



Mark Scheme (Results)

Summer 2025

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 difficulties faced in attempting to solve the problems related to the health and welfare of troops in the Crimean 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: • The letter is confidential and therefore may be considered likely to convey an honest account of the views of the author on these controversial issues • The letter was sent to Sidney Herbert, who was an important government minister, able to influence decisions that would improve health and welfare conditions • The tone of the source is very direct and expresses the author's views clearly and forcefully. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the difficulties faced in attempting to solve the problems related to the health and welfare of troops in the Crimean War. • It indicates that there were major problems of maintaining hygiene with inadequate water supply and a lack of washing facilities ('There is a lack of clean water', 'The lack of hygiene plays a part'.) • It suggests that there was severe overcrowding in the hospital ('London hospital might have 500 patients in any one night... here we receive up to 2,500.') • It suggests that funding was inadequate and claims that the collection of voluntary funds was necessary to provide essentials ('rely on money from a fund ... Times newspaper to purchase basic necessities.'). 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 War produced very heavy casualties from Russian artillery and the spread of disease. Considerably more men lost their lives through infection than from fighting • The Crimean War was widely reported on by war correspondents. This led to increasing public concern about the health and welfare of British troops and to newspaper campaigns to help raise funds for healthcare • The problems identified led to the setting up of a Sanitary Commission in 1855 to report on the state of healthcare in the Crimean War. Inquiry.

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: • The official letter was written to his political superior and so might be expected to try and present himself in the best possible way • This was written towards the end of the Crimean War and so might allow for more measured reflection on the events described • The tone of the letter mixes annoyance and incredulity as to some of the actions of Miss Nightingale. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the difficulties faced in attempting to solve the problems related to the health and welfare of troops in the Crimean War. • It indicates that Miss Nightingale has been a disruptive influence on medical services in the Crimea ('and this has caused trouble.', 'is working against the true interests of the Medical Department.') • It implies that the work of the medical department had been seriously undervalued ('the Medical Department is overlooked', 'There seems to be a belief that she arrived and ... order sprung out of chaos.') • It suggests that Miss Nightingale appears rather dictatorial in approach to her work ('wants an unquestioned and unlimited right', 'described her as a 'petticoat empress''). 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: • Miss Nightingale's actions led to tensions with Britain's French ally as to the health and welfare of troops • Many of the difficulties were caused by personal differences e.g. Florence Nightingale referred to Sir John Hall disparagingly as the 'Knight of the Crimean Burial Grounds' • There were four hospitals in the Crimean peninsula itself, separate from those in Turkey where Nightingale predominantly worked. Sources 1 and 2 The following points could be made about the sources in combination: • Both sources agree that Florence Nightingale had influential contacts at the heart of the British government who might be used by her to overcome the difficulties • Both sources agree that the difficulties in dealing with the health and welfare of soldiers during the Crimean War were extensive and evolving • Source 1 takes a much more positive viewpoint on the role of Florence Nightingale in trying to overcome difficulties whilst Source 2 is more critical of her actions.

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 the key features of the British experience of war, in the years 1803–15 and in the years 1899–1902, were essentially similar. Arguments and evidence supporting the statement should be analysed and evaluated. Relevant points may include: • Both wars highlighted the importance of effective political leadership to mobilise support and to organise the war effort, e.g. Pitt, Castlereagh and Chamberlain • Both wars highlighted the importance of effective military command to the outcome. Nelson and Wellington played decisive roles in achieving victory over Napoleon, as did Buller, eventually, and Roberts over the Boers • Both wars showed the necessity of taking bold fiscal measures to ensure the fighting efficiency of the nation • Both the Napoleonic wars and the second Boer War involved the deployment of British troops on a grand and global scale • Most mainstream forms of media supported the war effort, e.g. newspapers, such as the Times in the Napoleonic Wars and the widely circulated Daily Mail in the Boer War • Anti-war groups existed in both. The 'Friends of Peace' movement was active in the Napoleonic Wars and WT Stead's 'Stop the War Committee' in the second Boer War. Arguments and evidence opposing the statement and/or that other factors were more important should be analysed and evaluated. Relevant points may include: • The size of the fighting force was significantly larger in the second Boer War. By 1901 the British Army numbered just under 600,000 men. By contrast during the Napoleonic war the British army was under 250,000 • Popular newspapers, e.g. the Daily News after 1901 and the Manchester Guardian were more consistently opposed to the second Boer War than any popular newspaper 1803–15 • Growing literacy and the use of new communication methods, such as the telephone, telegraph and photography, meant that the second Boer War was more widely and immediately reported on than previous wars • Political opposition to the Boer War was on a larger scale than that in 1803–15. Anti-war parties, such as the Irish Nationalists, had significant representation in 1900 • Anti-war literature was more evident in the second Boer War than in 1803–15, e.g. Thomas Hardy's 'Drummer Hodge'. 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 technological developments had a significant effect on warfare on the Western Front in the years 1914-18 but had little effect on the type of warfare used against Nazi Germany in the years 1939-45. Arguments and evidence supporting the statement should be analysed and evaluated. Relevant points may include: • Technological developments such as the widespread use of machine guns and, especially in the early years, the use of gas, played a major role in developing the war of attrition • The tank first made its appearance in battle in September 1916. Tanks, were deployed, especially the new Whippet tanks, to help break the German lines at Amiens 1918 • Air power had developed to play an increasingly important role in land warfare and was central to the success of the allied offensive 1918 • Radio was new and improvements to it were important for communication purposes in helping to end attrition on the battlefield towards the end of the First World War • New technology helped to improve artillery effectiveness from 1916 onwards. The deployment of the British Fuze 106, which was more effective at helping destroy barbed wire, helped end the war of attrition • The uses of many of the key military technologies developed during the 1914-18 war were clearly understood e.g. tanks, aeroplanes, faster communications and their uses were simply refined 1939-45. Arguments and evidence opposing the statement should be analysed and evaluated. Relevant points may include: • Codebreaking and electronic forms of warfare were new and pivotal to the war effort 1939-45 e.g. the technology of secret communication, (Enigma), and its countering (Turing's early versions of the computer) • Aircraft technology was massively developed and advanced during the Second World War highlighting its significance e.g. Long range bombing and Jet engines • New technologies such as Radar for aircraft detection systems had a huge impact on the type of warfare fought 1939-45 • Other factors such as the more intelligent use of existing technologies led to more sophisticated artillery tactics e.g. the creeping barrage was also responsible for helping the war of attrition. Other relevant material must be credited.

