Pearson Edexcel

Mark Scheme (Results)

Summer 2022

Pearson Edexcel International Advanced A 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**	• 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 Churchill's relationships with his military commanders. **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 a personal diary, and written for his wife, Alanbrooke could be expected to be candid in the views he expressed • As the events were recorded contemporaneously both the events and his own feelings would have been fresh in his mind • The tone of the diary entries is, at times, exasperated as to the intemperance and interference of Churchill. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about Churchill's relationships with his military commanders. • It indicates that Alanbrooke believes Churchill to be more interested in party political considerations than effective wartime leadership ('Party politics, party interests still override larger war issues with him.') • It claims that Churchill was not very supportive of some of his military commanders ('constantly abusing and belittling them.') • It implies that Churchill's ill-considered meddling in military matters is damaging morale ('plans into confused tangles and hopeless muddles. It is all desperately depressing.'). 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: • As he held both the post of Prime Minister and Defence Secretary, Churchill was effectively the only civilian boss that Alanbrooke had to deal with • Alanbrooke successfully slowed down the Americans, and Churchill, from too early a launch of the cross-Channel invasion • Both Alanbrooke and Churchill agreed on many important issues. Both believed Germany must be defeated before Japan and both pushed the importance of air power.

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: • Being an extract from his autobiography it might be expected to emphasise his closeness to the key political figures and therefore his centrality to the decision-making process • Writing in 1947 gives him both the benefit of hindsight and aids recall as the events alluded to are relatively recent • Although critical in part, the language used is mostly warm and positive towards Churchill. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about Churchill's relationships with his military commanders. • It indicates that Churchill was very demanding of the time and attention of his military commanders ('commanded … to go to his official country house.' 'despite the appalling hours that Winston habitually kept.') • It claims that Churchill was mostly positive and supportive of his military commanders ('the greater was the support, enthusiasm, encouragement and constructive criticism') • It suggests that Harris held Churchill in the highest esteem ('immense and purposeful determination' 'got from this extraordinary man.'). 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: • Harris' Bomber Command spearheaded the British war effort against Hitler, touted by Churchill as the second front Stalin was constantly demanding • Churchill observed in Harris qualities that matched his own offensive spirit, the single-minded tenacity and outspokenness • Churchill distanced himself from Harris as concerns regarding civilian casualties, caused by area bombing, increased in the years straight after the war. **Sources 1 and 2** The following points could be made about the sources in combination: • Both sources agree that Churchill was reluctant to seriously consider alternative views to his own • Both sources agree that Churchill was irascible on many occasions • Source 2 emphasises the supportive nature of Churchill in way that Source 1 doesn't.

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 extent to which it was the reporting of journalists that was responsible for shaping the attitudes of the British public to wars in the years 1854-1918. Arguments and evidence supporting their significance should be analysed and evaluated. Relevant points may include: • William Russell, from *The Times* newspaper, reported from the Crimea throughout the war. His often-critical articles were widely read and influential in persuading government of the need to improve matters • Russell's reporting resulted in *The Times* establishing the very popular 'Crimea Fund' to ameliorate the conditions of the sick and wounded. The popularity of it was shown by how rapidly it amassed over £7000 • A diverse range of newspapers such as *The Illustrated London News, The Daily News* and *The Daily Herald* all sent correspondents to the Crimea. This broadened the reach of information about the war • Journalism became more influential during the Second Boer War as new inventions such as the telephone speeded up the filing of reports • Journalist WT Stead, in 1902, influenced government by launching a scathing attack on the plight of Boer children in British camps. British public opinion became openly critical of government policy • Charles Repington, *The Times* correspondent in the early years of the First World War, reported on the apparent shortage of artillery shells which precipitated the 'Shells Scandal' 1915. Arguments and evidence that other elements were significant should be analysed and evaluated. Relevant points may include: • The use of photography played a role in shaping attitudes to the Crimean War and beyond. Roger Fenton, a commercial photographer, put on exhibitions of largely stage-managed scenes from the Crimean war • The role of political opponents or those critical of aspects of war policy helped shape attitudes to war, e.g. John Bright during the Crimean War and David Lloyd George during the second Boer War • Military outcome was more important for shaping attitudes to war. The wars were mainly supported and 'victories' such as the 'Relief' of Mafeking 1900 were greeted with jubilation in Britain

	• Film and cinema became a medium used to shape attitudes during the First World War, e.g. An official film 'The Battle of the Somme' was screened in over 2000 cinemas across Britain • Official Censorship, and a desire to manage the message the public received, was a key feature in shaping attitudes during the First World War. Journalists and war photographers were tightly controlled. 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 it was the work of individual political leaders that was mostly responsible for the successful conduct of wars by the British in the years 1803-1902. Arguments and evidence supporting the statement should be analysed and evaluated. Relevant points may include: • Pitt and Castlereagh were influential in building the international coalitions which were ultimately vital to the success of Britain in defeating France • Pitt's support for the continuance of Income Tax as a revenue raising method, was vital to maintaining the war effort even after his death • Palmerston led an administration which introduced reforms to improve the running of the Crimean War effort. A special transport department was established, and governmental bureaucracy was simplified • Gladstone and Lewis took firm decisions over doubling the rate of Income Tax and increased borrowing, which successfully financed military intervention in the Crimea • Joseph Chamberlain was key in supporting the war effort in the Second Boer War. As Colonial Secretary, he strengthened bonds with the colonies, receiving over 30,000 troops from Canada, Australia and New Zealand. Arguments and evidence opposing the statement should be analysed and evaluated. Relevant points may include: • Significant numbers of political leaders, largely through inaction, had an adverse effect on the war effort, e.g. Lord Aberdeen in the Crimean War • Military leadership was vital to the successful outcome in war, e.g. Wellington and Nelsons' victories in the Napoleonic Wars and Roberts in the Second Boer War • The adaptability and organisational capabilities of the government machine was vital to maintain the war effort, e.g. financing the wars, recruitment policies, maintenance of morale • New military technologies were vital to the successful prosecution of the war efforts, e.g. Carronades, Railway technology. Other relevant material must be credited.

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