Pearson Edexcel

Mark Scheme (Results)

Summer 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.

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 difficulties faced by Wellington in fighting the Peninsular war. **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: • Being from an autobiography, he might be expected to reveal his true thoughts on the problems facing Wellington • It is a first-hand account of an experienced soldier who is describing the events he witnessed including some of the results of Wellington's military decisions • The tone and language of the account are mostly supportive towards Wellington. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the difficulties faced by Wellington in fighting the Peninsular war. • It indicates that Wellington had faced a number of setbacks in prosecuting the war ('repeated setbacks to Lord Wellington's plans, we were again forced to retreat') • It claims that the terrain enhanced the difficulty of fighting the war ('bad roads',' long exhausting march over difficult terrain') • It implies that the British army was hampered by the civilian population at this time ('thousands of people … hastily abandoning their homes and retreating with our army.','crowds of desperate men'). 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 Iberian terrain played a significant role in many of the campaigns in the Peninsular War • The defensive lines constructed at Torres Vedras, some 20-30 miles north of Lisbon, were a formidable obstacle to the French advance • The lines of Torres Vedras were manned by 25,000 Portuguese militia and 2500 British artillerymen and marines.

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: • The letter was an official communication from the commander of the British forces to the Secretary of State for War and so might be expected to be authoritative and accurate in detail • The letter was written in the immediate aftermath of the events described and will reflect his immediate feelings • The tone and language used reflect annoyance with the behaviour of his own army at that point in time. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the difficulties faced by Wellington in fighting the Peninsular war. • It suggests that Wellington was aware of the problem caused by the behaviour of British troops after battle ('disgraceful actions of our men after the recent victory') • It indicates that Wellington is concerned about the poor quality of non-commissioned officers ('The sergeants do not perform their duty to keep their men in order.', 'often as bad as the men') • It implies that there was a need for structural changes in the British Army to make it more efficient ('Their actions have revealed some serious concern', 'no good until we alter our system'). 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: • Wellington's forces were significantly depleted by the loss of 5000 men at the Battle of Vitoria • Wellington recognised that ensuring effective cooperation with the local population was central to his success. His use of local intelligence regarding French deployments was crucial to victory at Vitoria • The disappointments of the 1812 campaign in Portugal had lowered British morale. Victory at Vitoria in 1813 had partly restored it but had led to exuberance and looting in its aftermath. **Sources 1 and 2** The following points could be made about the sources in combination: • Both sources highlight the difficulties associated with dealing with the local civilian population in war • Source 2 specifically highlights the ill discipline in the British army. By contrast Source 1 presents a picture of discipline in adversity • Source 1 presents Wellington as forward thinking whereas Source 2 presents him as rather negative in his attitudes towards the military situation.

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 the statement that the most significant opposition to the Crimean War (1854-56) and the second Boer War (1899-1902) occurred within Parliament. Arguments and evidence supporting the statement should be analysed and evaluated. Relevant points may include: • John Bright vociferously opposed the Crimean War in Parliament. He advocated the cause of peace and internationalism, but also opposed the war for the burden that military expenditure imposed on the taxpayer • John Bright, in his 'Angel of Death speech' (February 1855), eloquently attacked the reasons for involvement in the war and outlined the consequences of that involvement • Parliamentary committees critical of the conduct of the Crimean War e.g.Roebuck's in 1855, helped bring about the resignation of Lord Aberdeen as Prime Minister • Lloyd George led significant Liberal Party opposition in Parliament to the Second Boer War in 1900, as a drain upon the national resources which might be needed to finance old age pensions and public housing • In 1901, Lloyd George and Campbell-Bannerman led significant attacks on the failure to provide proper care for sick and wounded soldiers and the starvation in concentration camps of Boer women and children • The Boer War was opposed by two new political parties that had not existed in the 1850s, namely The Irish Nationalist Party and the Labour Representation Committee. Arguments and evidence opposing the statement should be analysed and evaluated. Relevant points may include: • Parliamentary opposition did not lead to the ending of either war. Both wars retained majority support in the country e.g.John Bright lost his seat for opposing the war; the government won the 'Khaki election' in 1900 • There was considerably more public opposition to the Boer War than the Crimean War particularly after the victory over the Boers in the summer of 1900 failed to end all the fighting • Elements of the press kept up systematic opposition to the conduct of the Crimean War. Lord Raglan was relentlessly criticised for his leadership in the Times newspaper • Influential newspapers, such as the Daily News after 1901 and the Manchester Guardian, opposed the Second Boer War throughout

	• In both wars the press raised widespread concerns about the efficiency of the war effort, e.g. the Daily Mail, mostly a strong supporter of the Boer War, expressed concerns about its conduct • Social reformers such as Emily Hobhouse led opposition to British treatment of Boers and her work led to the setting up of a commission whose recommendations resulted in changes in policy. 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 the statement that

	Montgomery in the years 1939-45 was a far more successful military commander than was Haig in the years 1914-18. Arguments and evidence supporting the statement should be analysed and evaluated. Relevant points may include: • Montgomery commanded the 3rd Division of the BEF with great professionalism in the retreat to Dunkirk in 1940 and sustained fewer casualties than the other divisions • Montgomery's decisive leadership at the battle of El Alamein 1942, culminating in the defeat of Rommel, was a turning point in the military fortunes of the allies • Montgomery played an effective role in the planning of and the invasion of Sicily (Operation Husky) and also successfully led the 8th Army in Italy following invasion in late 1943 • Montgomery played a central role in the successful invasion of Normandy in June 1944 • Montgomery's effective leadership of the 21st Army group was instrumental in helping to spearhead the drive into Germany in 1945, which ultimately helped to bring the war to a conclusion • Haig's miscalculations, stubbornness and commitment to the concept of attrition led to significant casualty figures at the Battles of the Somme and the Third Battle of Ypres. Arguments and evidence opposing the statement should be analysed and evaluated. Relevant points may include: • Montgomery's lack of clarity over the purpose of Operation Goodwood in July 1944 resulted in intense criticism when he failed to lead a breakout from Normandy • Poor military judgement was shown by Montgomery in September 1944 with the failure of Operation Market Garden • Haig's could not end his attack on the Somme because a key aim was to relieve the pressure on Verdun. He made it clear that he didn't want to attack in July 1916, but the German assault on Verdun forced his hand • Good and successful military leadership was displayed by Haig when he learned from earlier mistakes and fashioned the British army into a highly skilled and effective multi-armed fighting force, e.g. Amiens 1918 • Good military leadership was displayed by Haig's willingness to embrace new technology, for example the tank at the Somme, Cambrai and ultimately, alongside aircraft, in the decisive 1918 offensive. Other relevant material must be credited.

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