GradeMax



Pearson
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Mark Scheme (Results)

Summer 2025

Pearson Edexcel International Advanced Level in History (WHI03)
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 the tension between Britain and her colonies regarding the introduction of the Stamp Act 1765. **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: • Lord Grenville was Prime Minister and so might be expected to be knowledgeable as to the relevant issues, and to be driving British policy and attitudes over the introduction of the Stamp Act • The purpose of the speech was to clarify and assert the dominant imperial position of the British • The tone of the source and the language used therein 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 nature of the tension between Britain and her colonies regarding the introduction of the Stamp Act 1765. • It indicates that, to the British Government, the Act is needed to recoup the costs of fighting colonial wars in the Americas ('colonists … that we have spent so much on the support and defence of North America;') • It suggests that the American colonies need to be clearly and firmly reminded of their limited status in the relationship with Britain ('While they remain dependent, they must be subject to our legislature.') • It implies that the colonists need to be firmly put back in their place ('protection is due from the Government, and that support and obedience is due from the governed.'). 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 proposed a direct tax on the British colonies and plantations in America and was very unpopular among colonists • The costs to Britain of the Seven Years War had been enormous and had resulted in her National Debt increasing from £74 million to £133 million • As some military tensions were ongoing in North America, Britain felt the need to maintain a standing army in the American colonies. **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 publication of the declaration is significant as it comes as the British Parliament is trying, with difficulty, to impose taxes on the American colonies

Question	Indicative content
	• The purpose of the declaration is to try and outline a legal case against the Stamp tax • The tone of the declaration is firm yet, in places, conciliatory. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the nature of the tension between Britain and her colonies regarding the introduction of the Stamp Act 1765. • It indicates that taxes should only be imposed on the colonies by the colonists own representatives ('that no taxes be imposed … without consent being given by them personally or by their representatives.') • It implies that the colonists are being treated shoddily by the British ('applying stamp duties, by imposing taxes on the inhabitants of these colonies, clearly undermines the rights and liberties of the colonists.') • It claims that the colonies will resist the imposition of these taxes ('indispensable duty of these colonies, to obtain the repeal of the Act for granting and applying certain stamp duties.'). 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 British government refused to consider the declaration and so the Stamp Act came into force in November 1765 • Debate on the Stamp Act focused mainly around the point expressed in a slogan familiar to all Americans: 'no taxation without representation' • Many colonists saw a standing army as the historic ally of despots, and now with the French gone, saw no reason why several thousand British soldiers remained in the American colonies. **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 • Both sources take the view that the rights of the American colonists and those of the British people are the same but disagree as to exactly what they are • Source 1 takes a more assertive stance on the rights of governance over the colonies than Source 2 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 significant Alexander Hamilton was to the creation and the stabilisation of the new American nation in the years 1775-91. Arguments and evidence supporting his significance should be analysed and evaluated. Relevant points may include: • Hamilton had a distinguished military career becoming Washington's trusted Chief of Staff and later commanding troops against the British at the Battle of Yorktown • As a member of the Continental Congress Hamilton argued for a more centralised, financially self-sufficient federal government • Hamilton was the driving force behind the Federalist Papers which constructed a passionate defence of the new constitution being proposed by the Constitutional Convention • Hamilton was instrumental in proposing and establishing the first Bank of the United States which was responsible for coordinating fiscal policy for the new nation. Arguments and evidence opposing his significance and/or that other factors were more important should be analysed and evaluated. Relevant points may include: • 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 • 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 chairmanship of the the Constitutional Convention and his actions as the first President were responsible for establishing the core principles of governance of the Union • Madison believed that America needed a strong federal government based around the principle of the separation of powers. He proposed a system of checks and balances, so no branch had power over the other • Madison drafted the Bill of Rights, a group of 10 amendments to the Constitution that spelled out fundamental rights held by U.S. citizens. The Bill of Rights was ratified by the states in 1791 • The willingness of the American political elites to compromise, as seen through the 'Great Compromise', was responsible for shaping the representative structure of the new American 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 how accurate it is to say that the legacy of Andrew Jackson's presidency (1829-37) was largely responsible for political and economic instability in the years 1850-61. Arguments and evidence supporting the statement should be analysed and evaluated. Relevant points may include: • Jackson significantly strengthened the scope of presidential authority and the powers of the President thereby setting up the potential for political clashes over executive power, which destabilised politics in the 1850s • Suspicion over Jackson's willingness to deploy federal troops to South Carolina during the Nullification Crisis persisted throughout the 1850s and was seen by many in the South as federal governmental overreach • Jackson's veto of the Second Bank's renewal highlighted and continued to highlight into the 1850s, how the issue over federal or state government control of the nation's finances was a fractious one • Jackson's controversial and antagonistic conduct in office galvanised opponents to organise the Whig party. The national two-party system, which exacerbated tensions in the 1850s, was his legacy. Arguments and evidence opposing the statement should be analysed and evaluated. Relevant points may include: • 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 • 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 • Other events helped to de-stabilise politics e.g., the publishing of Uncle Tom's Cabin (1852) and the violence of and reaction to 'Bleeding Sumner' (1856) • Moral arguments against slavery had partly fuelled the growing Abolitionist movement in the early 1830s. This movement grew in size and influence thereby threatening the Southern way of life in the 1850s • 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 in 1861 • By the start of the Civil War, tension was caused by the growing disparity between the northern and southern economies, with only one-ninth of the United States' industrial capacity situated in the Southern states. Other relevant material must be credited.

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