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# Mark Scheme (Results)

January 2018

Pearson International Advanced Level  
In History

WHI03: 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 last candidate in exactly the same way as they mark the first.
- 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.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- 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

### 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 their professional judgement to decide which level is most appropriate.

### Placing 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.

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.

## 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	<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>
2	5–8	<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>
3	9–14	<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>
4	15–20	<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 data-bbox="408 253 1390 376">• 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 data-bbox="408 398 1401 555">• 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 data-bbox="408 577 1406 734">• 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>1–6</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>7–12</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>13–18</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>

4	19–25	<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>
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## Section A: indicative content

### Option 1A: The USA, Independence to Civil War , 1775–1865

Question	Indicative content
1	<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. Other relevant material not suggested below must also be credited.</p> <p>Candidates must analyse and evaluate the sources to consider how far the historian could make use of them to investigate the significance of the nullification crisis of 1832-33.</p> <p>Source 1</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>• As President, Jackson would be determined to maintain the Union</li> <li>• As it is an official Presidential proclamation it would be widely circulated</li> <li>• The tone displays a mixture of both conciliation and force.</li> </ul> <p>2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the significance of the nullification crisis of 1832-33:</p> <ul style="list-style-type: none"> <li>• It claims that this is an issue relevant to all American citizens</li> <li>• It implies that right is on the side of the federal government</li> <li>• It suggests that because of the strength of the government's constitutional arguments Jackson would be prepared to use force if necessary.</li> </ul>

Question	Indicative content
	<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>• Jackson's Vice President, John Calhoun, a South Carolinian, was a proclaimed supporter of nullification</li> <li>• Jackson was keen to avoid disagreement over the issue and supported attempts to devise a compromise tariff in 1833</li> <li>• Jackson was a popular president who enjoyed widespread support throughout the South.</li> </ul> <p>Source 2</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 date suggests it is a direct response to Jackson's proclamation</li> <li>• In making an inaugural address he would be expected to support vehemently the recent decision of the South Carolina convention</li> <li>• The tone is one of determination and fortitude.</li> </ul> <p>2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the significance of the nullification crisis of 1832-33:</p> <ul style="list-style-type: none"> <li>• It suggests his allegiance is only to his state and not the USA</li> <li>• It implies exasperation at the perceived intransigence of the Federal Government</li> <li>• It suggests that South Carolina is truly being constitutional in its actions.</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>



Question	Indicative content
	<ul style="list-style-type: none"><li>• Calhoun supported Hayne and resigned as Vice President during the crisis</li><li>• In March 1833 the South Carolina Nullification Convention met again and repealed the Nullification Ordinance passed in November</li><li>• Hayne, who had been a US senator, had long opposed tariffs and voted against the 1828 introduction.</li></ul> <p>Sources 1 and 2</p> <p>The following points could be made about the sources in combination:</p> <ul style="list-style-type: none"><li>• Both authors claim to be upholding the constitution</li><li>• Both sources either state or imply their willingness to resort to force if necessary</li><li>• Both sources claim that the contrasting positions that they have taken are reasonable but both express reluctance to resort to arms.</li></ul> <p>Other relevant material must be credited.</p>

## Section B: Indicative content

### Option 1A: The USA, Independence to Civil War , 1775–1865

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>Arguments and evidence supporting the argument that resolving the issue of slavery was central to the successful organisation of a new American nation in the years 1775-91 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Different attitudes towards the institution of slavery would always threaten harmony between the states of the new American nation if the colonies could gain independence from Great Britain</li> <li>• The clash over slavery and its resolution through compromise was always central to political discussions 1775-83</li> <li>• Southern states in 1787 made it clear that a continuation of their right to keep slaves was essential to the formation of the Union and its successful functioning</li> <li>• The need for a compromise acceptance of slavery in 1787, in terms of the allocation of congressional seats, showed the ongoing level of disagreement over the issue</li> <li>• The disagreements over the continuation of the slave trade resulted in a compromise in Philadelphia in 1787, which unblocked an obstacle to the successful organisation of the Union.</li> </ul> <p>Arguments and evidence that challenge the view that it is accurate to say that resolving the issue of slavery was central to the successful organisation of a new American nation in the years 1775-91 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Winning the war against Great Britain and achieving independence 1775-83 was the greatest problem faced in organising a new nation</li> <li>• The framing of an acceptable constitution was a significant problem to the successful organisation of a new nation</li> <li>• Disagreement over finance, war debt funding and taxation split policy makers</li> <li>• Disagreements between federalists and anti-federalists was a major problem for politicians looking to agree on how to create a new nation</li> </ul>

3	<ul style="list-style-type: none"> <li>• Popular discontent, such as Shay's rebellion, were hugely significant problems that hindered the organisation of a new nation. Other relevant material must be credited.</li> </ul> <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 the statement that although Lincoln's election in 1860 largely threatened the Union, his last two years as President largely saved it.</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>• Lincoln's campaign, whilst starting off as centrist, became rather bitter when referring to slavery as the 'peculiar institution' and encouraged opposition to his views</li> <li>• Lincoln won less than 40% of the popular vote thereby undermining his Republican mandate and allowing opponents to question his legitimacy</li> <li>• Fear of Lincoln's political viewpoint led to immediate demands for secession</li> <li>• The long-standing disagreements between state and federal rights were exacerbated by Lincoln's election.</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 intransigent attitude of others such as Jefferson Davis, rather than the election of Lincoln, hastened the collapse into civil war</li> <li>• Despite his opponents, Lincoln made it clear that saving the Union rather than slavery was his key priority</li> <li>• Lincoln's political skill, in not extending the Emancipation Proclamation to the border states, which were loyal to the Union, was designed to promote compromise</li> <li>• His resolute political leadership during the Civil War, and the appointment of Grant, helped to secure victory and a resolution to faction and discord</li> <li>• Lincoln's issuing of the Emancipation Proclamation established a moral purpose to support the Union, which wasn't rebutted</li> <li>• Lincoln's Gettysburg address established a clear rationale for maintaining the Union</li> <li>• The deficiencies of both political and military leadership by the confederate forces ensured their defeat and hence the survival of</li> </ul>
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	<p>the Union.</p> <p>Other relevant material must be credited.</p>
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