



Pearson  
Edexcel

Mark Scheme

Summer 2019

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
	<b>0</b>	No rewardable material.
<b>1</b>	<b>1–4</b>	<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>
<b>2</b>	<b>5–8</b>	<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>
<b>3</b>	<b>9–14</b>	<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>
<b>4</b>	<b>15–20</b>	<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>• 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>• 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>• 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
	<b>0</b>	No rewardable material.
<b>1</b>	<b>1–4</b>	<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>
<b>2</b>	<b>5–8</b>	<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>
<b>3</b>	<b>9–14</b>	<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>
<b>4</b>	<b>15–20</b>	<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 candidates' 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 threats to civilian morale posed by enemy bombing in 1940–41.</p> <p><b>Source 1.</b></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>• Joyce was a propagandist working for the Nazi government in 1940</li><li>• The tone of his address is apocalyptic and was designed to instil fear in the British population right from the very start of the Blitz</li><li>• Being a radio address to Britain, it would be expected, at the time, to reach a wide British audience.</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 effects of bombing on civilian morale in 1940–41:</p> <ul style="list-style-type: none"><li>• It implies that morale is likely to be affected as the effects of bombing on the British population are significant ('We are being reduced to a primitive condition of subsistence')</li><li>• It claims that economically people's livelihoods are being bled dry ('Our means of life are being literally destroyed every hour')</li><li>• It claims that the British people have been let down and implies that salvation from these iniquities is in their hands ('We have been governed too long by rulers without conscience').</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>• German propagandists, such as Joyce, the BBC estimated, had garnered a following of six million loyal listeners – over one in every six adult citizens within reception range</li><li>• Between late August 1940 and May 1941, 43,000 British civilians were killed with more than one million injured, creating panic in certain areas and a 'Blitz spirit' in others</li><li>• The increasingly hostile search for shelter in the face of nightly</li></ul>



Question	Indicative content
	<p>bombing, in places such as the London Underground, suggests that panic was widespread.</p> <p><b>Source 2</b></p> <ul style="list-style-type: none"> <li>• 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:</li> <li>• Martin was a socialist newspaper editor who might want to portray sentiments in keeping with his socialist readers and be more openly critical of government policy</li> <li>• Martin appears as a direct observer of the events he comments on</li> <li>• The tone of his article is critical of the actions of the authorities to help and maintain morale.</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 effects of bombing on civilian morale in 1940–41:</p> <ul style="list-style-type: none"> <li>• It suggests that civilians were mostly resilient in the face of the bombing and that morale remained buoyant ('but bombs do not induce surrender')</li> <li>• It claims that the British government misunderstood the nature of the threat posed by bombing to civilian morale ('No provision had been made for these destitute people')</li> <li>• It implies that the government was inadequate and out of touch with the needs of civilians ('The government had miscalculated the extent of the destructive effect of raids').</li> <li>• 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:</li> <li>• By 1941 German bombing had expanded to include many other British cities thereby broadening the suffering and impact on the British people</li> <li>• Mass Observation Surveys produced examples of growing unhappiness that those not living in the East End of London were not suffering the same deprivation as those who did</li> <li>• The British government was slow and reluctant to open up the London Underground for mass shelters.</li> </ul>

Question	Indicative content
	<p data-bbox="300 159 564 192"><b>Sources 1 and 2</b></p> <p data-bbox="300 259 1337 293">The following points could be made about the sources in combination:</p> <ul data-bbox="347 297 1385 607" style="list-style-type: none"><li data-bbox="347 297 1385 365">• Both sources suggest that the effects of bombing have led to the demoralisation of sections of the British population</li><li data-bbox="347 383 1385 488">• Both sources suggest that the demands placed on the British government to deal with the effects of bombing are enormous and that civilians are unhappy with its response</li><li data-bbox="347 506 1385 607">• Source 2 adopts a more positive tone about the resilience of the British public to adapt to the effects of bombing even though it refers to the whole period of the Blitz.</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 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 which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on how accurate it is to say that financing the war was one of the lesser problems faced by the British in both the Napoleonic Wars (1803–15) and 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"><li>• Despite the scale of the war against Napoleon the British government successfully reintroduced Income Tax in 1803 to help finance the war effort</li><li>• Britain's debts 1803–15 were successfully managed with financiers such as Nathan Rothschild helping to fund the war effort</li><li>• By 1854 the British economy and currency were the strongest in the world and so the government could purchase supplies and enlist mercenary recruits with limited difficulty</li><li>• Gladstone and Lewis, as Chancellors of the Exchequer, prudently increased government borrowing and the National Debt to finance the Crimean War.</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>• Maintaining an anti-Napoleonic series of alliances which were crucial to victory was a greater problem after 1803</li><li>• The National Debt soared to £679 million by the end of the Napoleonic Wars. This was more than double the GDP of Great Britain</li><li>• The sheer scale of raising and maintaining armies to defeat Napoleon 1803–15 and Russia 1854–56 was the greatest problem</li><li>• Supplying and distributing supplies and equipment to front line troops in the Crimean War was highlighted as a major problem by the McNeill-Tulloch report 1855</li><li>• Accusations of incompetent military leadership, in both parliament and the press, was a problem for the government in both wars.</li></ul> <p>Other relevant material must be credited.</p>

3

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 which is indicated as relevant.

Candidates are expected to reach a judgement on how far they agree with the statement that good leadership of the war effort was more evident in trench warfare on the Western Front (1914–18) than in the Crimean War (1854–56).

- Arguments and evidence supporting the statement should be analysed and evaluated. Relevant points may include:
- Haig was a more effective military leader and tactician than Lord Raglan, ultimately shaping the British army into a coordinated and victorious fighting force by 1918
- The collapse of Aberdeen's government in 1855 was evidence of weak political leadership unlike that of Lloyd-George, 1916–18
- The scale of the 1914–18 war called for mass mobilisation of both civilians and military, which was handled effectively by government in comparison to the organisational incompetence of 1854–55
- The state in 1914–18, through acts such as DORA, was much more effective in managing and censoring information about the war than had been the case in 1854–56.

Arguments and evidence opposing the statement should be analysed and evaluated. Relevant points may include:

- Both wars highlighted major logistical problems in keeping their armies supplied as evidenced by the McNeill-Tulloch report 1855 and the Munitions crisis 1915
- Palmerston provided comparably able political leadership 1855–56 to Lloyd-George 1916–18
- Both wars, at times, highlighted difficulties faced by the British army in coordinating effective strategy with their French ally
- Both wars saw the effective introduction of new technologies
- Both wars were largely financed by adjustments to Income Tax and prudent borrowing, thereby limiting strains to the overall economy.

Other relevant material must be credited.

