



Mark Scheme (Results)

Summer 2021

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 | <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. |
| 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. |

| Level | Mark | Descriptor |
|-------|-------|--|
| 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. |

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 impact of the introduction of the tank on trench warfare on the Western Front 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">• Haig, as the senior British commander on the Western Front, might be expected to have a good understanding as to the military events of 1916• The despatch is written to his political masters and so might be expected to be positive in its military assessment• The language changes from specific positive examples as to the use of tanks to vague generalisations. <p>2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the impact of the introduction of the tank on trench warfare on the Western Front in the years 1916–18.</p> <ul style="list-style-type: none">• It claims that the introduction of the tank was an instant success ('brought into action for the first time, successfully co-operated with the infantry.')• It suggests that tanks could prove to be militarily decisive ('was a more considerable gain than any which we had achieved in the course of a single operation')• It implies that Haig has become quite enthusiastic about the use of the tank ('the part played by the new 'tanks'... proved of great value'). <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 British sent 49 tanks to fight on the Somme but only 32 were deemed mechanically fit enough to go into the battle around Flers in September 1916• Only 9 tanks succeeded in crossing 'no mans land' to engage the Germans in their trenches• The tanks had been rushed into combat before they were deemed reliable enough by Ernest Swinton, one of the originators of the idea, and the man responsible for training the first tank crews. <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">• Rigg, being a serving soldier in the 1st Brigade of the Tank Corps was an eyewitness to the events he described• Writing in 1934, he is recollecting events from a significant length of time |

| Question | Indicative content |
|----------|---|
| | <p>before and had time to reflect on the use of tanks in the campaign</p> <ul style="list-style-type: none"> • The language and tone of the letter are indicative of a desire to vigorously defend the role of the tank in the war. <p>2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the impact of the introduction of the tank on trench warfare on the Western Front in the years 1916–18.</p> <ul style="list-style-type: none"> • It claims that for a significant length of time tanks were misused ('Tanks were never used in the intended manner until the battle of Cambrai') • It implies that there was little appreciation by the General Staff as to how to use tanks effectively ('success was so startling... General Staffs alike were completely surprised.') • It suggests that the impact of tanks would have been greater if only the opportunities tanks created had been capitalised on ('because our General Staff had not organised for a continuance of the 'push') <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"> • Haig deployed 400 tanks at the Battle of Cambrai to gain five miles of territory • At the Battle of Passchendaele tanks were only allocated a secondary strike role to the infantry, meaning that the terrain was almost impassable by the time they were utilised • Of the 136 tanks deployed on the Passchendaele front, 77 ditched or broke down and 42 had to be completely written off • Tanks were used successfully in a classic mixed arms battle at Amiens in August 1918. <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"> • Both sources agree that the tank had the potential, if used well, to have a major impact on the battlefield • Source 2 takes the view that the British General Staff were very slow to understand how to use tanks effectively. Source 1 gives the impression they were well deployed from the start • Source 2 is critical of the continued use of preliminary bombardment by the British, as this was detrimental to the effectiveness of the tank, in a way that Source 1 is not. |

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 new technology was the least important factor in securing victory for the British both in the Napoleonic Wars (1803-15) and in the Crimean War (1854-56).</p> <p>Arguments and evidence supporting the statement should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• Wellington’s astute military leadership culminated in significant victories over the French in both the Peninsular War and at Waterloo• Nelson’s abilities as a naval commander and master tactician were central to the defeat of France, most notably at the Battle of Trafalgar• Lord Raglan’s military leadership was partly responsible for victories at the battles of Alma and Inkerman• Sound financial planning and use of income tax allowed the funds to be made available to fight successfully both the Napoleonic and Crimean Wars• Skilful diplomacy secured allies in both wars that were central to achieving victory. <p>Arguments and evidence opposing the statement and/or that other factors were more important should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• The introduction of coppering to Royal Navy vessels significantly improved their performance during the Napoleonic Wars by increasing their speed and allowing them to stay at sea for longer• The introduction of carronades, with their broader angle of fire, enabled their destructive firepower to be utilised successfully such as at the Battle of Trafalgar 1805• Although limited in number, Congreve’s rockets were successfully utilised by both the British Navy and Army after 1806• New ironclad steam-powered vessels, using screw propellers, were essential to transporting men and supplies the vast distances to fight the Crimean War• New railway technology and telegraphs were utilised to improve supply lines and communications as the Crimean War progressed. <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 the statement that opposition to Britain's involvement in both the second Boer War (1899-1901) and the war against Nazi Germany (1939-45) was minimal.</p> <p>Arguments and evidence supporting the statement should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Support for both wars was broadly secure and the protests which took place were more concerned with specific issues, e.g. use of concentration camps in the Boer War, rather than the war itself • Most mainstream forms of media supported the war effort, e.g. newspapers, such as the widely circulated Daily Mail in the Boer War and the BBC in the Second World War • Political support remained broadly favourable in both wars. The Khaki election 1900 was a victory for the governing Conservative party and the coalition government was mainly united 1939-45 • Although on different scales, the successful mass mobilisation of the armed forces indicated firm support for the wars • Support in both wars was reinforced by fear of threats to the British Empire and Britain's standing as a global power. <p>Arguments and evidence opposing the statement should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Anti-war groups existed in both wars, e.g. WT Stead's Stop the War Committee and the League against Aggression and Militarism in the Second Boer War and the Peace Pledge Union 1939-45 • Popular newspapers, e.g. the Daily News after 1901 and the Manchester Guardian were more consistently opposed to the second Boer War throughout in contrast to newspapers 1939-45 • The establishment of a Ministry of Information, at the very start of the 1939-45 war, to promote the national case and control news and information might suggest a concern that support needed reinforcing • Political opposition to the Boer War was on a larger scale than that in 1939-45. Anti-war parties, such as the Irish Nationalists, had significant representation in 1900 as opposed to the ILP in the Second World War • Anti-war literature was more evident in the second Boer War than in 1939-45, e.g. Thomas Hardy's 'Drummer Hodge'. <p>Other relevant material must be credited.</p> |

