GradeMax



Mark Scheme (Results)

Summer 2021

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

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk. Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

Summer 2021
Question Paper Log Number P67049A
Publications Code WHI03_1A_rms_20210604
All the material in this publication is copyright
© Pearson Education Ltd 2021

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 surrender of Confederate forces in 1865. **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: • The newspaper was published in a northern state and so might be expected to take a pro-Union stance as to the events of the war • The date of publication was in the last months of the war after the impact of significant defeats for Confederate forces, such as Gettysburg and Vicksburg, had become apparent • The tone of the article is triumphant. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the surrender of Confederate forces in 1865. • It indicates that the Confederacy has been heavily defeated militarily ('loyal Union armies have been successful… treasonous Confederate rebels crushed.') • It suggests that only minor pockets of resistance remain ('Lee still has an army, yet he is so completely isolated') • It implies that the defeat of the Confederacy will win international acclaim ('It must be announced to the world'). 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 Confederacy was crippled by severe infrastructure problems, that it could not afford to fix, and was desperate for supplies • General Grant had inflicted a major defeat on Confederate forces at Vicksburg in July 1863 and then led a series of campaigns that ultimately wore down the Confederate army • General Sherman's 'March to the Sea' brought the war to the heart of the South and demonstrated the Confederacy's inability to protect its own people.

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: • Being a personal letter, it probably would be candid in the views being presented • Lee was the most senior Confederate commander and so might be expected to have detailed knowledge as to the unfolding military situation • The language and tone of the letter is consistently negative as to the prospects for the Confederate forces. 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 surrender of Confederate forces in 1865. • It indicates that the military potency of the Confederate troops has disintegrated ('In recent fighting, they were feeble and both officers and men lacked confidence.') • It claims that the morale of the Confederate troops has been falling over an extended period of time ('The concerns I expressed during the winter, about the morale of my army, have come true.') • It implies that the overall position for the South is hopeless ('morally and physically, unable to continue the contest'). 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: • On 9 April, in Appomattox Court House, Virginia, Confederate General Lee surrendered his 28,000 troops to Union General Ulysses S. Grant, effectively ending the American Civil War • Jefferson Davis unsuccessfully called for a new phase of war shifting to guerrilla tactics • Increasing numbers of Confederate soldiers were deserting and returning home. The Conscript Bureau was closed in 1865, no longer able to find men to draft. **Sources 1 and 2** The following points could be made about the sources in combination: • Both sources agree that the Confederate ability to put up meaningful military resistance has been destroyed • Source 1 focuses more broadly on the collapse of civil authority whereas Source 2 is more narrowly focused on the military problems of Lee's own army • Source 1 takes a positive view of the unfolding events in contrast to the negativity and defeatism in Source 2.

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 whether, in the years 1763-91, financial issues were central to both the creation and the stabilisation of the new American nation. Arguments and evidence supporting the statement should be analysed and evaluated. Relevant points may include: • Britain's defeat of France in 1763 left her with a large war debt which she partly looked to finance by reforming the inefficient American customs service. This caused great resentment from the colonists • Grenville's reforms, such as the Stamp Act 1765, were ill timed as the colonial economy was suffering from economic depression. This attempt to directly tax the colonists inflamed anti-British sentiment • The various attempts to tax the colonies between 1765 and 1775 encouraged the notion of 'no taxation without representation'. This blossomed into demands for independence • The political driving power of those like Washington who were owed money by the Confederacy and thought 'a more perfect union' beneficial • Resolving the contrasting financial ideas of Hamilton, Madison and others to dealing with the problems of debts and funding was essential to creating a more stable new nation • The establishment, in February 1791, of the First Bank of the United States was both financially and symbolically important in the stabilisation of the new American nation. Arguments and evidence opposing the statement and/or that other factors were more important should be analysed and evaluated. Relevant points may include: • Growing political discontent, against the British, was stirred by organisations such as the Sons of Liberty and pamphlets such as 'Common Sense' by Tom Paine • Calls for the creation of an Independent America grew through such political organisations as the First Continental Congress who met to debate the colonies relationship to Britain and to issue joint protests • Colonial victory in the War of Independence was central to the creation of a new American nation • Economic issues often led to instability for the American nation, sparking violent protests e.g. Shays rebellion • Other issues were more important destabilising factors for the new American nation e.g. the moral issue of slavery or the ongoing disagreements about states' rights. 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 America, throughout the years 1828-61 was essentially politically unstable. Arguments and evidence supporting the statement should be analysed and evaluated. Relevant points may include: • The Nullification Crisis of 1831-32, with the threat by President Jackson to deploy federal troops, highlighted how close the possibility of civil war was and how far the Union was under threat • 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 issue of slavery, morally, economically and politically was a fractious one throughout • The violence of 'Bleeding Kansas' showed how impassioned the issue of states rights and its intertwining with slavery had become in the 1850s • The lack of effective and unifying leadership in the 1850s challenged trust in politicians and the Union, e.g. the ineffective compromise of 1850 and presidential indecisiveness over the Fugitive Slave Act • The election of Lincoln in 1860 proved politically destabilising and speeded up moves towards secession. Arguments and evidence opposing the statement should be analysed and evaluated. Relevant points may include: • America remained a federal union, with a functioning constitution and elected presidents, throughout this period • The Nullification crisis was resolved peacefully and through discussion, despite the bombast from both Calhoun and Jackson • Although vociferous the Abolitionist Movement remained, for the most part, peaceful • Compromises were regularly reached over a range of issues, including states' rights, tariffs and slavery, e.g. the Nullification Crisis and the Compromise of 1850 intending to reconcile states over slavery. Other relevant material must be credited.

Pearson Education Limited. Registered company number 872828
with its registered office at 80 Strand, London, WC2R 0RL, United Kingdom