



Mark Scheme (Results)

Summer 2022

Pearson Edexcel International Advanced
A 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 2022

Publication Code: WHI03_1A_2206_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.

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"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"><li data-bbox="408 253 1390 383">• 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 data-bbox="408 398 1401 562">• 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 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.

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"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none">• 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	<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 importance of the Compromise of 1850.</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"> • The speech was written by Calhoun who was passionate in his support for the interests of the Southern states • The speech was written to warn the Senate that the decisions they were mulling over could have potentially catastrophic effects for the integrity of the Union • The language and tone of the speech is direct and uncompromising. <p>2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the importance of the Compromise of 1850.</p> <ul style="list-style-type: none"> • It claims that the proposed resolutions will undermine the delicate balance of political power between the Northern and Southern states ('there will effectively be twenty Northern States to fourteen Southern') • It implies that this is a crucial moment in the nation's history ('Unless something decisive is done' 'If something is not done') • It suggests that the North is both the cause of disharmony between the states and the root of the solution ('If the North remains silent' 'the real aims of the North are its own power'). <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"> • Henry Clay, a Senator from Kentucky, had introduced a series of resolutions to Congress. Clay's purpose was to maintain a balance between free and slave states • California was admitted as a free state, upsetting the equilibrium that had long prevailed in the Senate • To help overcome objections from some Southern states a Fugitive Slave Law was passed, requiring northerners to return runaway slaves to their owners under penalty of law.

Question	Indicative content
	<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"> • Coming from a northern newspaper it might be expected to be supportive of initiatives which arguably favoured the interests of the northern states and the Union • The article post-dates the passing of most of the legislation pertaining to the acquired territories • The language and tone of the article is positive and hopeful as to the future. <p>2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the importance of the Compromise of 1850.</p> <ul style="list-style-type: none"> • It claims that most of the issues which divide the country are on the brink of being resolved ('The whole of this disagreeable subject will, therefore, be shortly concluded.') • It implies that the interests of political harmony have triumphed over divisiveness ('check will be put on fanatics' 'calmed the waves of disunion.') • It indicates that the House of Representatives has moved quickly to legislate on these divisive issues ('Within two days ... has passed four of the most important measures'). <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"> • Five compromise measures were enacted in September 1850 • Many Americans greeted the Compromise of 1850 with relief. President Fillmore called it 'a final settlement' • New Mexico and Utah enacted slave codes, technically opening the territories to slavery. <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"> • Both sources agree that the issue of slavery is central to political discord in the United States • Both sources agree that this is an extremely fragile and potentially politically crucial period in the relationship between the Northern and Southern states • Source 1 takes a much more critical approach to the actions of the Northern states than does Source 2.

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 the statement that there was more that divided Americans than united them in the years 1763-83 and 1786-91.</p> <p>Arguments and evidence supporting the statement should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Divisions existed within the American colonies as to whether they should oppose British rule and establish an independent nation • Following the successful War of Independence deep divisions persisted between federalists and anti-federalists as to the articles of federation and the political shape of the new American nation • Fundamental divisions existed over economic and financial policy especially over whether America should become a free trading agricultural-based economy, or one based on manufacturing and tariffs • Fundamental divisions existed both morally and politically, regarding the issue of slavery and the political rights of black Americans • Divisions within society were exemplified by the existence of popular uprisings such as Shays' rebellion 1786. <p>Arguments and evidence opposing the statement should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • There was significant unity amongst the American colonists in opposing British attempts to increase taxation after 1763 • There was significant unity amongst the rebellious American colonists in the military effort to defeat the British during the war of independence • In 1776 the Second Continental Congress voted unanimously to declare the independence 'of the thirteen United States of America.' • Unity was displayed when, by 1781, The Articles of Confederation, which agreed to 'a perpetual union' were adopted by all 13 states and by 1791 when they all agreed to ratify the Constitution • By 1791 the basic unifying principles of representative government and the separation of powers had been established in the new state. <p>Other relevant material must be credited</p>

Question	Indicative content
3	<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 the election of Andrew Jackson to the presidency in 1828 was the most significant political event to occur in the years 1786-91 and 1828-37.</p> <p>Arguments and evidence supporting the statement should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Jackson's 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 scope of presidential authority and 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 from the established elites to ordinary voters • Jackson strengthened himself against Congress by adopting populism by forging direct links with the voters and utilising the media of the time to get his official messages to the people at large • Campaigning against corruption, Jackson became the first president to widely replace incumbent officeholders with his supporters, which became known as the 'spoils system' • Jackson's controversial and antagonistic conduct in office galvanized opponents to organize the Whig party. The national two-party system was his legacy. <p>Arguments and evidence opposing the statement should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The drafting of the Constitution of the USA in 1787 provided a framework for future governance of the new nation • George Washington's election as the first President was significant as it enabled him to help shape the core principles underpinning governance in America such as the theory of 'the separation of powers' • In February 1791, the First Bank of the United States was established which became a source of political controversy • The nullification crisis of 1832-33 exacerbated tensions over states' rights that ultimately would help lead to the later demands for secession. <p>Other relevant material must be credited.</p>

