GradeMax



Mark Scheme (Results)

January 2022

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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January 2022
Publication Code: WHI03_1A_2201_MS
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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 significance of John Brown and Harpers Ferry 1859. **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 newspaper article was written quite close to the events and so might not have had time to fully reflect on the significance • The language and tone are resolute but apprehensive about the impact of the events • The newspaper was published in a southern state and so might be expected to take a more hostile approach to the activities of abolitionists. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the significance of John Brown and Harpers Ferry 1859. • It indicates that that the chief protagonist, John Brown, has lost his life, and to some become a martyr, as a result of his actions at Harpers Ferry ('the leader of the raid… has been hanged') • It claims that the Union itself is under threat because of the actions of those in the northern states ('there can be no Union unless this aggressive policy of the North is stopped.') • It implies that federal political leadership has been lacking and is likely to exacerbate divisions ('Watch the proceedings of Congress… If Congress fails to resolve these differences'). 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 actions at Harpers Ferry led to considerable loss of life of those who followed Brown and also local townspeople • Jefferson Davis proclaimed the attack as grounds for Southerners to leave the Union • Eleven southern states seceded from the Union in 1860-61.

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: • As an ex-slave, abolitionist and someone who personally knew John Brown, Douglass might be expected to be supportive of his actions • Douglass was speaking many years after the event and so would have had time to reflect on the significance of Brown in the light of subsequent events • The rhetorical language used, and the tone, indicate a desire to elevate the memory of John Brown. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the significance of John Brown and Harpers Ferry 1859. • It claims that this event was of enormous importance in the struggle to abolish slavery ('there is no event which will be remembered longer than this strange, bloody drama') • It implies that John Brown should be seen as working towards a higher, moral outcome ('proudly gives all he has to a righteous cause') • It claims that John Brown's actions were pivotal to the outbreak of the Civil War ('If John Brown did not end the war that ended slavery, he did at least begin the war that ended slavery.'). 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: • John Brown was a committed abolitionist who advocated the use of armed insurrection to overthrow the institution of slavery • John Brown survived the events at Harper's Ferry and was put on trial for treason before being executed. His actions were commemorated in various ways including song e.g. Battle Hymn of the Republic • Brown's actions partly led to the American Civil War and led to events which resulted in the passing of the Thirteenth Amendment to the constitution, which abolished slavery in the United States of America. **Sources 1 and 2** The following points could be made about the sources in combination: • Both sources agree that John Brown's actions at Harpers Ferry were central to ratcheting up tensions between the north and south • Both sources take the view, albeit from different perspectives, that Brown was ideologically driven • Whilst Source 1 is condemnatory of Brown's actions Source 2 acclaims him as a 'martyr and hero'.

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 lack of effective leadership was the major feature of the governance of the USA in the years 1786-91 and 1828-37. Arguments and evidence supporting the statement should be analysed and evaluated. Relevant points may include: • Major disagreements among leading politicians, such as Hamilton and Madison, on how to resolve problems relating to debts, funding and trade hindered effective governance for the new American state • Major disputes between Federalists and anti-Federalists, as to the rights of individual states and the nature of the constitution, were an obstacle to unifying and effective governance from 1783-91 • Jackson's new, abrasive and populist style created political divisions and helped to spark problems such as the divisive nullification crisis of 1832-33 • Jackson failed to effectively unite the country and deliberately precipitated a divisive political conflict in 1833 over whether there was a need to retain a national bank. Arguments and evidence opposing the statement and/or that other features were more important should be analysed and evaluated. Relevant points may include: • Effective leadership was shown by Madison and Hamilton in urging and facilitating political and economic change to overcome disunity in the new American state • Effective leadership was shown by a willingness to engage in political compromise when discussing the new constitution for the American state, e.g. The Great Compromise, 16 July 1787 • Effective and unifying leadership was provided by George Washington in establishing the office of the President • President Jackson's leadership was highly effective in mobilising popular support behind his government • Despite Jackson peacefully resolving the nullification crisis 1832-33 in the short term, the issue of states' rights remained a central problem of governance throughout both periods • Resolving the issue of slavery, both morally and politically, remained a central feature across both periods despite temporarily effective attempts, such as the Three-Fifths compromise 1787. 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 whether the key reasons for the defeat of the British, in the War of American Independence, and the defeat of the South, in the American Civil War, were essentially similar. Arguments and evidence supporting the statement should be analysed and evaluated. Relevant points may include: • Decisive political leadership decisions, e.g. Continental Congress decision to establish and raise funds for the setting up of a Continental Army and President Lincoln instituting a military draft, were central to victory • The Continental Congress appointed and supported Washington in his role as military commander, and Lincoln was decisive in his appointment and backing of Grant • The indecisive political leadership of the British government, in the War of American Independence, and Jefferson Davis for the South, in the American Civil War, hindered effective prosecution of the wars • Washington, Grant and Sherman, albeit in different circumstances, proved very effective military commanders in defeating their opponents • Major military defeats were decisive to the outcomes of both wars, e.g. Yorktown 1781 and Gettysburg and Vicksburg (1863). Arguments and evidence opposing the statement should be analysed and evaluated. Relevant points may include: • Direct military and financial assistance from France were crucial to the American colonists defeat of the British. By contrast direct foreign military assistance was not required by the North in the defeat of the South • The North, in the Civil War, had a stronger, more industrialised and diversified economy, which helped it to wage war effectively. The British possessed these same advantages but didn't utilise them as effectively • Radically different strategies were adopted to achieve victory. Washington understood that victory required fighting a defensive war; Generals Grant and Sherman were willing to wage total war in order to destroy the South • The British military effort was hampered by the immense difficulties of keeping their forces resupplied at such vast distances. No such problem faced the Northern armies in the American Civil War • The appointment of poor British generals, most notably Burgoyne at Saratoga (1777) and Cornwallis at Yorktown (1781), contrasted with the effective appointment of General Lee. Other relevant material must be credited.

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