Pearson Edexcel

Mark Scheme (Results)

January 2024

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**	• 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 reasons for the Royal Navy's success at the Battle of Trafalgar, 22 October 1805. **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: • The despatch is from Collingwood himself who, in praising the organisation of the Combined Fleet, thereby emphasises the impressive and decisive victory over them • It is to his military superiors and might look to give an honest appraisal of the naval situation • The language and tone used is triumphalist as to the results of the battle. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the reasons for the Royal Navy's success at the Battle of Trafalgar, October 1805. • It indicates that the British made good use of intelligence regarding the whereabouts of the French and Spanish fleet ('from our ships watching the movements of the enemy fleet in Cadiz') • It claims that, despite the Combined Fleet being well organised, they were no match for the Royal Navy ('The enemy's line… formed in good order', 'the attack on them resulted in a complete and glorious victory') • It implies that the Royal Navy was well prepared for the battle ('the mode of our attack had been previously communicated to all the flag officers and captains, few signals were necessary'). 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: • Admiral Lord Nelson had spent 10 months hunting the French and Spanish fleet • Nelson's 'pell-mell' tactics had been communicated to his flag officers over a month before the battle commenced • In five hours of fighting, the British devastated the enemy fleet, destroying 19 enemy ships.

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: • Servaux experienced first-hand the events he is describing and witnessed some of the results of the military engagement • Being from a personal memoir, Servaux might be expected to reveal his true thoughts on the events of the battle • The tone and language used are quite critical of some of the actions of his own side in the battle. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the reasons for the Royal Navy's success at the Battle of Trafalgar, October 1805. • It indicates that the battleline of the Combined Fleet was not well organised ('rather irregular and ill-formed line.',' left a significant gap between herself and us.') • It claims that the British navy possessed the military advantage in the battle ('Collingwood's flagship, which was a greatly superior vessel in size, height, guns and the number of crew.') • It suggests that the French navy lacked the discipline of the British navy ('with our bad habit in the French navy,',' By contrast, it was not until we found ourselves side by side…that she fired at all.'). 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 French and Spanish Combined Fleet outnumbered the British but had been assembled in a ragged line of battle • The centre of the Combined Fleet line was overwhelmed before Rear-Admiral Dumanoir Le Pelley was able to commit his ships in the vanguard to the battle • British gunnery proved far more effective and quick firing in the exceptionally close quarter fighting. The use of flintlocks rather than Linstock ignition was particularly telling. **Sources 1 and 2** The following points could be made about the sources in combination: • Both sources agree that the British navy showed great discipline in the battle and that this played a part in the victory • Source 1 portrays the British as having a much clearer notion of the movements of the enemy fleet. In contrast, Source 2 portrays the Combined Fleet as having been taken slightly by surprise • Both sources agree that the French and Spanish fought tenaciously but were overwhelmed by superior British firepower.

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 whether Lord Raglan, in the years 1854-55 of the Crimean War, and Sir Redvers Buller, in the years 1899-1900 of the second Boer War, were primarily responsible for the problems experienced by the British army during these conflicts. Arguments and evidence supporting the statement should be analysed and evaluated. Relevant points may include: • Lord Raglan lacked the experience to command an army effectively. Most of his military experience had been in staff work. This inexperience partly led to his underestimation of the capabilities of the Russian forces • The Charge of the Light Brigade, 25 October 1854, had called into question the competency of Raglan's leadership and his ability to effectively communicate his orders to his subordinates • Buller was inexperienced when it came to directing field operations. He had been promoted largely because of his feats of personal bravery and his qualities as a military administrator • Buller vacillated in his decision making. His original intention had been to launch an assault on Pretoria but he was persuaded to divide his forces to relieve the sieges at Mafeking, Ladysmith and Kimberley • Buller underestimated the Boers and was slow to respond to intelligence about their tactics. This helped contribute to the defeat of the British army at Colenso in December 1899. Arguments and evidence opposing the statement should be analysed and evaluated. Relevant points may include: • Both Lord Raglan and Sir Redvers Buller achieved military successes, e.g. Raglan's victories at the battles of Alma and Inkerman; Battle of Tugela Heights, February 1900 • Determined enemy resistance in both wars contributed to the difficulties faced by the British army, e.g. the work of General Totleben in fortifying Sevastopol; superior Boer marksmanship • Raglan inherited a situation in which the Commissariat was not fit for purpose, later confirmed by The McNeill-Tulloch Report, which highlighted negligence in the supplying of equipment • Buller's force was inexperienced and had been used to fighting in colonial campaigns, and the British army had not fought a force equipped with modern weaponry since the Crimean War • Both wars highlighted the difficulties the commanders faced when confronted with the challenges of keeping organised chains of recruitment. 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 how accurate it is to say that the most significant factor in the organisation of the British war effort against Germany, in the years 1914–18 and 1939–45, was the ability of government successfully to recruit for the armed forces. Arguments and evidence supporting the statement should be analysed and evaluated. Relevant points may include: • In 1914 and early 1915, the British government was very successful in recruiting into the army, with 1.36 million men volunteering by the end of January 1915 • The introduction of conscription in 1916 led to over a million men enlisting in the first year. This was essential to prosecuting the war effort as voluntary schemes, e.g. Lord Derby's, had stalled • The Military Training Act, 27 April 1939, required all men aged 20 and 21 to do six months military training and was extended on the declaration of the war, to include all fit men between the ages of 18 and 41 • At the start of the Second World War, the British Army strength stood at 897,000 men, including reserves. By the end of the war, some 2.9 million men had served in the British Army • 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 to the military compulsory • The Military Service Act and the National Service Act (number 2) were crucial in recruitment for armed forces and the war effort by giving clarity to what constituted reserve occupations and exemptions. Arguments and evidence opposing the statement should be analysed and evaluated. Relevant points may include: • The mobilisation of women to work in factories was central to maintaining a supply of munitions, which were significant to the war effort in both wars • 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 • Government legislating to give the state extensive powers to organise the war effort was significant, e.g. DORA 1914 and the Emergency Powers Act 1939 • Maintaining morale through the effective use of propaganda disseminated by the respective ministries of information was significant to the overall war effort • Bold decision making, such as the introduction of rationing in both wars, was significant to the overall war effort. Other relevant material must be credited.

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