

Mark Scheme (Results)

January 2026

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.

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 methods used to shape the public's perception of war on the Western Front (1914-18). 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 author was an eyewitness to the events described from the perspective of an experienced and officially-appointed journalist • He was writing many years after the events described so his observations might be coloured by hindsight • The tone and language used is broadly critical of those responsible for the attempts to control too much information coming from the Western Front. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the methods used to shape the public's perception of war on the Western Front (1914-18). • The source indicates that government was divided over how to manage information about the war ('a conflict of opinion between the War Office and the Foreign Office') • The source claims that the authorities are being draconian in their attempts to control the press ('orders had been given for my arrest. ',' to have us all shot against a wall.') • The source implies that the authorities and the reporters view their purpose differently ('I would not let Haig get away with that ... but for the whole nation and Empire ... could not conduct his war in secret,'). 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: • In August 1914, the British government established the War Office Press Bureau. This organisation censored news and telegraphic reports from the Western Front • All official press reports had to be submitted to CE Montague, an ex-journalist, for official censoring • In practice most newspapers took a patriotic approach to the war and so largely self-censored any information they received, e.g. Northcliffe did not allow his newspapers to criticise the Gallipoli campaign. 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:

Question	Indicative content
	- Sassoon was recalling events from a period when his mental acuity might have been compromised by his illness - He was writing many years after the events described, so his observations might be coloured by changing perceptions of the difficulties experienced by soldiers on the Western Front - The tone and language used is bitter towards those who, in his opinion, glamourise the war. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the methods used to shape the public's perception of war on the Western Front (1914-18). - The source claims that some journalists seem more interested in the manufactured image rather than the reality of war ('obsessed by the images of war.', 'the writer was deriving enjoyment from the war') - The source implies that some journalists see reporting the war as a form of entertainment ('patriotic masterpiece', 'be so attractively advertised') - The source implies that the methods used to report the war were more concerned with maintaining morale rather than the reality ('lads at the front, if left to tell the truth ... inclined to be a bit morbid about ... events'). 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: - By 1917, there was growing opposition to how the war was being conducted. Sassoon himself had published a letter called 'A Soldier's Declaration' which criticised the fighting and reporting of the war - In February 1917, a Department of Information was established, whose brief was to oversee the production of various populist devices such as posters, pamphlets and films to reinforce support for the war effort - There was a significant amount of non-government propaganda produced, e.g. British film makers produced 250 pro-war films independent of government control. Sources 1 and 2 The following points could be made about the sources in combination: - Both sources highlight the importance to the authorities about manipulating information to bolster morale at home - Both sources seem to indicate that the authorities had only limited regard for the intellectual capabilities of the public - Whereas Source 1 focuses exclusively on methods used to control the press, Source 2 deals with the more subtle broader and cultural methods used to instil conformity of opinion as to the war.

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 opposition to both the Napoleonic Wars (1803–15) and the Second Boer War (1899–1902) was minimal. Arguments and evidence supporting the statement should be analysed and evaluated. Relevant points may include: • Public support for the war effort in both wars was broadly secure. Criticisms of government often focused on the deficiencies in prosecuting the war rather than the fundamental issue of war itself • Much of the press in both wars supported the war effort, e.g. <i>The Times</i> in the Napoleonic Wars and the <i>Daily Mail</i> in the Second Boer War • Political support appears to have been largely in favour, e.g. mainly Tory dominated pro-war governments appointed 1803–15 and the Tory government winning a majority in the 1900 'Khaki' election • Voluntary recruitment in both wars led to significant increases in the size of the British army, implying broad support for the war • Concern over the threat of invasion by Napoleon and the defence of the Empire against the demands of the Boers helped to reinforce support for governments in both wars. Arguments and evidence opposing the statement should be analysed and evaluated. Relevant points may include: • Anti-war groups existed in both. The 'Friends of Peace' movement was active in the Napoleonic Wars and 'The League against Aggression and Militarism' in the Second Boer War • There was a national peace campaign during 1807–08 led by MP Samuel Whitbread and the radical Sir Francis Burdett, who both believed the war was holding back political and economic reform • Some popular newspapers such as the <i>Daily News</i> after 1901 and the <i>Manchester Guardian</i> opposed the Second Boer War • Anti-war literature was evident in both wars, e.g. Anna Barbauld's poem 'Eighteen Hundred and Eleven' and Thomas Hardy's 'Drummer Hodge' • In both wars political support fluctuated. Some Foxite Whigs remained critical in the Napoleonic Wars and there was continuing support for anti-war parties such as the Irish Nationalists in 1900. 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 Churchill was a significantly more effective wartime political leader in the years 1940-45 than were Asquith and Lloyd George in the years 1914-18. Arguments and evidence supporting the statement should be analysed and evaluated. Relevant points may include: • Churchill rallied the nation in defiance of Hitler especially in 1940. In the words of Labour politician Hugh Dalton, Churchill was 'the only man we have for this hour' • Public opinion polls show that between July 1940 and May 1945, never less than 78 per cent of those polled said they approved of Churchill's record as prime minister • Churchill gave full support to, and often promoted, the need to go on the offensive in the Mediterranean theatre of operations in 1940-41. This policy paved the way for the British victory at El Alamein in 1942 • Churchill played a key role in building and sustaining the 'Grand Alliance' against Hitler. Between 1940-45 he went on 19 overseas journeys to meet with allies • Asquith's vacillation over the need to introduce mass conscription was partly instrumental in constraining British military effectiveness during the war • In contrast to Churchill, Lloyd George's 'presidential' political style, that tended to marginalise parliament, left him open to criticism when events at the Front went awry, e.g. Passchendaele 1917. Arguments and evidence opposing the statement should be analysed and evaluated. Relevant points may include: • Churchill's decision-making was often impetuous and needed to be restrained, e.g. Alanbrooke successfully slowed down Churchill from pursuing too early a launch of the cross-Channel invasion • Three votes of no confidence and a failure of the Conservatives to win the general election of July 1945 suggests that there was some disquiet over Churchill's political leadership • Asquith was responsible for the introduction of DORA which gave significant powers to the British state to aspire towards the type of 'total' warfare that was necessary in 1914 • Asquith oversaw national mobilisation, the dispatch of the British Expeditionary Force to France, and the creation of a mass army as well as an industrial strategy to support Britain's war aims • Lloyd George was innovative in terms of reforming the machinery of government. He introduced a prime ministerial secretariat and a small executive war cabinet to speed up decision-making • Lloyd George was instrumental in supporting the introduction of the convoy system (1917) as well as some rationing (1918), which helped Britain feed itself in the last stages of the war.

	Other relevant material must be credited.
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