



Mark scheme

January 2020

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.

## How to award marks

### 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 their professional judgement to decide which level is most appropriate.

### Placing 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.

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.

## 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"> <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>
2	5–8	<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>
3	9–14	<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>
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>

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><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><li data-bbox="408 577 1409 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.</li></ul>

## 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"> <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>
2	5–8	<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>
3	9–14	<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>
4	15–20	<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 1B: The British Experience of Warfare, 1803–1945

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 response in Britain to British involvement in the Second Boer War (1899–1902).</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"> <li>• Lloyd George was a relatively inexperienced MP who might be looking to make a name for himself by criticising the government</li> <li>• The date of the speech comes after military setbacks for the British but at a time when their military fortunes are picking up</li> <li>• The language and tone of the speech are condemnatory of the effects on Britain and her standing in the world.</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 response in Britain to British involvement in the Second Boer War (1899–1902).</p> <ul style="list-style-type: none"> <li>• It indicates that British prestige has been severely damaged by involvement in the war (<b>'has paralysed the power and military strength of Great Britain abroad.'</b> <b>'British prestige has suffered'</b>)</li> <li>• It implies that the government lacks humanity and decency by its lack of concern for mounting casualties</li> <li>• It claims that the <b>war has become one of shameful extermination</b> ('what it seems we are now committing ourselves to').</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>• The war highlighted deep divisions within the Liberal Party with splits between radicals such as Lloyd George and Liberal Imperialists such as Lord Rosebery and Asquith</li> <li>• Most of the British press supported the war and were critical of politicians, such as Lloyd George, who did not</li> <li>• British military victories, such as the relief of Mafeking, sparked an upsurge in support for the war.</li> </ul> <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"> <li>• Hobhouse visited the camps in January 1901 and so was an eyewitness to</li> </ul>



Question	Indicative content
	<p>the effects of the <b>British policy of 'concentrating' civilians in camps</b></p> <ul style="list-style-type: none"> <li>• As the report dates from 1901, it is commenting on camps that were well established and widespread</li> <li>• The purpose of the report was to inform the government of the poor conditions that existed in the camps.</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 response in Britain to British involvement in the Second Boer War (1899–1902).</p> <ul style="list-style-type: none"> <li>• It suggests that British involvement in setting up the camps was seen as duplicitous as the inhabitants in the camps saw themselves as prisoners of war rather than under the protection of the British authorities</li> <li>• It implies that British actions have been counterproductive as detention in the camps has hardened the resolve of the Boer <b>women concerned</b> ('The war <b>must be fought out now, they think, to the bitter end.</b>')</li> <li>• It claims that there was <b>deep concern in Britain regarding Britain's involvement in South Africa</b> ('<b>very surprised to hear that</b> English women cared about them and their suffering.').</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>• <b>The 'scorched earth' policy of the British resulted in the displacement of thousands of civilians who were 'concentrated' in internment camps</b></li> <li>• By the summer of 1901 there were 110,000 people interned in 35 camps</li> <li>• Hobhouse's description of conditions in the camps provoked both a national and an international outcry.</li> </ul> <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"> <li>• <b>Both sources agree that Britain's involvement has</b> been divisive and damaging</li> <li>• Both sources suggest that Britain should be ashamed as <b>women and children have been victims of Britain's involvement in the war</b></li> <li>• Source 1 is more wide-ranging in its criticisms of <b>Britain's involvement</b> than Source 2</li> <li>• Lloyd George (Source 1), as a young Liberal radical, might be expected to be a critic, even in July 1900, but Hobhouse (Source 2) might be reflecting the more widespread disquiet at the later phases of the war.</li> </ul>

## Section B: Indicative content

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

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 both the Napoleonic War (1803–15) and the Crimean War (1854–56) were fought competently by the British.</p> <p>Arguments and evidence supporting the statement should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Wellington, in the Peninsular War, proved a resourceful commander and achieved notable victories over both the French and Spanish, most notably at Salamanca in July 1812 and Vitoria 1813</li> <li>• <b>Wellington's</b> victory at Waterloo, although a close-run thing, was based around shrewd deployment of troops and competent decision making on the day</li> <li>• Nelson was an innovative commander and a master tactician, as can be seen by the Battle of Trafalgar 1805</li> <li>• Raglan astutely commanded the British army to victories at the Battles of Alma and Inkerman</li> <li>• The British Navy, during the Crimean War, competently cut off Russian supply lines, e.g. in the Sea of Azov 10 British gunboats destroyed the food and fodder destined for the Russian army in the Crimea</li> <li>• British commanders, in both wars, worked competently alongside allies</li> <li>• Financing the wars facilitated the fighting and was competently achieved by shrewd adjustments to Income Tax and borrowing levels without detriment to the wider British economy.</li> </ul> <p>Arguments and evidence opposing the statement should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• <b>Moore's miscalculations</b>, when advancing, helped lead to a humiliating retreat to Corunna and subsequent defeat at the hands of Napoleon</li> <li>• Wellington was irascible, did not delegate sufficiently and was fortunate that the Prussian Army arrived late in the day to help secure victory at Waterloo</li> <li>• Military blunders such as the Charge of the Light Brigade and the difficulties experienced by Lord Raglan were indicative of incompetent military leadership</li> <li>• Both wars highlighted the difficulties the commanders faced when confronted with the logistical challenges of keeping troops supplied and replaced.</li> </ul> <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 how accurate it is to say that the most significant factor in the organisation of the war effort against Germany, in the years 1914–18 and 1939–45, was the mobilisation of women.</p> <p>Arguments and evidence supporting the statement should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The mobilisation of women to work in factories was central to maintaining a supply of munitions in both wars</li> <li>• Both wars opened opportunities for women that were central to the efficient organisation of the war effort, e.g. introduction of Britain's <b>first</b> female police officers in 1914–18 or opportunities in Civil Defence 1939–45</li> <li>• Women played a central role in both food production and managing increasingly scarce food resources in both wars.</li> </ul> <p>Arguments and evidence opposing the statement should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Greater numbers of women were directly mobilised for the war effort in 1939–45 than in 1914–18 as the National Service Act (number 2) made conscription of women compulsory</li> <li>• To sustain the war effort in both wars, British Governments displayed a willingness to take difficult financial decisions such as significantly raising income tax and government borrowing</li> <li>• Government legislating to give the state extensive powers to organise the war effort was more significant, e.g. DORA 1914 and the Emergency Powers Act 1939.</li> <li>• Maintaining morale through the effective use of propaganda disseminated by the respective ministries of information was more significant to the overall war effort</li> <li>• Bold decision making, such as the introduction of rationing in both wars, was more significant to the overall war effort.</li> </ul> <p>Other relevant material must be credited.</p>