Pearson Edexcel

# Mark Scheme (Results)

## January 2023

Pearson Edexcel International Advanced Level in History (WHI03/1B)

Paper 3: Thematic Study with Source Evaluation

Option 1B: The British Experience of Warfare, 1803–1945

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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** | • 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.<br>• Some relevant contextual knowledge is included, but presented as information rather than applied to the source material.<br>• 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** | • Demonstrates some understanding of the source material and attempts analysis by selecting and summarising information and making inferences relevant to the question.<br>• Contextual knowledge is added to information from the source material, but mainly to expand, confirm or challenge matters of detail.<br>• 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** | • 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.<br>• Detailed knowledge of the historical context is deployed to explain or support inferences as well as to expand, confirm or challenge matters of detail.<br>• 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** | • 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.<br>• 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.<br>• 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** | • 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.<br>• 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.<br>• 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** | • Simple or generalised statements are made about the topic.<br>• Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question.<br>• The overall judgement is missing or asserted.<br>• There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision. |
| **2** | **5–8** | • 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.<br>• 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.<br>• An overall judgement is given but with limited support and the criteria for judgement are left implicit.<br>• The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision. |
| **3** | **9–14** | • 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.<br>• 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.<br>• Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation.<br>• 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** | • Key issues relevant to the question are explored by an analysis of the relationships between key features of the period.<br>• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands.<br>• 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.<br>• 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** | • Key issues relevant to the question are explored by a sustained analysis and discussion of the relationships between key features of the period.<br>• 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.<br>• 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.<br>• The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity and precision. |

## Section A: indicative content

**Option 1B: The British Experience of Warfare, 1803–1945**

| Question | Indicative content |
|---|---|
| **1** | Answers will be credited according to their deployment of material in relation to the qualities outlined in the generic mark scheme.<br><br>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.<br><br>Candidates must analyse and evaluate the sources to investigate the nature of trench warfare on the Western Front.<br><br>**Source 1**<br><br>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:<br>• The author had direct experience of trench warfare, having fought extensively on the Western Front, and so was an eyewitness<br>• The account was written over 50 years after the battle it describes and so his comments could have been affected by memory and subsequent attitudes to trench warfare<br>• The account was limited to one section of the Western Front, and so may not represent typical experiences in all parts of the Front.<br><br>2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the nature of trench warfare on the Western Front.<br>• It suggests it was flawed thinking to believe that the tactics of bombardment and frontal assault on trenches might succeed ('How did our planners imagine' 'What made them think')<br>• It suggests he was critical of British military leaders for continuing with a strategy that ordinary soldiers knew would not work ('It was the strength of this system that our planners seriously under-estimated')<br>• It claims that British soldiers were every bit as skilled and experienced as German troops when fighting in the trenches ('Any criticism of the lack of experience of our troops is a cruel slander').<br><br>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:<br>• The reasons for the use of bombardment and the development of the creeping barrage in trench warfare<br>• Advances in technology, e.g. use of gas and machine guns, made it significantly easier to defend an entrenched position than to attack it.<br>• Significant numbers of British troops in 1916 were inexperienced. Many |

| Question | Indicative content |
|---|---|
| | units on the Somme comprised enthusiastic volunteers in New Army divisions (e.g. Pals battalions) and not experienced soldiers.<br><br>**Source 2**<br><br>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:<br>• The author was an eyewitness to the events described from the perspective of a senior and very experienced officer<br>• He was writing over ten years after the events described so his observations might be coloured by hindsight<br>• The tone and language used is critical of those responsible for the planning and organisation of the offensive.<br><br>2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the nature of trench warfare on the Western Front.<br>• It provides evidence that lengthy bombardments hindered rather than helped British advances ('16-day intense preliminary bombardment', 'mere act of walking over this swamp')<br>• It claims that the Germans were aided in their defence of their trenches by a wide range of military capability ('Germans had established a definite superiority in the air with their aircraft')<br>• It implies that the ordinary soldier was let down by their superiors in planning attacks on the exceptionally strong German trench networks ('not the remotest idea' 'plans on a hopelessly incorrect basis.').<br><br>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:<br>• The Third Battle of Ypres saw an estimated 325,000 Allied and 260,000 German casualties<br>• The battle took place on the Western Front, from July to November 1917, for control of land south and east of Ypres. The offensive achieved mixed results<br>• The Third Battle of Ypres is perceived as muddy, bloody and futile, with the wet weather making the battlefield particularly unsuitable for the use |

| Question | Indicative content |
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| | of tanks.<br><br>**Sources 1 and 2**<br><br>The following points could be made about the sources in combination:<br><br>• Both sources, one from a senior officer and one from a private soldier, question the rationale behind and effectiveness of the tactic of ordering a lengthy preliminary bombardment<br><br>• Both sources question the decision making and leadership of senior commanders<br><br>• Source 1 gives a more detailed account of the nature of the German defence systems than does source 1. |

**Section B: Indicative content**
**Option 1B: The British Experience of Warfare, 1803–1945**

| Question | Indicative content |
|---|---|
| **2** | 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.<br><br>Candidates are expected to reach a judgement on how far you agree that the significance of the female contribution to the war effort was greater in the years 1939-45 than in the years 1914-18.<br><br>Arguments and evidence supporting the statement should be analysed and evaluated. Relevant points may include:<br><br>• Unlike the First World War, the National Service Act (number 2) made conscription of women compulsory. By 1943 almost 90 per cent of single and 80 per cent of married women were employed in essential war work<br><br>• Nearly eight times as many women served in the armed forces between 1939-45 than did so in the First World War<br><br>• Unlike in 1914-18, women in the Second World War were interviewed and required to choose from a range of jobs. This significantly maximised output as the right skills were applied to the right job |

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| | • Women's roles were more diversified between 1939-45 and included involvement in code breaking at Bletchley Park. By contrast Room 40 in the First World War was staffed entirely by men<br><br>• Women made a significant contribution to new technology industries such as aircraft production and engineering in the Second World War.<br><br>Arguments and evidence opposing the statement should be analysed and evaluated. Relevant points may include:<br><br>• Women, before the introduction of conscription in 1916, played an active role in recruitment through campaigns such as 'White Feather.' This was unnecessary in 1939 as conscription was introduced at the start of the war<br><br>• The huge popularity of women's football was partly aimed at boosting<br><br>and it raised money for the war effort. This did not happen in the Second where women's football was banned<br><br>• The mobilisation of a female workforce in the First World War provided a boost to the war effort because of the novelty of their involvement, e.g. in munitions work.<br><br>• Between 1914 and 1918 it became accepted that women could make a significant contribution to the war effort in ways not considered before, e.g. introduction of Britain's first female police officers<br><br>• More women served in France backing up frontline services in the First<br><br>War than in the Second World War.<br><br>Other relevant material must be credited. |

| Question | Indicative content |
|---|---|
| **3** | 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.<br><br>Candidates are expected to reach a judgement on the statement that technological developments played little part in the outcome of the second Boer War (1899-1902) but were key to the outcome of the war against Nazi Germany (1939-45).<br><br>Arguments and evidence supporting the statement should be analysed and evaluated. Relevant points may include:<br><br>• Many units of the British army largely fought the second Boer War with |

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| | weaponry, both infantry rifle and artillery, which was inferior to the Boers or outdated, e.g. Lee Metford rifle or 7 pounder muzzle loader artillery<br>• Technology was secondary to other factors in the outcome of the second Boer War, e.g. the quality of British military leadership<br>• ASDIC and SONAR technologies, including the use of Sonobuoys, advanced in the years 1939-45 helping Britain and her allies win the Battle of the Atlantic and thus affecting the outcome of the war<br>• Technological developments in motorised transport, especially the tank, played a key role in the defeat of Germany in 1945<br>• Aircraft played a key role in the defeat of Germany. By 1945 their role had expanded considerably, and they were central to the weakening of Germany through the bombing campaign<br>• Key developments in weapons technology, such as grenades and light portable machine guns had been vital to military success in 1945<br>• Technological developments played a central role in the struggle against Nazi Germany, e.g. radar and the development of the cryptological Bombe used to help crack the vital 'Enigma' code.<br><br>Arguments and evidence opposing the statement should be analysed and evaluated. Relevant points may include:<br>• Technological developments such as the widespread introduction of the Lee Enfield rifle, machine guns and more mobile heavy artillery were central to military success in the second Boer War<br>• Advances in communications technology, especially the telegraph and radio were central to effective military action and the outcomes of both wars<br>• The significance of the female contribution to the British war effort was central to the outcome of the war effort 1939-45<br>• The ability of Britain and its population to engage in 'total war' was central to the outcome of the war effort 1939-45<br>• Strong political leadership was central to strengthening the sinews of war in both the second Boer War and the war against Nazi Germany.<br><br>Other relevant material must be credited. |

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