



# Mark Scheme (Results)

January 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.

## 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>• 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   |
|-------|-------|--|
|       | 0     | No rewardable material   |
| 1     | 1–4   | <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>  |
| 2     | 5–8   | <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>  |
| 3     | 9–14  | <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     | 15–20 | <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> |

| Level | Mark  | Descriptor  |
|-------|-------|---|
| 5     | 21–25 | <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  |
|----------|---|
| 1        | <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 the nature of the New York City draft riot July 1863.</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>• It was written nearly two weeks after the riot and so the author would have had time to compile information and reflect as to the events</li> <li>• The language and tone of the article reflects its distaste for many of the atrocities committed against persons of colour</li> <li>• Harper's Weekly, as a hugely popular journal, might be well-resourced in funding its efforts to uncover the true nature of the riot</li> <li>• Harper's Weekly editorial stance was supportive of Lincoln and the Union and so might be expected to criticise any disruption to recruitment for the Union army.</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 nature of the New York City draft riot July 1863.</p> <ul style="list-style-type: none"> <li>• It claims that the riot lacked any clear initial aims ('suddenly, an attack', 'at first with no apparent common purpose.')</li> <li>• It suggests that ingrained racism quickly became a key motive of the riot ('launch an indiscriminate attack upon the colored people,', 'Colored people were hunted down')</li> <li>• It implies that basic criminality became central to the rioters ('What started as opposition to the draft, had developed into organised plunder and robbery.').</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>• The first drawing of draft numbers—on July 11, 1863—occurred peaceably in Manhattan. The second drawing, on Monday, July 13, 1863, ten days after the Union victory at Gettysburg, descended into riot</li> </ul> |

| Question | Indicative content  |
|----------|---|
|          | <ul style="list-style-type: none"> <li>As the New York State Militia had been sent to help Union troops at Gettysburg, the local New York Metropolitan Police Department was the only force on hand to try to suppress the riot</li> <li>The official death toll was listed at 120 individuals.</li> </ul> <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 author was an eyewitness to the events described. However, choosing to remain anonymous and having access to extensive police reports might call into question the impartiality of the views expressed</li> <li>The account was published in 1887, recalling events from over two decades before</li> <li>The language and tone of the source is highly critical of the perpetrators of the riot.</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 nature of the New York City draft riot July 1863.</p> <ul style="list-style-type: none"> <li>It implies that many immigrants were involved in the riot ('Much of their shouting was done in other languages')</li> <li>It implies that there was a political motive to the riot ('The rioters carried... the socialist Red Flag.', 'Down with rich men! Down with property!')</li> <li>It claims that most American working men remained patriotic and did not take part in the rioting ('Most American working men, both foreign born and American born, did their duty as free men and good citizens').</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>The city was a favoured destination for immigrants. Since the 1840s, most were from Ireland and Germany. In 1860, nearly 25 percent of the New York City population was German-born, and many did not speak English</li> <li>During the riots, landlords, fearing that the mob would destroy their buildings, drove black residents from their homes. As a result of the violence against them, hundreds of black people left New York City</li> <li>On August 19, the government resumed the draft in New York City. It was</li> </ul> |

| Question | Indicative content   |
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|          | <p>completed within 10 days without further incident.</p> <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>• Both sources emphasise that criminality became central to the nature of the riot</li> <li>• Racist actions towards the black community by the rioters feature prominently in Source 1 but not in Source 2</li> <li>• Source 2 suggests that there was an underlying revolutionary political motive to the riot which is not evident in Source 1.</li> </ul> |

## Section B: Indicative content

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

| Question | Indicative content  |
|----------|---|
| <b>2</b> | <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 James Madison made the most significant individual contribution to the organisation of the American union in the years 1775-91.</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>• Madison was a close associate of key influential politicians in the American Revolution such as Thomas Jefferson. He worked closely with him in drafting Virginia's first State Constitution in 1776</li> <li>• Madison served in the Continental Congress from 1780 to 1783, gaining a reputation for considered argument with the aim of bringing multiple divergent interests together in coalitions to help defeat the British</li> <li>• 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</li> <li>• Madison's Virginia Plan proposed three governmental branches:</li> </ul> |

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|  | <p>legislative, executive and judicial. This formed the basis of the US Constitution and earned him the nickname 'Father of the Constitution'</p> <ul style="list-style-type: none"> <li>• Madison played a strong role in the constitutional ratification process. He wrote a number of essays, released anonymously under the title 'The Federalist' in 1787-88, outlining his support for the Constitution</li> <li>• 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.</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>• 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</li> <li>• Washington's military leadership was instrumental in defeating the British in the War of Independence and hence the formation of an independent America</li> <li>• Washington chaired the constitutional convention and thus helped to shape the core principles of governance in the American Union</li> <li>• As the first President, Washington was responsible for establishing the responsibilities of the role within the Union</li> <li>• Alexander 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.</li> </ul> <p>Other relevant material must be credited.</p> |
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| Question | Indicative content  |
|----------|---|
| <b>3</b> | <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 economic differences were the major cause of division between the North and the South throughout the years 1828-61.</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 Southern economy was largely agrarian based. In contrast the Northern economy was increasingly industrial, urbanised and correspondingly more prosperous</li> <li>• The different nature of the economies led to the calls for differing economic policy. The North broadly favoured protective tariffs whilst the</li> </ul> |

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|  | <p>South broadly advocated free trade</p> <ul style="list-style-type: none"> <li>• The Northern economy was largely based on using free labour, whilst the Southern economy was predominantly based on slave labour. The South's economic justification for slavery caused political tension</li> <li>• By the beginning of the Civil War, tension was caused by the growing disparity between the two economies with only one-ninth of the United States' industrial capacity situated in the South.</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>• Jackson's firmness against the advocacy of States rights in the Nullification crisis 1832-33 created divisions which continued until secession in 1861</li> <li>• Jackson's willingness to deploy federal troops to South Carolina during the Nullification Crisis was seen by many in the South as federal governmental overreach</li> <li>• 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</li> <li>• The need to compromise over the rights of individual states to be slave states in 1850, and the violence of 'Bleeding Kansas', showed how impassioned the issue had become in the 1850s</li> <li>• Lack of unifying and effective political leadership in the 1850s fundamentally helped America to drift towards civil war and division</li> <li>• Lincoln's election in 1860 was divisive and seen by many in the South as a key cause of secession in 1861.</li> </ul> <p>Other relevant material must be credited.</p> |
|--|--|