

Mark Scheme (Standardisation)

Summer 2015

GCSE History B (5HB01/1C)

Unit 1: Schools History Project  
Development Study

Option 1C: The changing nature of  
warfare in Britain, c50AD to the  
present day

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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, ie 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.

### Placing a mark within a level mark band

- The instructions below tell you how to reward responses within a level. Follow these unless there is an instruction given within a level. However, where a level has specific guidance about how to place an answer within a level, **always** follow that guidance.
- **2 mark bands**  
Start with the presumption that the mark will be the higher of the two.  
An answer which is poorly supported gets the lower mark.
- **3 mark bands**  
Start with a presumption that the mark will be the middle of the three.  
An answer which is poorly supported gets the lower mark.  
An answer which is well supported gets the higher mark.
- **4 mark bands**  
Start with a presumption that the mark will be the upper middle mark of the four.  
An answer which is poorly supported gets a lower mark.  
An answer which is well supported and shows depth or breadth of coverage gets the higher mark.

### Quality of Written Communication (QWC)

- Mark schemes will indicate within the table where, and which, strands of QWC are being assessed. The strands are as follows:
  - i) ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear*
  - ii) select and use a form and style of writing appropriate to purpose and to complex subject matter*
  - iii) organise information clearly and coherently, using specialist vocabulary when appropriate.*

## Spelling, Punctuation and Grammar (SPaG) marking guidance

- The spelling, punctuation and grammar assessment criteria are common to GCSE English Literature, GCSE History, GCSE Geography and GCSE Religious Studies.
- All candidates, whichever subject they are being assessed on, must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Spelling, punctuation and grammar marking criteria should be applied positively. Candidates must be rewarded for what they have demonstrated rather than penalised for errors.
- Examiners should mark according to the marking criteria. All marks on the marking criteria should be used appropriately.
- All the marks on the marking criteria are designed to be awarded. Examiners should always award full marks if deserved, ie if the answer matches the marking criteria.
- Examiners should be prepared to award zero marks if the candidate's response is not worthy of credit according to the marking criteria.
- When examiners are in doubt regarding the application of the marking criteria 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.
- Handwriting may make it difficult to see if spelling, punctuation and grammar are correct. Examiners must make every effort to assess spelling, punctuation and grammar fairly and if they genuinely cannot make an assessment, the team leader must be consulted.
- Specialist terms do not always require the use of complex terminology but the vocabulary used should be appropriate to the subject and the question.
- Examiners are advised to consider the marking criteria in the following way:
  - How well does the response communicate the meaning?
  - What range of specialist terms is used?
  - How accurate is the spelling, punctuation and grammar?

Question Number		
1		<p>What do Sources A and B show about changes to the uniform of the British army? Explain your answer, using Sources A and B and your own knowledge.</p> <p><b>Source A:</b> A painting showing the British army marching into battle in 1704.</p>  <p><b>Source B:</b> From a newspaper article, published in 2009.</p> <p><b>British Army to get new uniforms</b></p> <p>The British army is introducing a new camouflage design for its uniforms after tests showed that it made soldiers less likely to be seen by the enemy.</p> <p>The new uniform has a mix of seven colours which help troops to disappear into the background. Commanders hope the change will help to reduce casualties.</p>  <p><b>Target:</b> knowledge recall and selection, analysis of change in a historical context, inference from sources (AO1/AO2/AO3).</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<p><b>Simple statement.</b></p> <p>EITHER</p> <p>Candidate offers general comment about changes, without providing support from source(s) or own knowledge of the historical context.</p> <p><i>e.g. The uniform of the army has changed to become more practical.</i></p> <p>OR</p> <p>Statement(s) which do not address 'change' and are based on detail from the individual source or single source with own knowledge.</p> <p><i>e.g. The army uniform used to be red.</i></p> <p>Award 1 mark for each relevant point made to maximum of 2.</p>

2	3–6	<p><b>Developed statement.</b> Candidate states that change occurred based on an explanation of the situation in each source.</p> <p>Offers statement(s) based on detail from the source(s) and/or from own knowledge of the historical context.</p> <p><i>e.g. The uniform used to be red which would stand out and be easily identifiable but now the army aims to blend in and camouflage the soldiers so it is a mix of subtle colours...;</i> <i>Explains that battle formations have changed from the eighteenth century lines and square and therefore modern uniform needs to allow freedom of movement and camouflage, as in Source B.</i></p> <p>Maximum 4 marks if answer is based only on sources or own knowledge.</p>
3	7–8	<p><b>Analysis.</b> Candidate makes an inference about the nature or extent of change based on the explicit use of both sources and supported from own knowledge of the historical context.</p> <p><i>e.g. Explains that the army adopted red for its uniform, as seen in Source A, because the colour could be seen through the smoke from rifle and cannon fire and prevent death from 'friendly fire' but red was also chosen because the dye was cheap. As warfare changed and long range weapons became more accurate, the uniform changed to khaki in order to be less obvious and then patterned material was used to provide camouflage and protection, as in Source B, meaning that the appearance of the uniform has changed dramatically.</i></p>

Question Number		
2		<p>The boxes below show two different societies.</p> <p>Choose <b>one</b> and describe the way their soldiers fought in battle.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; margin: 5px;">The Celts</div> <div style="border: 1px solid black; padding: 5px; margin: 5px;">The Romans</div> </div> <p><b>Target:</b> knowledge recall and selection, key features and characteristics of periods studied (AO1/AO2).</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	<p><b>Generalised answer is offered with little specific detail.</b> Candidate offers generalised answer which could apply to either example or limited detail about one society.</p> <p><i>e.g. They fought mainly on foot and used swords; States that the Romans used formations like the 'tortoise'.</i></p>
2	4–6	<p><b>Relevant details are offered with links to key features.</b> Candidate describes key aspects of weapons and tactics.</p> <p><i>e.g. Describes the way the Romans fought in formation, shields overlapping, each soldier had 2 spears and a short sword; Describes the way the Celts fought as individuals and had little armour; they hoped to intimidate their opponents and used a big sword.</i></p>

Question Number		
3		<p>How useful is Captain Gronow's account to a historian who is investigating the Duke of Wellington's victory at Waterloo?</p> <p>Use Source C and your own knowledge to explain your answer.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Source C: An account of the Battle of Waterloo (1815) written by Captain Gronow. He had joined the army two years earlier and had fought in a number of battles. This account was published by him in the 1860s.</b></p> <p>We were ordered to retreat behind a hill. The enemy's artillery had been moved to within a hundred yards of us. However, by the time they began to fire their guns, we were lying down, protected, behind the hill.</p> <p>After they had pounded away at us for about half an hour, the whole mass of the French infantry advanced towards us. We now had probably about 20,000 of the best French soldiers advancing towards us.</p> <p>It was at this moment the Duke of Wellington gave his famous order for our bayonet charge. As he rode along the line he called 'Guards, get up and charge!' We were instantly on our feet. After firing a volley as soon as the enemy came within shot we rushed on with fixed bayonets.</p> </div> <p><b>Target:</b> knowledge recall and selection, key features and characteristics of periods studied, evaluation of source utility (AO1/AO2/AO3).</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<p><b>Judgement based on simple valid criteria.</b> Comments are based on assumptions about usefulness because it is reliable or because of the content relevance or amount of detail.</p> <p><i>e.g. Assumes the source is reliable because it is from someone who was there at the time and therefore it is useful; Assumes the source is useful because it includes a lot of detail.</i></p> <p>Allow 1 mark for each valid point based on source or on own knowledge, up to a maximum of 2 marks.</p>
2	3–6	<p><b>Judgement is based on the usefulness of the source because of its content or reliability.</b> EITHER Answer focuses on the usefulness of content.</p> <p><i>e.g. It is useful because it gives us detail about the tactics used by both the French and the British...; It is useful because it tells us about Wellington's leadership/the spirit of the British soldiers...</i></p> <p>OR Answer sees usefulness as dependent on reliability and analyses the details and treatment of content or nature/origin/purpose in order to assess how reliable/representative/authoritative the source is.</p> <p><i>e.g. This was written by an experienced soldier, speaking from personal experience and therefore would have accurate</i></p>

		<p><i>knowledge of the situation...;</i>  <i>This was written long afterwards so Gronow might have been influenced by other accounts and people's ideas about Waterloo..</i></p> <p>Maximum 4 marks if answer is based entirely on source or on own knowledge.</p>
3	7–8	<p><b>Judgement is based on an evaluation of the usefulness of the source's content in the light of its provenance/ reliability.</b></p> <p>Answer considers the value of information, taking into account its reliability or how representative/authoritative it is, making explicit what difference this makes to what the source can contribute.</p> <p><i>e.g. Answer recognises that the details of tactics are very useful and likely to be accurate since the use of the ridge can be corroborated from other sources. However, also recognises that the extract does not cover the fighting at the chateau or the use of infantry squares; questions whether the completely positive portrayal is entirely accurate – possibly this was influenced by the aim of publication and sales 50 years afterwards.</i></p> <p><b>NB: No access to Level 3 for answers that do not include additional knowledge.</b></p>

Question Number		
4		<p>In what ways were the problems of provisioning and medical care dealt with during the Crimean War?</p> <p>You may use the following in your answer.</p> <ul style="list-style-type: none"> <li>• Steamships</li> <li>• The military hospital at Scutari</li> </ul> <p>You <b>must</b> also include information of your own.</p> <p><b>Target:</b> knowledge recall and selection, analysis of change in a historical context (AO1/AO2).</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	<p><b>Simple or generalised comment is offered, supported by some knowledge.</b></p> <p>Candidate offers generalised comment with little supporting detail or offers details about a very limited aspect of the question.</p> <p><i>e.g. Answer describes the problems of providing supplies or medical care in general terms;</i>  <i>Answer offers comments about a 'solution' , eg states that the use of steamships made transport more efficient or that Florence Nightingale worked at the military hospital in Scutari.</i></p>
2	5–8	<p><b>Statements are developed with support from material which is mostly relevant and accurate.</b></p> <p>Candidate offers information about the problems/solutions in the provision of supplies/medical care but does not make the link explicit.</p> <p><i>e.g. Describes the problems associated with fighting a war overseas in transporting provisions and/or the situation in the military hospital at Scutari;</i>  <i>Describes the use of steamships to transport supplies to the Crimea and/or the creation of a railway to transport supplies from the docks;</i>  <i>Describes the work of Florence Nightingale;</i>  <i>Describes the role of the government and technology in organising transport and supplies.</i></p> <p>Maximum 7 marks for answers that do not describe an aspect in addition to those prompted by the stimulus material, e.g. the creation of a railway from the docks, the role of the government.  Also maximum 7 marks for answers which do not address BOTH provisioning AND medical care.</p>
3	9–12	<p><b>The response shows understanding of the focus of the question and deploys sufficient accurate and relevant material to support the points made.</b></p> <p>Candidate explains how problems in providing supplies to the troops and improving medical care were overcome.</p> <p><i>e.g. Explains the problem of transporting supplies to the Crimea and shows that steamships / the creation of a railway from the dock allowed more supplies to reach the troops;</i>  <i>Explains the problem of poor hygiene and poor medical care and shows that Florence Nightingale's work overcame these</i></p>

	<p><i>problems;</i> <i>Explains the problem of providing suitable clothing, food, etc and shows how this was overcome through improved communication (the telegraph), industrialisation (mass production) and government organisation.</i></p> <p>Maximum 10 marks for answers that do not explore aspects in addition to those prompted by the stimulus material, e.g. the creation of a railway from the docks, the role of the government.</p> <p>Also maximum 10 marks for answers which do not address BOTH provisioning AND medical care.</p>
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Question Number		
5		<p>In what ways has recruitment to the army changed since 1900?</p> <p>You may use the following in your answer.</p> <ul style="list-style-type: none"> <li>• First World War propaganda</li> <li>• National Service</li> </ul> <p>You <b>must</b> also include information of your own.</p> <p><b>Target:</b> knowledge recall and selection, analysis of change in a historical context (AO1/AO2).</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	<p><b>Simple or generalised comment is offered, supported by some knowledge.</b></p> <p>Candidate makes generalised comment with little supporting detail or offers details about a very limited aspect of the question.</p> <p><i>e.g. Posters were used in the First World War; Conscription was introduced in 1916.</i></p>
2	5–8	<p><b>Statements are developed with support from material which is mostly relevant and accurate.</b></p> <p>Candidate describes the recruitment process; may also state that there was change.</p> <p><i>e.g. Describes voluntary recruitment process in the First World War;</i>  <i>Describes the introduction of conscription;</i>  <i>Describes the ending of National Service;</i>  <i>Describes the recruitment process at the end of the 20<sup>th</sup> century.</i></p> <p>Maximum 7 marks for answers that do not describe an aspect in addition to those prompted by the stimulus material, for example the introduction of conscription in 1916 or the recruitment process at the end of the 20<sup>th</sup> century.</p>
3	9–12	<p><b>The response shows understanding of the focus of the question and deploys sufficient accurate and relevant material to support the points made.</b></p> <p>Candidate analyses change in the recruitment process.</p> <p><i>e.g. Analyses the new aspects of recruitment propaganda in 1914 such as the PALs brigades or explains why conscription was introduced instead of voluntary recruitment;</i>  <i>Explains changes in the recruitment of women – in support roles and now into the fighting force;</i>  <i>Explains the end of National Service and the return to a volunteer professional force.</i></p> <p>Maximum 10 marks for answers that do not explore aspects beyond those prompted by the stimulus material, such as the introduction of conscription in 1916 or the recruitment process at the end of the 20<sup>th</sup> century.</p>

Question Number		
6		<p>'The development of new weapons was the main reason why the nature of warfare changed during the years 1066-1700'. Do you agree? Explain your answer.</p> <p>You may use the following in your answer.</p> <ul style="list-style-type: none"> <li>• Concentric castles</li> <li>• The use of the musket</li> </ul> <p>You <b>must</b> also include information of your own.</p> <p><b>Target:</b> knowledge recall and selection, analysis of causation and evaluation of the role of a factor (AO1/AO2). <b>Assessing QWC i-ii-iii:</b> for the highest mark in a level <b>all</b> criteria for the level, including those for QWC, must be met. <b>Spelling, punctuation and grammar (SPaG):</b> up to 3 additional marks will be awarded for SPaG.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	<p><b>Simple or generalised comment is offered, supported by some knowledge.</b> Candidate makes generalised statement about new weapons or warfare 1066-1700 or offers relevant details on a limited aspect of the question.</p> <p><i>e.g. The longbow meant archers could attack from a distance; Gunpowder was invented.</i></p> <p>Writing communicates ideas using everyday language and showing some selection of material but the response lacks clarity and organisation. The candidate spells, punctuates and uses the rules of grammar with limited accuracy.</p>
QWC i-ii-iii		
2	5–8	<p><b>Statements are developed with support from material which is mostly relevant and accurate.</b> Candidate offers information about new weapons and/or changes in warfare 1066-1700.</p> <p><i>e.g. Describes new weapons – the longbow, cannon, the musket; Describes key battles (Hastings, Agincourt, Naseby) identifying examples of change in the nature of warfare; Describes changes in tactics, e.g. the use of archers, or new formations such as pikemen to protect musketeers; Describes developments in the role of castles in warfare.</i></p> <p>Maximum 7 marks for answers that do not describe an aspect in addition to those prompted by the stimulus material, for example the role of pikemen, the use of cannon.</p> <p>Writing communicates ideas using a limited range of historical terminology and showing some skills of selection and organisation of material, but passages lack clarity and organisation. The candidate spells, punctuates and uses some of the rules of grammar with general accuracy.</p>
QWC i-ii-iii		
3	9–12	<p><b>The response shows understanding of the focus of the question and deploys sufficient accurate and relevant material to support the points made.</b> Candidate analyses the role of new weapons and/or other factors leading to changes in the nature of warfare</p>

<p><b>QWC i-ii-iii</b></p>		<p><i>e.g. Explains the way that the introduction of the longbow, cannon or musket led to changes in formation and tactics; Explains how the development of the concentric castle led to changes in the nature of warfare; Analyses other factors leading to changes in the nature of warfare such as the increasing professionalisation of the army under Cromwell.</i></p> <p>Maximum 10 marks for answers that do not explore aspects beyond those prompted by the stimulus material, such as the role of pikemen, the use of cannon.</p> <p>Writing communicates ideas using historical terms accurately and showing some direction and control in the organising of material. The candidate uses some of the rules of grammar appropriately and spells and punctuates with considerable accuracy, although some spelling errors may still be found.</p>
<p><b>4</b></p> <p><b>QWC i-ii-iii</b></p>	<p><b>13–16</b></p>	<p><b>A sustained analysis, supported by precisely-selected and accurate material and with sharply focused development of points made. The answer as a whole focuses well on the question.</b></p> <p>Candidate evaluates the role of new weapons as a factor leading to changes in the nature of warfare weighed against other factors such as the development of the concentric castle or professionalisation of the army.</p> <p><i>e.g. Weighs changes in tactics resulting from the use of new weapons against the static warfare stimulated by the defensive strength of the concentric castle or the tactics made possible because the soldiers were disciplined and professional.</i></p> <p><b>NB: No access to Level 4 for answers which do not explore aspects beyond those prompted by the stimulus material, such as the role of pikemen, the use of cannon.</b></p> <p>Writing communicates ideas effectively, using a range of precisely-selected historical terms and organising information clearly and coherently. The candidate spells, punctuates and uses the rules of grammar with considerable accuracy, although some spelling errors may still be found.</p>
<b>Marks for SPaG</b>		
Performance	Mark	Descriptor
	<b>0</b>	Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question.
Threshold	<b>1</b>	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
Intermediate	<b>2</b>	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
High	<b>3</b>	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range

		of specialist terms adeptly and with precision.
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Question Number		
7		<p>'The use of tanks was the most important factor in breaking the stalemate on the Western Front during the First World War'. Do you agree? Explain your answer.</p> <p>You may use the following in your answer.</p> <ul style="list-style-type: none"> <li>• Haig's policy of attrition</li> <li>• The Battle of Cambrai, 1917</li> </ul> <p>You <b>must</b> also include information of your own.</p> <p><b>Target:</b> Knowledge recall and selection, analysis of causation and evaluation of the role of a factor (AO1/AO2).  <b>Assessing QWC i-ii-iii:</b> for the highest mark in a level <b>all</b> criteria for the level, including those for QWC, must be met.  <b>Spelling, punctuation and grammar (SPaG):</b> up to 3 additional marks will be awarded for SPaG.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	<p><b>Simple or generalised comment is offered, supported by some knowledge.</b></p> <p>Candidate makes generalised statement with little supporting detail or offers relevant details on a very limited aspect of the question.</p> <p><i>e.g. Stalemate developed because machine guns made any attack difficult;</i>  <i>Tanks were used successfully at the Battle of Cambrai.</i></p> <p>Writing communicates ideas using everyday language and showing some selection of material, but the response lacks clarity and organisation. The candidate spells, punctuates and uses the rules of grammar with limited accuracy.</p> <p><b>QWC i-ii-iii</b></p>
2	5–8	<p><b>Statements are developed with support from material which is mostly relevant and accurate.</b></p> <p>Candidate offers information about the use of tanks and/or breaking the stalemate on the Western Front.</p> <p><i>e.g. Describes why the stalemate developed and was difficult to break;</i>  <i>Describes the policy of attrition;</i>  <i>Describes the use of tanks;</i>  <i>Describes the use, or failure, of poison gas, mines, airplanes, or alternative tactics such as the creeping barrage.</i></p> <p>Maximum 7 marks for answers that do not describe an aspect in addition to those prompted by the stimulus material, for example the use of poison gas, alternative tactics or the use of planes.</p> <p>Writing communicates ideas using a limited range of historical terminology and showing some skills of selection and organisation of material, but passages lack clarity and organisation. The candidate spells, punctuates and uses some of the rules of grammar with general accuracy.</p> <p><b>QWC i-ii-iii</b></p>
3	9–12	<p><b>The response shows understanding of the focus of the question and deploys sufficient accurate and relevant material to support the points made.</b></p>

<p><b>QWC</b> <b>i-ii-iii</b></p>		<p>Candidate analyses the use of tanks and the factors involved in breaking the stalemate on the Western Front.</p> <p><i>e.g. Explains how heavy artillery, barbed wire, trench warfare etc made it difficult for either side to conduct a successful attack and therefore both sides accepted the policy of attrition as appropriate, which was a factor in eventually breaking the stalemate;</i> <i>Explains that the use of tanks was not a success at the Somme but the development of new tactics led to their successful use at Cambrai and breaking the stalemate;</i> <i>Explains the success or failure of other attempts to break the stalemate such as the use of poison gas, mines, airplanes, new tactics to cross no-man's land.</i></p> <p>Maximum 10 marks for answers that do not explore aspects in addition to those prompted by the stimulus material, such as the use of poison gas, alternative tactics or the use of planes.</p> <p>Writing communicates ideas using historical terms accurately and showing some direction and control in the organising of material. The candidate uses some of the rules of grammar appropriately and spells and punctuates with considerable accuracy, although some spelling errors may still be found.</p>
<p><b>4</b></p> <p><b>QWC</b> <b>i-ii-iii</b></p>	<p><b>13–16</b></p>	<p><b>A sustained analysis is supported by precisely-selected and accurate material and with sharply focused development of points made. The answer as a whole will focus well on the question.</b></p> <p>Candidate evaluates the importance of the use of tanks against other factors which led to the stalemate on the Western Front being broken.</p> <p><i>e.g. Weighs the use of tanks against the policy of attrition, new weapons and new tactics in order to evaluate the importance of the use of tanks;</i> <i>Shows that the use of tanks alone was not sufficient to break the stalemate (as at the Somme) and that new tactics or an interaction of factors was necessary to break the stalemate.</i></p> <p><b>NB: No access to Level 4 for answers which do not explore aspects beyond those prompted by the stimulus material, such as the use of poison gas, or alternative tactics.</b></p> <p>Writing communicates ideas effectively, using a range of precisely-selected historical terms and organising information clearly and coherently. The candidate spells, punctuates and uses the rules of grammar with considerable accuracy, although some spelling errors may still be found.</p>
<b>Marks for SPaG</b>		
Performance	Mark	Descriptor
	<b>0</b>	Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question.
Threshold	<b>1</b>	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.

Intermediate	<b>2</b>	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
High	<b>3</b>	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.