Mark scheme (Results)

January 2025

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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How to award marks when level descriptions are used

1. Finding the right level

The first stage is to decide which level the answer should be placed in. To do this, use a 'best-fit' approach, deciding which level most closely describes the quality of the answer. Answers can display characteristics from more than one level, and where this happens markers must use the guidance below and their professional judgement to decide which level is most appropriate.

For example, one stronger passage at L4 would not by itself merit a L4 mark, but it might be evidence to support a high L3 mark, unless there are substantial weaknesses in other areas. Similarly, an answer that fits best in L3 but which has some characteristics of L2 might be placed at the bottom of L3. An answer displaying some characteristics of L3 and some of L1 might be placed in L2.

2. Finding a mark within a level

After a level has been decided on, the next stage is to decide on the mark within the level. The instructions below tell you how to reward responses within a level. However, where a level has specific guidance about how to place an answer within a level, always follow that guidance.

Levels containing two marks only

Start with the presumption that the work will be at the top of the level. Move down to the lower mark if the work only just meets the requirements of the level.

Levels containing three or more marks

Markers should be prepared to use the full range of marks available in a level and not restrict marks to the middle. Markers should start at the middle of the level (or the upper-middle mark if there is an even number of marks) and then move the mark up or down to find the best mark. To do this, they should take into account how far the answer meets the requirements of the level:

- If it meets the requirements *fully*, markers should be prepared to award full marks within the level. The top mark in the level is used for answers that are as good as can realistically be expected within that level
- If it only *barely* meets the requirements of the level, markers should consider awarding marks at the bottom of the level. The bottom mark in the level is used for answers that are the weakest that can be expected within that level
- The middle marks of the level are used for answers that have a *reasonable* match to the descriptor. This might represent a balance between some characteristics of the level that are fully met and others that are only barely met.

Indicative content

Examiners are reminded that indicative content is provided as an illustration to markers of some of the material that may be offered by students. It does not show required content and alternatives should be credited where valid.

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. • 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**	• 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**	• 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**	• 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**	• 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. • 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. • 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. • 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**	• 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**	• 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**	• 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**	• 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 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. 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. Candidates must analyse and evaluate the sources to investigate the significance of the female contribution to the war effort in the years 1939-45. **Source 1** 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: • As one who deliberately travelled throughout Britain, he would have seen at first hand the contribution of women to the war effort • Reporting for an American newspaper might encourage him to be less constrained by the prevailing social mores pertaining to British women • The tone of the article is very positive as to the significance of the female contribution to the war effort. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the significance of the female contribution to the war effort in the years 1939-45. • It indicates that women are playing a significant military role in the war effort ('A woman has located the target.',' "Fire," she says quietly.',' These women seem to be natural soldiers.') • It implies that there is admiration and understanding as to the importance of the women's work ('The commander is very proud of them.', 'if a woman is insulted … the whole battery criticising them.') • It implies that war work will lead to a social revolution for some women ('It is difficult to see how the former housemaids will be able to go back to…', 'They are very important, these women.'). 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: • Women made a significant contribution to new technology industries such as aircraft production and engineering in the Second World War • Women's roles were extremely diversified between 1939-45 and included involvement in code breaking at Bletchley Park • 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.

Question	Indicative content
	Source 2 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: • As one who had a history of fighting for women's rights, Lloyd-George might be expected to be positive about the female contribution to the war effort • Writing in 1941, after two years of war, it would be clearer to her about the extent of the female contribution to the war effort • The tone of the source is positive as to the female contribution to the war effort, as well as being realistic as to the practical difficulties arising. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the significance of the female contribution to the war effort in the years 1939-45. • It indicates that women are making a significant contribution to working the land by replacing men called up for military service ('9,000 women have been incorporated already in the Land Army') • It suggests that some mass mobilisation targets for women are possibly too ambitious ('would have to employ between 30,000 and 40,000 more women on the land. This might be difficult to achieve.') • It claims that female contribution to the war effort encompasses a range of services and occupations ('women have volunteered … Auxiliary Fire Services, in Civil Defence … Auxiliary Fighting Services.'). 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: • 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 • In 1939, conscription was introduced. This resulted in nearly eight times as many women serving in the armed forces in 1939-45 than did so in the First World War • By 1943, over 7 million women were involved in work. **Sources 1 and 2** The following points could be made about the sources in combination: • Both sources indicate that the War had a profound effect on the working habits of women • Both sources show that there is no difference to the efficiency of the war effort in utilising female labour • Source 1 indicates more of the specific military roles undertaken by women during the war, whereas Source 2 concentrates more generally on their contribution across a range of occupations.

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. Candidates are expected to reach a judgement on whether good political leadership was central to the success of the British in both the Napoleonic War (1803-15) and in the Crimean War (1854-56). Arguments and evidence supporting the statement should be analysed and evaluated. Relevant points may include: • Key members of the government such as Pitt, in the Napoleonic Wars, and Palmerston, in the Crimean War, played a significant role in co-ordinating the war effort • The reintroduction of Income Tax in 1803, under Addington, and continued adoption under Pitt, successfully helped finance the Napoleonic war effort • Lord Castlereagh, as Foreign Secretary, was instrumental in negotiating the Quadruple Alliance in 1814 which was crucial in defeating France in 1815 • Palmerston led an administration which introduced reforms to improve the running of the Crimean War effort. A special transport department was established, and governmental bureaucracy was simplified • Gladstone's budgets of 1854-55 raised income tax and so avoided Britain having to take out expensive loans to finance the Crimean War. Arguments and evidence opposing the statement and/or that other factors were more important should be analysed and evaluated. Relevant points may include: • The work of the political leadership was often incompetent, e.g. the McNeill-Tulloch report 1855 provided evidence of negligence in the supplying of front-line troops in the Crimean War • Politicians such as Lord Aberdeen in 1855 were forced to resign when his competence for organising the war effort and thus affecting the outcome was called into question • Good military leadership of the British army was more significant to the outcome of the wars, e.g. Wellington in the Peninsular War and at Waterloo, and Raglan, at times, during the Crimean War • Good military leadership of the British navy was more significant to the outcome of the wars, e.g. Nelson at Trafalgar and the British navy being successfully deployed to cut off Russian supply lines in 1855 • New military technologies were vital to the successful prosecution of the war efforts, e.g. carronades, railway technology. 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. Candidates are expected to reach a judgement on whether both the second Boer War(1899-1902) and trench warfare on the Western Front(1914-18) were fought badly by the British. Arguments and evidence supporting the statement should be analysed and evaluated. Relevant points may include: • The British Army in the second Boer War struggled as recruitment into the ranks was increasingly from the poorer and less physically fit elements of society, making it, as a fighting force, less efficient • Sir George White, after suffering some minor reverses, managed to get himself cut off in Ladysmith, together with a large British force in excess of 10,000 soldiers • The three defeats of 'Black Week' demonstrated ineptitude on the part of the army's tactics in trying to relieve Kimberley and Ladysmith • Sir John French's poor control of the BEF in the retreat from Mons and his failure at Loos, was sufficiently significant to lose him the support of government and army and led to his replacement by Haig • The failure of Haig to realise that the bombardment preceding the Battle of the Somme (1916) was inadequate, resulted in a disastrous infantry attack on 1st July • Haig was intransigent and insisted on continuing, until 1918, with big pushes, which were wasteful of life. Arguments and evidence opposing the statement should be analysed and evaluated. Relevant points may include: • The efficiency with which British volunteers and troops from the Empire were shipped to southern Africa and integrated into the forces already there • On 28 February 1900, General Sir Redvers Buller relieved Ladysmith after a well-planned and methodical attack • In 1901, the scorched earth tactics employed by Field Marshal Horatio Kitchener eventually overcame the guerrilla tactics of Boers • The British military 1914-18 was often hampered by issues out of its control. The shell shortage of 1915 left the British commanders with too few armaments • Haig showed a willingness to utilise new technology, such as the tank and aircraft, which significantly enhanced the fighting capabilities of the British Army • The co-ordination and efficiency of the British Army in the summer offensive 1918. Other relevant material must be credited.

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