Pearson Edexcel

Mark Scheme (Results)

June 2024

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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June 2024
Question Paper Log Number P75797A
Publications Code WHI03_1A_2406_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.

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 challenges faced in creating a new Constitution in the years 1787–89. **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: • Washington, as presiding officer of the Constitutional Convention, would be well informed as to the points of contention regarding the framing of a new constitution • His purpose in writing a personal letter appears to be both courteous towards and to persuade St Clair of the efficacy of his arguments • Washington is writing at the end of the deliberations of the Constitutional Convention and he is keen to gain agreement on their proposals. The tone used seems emollient. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the challenges faced in creating a new Constitution in the years 1787–89. • It indicates that the process of creating by the Convention has been painstaking and they have done the best they can ('the honour to present… proposed Constitution which appears … as the best possible.') • It implies that acceptance of the proposed constitution is the patriotic way forward ('Friends of our country have known for a long time',' we always considered the greatest interest of every American.') • It claims that those involved in framing the proposed constitution have had to be flexible and willing to compromise ('tried hard to be less rigid',' the result of a spirit of friendship … and concession'). 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: • George Washington had to be an able administrator to keep the process of constitutional framing moving forward. His nonpartisan role was crucial in placating individuals and ensuring order throughout • The Great Compromise over representation in the federal legislature led to numerous other compromises, e.g. the Three-Fifths Compromise and reconciliation on Presidential term, powers, and method of selection • It was not until 21 June, 1788 that the constitution was ratified by the minimum of nine states required under Article VII.

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: • The newspaper was published in a southern state where support for the Union was weaker • Being an anonymous article, it probably would be candid in the views being presented • The date of publication was towards the end of the ratification process when the implications for states' rights was becoming clearer. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the challenges faced in creating a new Constitution in the years 1787-89. • It claims that most people in North Carolina do not want any change in the status quo ('Most of you support the present state constitution.') • It claims that the proposed new Constitution will subvert good governance in North Carolina ('This is undermining our state government') • It implies that individual liberties will be trampled upon by the new Constitution ('deprived of the privilege of keeping arms for his own protection.', 'he may be forced to go'). 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 Hillsborough Convention met to discuss ratifying the United States Constitution. It was dominated by anti-Federalists, and decided not to ratify the Constitution in 1788 • North Carolina was one of the last states to ratify the Constitution. They did so in November 1789 • The rights of individual states in relation to the Federal government including the rights to raise local militia and the right to bear arms were key areas of disagreement for many individual states. **Sources 1 and 2** The following points could be made about the sources in combination: • Both sources agree that a new national Constitution impinged heavily on states' rights • Both sources highlight how the introduction of a new Constitution will mean a seismic change in US politics • Whereas Source 1 considers the proposed Constitution to be fair and balanced Source 2 considers it to be detrimental to the interests of North Carolina.

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 good political leadership was central to both the success of the colonists in the War of American Independence and the success of the North in the American Civil War. Arguments and evidence supporting the statement should be analysed and evaluated. Relevant points may include: • The establishment of the Continental Congress gave decisive political focus and leadership to the colonists, partly resulting in the Declaration of Independence in 1776 • The political leaders of the Continental Congress took the decisive decision to establish and raise funds for the setting up of a Continental Army under George Washington, which proved central to the colonists' victory • The decisive political leadership of President Lincoln, including instituting a military draft, aided the North in its war effort towards victory • Lincoln was decisive in his appointment and backing of Grant. Arguments and evidence opposing the statement and/or that other factors were more important should be analysed and evaluated. Relevant points may include: • The assistance of France was crucial to the American colonists. Initially France sold weapons cheaply to the colonies and later French naval aid helped suppress the British navy • The poor military leadership of the British generals, most notably Burgoyne at Saratoga (1777) and Cornwallis at Yorktown (1781) • Washington's understanding that victory required the Americans to fight a defensive war largely avoided direct combat with the British armies, which might have proved disastrous for the colonists • Generals Grant and Sherman were single minded and willing to wage total war in order to destroy the South's will to continue the struggle, e.g. Sherman's 'March to the Sea' (1864) • Defeat at the Battle of Gettysburg damaged Lee's reputation, especially following the major error in ordering Pickett's Charge. This forced his army onto the defensive for the rest of the war • The North, in the Civil War, had a stronger, more industrialised and diversified economy with more abundant natural resources, which helped it to wage war effectively • The indecisive political leadership of Jefferson Davis in the South. 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 abolitionist movement in the North was primarily responsible for the growing tensions between the states in the years 1828–61. Arguments and evidence supporting the statement should be analysed and evaluated. Relevant points may include: • The publication, in 1829, of David Walker's *An Appeal to the Colored Citizens of the World* stirred up tension between states by calling for a fight against unjust slavery throughout the Southern states • The founding of the American Anti-Slavery Society in Philadelphia in 1833, in the aftermath of Nat Turner's rebellion, made many Southern states more determined to defend slavery at all costs • The huge popularity of *Uncle Tom's Cabin*, after its publication in 1852, showed growing concern about slavery in the Northern states and increased determination to abolish it • The issue of 'bleeding Kansas', which emerged from a political and ideological debate over the legality of slavery and continued for much of the 1850s, helped to increase tensions between North and South • The creation of abolitionist martyrs following the John Brown raid of 1859 and support for abolitionists in the North in the aftermath of the Dred Scott case 1857 increased tension between the North and South • The Republican Party, founded in 1854, was emerging as a powerful force in American politics and it had a radical wing that strongly supported abolition of slavery, especially in the Southern states. Arguments and evidence opposing the statement should be analysed and evaluated. Relevant points may include: • The Abolitionist Movement was split, especially over the issues of colonisation westward and tactics, and this weakened its impact • The nullification crisis of 1832 and President Jackson's threat to use federal force against South Carolina alarmed the South. State's rights and secession in 1861 were the key issues not the abolition of slavery • The compromise of 1850 and the crushing Democrat victory in the 1852 presidential election, on a platform of keeping slavery out of politics, suggested that abolitionism lacked widespread support • The divergent economic interests of the increasingly industrialised Northern states and the predominantly agricultural Southern states was a growing source of political tension • The election of Lincoln in 1860, who did not stand as an abolitionist, was significant as many in the South saw this as a general symbol of their political views and economic interests being overruled by the North. Other relevant material must be credited.

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