Mark scheme (Results)

January 2025

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.

How to award marks when level descriptions are used

1. Finding the right level

The first stage is to decide which level the answer should be placed in. To do this, use a 'best-fit' approach, deciding which level most closely describes the quality of the answer. Answers can display characteristics from more than one level, and where this happens markers must use the guidance below and their professional judgement to decide which level is most appropriate.

For example, one stronger passage at L4 would not by itself merit a L4 mark, but it might be evidence to support a high L3 mark, unless there are substantial weaknesses in other areas. Similarly, an answer that fits best in L3 but which has some characteristics of L2 might be placed at the bottom of L3. An answer displaying some characteristics of L3 and some of L1 might be placed in L2.

2. Finding a mark within a level

After a level has been decided on, the next stage is to decide on the mark within the level. The instructions below tell you how to reward responses within a level. However, where a level has specific guidance about how to place an answer within a level, always follow that guidance.

Levels containing two marks only

Start with the presumption that the work will be at the top of the level. Move down to the lower mark if the work only just meets the requirements of the level.

Levels containing three or more marks

Markers should be prepared to use the full range of marks available in a level and not restrict marks to the middle. Markers should start at the middle of the level (or the upper-middle mark if there is an even number of marks) and then move the mark up or down to find the best mark. To do this, they should take into account how far the answer meets the requirements of the level:

- If it meets the requirements *fully*, markers should be prepared to award full marks within the level. The top mark in the level is used for answers that are as good as can realistically be expected within that level
- If it only *barely* meets the requirements of the level, markers should consider awarding marks at the bottom of the level. The bottom mark in the level is used for answers that are the weakest that can be expected within that level
- The middle marks of the level are used for answers that have a *reasonable* match to the descriptor. This might represent a balance between some characteristics of the level that are fully met and others that are only barely met.

Indicative content

Examiners are reminded that indicative content is provided as an illustration to markers of some of the material that may be offered by students. It does not show required content and alternatives should be credited where valid.

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 attitudes to the secession of Southern states in 1860-61. **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: • Being an official declaration from the South Carolina Secession Convention, it might be expected to be at pains to clearly outline the reasons for secession • It is being presented to like-minded people and so would be expected to focus the rhetoric accordingly • The tone of the declaration is one of both defiance and exasperation. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about attitudes to the secession of Southern states in 1860-61. • It claims that the institution of slavery, as the bedrock of South Carolina's economy, is under threat ('Federal Government itself is trying to destroy the institution of slavery.') • It implies that the United States is already totally divided ('an overwhelmingly northern Republican party is in charge of the Federal Government. A geographical line has been drawn across the Union.') • It claims that this is a moment of significant constitutional importance for the United States (Then, the guarantees of the Constitution will no longer exist.'). 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: • South Carolina had previously considered secession from the Union during the Nullification crisis 1832-33 • South Carolina, a proud supporter of the institution of slavery, was the first state to secede from the Union • Secession followed the election of Lincoln, as the first President from the Republican party, in November 1860. He only achieved 40 per cent of the national vote in a highly divisive contest.

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 President, Lincoln would be expected to have firm opinions on the need to maintain unity within the United States • As a Northern Republican, Lincoln might be expected to take a more critical viewpoint towards the secession of the Southern States • The language used is broadly conciliatory, as Lincoln sought to calm and pacify southerners by convincing them that they had nothing to fear from a Republican administration. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about attitudes to the secession of Southern states in 1860-61. • It claims that there is no justification for secession based on the attitude of the new Republican administration ('seem to be concerned… There is no need for such concern.') • It claims that any moves towards secession will destroy the existing political system ('the central idea of secession, is the essence of anarchy.') • It implies that secession is anti-democratic and politically dangerous ('Whoever rejects the will of the majority moves towards anarchy or despotism.'). 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: • By the time of the address, seven states claimed to have seceded from the Union. These states were South Carolina, Mississippi, Florida, Alabama, Georgia, Louisiana, and Texas • Four more states—Virginia, Arkansas, North Carolina, and Tennessee—seceded after President Lincoln called into federal service 75,000 men of the militias from several states on April 15 • The speech concluded with an urgent plea for peace, yet one that would ultimately fail as Civil War broke out in April 1861. **Sources 1 and 2** The following points could be made about the sources in combination: • Both sources agree that the issue of the secession of the Southern states is both politically and morally contentious • The sources differ as to the constitutional status of the Southern states in the months before the civil war • Whereas Source 1 contends that the Union is already hopelessly fractured, Source 2 emphasises its perpetuity.

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 the extent to which the problems of the early republic in the years 1776-83 were solved by 1791. Arguments and evidence explaining that the problems of the early republic in the years 1776-83 were solved by 1791 should be analysed and evaluated. Relevant points may include: • Deep divisions had persisted as to the political shape of the new American nation. The ultimate acceptance of a Federal system by 1791 successfully balanced the power of State and Federal government • The Articles of Confederation had created a weak government and were challenged as they lacked a clear national executive or judiciary. The introduction of the Constitution in 1787 partly overcame this • Getting the Constitution ratified, in the face of fierce federalist and anti-federalist factions, was slow but had been achieved by 1791, with Rhode Island being the last state to do so • The issue of slavery was divisive. A compromise acceptance of slavery was arrived at in 1787 with enslaved people counting as three-fifths of white citizens for the purpose of apportioning congressional seats • Disagreements as to financing the new nation were divisive. The introduction of the First Bank of the United States in 1791 partly overcame these • By 1791, the widely accepted, and therefore unifying, principles of representative government and the separation of powers had been established in the new Federal Republic. Arguments and evidence explaining that the problems of the early republic in the years 1776-83 were not solved by 1791 should be analysed and evaluated. Relevant points may include: • In 1791, there remained on-going disagreements amongst leading politicians over the powers that Federal government should hold, with the formation of rival parties on the basis of this issue • There were still issues to be overcome and clarified following the adoption of the Constitution, as illustrated by the plethora of additional amendments • Disagreement over finance and taxation continued to split politicians. Hamilton and Madison disagreed on whether America should be a free trading rural-based economy, or one based on manufacturing and tariffs • Fundamental divisions continued to exist, both morally and politically, regarding the issue of slavery and the political rights of black Americans • Broader economic problems that fuelled popular discontent, such as Shays' rebellion 1786-87, had not been adequately ameliorated by 1791.

	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 Abraham Lincoln's achievements as President, in the years 1863-65, were greater than Andrew Jackson's achievements as President, in the years 1828-37. Arguments and evidence supporting the statement should be analysed and evaluated. Relevant points may include: • Abraham Lincoln issued the Emancipation Proclamation in 1863, the precursor of the Thirteenth Amendment, which made slavery and indentured servitude illegal in the United States • Lincoln led the Union forces to victory in the American Civil War and thus preserved the unity of the nation • Lincoln laid the stepping-stone for Reconstruction by issuing the proclamation of Amnesty and Reconstruction in 1863. This aimed to reunite the nation rather than alienate the South • In contrast to Jackson's hostility to a national bank, Lincoln supported it and passed the National Banking Act in 1863, which established the US National Banking System and a national currency. Arguments and evidence opposing the statement should be analysed and evaluated. Relevant points may include: • Jackson's election, as someone of relatively humble origins, enabled him to be portrayed as in touch with the 'common man' and thus helped to break the mould of elitist politics • Jackson significantly strengthened the powers of the President and the Executive at the expense of factions in Congress • Jackson was largely responsible for the establishment and growth of the Democratic Party, which helped to spread political power to ordinary voters • Jackson resolved the Nullification crisis peacefully • Trade was increased substantially during Jackson's term as President through signing trade agreements with Great Britain, which opened the West Indies colonies to American merchant ships. Other relevant material must be credited.

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