



Mark Scheme (Results)

Summer 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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Question Paper Log Number P79245A

Publication Code WHI03_1B_2606_MS

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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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none"> • 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	<p>Answers will be credited according to their deployment of material in relation to the qualities outlined in the generic mark scheme.</p> <p>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.</p> <p>Candidates must analyse and evaluate the sources to investigate the impact of the British Army on the Last Hundred Days Campaign in 1918.</p> <p>Source 1</p> <p>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</p> <ul style="list-style-type: none">• Being an extract from his autobiography, as the most senior German officer, it might be expected to emphasise his closeness to and understanding of the key military events• Writing in 1920 gives him both the benefit of hindsight and aids recall as the events alluded to are relatively recent• Although critical in part of his own side, the language used is mostly admiring and positive towards the British. <p>2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the impact of the British army on the Last Hundred Days Campaign in 1918.</p> <ul style="list-style-type: none">• It indicates that the British army had made a great and quick impact on the German forces ('British tank attack met with immediate success', 'The Higher Command-posts were isolated')• It claims that the British attack would act as a catalyst in reinvigorating the allied war effort ('We now expected that the great British success would set the French lines in motion.')• It implies that the British success was a clear turning point in the war ('Our failure of 8 August was revealed to all. We had now been defeated in defence... gave a clear message.'). <p>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:</p> <ul style="list-style-type: none">• The Battle of Amiens was the start of The Hundred Days Offensive in which the British deployed 500 tanks in a coordinated all-arms offensive across a wide front• At the Battle of Amiens, 95 percent of German guns were identified and hit by artillery in support of the British advance• General Erich Ludendorff described 8 August, the first day of the Battle of Amiens, as 'the black day of the German army'.

Question	Indicative content
	<p>Source 2</p> <p>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:</p> <ul style="list-style-type: none"> • Sir Frederick, as a recent senior British officer and now an accredited war correspondent, was close to the events as they unfolded and had a good knowledge of military decision-making • Writing in 1919 the events would have been in recent memory but also set against the context of the British victory and the armistice of November 1918 • The tone of the source is at times euphoric as to the achievements of the British forces. <p>2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the impact of the British Army on the Last Hundred Days Campaign in 1918.</p> <ul style="list-style-type: none"> • It indicates that the British attack was a major success ('Within days much of the German Hindenburg line trench defences were in our hands.') • It claims that British success in the battle was central to bringing the war to a speedier resolution ('With dwindling resources, Ludendorff saw himself faced by great danger.', 'insisted on... request for an armistice.') • It implies that the British victory was an unprecedented achievement ('The British armies had defeated thirty-nine German divisions that were holding the strongest defences ever devised.'). <p>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:</p> <ul style="list-style-type: none"> • The breaching of the Hindenburg line followed a relentless artillery bombardment in which the British used over 1600 guns firing nearly a million shells • The breaching of the Hindenburg line largely signalled the end of trench warfare as it was the last major set of German trench defence networks • The Cambrai Offensive (8-10 October 1918) saw the final penetration of the German defences and showed that the war had clearly turned in favour of the allies. <p>Sources 1 and 2</p> <p>The following points could be made about the sources in combination:</p> <ul style="list-style-type: none"> • Both sources agree that the events of The Hundred Days Campaign were decisive to British success in helping to bring the war to an end • Both sources agree that the British successes during these battles was due to good planning and coordination which resulted in effective all-arms combat • Both sources agree that the successes of the British resulted in the demoralisation and swift capitulation of their enemy.

Section B: Indicative content
Option 1B: The British Experience of Warfare, 1803–1945

Question	Indicative content
2	<p>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.</p> <p>Candidates are expected to reach a judgement on whether British success in both the Napoleonic Wars (1803-15) and the war against Nazi Germany (1939-45) was mainly due to the quality of the British army.</p> <p>Arguments and evidence supporting the statement should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The British army was well led 1803-15. Wellington, in the Peninsular War, proved a resourceful commander and achieved major victories, most notably at Salamanca in July 1812 and Vitoria in 1813 • By the end of the Napoleonic Wars, Wellington's vast experience helped achieve victory at Waterloo, which was based around effective deployment of troops and competent decision-making • The British army manoeuvrability was key to achieving victory at the battle of El Alamein 1942, which as it culminated in the defeat of Rommel, was a turning point in the war in North Africa • The adaptability and specialist units of the British army played a role in the planning of and the invasion of Sicily (Operation Husky) in 1943 and also the successful invasion of Normandy in June 1944 • Montgomery's effective leadership of the British army was instrumental in helping to spearhead the drive into Germany in 1945, which ultimately helped to bring the war to a conclusion. <p>Arguments and evidence opposing or modifying the statement should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The British army had setbacks 1803-15, e.g. Moore's humiliating retreat to Corunna in 1809, or experienced good fortune e.g. the Prussian Army arrived late in the day to help secure victory at Waterloo • The British navy played a key role in success in the Napoleonic Wars, e.g. Nelson was an innovative commander, as can be seen by the effective way the Combined Fleet was defeated at the Battle of Trafalgar (1805) • The utilisation of technologies enhanced the British effort in both wars, e.g. the introduction of carronades in the Napoleonic Wars and the widespread use of airpower in the war against Nazi Germany • British Governments made success possible by sustaining the effort in both wars by displaying a willingness to take difficult financial decisions, such as significantly raising income tax and government borrowing • British governments were assiduous in building alliances which were significant to the successful outcome in both wars • Government played a significant role in bringing about success in both wars by organising recruitment, deploying troops and overcoming logistical problems of supply. • Strong political leadership was central to strengthening the sinews of war in both the Napoleonic Wars and the war against Nazi Germany. <p>Other relevant material must be credited.</p>

	Indicative content
3	<p>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.</p> <p>Candidates are expected to reach a judgement on whether the reporting by newspaper journalists was mainly responsible for shaping the attitudes of the British public to wars in the years 1854–1916.</p> <p>Arguments and evidence supporting the statement should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • William Russell, from <i>The Times</i> newspaper, reported from the Crimea throughout the war. His often-critical articles were widely read and influential • Russell's reporting resulted in <i>The Times</i> 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 <i>The Illustrated London News</i>, <i>The Daily News</i> and <i>The Daily Herald</i> 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, which enabled the public to be better informed as to the events • 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, <i>The Times</i> correspondent in the early years of the First World War, reported on the apparent shortage of artillery shells which precipitated the 'Shells Scandal' 1915. <p>Arguments and evidence opposing or modifying the statement should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • 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 public information, was a key feature in shaping attitudes during the early stages of the First World War. Journalists and war photographers were tightly controlled. <p>Other relevant material must be credited.</p>