



# Mark Scheme (Results)

Summer 2023

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.

## 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
	<b>0</b>	No rewardable material
<b>1</b>	<b>1–4</b>	<ul style="list-style-type: none"><li>• 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.</li><li>• Some relevant contextual knowledge is included, but presented as information rather than applied to the source material.</li><li>• 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.</li></ul>
<b>2</b>	<b>5–8</b>	<ul style="list-style-type: none"><li>• Demonstrates some understanding of the source material and attempts analysis by selecting and summarising information and making inferences relevant to the question.</li><li>• Contextual knowledge is added to information from the source material, but mainly to expand, confirm or challenge matters of detail.</li><li>• 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.</li></ul>
<b>3</b>	<b>9–14</b>	<ul style="list-style-type: none"><li>• 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.</li><li>• Detailed knowledge of the historical context is deployed to explain or support inferences as well as to expand, confirm or challenge matters of detail.</li><li>• 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.</li></ul>
<b>4</b>	<b>15–20</b>	<ul style="list-style-type: none"><li>• 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.</li><li>• 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.</li><li>• 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.</li></ul>

Level	Mark	Descriptor
5	21–25	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul>

## 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
	<b>0</b>	No rewardable material
<b>1</b>	<b>1–4</b>	<ul style="list-style-type: none"><li>• Simple or generalised statements are made about the topic.</li><li>• Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question.</li><li>• The overall judgement is missing or asserted.</li><li>• There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.</li></ul>
<b>2</b>	<b>5–8</b>	<ul style="list-style-type: none"><li>• 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.</li><li>• 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.</li><li>• An overall judgement is given but with limited support and the criteria for judgement are left implicit.</li><li>• The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.</li></ul>
<b>3</b>	<b>9–14</b>	<ul style="list-style-type: none"><li>• 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.</li><li>• 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.</li><li>• Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation.</li><li>• The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence or precision.</li></ul>
<b>4</b>	<b>15–20</b>	<ul style="list-style-type: none"><li>• Key issues relevant to the question are explored by an analysis of the relationships between key features of the period.</li><li>• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands.</li><li>• 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.</li><li>• 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.</li></ul>

<b>Level</b>	<b>Mark</b>	<b>Descriptor</b>
<b>5</b>	<b>21–25</b>	<ul style="list-style-type: none"><li>• Key issues relevant to the question are explored by a sustained analysis and discussion of the relationships between key features of the period.</li><li>• 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.</li><li>• 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.</li><li>• The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity and precision.</li></ul>

## Section A: indicative content

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

Question	Indicative content
<b>1</b>	<p>Answers will be credited according to their deployment of material in relation to the qualities outlined in the generic mark scheme.</p> <p>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.</p> <p>Candidates must analyse and evaluate the sources to investigate reactions to Nat Turner's Rising (1831).</p> <p><b>Source 1</b></p> <p>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:</p> <ul style="list-style-type: none"><li>• The newspaper article was written quite close to the events and so might not have had time to fully reflect on the events of the Rising</li><li>• The language and tone used seem to be trying to reassure the readership as to the dangers posed by the uprising</li><li>• The newspaper was published in a southern state and so might be expected to try to play down the implications of a potential slave revolt.</li></ul> <p>2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about reactions to Nat Turner's Rising (1831).</p> <ul style="list-style-type: none"><li>• It indicates that substantiated details as to the rising are still not available and suggests that the rising has caused consternation ('been numerous reports of these very disturbing events', 'until something official appears')</li><li>• It claims that the rising was short-lived and easily ended ('no widespread plan of rebellion', 'Within 24 hours the whole band of rebels... were either killed or captured.')</li><li>• It implies that the rising was localised and no threat overall to the existing slave order ('no suspicion of it ever having been a general slave uprising', 'prompt way this outrage has been dealt with').</li></ul> <p>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:</p> <ul style="list-style-type: none"><li>• Turner had been long planning the revolt and had originally wanted to start it on 4 July, Independence Day</li><li>• The black rebels killed approximately 60 people before they were defeated by the state militia</li><li>• Turner was captured, tortured and executed along with 16 of his followers.</li></ul>

Question	Indicative content
	<p><b>Source 2</b></p> <p>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:</p> <ul style="list-style-type: none"> <li>• The account was published 30 years after the events and so has been able to use hindsight to gauge reactions to the rising</li> <li>• Jacobs is describing events she herself witnessed in Edenton</li> <li>• The language and tone used is condemnatory of the actions of many involved.</li> </ul> <p>2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about reactions to Nat Turner's Rising.</p> <ul style="list-style-type: none"> <li>• It indicates that a main reaction to the rising was indiscriminate violence ('All over town black men, women and children were whipped till the blood stood in puddles at their feet.')</li> <li>• It claims that poorer white people were using the rising as an excuse to vent their fury on black people ('Some poorer whites...decided it was an opportunity to exercise some authority.')</li> <li>• It implies that many white people were deluded as to slavery ('strange that the white folk were so alarmed when they always claimed their slaves were so 'contented and happy'!').</li> </ul> <p>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:</p> <ul style="list-style-type: none"> <li>• Rumours quickly spread among that the slave revolt was not limited to Southampton County, Virginia and that it had spread as far south as Alabama</li> <li>• The white violence against the black people continued for many weeks after the rebellion had been suppressed</li> <li>• The Virginia General Assembly passed legislation restricting all blacks from holding religious meetings.</li> </ul> <p><b>Sources 1 and 2</b></p> <p>The following points could be made about the sources in combination:</p> <ul style="list-style-type: none"> <li>• Source 1 looks to play down the significance of the rising whereas Source 2 openly refers to it as an insurrection</li> <li>• Source 1 suggests that the authorities dealt with the rising in a prompt and fair manner. Source 2 suggests that the authorities lost control and enabled an orgy of violence</li> <li>• Both sources accept that the rising caused considerable loss of life.</li> </ul>

**Section B: Indicative content**  
**Option 1A: The USA, Independence to Civil War, 1763–1865**

Question	Indicative content
2	<p>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.</p> <p>Candidates are expected to reach a judgement on how accurate it is to say that disagreement over the structure of its political institutions was the greatest problem confronting the new American nation in the years 1777-91.</p> <p>Arguments and evidence supporting the statement should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The Articles of Confederation, which agreed to 'a perpetual union' and proposed a unicameral legislature were not ratified by all 13 states until 1781. This was four years after they were first submitted for approval</li> <li>• The Articles of Confederation had created a weak government and were challenged as they lacked a clear national executive or judiciary. This resulted in demands for a compromise constitution to be adopted</li> <li>• The Constitutional Convention (1787) saw competing plans, such as the Virginia Plan and New Jersey Plan, presented as to the structure of political institutions. Debate was at times acrimonious</li> <li>• Heated discussions as to representation resulted in the adoption of the 'Three-Fifths Compromise' to be applied to a state's slave population</li> <li>• Getting the constitution (1787) ratified, in the face of fierce federalist and anti-federalist factions, was slow, with Rhode Island in 1791 being the last state to do so.</li> </ul> <p>Arguments and evidence opposing the statement should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The Federalists v anti-Federalists debate was only a hindrance as it occurred during the ratification of the Constitution but essentially within states, rather than between states, only delaying ratification</li> <li>• Disagreement over finance, war debt funding and taxation split politicians. Hamilton and Madison disagreed on whether America should be a free trading rural-based economy, or one based on manufacturing and tariffs</li> <li>• 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</li> <li>• Disagreement between states exacerbated the new nation's economic problems. Massachusetts and Rhode Island continually disagreed over the need to print paper money</li> <li>• Broader economic problems that fuelled popular discontent, such as Shays' rebellion, were hugely significant problems that hindered the development of a new nation.</li> </ul> <p>Other relevant material must be credited</p>

Question	Indicative content
3	<p>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.</p> <p>Candidates are expected to reach a judgement on whether 'Bleeding Kansas' was the most significant event in the destabilising of relations between the North and the South in the years 1850-63.</p> <p>Arguments and evidence supporting the statement should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Kansas was flooded by pro-slavery voters from Missouri. Kansas became a symbol of wider tension as the outbreaks of violence in Kansas increased the belief that compromise was no longer possible</li> <li>• Sensationalist reporting by Northern journalists exacerbated de-stabilisation e.g., the 'sack' of Lawrence by a pro-slavery posse was presented as a massacre</li> <li>• 'Bleeding Kansas' emboldened some, like John Brown, to acts of violence against those who supported slavery which culminated in his insurrection in 1859.</li> </ul> <p>Arguments and evidence opposing the statement should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• National political events played a key role in de-stabilisation. The emergence of the Republican Party (1854-6), and internal split in the Democrats (1856) most prominently increased tension</li> <li>• The Dred Scott Supreme Court case (1857) exacerbated sectional tensions between the North and South as it appeared to validate the southern states position on slavery</li> <li>• Other events helped to de-stabilise relations e.g., the publishing of Uncle Tom's Cabin (1852) and the violence of and reaction to 'Bleeding Sumner' (1856)</li> <li>• The election of Lincoln in 1860 was significant in de-stabilisation as many in the South saw this as a threat to their political and economic interests and helped to lead to secession</li> <li>• The implementation of the Emancipation proclamation (January 1863), which only applied to the Confederate states, further increased tensions between the North and the South</li> <li>• Escalating military conflict, including major battles at Gettysburg and Vicksburg, further hardened divisions between the North and the South.</li> </ul> <p>Other relevant material must be credited.</p>

