Mark Scheme (Results)

June 2024

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 treatment of the Boer population by the British in the second Boer 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: • Kitchener, as Commander in Chief, held a senior position from which he could direct British policy towards the Boers • The orders were issued at a time when the Boers were gaining some military success with their switch to guerrilla warfare • The tone of the order is authoritative. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the treatment of the Boer population by the British in the second Boer War. • It indicates that the British were considering any solution to deal with the issue of Boer support for guerrilla warfare ('I desire that all means shall be taken to stop guerrilla warfare.) • It claims that the British were interning women partly for their own protection ('removals are desirable to protect women, living alone in these areas, from being insulted or molested by natives.') • It implies that the British policy towards establishing internment camps was reasonable, humane and pragmatic ('This idea… suggested by surrendered Boers',' Boers fighting… allowed to live with their families'). 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: • Kitchener inherited and expanded the successful strategies devised by Lord Roberts to force the Boer commandos to submit, including concentration camps and the burning of farms • 26,370 mainly Boer women and children (81% were children) died mainly of disease, in the concentration camps • Emily Hobhouse published a highly critical report into conditions in the camps.

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: • Leviseur was writing towards the end of her life and so could reflect on the war from the perspective of one who had lived through the events • Leviseur lived in Bloemfontein throughout the war, and this might have helped shield her from some of the worst difficulties caused by the fighting in the countryside • Her knowledge of the camps was based on hearsay rather than personal experience. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the attitudes of the treatment of the Boer population in the second Boer War. • It indicates that the British have not been overly barbarous towards the Boers ('The British did burn down farmhouses but never shot a single one of the people in them.') • It claims that British actions have been reasonable given the Boer women were divulging information of use to the Boer fighters about their whereabouts ('No enemy army could have left the womenfolk to do that.') • It implies that there has been some propaganda concerning the British attitudes to the Boers ('way the traditional Boers talk about them is absurd.',' story… concentration camps is frightfully exaggerated.'). 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 'scorched earth' policy of the British resulted in the displacement of thousands of civilians who were 'concentrated' in internment camps • By the summer of 1901, there were 110,000 people interned in 35 camps • Emily Hobhouse's description of conditions in the camps provoked a national response leading to an improvement in conditions in the camps. **Sources 1 and 2** The following points could be made about the sources in combination: • Both sources indicate that the British were finding it difficult to deal with the spread of military intelligence provided by the civilian population to the Boer fighters • Both sources highlight the need to establish some form of internment camps to deal with the Boer civilian population • Source 2 tries to take a more balanced and objective view of the relevant issues than does Source 1.

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 British military leadership during the Napoleonic Wars (1803–15) was much more effective than was British military leadership during the Crimean War (1854–56). Arguments and evidence supporting the statement should be analysed and evaluated. Relevant points may include: • Wellington, in the Peninsular War, proved a resourceful commander and achieved notable victories over both the French and Spanish, most notably at Salamanca in July 1812 and Vitoria in 1813 • Wellington's victory at Waterloo, although a close-run thing, was based around effective deployment of troops and competent decision-making on the day • Nelson was an innovative commander and a master tactician, as can be seen by the effective way the Combined Fleet was defeated at the Battle of Trafalgar (1805) • Lord Raglan lacked the experience to command an army effectively. This inexperience hindered his effectiveness and 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. Arguments and evidence opposing the statement and/or that other factors were more important should be analysed and evaluated. Relevant points may include: • Moore's miscalculations in 1809, when advancing, helped lead to a humiliating retreat to Corunna • Wellington was irascible, did not delegate sufficiently and was fortunate that the Prussian Army arrived late in the day to help secure victory at Waterloo • Raglan astutely commanded the British army to victories at the Battles of Alma and Inkerman • The advocacy for, and the successful introduction of, the Minié ball by Lord Raglan, gave the British an advantage in accuracy and range of rifle firing which helped defeat the Russians • The British Navy, during the Crimean War, effectively cut off Russian supply lines, e.g. in the Sea of Azov, 10 British gunboats destroyed the food and fodder destined for the Russian army in the Crimea • British commanders, in both wars, worked effectively alongside allies. 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 whether there were more differences than similarities in the organisation of the British war effort in the years 1914–18 than in the years 1939–45. Arguments and evidence supporting the statement should be analysed and evaluated. Relevant points may include: • Conscription was introduced later in the First World War than in the Second World War • Women in the Second World War were conscripted into war work at the start. This was not the case in 1914 • Rationing was not introduced until the end of the First World War but was there from the early stages of the Second World War • Dealing with the bombing of the British civilian population was a much more logistical difficulty for government in the years 1939–45 as the aerial threat was both greater and more damaging • Propaganda was organised through a Ministry of Information throughout the Second World War but only belatedly from 1917 in the First World War. Arguments and evidence opposing the statement should be analysed and evaluated. Relevant points may include: • Emergency powers were granted by Parliament through DORA 1914 and the Emergency Powers Act 1939. These both gave the state extensive powers to organise the war effort • Substantial Income Tax rises were fundamental to financing the war effort in both wars • In both wars, women were utilised in the workforce in a way that was central to the organisation of the war effort • In both wars, the generally held belief that Britain was a liberal, free trading economy was suspended as greater government control of all aspects of life and the economy became prevalent • Munitions crises were evident in both wars. Other relevant material must be credited.

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