



Mark Scheme (Results)

Summer 2018

Pearson Edexcel International Advanced Level
In History (WHI03)

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	<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.

Level	Mark	Descriptor
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.
5	21–25	<ul style="list-style-type: none"> • 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	<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.

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.</p> <p>Candidates must analyse and evaluate the sources to consider how far the historian could make use of them to investigate the quality of the military leadership of Douglas Haig in the years 1916-18.</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 writer worked closely with Haig and was clearly trusted by him as he drafted his military communiques • The writer worked disseminating wartime propaganda and was therefore unlikely to be negative about the conduct of the war • The autobiography was published in 1940 recalling feelings held over two decades before. <p>2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the quality of the military leadership of Douglas Haig in the years 1916-18:</p> <ul style="list-style-type: none"> • It suggests that he was a man of character and toughness in the face of opposition and adversity • It indicates that he was prepared to take key decisions alone despite opposition to them • It implies that he tended to be quite inflexible in his thinking. <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"> • The inflexibility of his strategy at the Battles of the Somme and Passchendaele (Third Battle of Ypres) • Haig's willingness to embrace new technology, for example the tank at the Somme, Cambrai and the 1918 offensive • The co-ordination and efficiency of the British Army in the July offensive 1918. <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"> • The source is a personal account of a serving officer's own experiences and may not be representative of the views of all • As someone who had commanded troops during the key battles of 1916 and 1917, and been decorated for bravery, he would have had a direct insight into tactics • His perception might have been partly shaped by the growing criticism of Haig during the war itself.

2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the quality of the military leadership of Douglas Haig in the years 1916-18:

- It suggests that Haig was an aloof character rather divorced from the realities faced by his troops
- It implies he was tactically inflexible and blinkered in his approach
- It suggests that he wasn't of sufficient military 'calibre' to undertake what was required of a commander.

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:

- The battle of Cambrai could be seen as a missed opportunity where initial territorial gains using tanks were not followed up and consolidated
- The well-documented criticisms, both political and civilian, of the high casualty rates
- The evolution of bombardment techniques and their effectiveness at Messines 1917 and the July Offensive 1918.

Sources 1 and 2

The following points could be made about the sources in combination:

- They both agree that Haig possessed an inflexible mind set although Source 1 portrays this in a more positive light than Source 2
- Both sources are from individuals who had first-hand experience of the fighting on the Western Front but from different perspectives
- The author of Source 1 had personal experience of working directly with Haig unlike the author of Source 2.

Section B: indicative content

Option 3B: The British Experience of Warfare, 1803–1945

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 the statement that the ability of the British army to fight successfully in both the Crimean and Boer wars was compromised by poor military leadership and inadequate government support.</p> <p>Arguments and evidence supporting the statement should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The McNeill-Tulloch report 1855 provided evidence of government negligence in the supplying and distribution of supplies and equipment to front line troops in the Crimean War • The failure to pursue the fleeing Russians at the Battle of Alma helped to make the war more protracted • Military blunders such as the Charge of the Light Brigade were indicative of incompetent military leadership • The British government was slow to authorise the deployment of troops to fight the Boers leading to initial defeats • British army tactics were inadequate and the weapons used were antiquated in contrast to the more mobile Boers supplied with modern mausers. <p>Arguments and evidence countering the statement should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Military leadership led to victories at Balaclava, Inkerman and also successful participation in the siege of Sevastapol • The British government encouraged the use of new technologies such as railways to supply troops and electrical telegraph for communications in the Crimea • The successful introduction of the Minie ball gave the British an advantage in accuracy and range of rifle firing • The military leadership of Roberts and Kitchener overturned many of the early losses to the Boers • The British government succeeded in deploying over 400 000 troops and overcoming logistical problems of finance and supply. <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 the significance of the female contribution to the war effort was greater in the years 1914-18 than in 1939-45.</p> <p>Arguments and evidence supporting the statement should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Women, before the introduction of conscription in 1916, played an active enlistment role through campaigns such as 'White Feather.' This was unnecessary in 1939 as conscription was introduced at the start of the war • The huge popularity of women's football was partly aimed at boosting morale and it raised money for the war effort. This did not happen in the Second World War where women's football was banned • 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. Propaganda film emphasized their new contribution to the war effort in a way that was taken for granted in 1939-45 • Between 1914-18 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 • More women served in France backing up frontline services in the First World War than in the Second World War. <p>Arguments and evidence countering the statement should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • 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 • Nearly eight times as many women served in the armed forces between 1939-45 than did so in the First World War • 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 • 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 • Women made a significant contribution to new technology industries such as aircraft production and engineering in the Second World War. <p>Other relevant material must be credited.</p>