.

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 nature of President Jackson's opposition to the Bank of the United States in July 1832. **Sources 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 President, Jackson is attempting to take control of the issue and appeal to the populists in society • As it is an official Presidential message it would be widely circulated and commented on • The tone is forceful and provocative. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the significance of President Jackson's opposition to the Bank of the United States in July 1832. • It implies that hitherto Congress has favoured elites and the wealthy over the wider populace ('have encouraged government to make only them richer through Acts of Congress.') • It indicates that President Jackson is willing to take major constitutional decisions on his own ('I believe some of the powers … existing bank are unauthorised by the Constitution.') • It claims that the interests of the many must take precedence over the interests of the few. 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: • In 1832 Jackson was standing for re-election as President and was pushing a populist agenda • The debate over the requirement for a national bank was longstanding and pre-dated Jackson's presidency • The President of the national bank, Nicholas Biddle, openly supported politicians who opposed President Jackson. **Sources 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 immediacy of the response to Jackson's veto message highlights the febrile nature of the issue • Being a lawyer, and a senator, Webster might be expected to have an informed opinion on the issues being debated • The tone is one of frustration with the actions of President Jackson but

Question	Indicative content
	also of determination and fortitude to oppose him. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about • It indicates that the President's intransigence to maintaining a national bank is clear ('He is against the Bank and against any similar national bank that exists in any other country.') • It implies that the political stability of the country is under threat ('I believe that this country is approaching an important and dangerous crisis.') • It suggests that the President has gone beyond the boundaries of accepted practice ('disregard the authority of Congress …thinks even less of the authority of the Supreme Court.') 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 constitutional issue, pertaining to the Nullification Crisis, was also recent and had created differences and difficulties for President Jackson • Webster had supported Jackson over nullification but saw these actions over the bank as a step too far towards presidential dictatorship • The issue resulted in the destruction of the bank and its replacement by various state banks. **Sources 1 and 2** The following points could be made about the sources in combination: • Both authors claim to be upholding their own interpretation of the US Constitution • The tone of both sources is forceful in supporting their own viewpoint • Both sources imply that the contrasting positions that they have taken are reasonable but that they are dealing with a significant constitutional difficulty.

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 the statement that the development of a new American Nation, in the years 1776-91, was hindered mainly by disagreements between the states. Arguments and evidence supporting the statement should be analysed and evaluated. Relevant points may include: • Union was compromised by states differing over the drafting, the significance of and the ratification of the Articles of Confederation, with Maryland taking over three years to do so • Disagreements occurred over the relative importance attached to the differing population sizes of the individual states e.g. Virginia Plan v New Jersey Plan • The issue of slavery was a key division between states at the time of the formation of the new nation. The issue was divisive and highlighted emerging differences between northern and southern states • Disagreement between states exacerbated the new nation's economic problems. Massachusetts and Rhode Island continually disagreed over the need to print paper money • Land and boundary disputes between states, e.g. Maryland and Virginia over the Potomac river, were sources of tension • Effective union was hindered as states differed over federalism, with some states like Delaware ratifying the constitution quickly and others such as Rhode Island needing numerous votes to finally do so. Arguments and evidence opposing the statement should be analysed and evaluated. Relevant points may include: • Having to win the war against Great Britain and achieving independence 1775-83 was a major hindrance to the development a new nation • The Articles of Confederation had created a weak government in the first place, which hindered the development of the Union and which disputes between the states simply exacerbated • The Federalists v anti-Federalists debate was a hindrance as it took place during the ratification of the Constitution but essentially within states, rather than between states, and delayed the ratification • Broader disagreements over political structures and principles hindered development. Disagreement over the franchise, Presidential power and whether there should be a uni or bi-cameral legislature were prominent • Broader economic problems which fuelled popular discontent such as Shay's rebellion, were hugely significant problems that hindered the development of a new nation. 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 the statement that the Dred Scott Supreme Court decision of 1857 was the most significant event relating to slavery in the years 1850-65. Arguments and evidence supporting the statement should be analysed and evaluated. Relevant points may include: • In the Dred Scott case, the Supreme Court ruled that Americans of African descent, whether free or slave, were not American citizens thereby seriously diminishing their legal position • The decision was significant for the rights of slaveowners as the Court declared that they were constitutionally protected by the Fifth Amendment because slaves were categorized as property • The Court ruled that U.S. citizens were only those who were members of the "political community" at the time of the Constitution's creation, and slaves were not part of this community so removing any rights they had • The decision in the Dred Scott case exacerbated sectional tensions between the North and South as it appeared to validate the southern state position on slavery. Arguments and evidence opposing the statement should be analysed and evaluated. Relevant points may include: • The passage through Congress of the compromise of 1850 temporarily created a respite from issues dividing the union and most especially the slavery extension issue • The hijacking of the election for the territorial legislature in Kansas, by pro slavery supporters, created the issue of Bleeding Kansas, which created tensions between anti and pro-slave groups • John Brown’s attempt to provoke a slave rebellion, although unsuccessful, sent political shockwaves throughout the South and convinced many in the southern states that secession was needed • The outbreak of civil war was seen by most as a battle over the rights of states and their attitudes to slave ownership • The Emancipation Proclamation of 1863 was a major step towards ending slavery • The passage of the Thirteenth Amendment abolished slavery and involuntary servitude. In Congress, it was passed by the Senate on April 8, 1864, and by the House on January 31, 1865. Other relevant material must be credited.

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