



# Mark Scheme (Results)

January 2024

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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January 2024

Question Paper Log Number P75139A

Publications Code WHI03\_1A\_MS\_2401

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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
	<b>0</b>	No rewardable material
<b>1</b>	<b>1–4</b>	<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>
<b>2</b>	<b>5–8</b>	<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>
<b>3</b>	<b>9–14</b>	<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>
<b>4</b>	<b>15–20</b>	<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
	<b>0</b>	No rewardable material
<b>1</b>	<b>1–4</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>5–8</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>9–14</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>
<b>4</b>	<b>15–20</b>	<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
<b>1</b>	<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 British reaction, in the years 1773–74, to the Boston Tea Party.</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>• Being an anonymous letter, it probably would be candid in the views being presented</li> <li>• Franklin might be trying to influence the British government's response to the Boston Tea Party by warning them off being too hostile to American political opinion</li> <li>• The tone of the letter is both conciliatory and condemnatory.</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 British reaction, in the years 1773–74, to the Boston Tea Party.</p> <ul style="list-style-type: none"> <li>• It implies that the British government is overreacting ('only committed by a small mob'...' Undoubtedly, there were other methods available for dealing with this incident.')</li> <li>• It implies that the British are relishing the idea of authorising a brutal response to the colonist's actions ('the pleasing prospect of starving at least a thousand Bostonians to death')</li> <li>• It claims that the reaction of the British government will make the situation worse ('Cruelty, oppression and revenge shall only serve as fuel to increase the fire.').</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>• Franklin had, for many years, worked hard to maintain a rapprochement between the Colonists and Great Britain</li> <li>• In 1774, Franklin was accused of plotting against the British government for illegally distributing copies of Governor Hutchinson's letters with advice on how to subdue America by restricting its liberties</li> <li>• Franklin returned to America the following year and became one of the Founding Fathers of the new American nation. He helped draft, and was a signatory to, the Declaration of Independence.</li> </ul>



Question	Indicative content
	<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>• Ramsay had served in the revolutionary war and subsequent Continental Congress and so might be expected to be positive about the patriot cause</li> <li>• Ramsay was writing in 1789, by which stage the conflict with Britain had ended and the outcome was known</li> <li>• The tone used is rather rueful with regard to Great Britain and its relations with the American colonies.</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 British reaction, in the years 1773-74, to the Boston Tea Party.</p> <ul style="list-style-type: none"> <li>• It indicates that the British had been taken unawares by the actions of those involved ('The resistance to the Tea Act was different from what the British expected')</li> <li>• It claims that the events were seized upon by the British to justify settling a wider area of tension ('a perfect opportunity to humble them.', 'a long-developed plan of resistance to parliamentary taxation.')</li> <li>• It suggests the British were foolhardy in their response ('The consequences resulting from this punishment were the reverse of what were intended.').</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 Tea Act (1773) authorised the shipment of 5,000 chests of tea to the American colonies on which the colonists would be forced to pay a tax of 3 pennies on every pound of tea</li> <li>• The British government felt that the Boston Tea Party could not remain unpunished, and responded by closing the port of Boston and putting in place the Intolerable Acts</li> <li>• The Intolerable Acts were seen as a violation of natural rights and colonial charters and united many colonists against the British, as shown by calling the First Continental Congress in September 1774.</li> </ul> <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 agree that the Colonists knew that the Boston Tea Party gave the British the perfect opportunity to punish the American colonies</li> <li>• Both sources agree that the Colonists felt that the retaliatory measures taken by the British were likely to inflame rather than pacify the situation</li> <li>• The language used in Source 1 is more condemnatory on the repercussions of British actions than that expressed in Source 2.</li> </ul>

**Section B: Indicative content**  
**Option 1A: The USA, Independence to Civil War, 1763–1865**

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>Candidates are expected to reach a judgement on how accurate it is to say that the contribution of Andrew Jackson, in the years 1828-37, was much more significant than that of George Washington, in the years 1786-91, to the development of the role of the President.</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>• During Jackson's presidency, the powers of the President and Executive were strengthened at the expense of factions in Congress</li> <li>• The growth of the Democratic Party helped to develop the party-political system in America and clearly established the link between party and presidential nominees</li> <li>• Jacksonian Democracy promoted the democratic authority of the presidency by broadening public political participation through an extension of the franchise</li> <li>• Jackson's deft handling of the Nullification Crisis helped to assert the authority of Federal government and the presidency over states' rights</li> <li>• Jackson's relatively humble origins, and being from Tennessee, enabled him to be portrayed as in touch with the 'common man' and thus helped to break the mould of elitist politics.</li> </ul> <p>Arguments and evidence countering the statement should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Washington presided over the Constitutional Convention, which agreed the new Constitution of 1788 thereby bringing into existence the office of the President</li> <li>• Washington helped to shape the core principles underpinning governance in America such as the theory of 'the separation of powers'</li> <li>• During Washington's Presidency amendments to the Constitution were made, which produced the Bill of Rights</li> <li>• Washington set the precedent for how many roles would interact with the presidency and established the cabinet as the chief executive's private, trusted advisers.</li> </ul> <p>Other relevant material must be credited.</p>

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 whether the United States of America succeeded in preventing a major division over states' rights in the years 1832-33 mainly because of effective political leadership but failed to do so in 1861 mainly because of a lack of effective political leadership.</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 Nullification Crisis of 1832-33 ended in a peaceful compromise, despite much rhetoric about states' rights because President Jackson was effective in asserting federal power</li> <li>• President Jackson's leadership was highly effective in mobilising popular support behind his government. He enjoyed widespread support throughout the South</li> <li>• Although Calhoun, leader of the states' rights movement, resigned as Vice-President during the crisis, he continued to play a major role in federal politics and helped broker a compromise agreement</li> <li>• Lincoln was a divisive political figure, especially in the South, who inherited a political situation that was rapidly moving towards secession and civil war and that he seemed powerless to stop</li> <li>• Davis authorised the attack on Fort Sumter despite, having served as Secretary of War under President Pierce, knowing that the South lacked the military and naval resources necessary to defend themselves in a war.</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 new, abrasive, and populist style was not effective as it helped create the political divisions which led to issues like the Nullification Crisis of 1832-33 in the first place</li> <li>• In 1832-33, the Southern states still had an equal share of senatorial seats and did not feel like an oppressed minority within the USA. They were able to extract a satisfactory compromise over the issue of federal tariffs</li> <li>• Lincoln had hardly any support in the South, yet was consistent in trying to appeal to those states threatening secession based on a common desire to keep American democracy functioning</li> <li>• In 1861, the South saw itself as a threatened minority facing an ever more powerful force of free states who had a majority in the Senate, hence partly fuelling the desire for secession</li> <li>• The abolitionist lobby had grown significantly since the 1830s, and tensions between the Northern and Southern states had steadily increased in the 1850s.</li> </ul> <p>Other relevant material must be credited.</p>

