

Mark scheme

International Advanced Level in  
History (WHI03/1A)

Paper 3: Thematic Study with  
Source Evaluation

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

### 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>

Level	Mark	Descriptor
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>
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: A01 (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 , 1775–1865

Question	Indicative content
1	<p>Answers will be credited according to candidates' 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 that 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 reasons for the outbreak of the War of American Independence in 1775.</p> <p><b>Source 1</b></p> <ol style="list-style-type: none"> <li>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: <ul style="list-style-type: none"> <li>• The pamphlet has been written in Britain specifically to defend the position of the British Government so it is not surprising that it takes a critical view of the American colonists</li> <li>• The dating of the pamphlet coincides with the government decision to bring in legislation against Boston and was aimed to persuade people in Britain that a tougher line was necessary against the troublesome colonists in New England</li> <li>• The writer does not appear to blame the government in the least for the crisis but puts all the blame on the unreasonable behaviour of the colonists.</li> </ul> </li> <li>2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the behaviour of the colonists: <ul style="list-style-type: none"> <li>• It asserts a general principle that all members of a political association are liable share the burdens of government through taxation</li> <li>• It provides evidence that that the colonists do not openly deny their liability to taxation</li> <li>• It provides evidence that they assert their right to determine the extent and frequency of taxation</li> <li>• It claims that their attitude is incompatible with being subjects to a legitimate authority.</li> </ul> </li> <li>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: <ul style="list-style-type: none"> <li>• The very low level of taxation enjoyed in the colonies compared to Britain</li> <li>• The enormous cost to Britain of defending the colonies during the recent war and even in peacetime</li> <li>• The various attempts to tax the colonies between 1765 and 1775 and the responses of the colonies particularly Boston and New England.</li> </ul> </li> </ol> <p><b>Source 2</b></p> <ol style="list-style-type: none"> <li>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: <ul style="list-style-type: none"> <li>• This is a work of propaganda justifying the taking up of arms against hitherto legitimate authority. It coincides with the first armed clashes</li> </ul> </li> </ol>

Question	Indicative content
	<ul style="list-style-type: none"> <li>• It is an attempt to persuade doubters in the colonies that resistance is reluctantly necessary</li> <li>• The tone used in writing is one of justified indignation.</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 feelings of the colonists towards the British authorities:</p> <ul style="list-style-type: none"> <li>• It provides evidence of a resentment of decision making by a body in which the colonists have no representation</li> <li>• It provides evidence of deep reluctance to resort to force despite provocations</li> <li>• It suggests that the reader may infer that the opposition is spread throughout all the colonies</li> <li>• It implies that liberty in the last resort is more important than loyalty.</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>• There had been a series of clashes centred on Boston and this was published as the biggest of all was about to take place</li> <li>• The context and importance of the Declaratory Act</li> <li>• The British Government had recently reinforced the garrison in Boston and one British MP had recently suggested the city be burned to the ground.</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>• The ability to raise taxes was a primary function of government</li> <li>• Both sources are works of propaganda produced at a time of escalating tension</li> <li>• Both sources were aimed primarily against opponents on their sides of the Atlantic.</li> </ul>

## 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 candidates' 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 that is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on what were the reasons for the different outcomes to crises over states' rights in 1832–33 and in January 1861.</p> <p>Arguments and evidence explaining the peaceful outcome of the 1832–33 crisis should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The crisis ended in a peaceful compromise despite much rhetoric about states' rights from Calhoun and clear assertion of federal power by Jackson</li> <li>• Jackson was clearly prepared to take a strong line on federal power, but was not opposed to slavery and was a slave owner</li> <li>• Jackson was a popular president who enjoyed widespread support throughout the South</li> <li>• Calhoun, leader of the states' rights movement, was Vice-President until his resignation during the crisis but he continued to play a major role in federal politics</li> <li>• The Southern states still had an equal share of senatorial seats and did not feel an oppressed and threatened minority within the USA. They were able to extract a satisfactory compromise over the issue of federal tariffs.</li> </ul> <p>Arguments and evidence explaining the very different outcome of the 1861 crisis should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The crisis ended in secession and a bitter war to enforce federal authority</li> <li>• The newly-elected president, Lincoln, had hardly any support in the South and was an opponent of slavery</li> <li>• The South saw itself as a threatened minority facing an ever more powerful force of free states who had a majority in the Senate</li> <li>• The recent presidential election campaign was divisive and left a legacy of bitterness</li> <li>• The abolitionist lobby had grown significantly since the 1830s and tensions had steadily increased in the 1850s.</li> </ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
3	<p>Answers will be credited according to candidates' 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 that is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on the statement that 'In 1787, the acceptance of slavery within the USA was essential for a successful union but in 1863–65 only its abolition appeared a viable political option for a reunited USA.'</p> <p>Arguments and evidence that support the statement should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Southern states with 700,000 slaves in 1787 insisted that the continuation of the institution was necessary for their form of agriculture and some recognition of it was a necessary basis for union</li> <li>• A compromise acceptance of slavery was arrived at in 1787 with slaves counting as three-fifths of white citizens for the purpose of apportioning congressional seats and federal tax liabilities, thereby meeting the requirements of the South</li> <li>• The delegates to the Philadelphia convention agreed to a compromise on the continuation of the slave trade</li> <li>• By 1863 the abolitionist movement in the North was far stronger than in the 1780s and the northern states were economically more important than they had been in the 1780s and radical Republicans would not accept the recreation of the union on any other terms</li> <li>• Lincoln decided that Emancipation Proclamation of 1863 had to be made permanent with the Emancipation Amendment of 1865</li> <li>• The violence and suffering of the war could only be justified by a great moral cause.</li> </ul> <p>Arguments and evidence that contradict the statement that 'In 1787, the acceptance of slavery within the USA was essential for a successful union but in 1863–65 only its abolition appeared a viable political option for a reunited USA should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• There was growing opposition to slavery in many northern States in the 1780s and the Federal North West Ordinance outlawed slavery in the new North Western territories from Ohio to Wisconsin. This was accepted by all states</li> <li>• Slavery received renewed economic encouragement in the South after 1787 with the invention of the cotton gin in 1793</li> <li>• Even within the South the prevailing enlightenment ideas of the 1780s made the defence of slavery half-hearted amongst many of the educated elite</li> <li>• In the years 1863–65, it is possible that a majority would still have accepted slavery if the majority favouring it in the Confederate states was added to those Northern conservatives who did not see it as a priority</li> <li>• The border states were excluded from the Emancipation Proclamation, which came into force on January 1863</li> <li>• Lincoln struggled to secure complete abolition in 1865 even with the southern states excluded.</li> </ul> <p>Other relevant material must be credited.</p>