

Mark Scheme (Results)

Summer 2016

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, 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.

### 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?

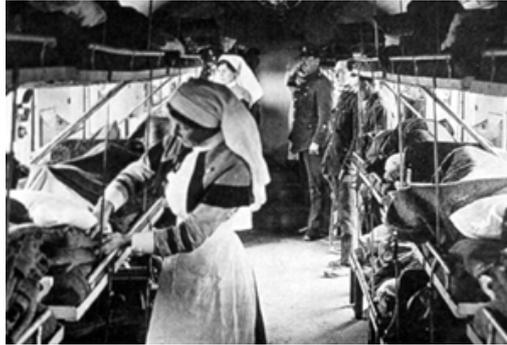
Question Number

1

**Source A:** From an account describing care for the injured after the Battle of Waterloo, 1815.

Captain Robert Adair was in terrible pain. His thigh had been smashed by a cannon ball. His bones were splintered and sticking up near his hip. The surgeon had much difficulty using his knife. It was blunt after being used for so many other amputations. Poor Adair died soon afterwards from loss of blood.

**Source B:** A photograph showing the inside of an ambulance train. It was built in 1916 to bring wounded soldiers away from the Western Front.



What do Sources A and B show about changes in the treatment of wounded soldiers? Explain your answer, using Sources A and B and your own knowledge.

**Target:** knowledge recall and selection, analysis of change in a historical context, inference from sources (AO1/AO2/AO3).

Level	Mark	Descriptor
	<b>0</b>	No rewardable material.
<b>1</b>	<b>1–2</b>	<p><b>Simple statement.</b> EITHER Candidate offers general comment about changes without providing support from source(s) or own knowledge of the historical context.</p> <p><i>e.g. Care for the wounded has become better organised.</i></p> <p>OR 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. Source A explains the problems in treating gunshot wounds; or Source B shows soldiers who were wounded in France were brought home.</i></p> <p>Award 1 mark for each relevant point made to maximum of 2.</p>
<b>2</b>	<b>3–6</b>	<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. In Source A care of the wounded is not very effective but in B the care has become well organised, with trained nurses in attendance; or Explains that at Waterloo there were limited facilities whereas the care for the wounded during the First World War was done at various levels – Dressing Station, Casualty Clearing Station, Base Station etc.</i></p> <p>Maximum 4 marks if answer is based only on sources or own knowledge.</p>
<b>3</b>	<b>7–8</b>	<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 Source A shows care for the wounded was left to individual doctors whereas Source B shows an organised system with trained nurses and varying levels of care.</i></p>

Question Number		
2		<p>The boxes below show two aspects of warfare during the Gulf War, 1991.</p> <p>Choose <b>one</b> and describe its key features.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 10px; width: 150px; text-align: center;">Aerial warfare</div> <div style="border: 1px solid black; padding: 10px; width: 150px; text-align: center;">Computer technology</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 limited detail about aerial warfare / computer technology.</p> <p><i>e.g. Stealth fighters were used during the Gulf War; Computers used for guided missiles.</i></p>
2	4–6	<p><b>Relevant details are offered with links to key features.</b> Candidate describes aerial warfare/ the role of computer technology.</p> <p><i>e.g. Describes the use of stealth bombers for attack, missiles could be aimed using GPS technology, daisy-cutter bombs; Describes the use of computers to target and guide missiles.</i></p>

Question Number		
3		<p><b>Source C:</b> A modern photograph of Rochester Castle. It shows the round tower which was added in 1226.</p>  <p>How useful is this photograph of a castle to a historian who is investigating medieval castle design? Use Source C and your own knowledge to explain your answer.</p> <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 useful because the photograph shows a medieval castle and it is therefore reliable evidence/assumes the source is not useful because the castle has been changed over the years and the photograph is therefore not reliable; Assumes the source is useful because it provides information on a number of features.</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. The castle shows the height of the walls, the design of windows, battlements, entrance; The castle is evidence that castle design changed and round towers were felt to be better than square towers.</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. It is difficult to know which features are original and which are later changes; Physical evidence can only show what was built and does not explain why that design was adopted or whether the use of a round tower was a stage in the evolution of castle design.</i></p> <p>Maximum 4 marks if answer is based entirely on source or on own knowledge.</p>
<b>3</b>	<b>7–8</b>	<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. It is evidence of the evolution of castle design, showing the later incorporation of the round tower before the move to a concentric design but other evidence would be needed to provide the context of this change and whether it was effective in strengthening the design of the castle.</i></p> <p><b>NB: No access to Level 3 for answers that do not include additional knowledge.</b></p>

Question Number		
4		<p>Why were the Romans able to defeat Boudicca?</p> <p>You may use the following in your answer.</p> <ul style="list-style-type: none"> <li>• Use of chariots by the Celts</li> <li>• Roman equipment</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 (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. The Romans were very disciplined; The Celts had little armour.</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 Celtic and/or Roman army.</p> <p><i>e.g. Describes the weapons, armour, training and/or tactics of the Celts and/or the Romans.</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. Roman tactics or Celtic weapons.</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 identified factor(s) contributed to Roman victory.</p> <p><i>e.g. Compares the weapons, armour, training and/or tactics of the Celts and the Romans; Shows how the Roman discipline, tactics and weapons combined to allow them to defeat the Celts.</i></p> <p>Maximum 10 marks for answers that do not explore aspects in addition to those prompted by the stimulus material, e.g. Roman tactics or Celtic weapons.</p>

Question Number		
5		<p>In what ways did army recruitment and training change during the period 1066 – c1750?</p> <p>You may use the following in your answer.</p> <ul style="list-style-type: none"> <li>• Feudal armies</li> <li>• Cromwell's New Model Army.</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 (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. Feudal armies were mainly made up of civilians; The soldiers in the New Model Army were trained.</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 aspects of recruitment and training.</p> <p><i>e.g. Describes feudal armies or recruitment during the Civil Wars; Describes training of knights, mercenaries, pikemen, musketeers, etc.</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 mercenaries or training of knights.</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 the nature of changes in recruitment and training.</p> <p><i>e.g. Shows the change from an untrained feudal army, supplemented by mercenaries, to the semi-professional force of the New Model Army; Shows changes in training resulting from new weapons e.g. the longbow, the musket.</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 use of mercenaries, training of knights. Reserve top of level for answers covering changes in both recruitment and training.</p>

Question Number		
6		<p>'Wellington's use of cannon was the most important reason why he was able to defeat Napoleon at the Battle of Waterloo, 1815'. Do you agree? Explain your answer.</p> <p>You may use the following in your answer.</p> <ul style="list-style-type: none"> <li>• The use of heavy artillery</li> <li>• Army position on the battlefield</li> </ul> <p>You <b>must</b> also include information of your own.</p> <p><b>Target:</b> knowledge recall/analysis and evaluation of importance (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 offers generalised comment with little supporting detail or offers details about a very limited aspect of the question.</p> <p><i>e.g. Cannon fire killed lots of enemy soldiers. Wellington placed his army behind a ridge.</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></p> <p>Candidate describes aspects of the Battle of Waterloo.</p> <p><i>e.g. Describes the battleground and siting of the armies; Describes the use of the chateau and farmhouse to break up Napoleon's attack; Describes the tactics used by Wellington – infantry squares firing volleys, with cannon placed at the corners, cavalry assault, musket volleys, the personal leadership of Wellington against Ney's assault, the reinforcement from Blücher etc. Describes Napoleon's mistakes – splitting his army to pursue the Prussians, attacking the chateau, the ineffectiveness of the artillery bombardment, delay in the main assault, refusal to provide support for Ney etc.</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 cavalry, the use of the chateau and farmhouse to break up the assault or Napoleon's mistakes.</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		

<p style="text-align: center;"><b>3</b></p> <p style="text-align: center;"><b>QWC i-ii-iii</b></p>	<p style="text-align: center;"><b>9–12</b></p>	<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 the importance of the use of cannon and/or other factors for the result of the battle.</p> <p><i>e.g. Shows the importance of the use of cannon within infantry squares;</i>  <i>Shows the importance of the position of the British army behind the ridge/the importance of muddy ground in reducing the impact of Napoleon's use of heavy artillery;</i>  <i>Shows the importance of Wellington's leadership/Napoleon's mistakes at crucial moments in the battle;</i>  <i>Shows the importance of infantry square for defence but not for assault.</i></p> <p>Maximum 10 marks for answers that do not explore aspects beyond those prompted by the stimulus material, such as the use of cavalry, the use of the chateau and farmhouse to break up the assault or Napoleon's mistakes.</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 style="text-align: center;"><b>4</b></p> <p style="text-align: center;"><b>QWC i-ii-iii</b></p>	<p style="text-align: center;"><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. Answer as a whole focuses well on the question.</b></p> <p>Candidate analyses the importance of the use of cannon and weighs this against other factors.</p> <p><i>e.g. Weighs the importance of the use of cannon as a defensive measure against the need to take the offensive in order to win the battle.</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 cavalry, the use of the chateau and farmhouse to break up the assault or Napoleon's mistakes.</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.

Question Number		
7		<p>How different were military tactics during the Crimean War and the First World War? Explain your answer.</p> <p>You may use the following in your answer.</p> <ul style="list-style-type: none"> <li>• The role of cavalry</li> <li>• The use of heavy artillery.</li> </ul> <p>You <b>must</b> also include information of your own.</p> <p><b>Target:</b> Knowledge recall/analysis and evaluation of similarity and difference (AO1/AO2).</p> <p><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.</p> <p><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 offers generalised comment with little supporting detail or offers details about a very limited aspect of the question.</p> <p><i>e.g. Cavalry played a more important role in the First World War; Trench warfare began during the Crimean War.</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></p> <p>Candidate describes aspects of the Crimean War; may state that these are examples of change or continuity.</p> <p><i>e.g. Describes the role of cavalry or infantry in the Crimean and/or First World War;</i>  <i>Describes the start of trench warfare in the Crimean War and/or its development during the first World War;</i>  <i>Describes the use of rifles/heavy artillery in the Crimean War and/or the development the maxim gun/heavy artillery in the first World War.</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 development of trench warfare or the policy of attrition.</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		

<p style="text-align: center;"><b>3</b></p> <p style="text-align: center;"><b>QWC i-ii-iii</b></p>	<p style="text-align: center;"><b>9–12</b></p>	<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 aspects of the Crimean War and the First World War in order to show similarity and/or difference.</p> <p><i>e.g. Analyses the role of the cavalry/infantry/developments in artillery;</i>  <i>Analyses the use and effects of heavy artillery;</i>  <i>Analyses the policy of attrition/development of trench warfare.</i></p> <p>Maximum 10 marks for answers that do not explore aspects beyond those prompted by the stimulus material, such as the development of trench warfare or the policy of attrition.</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 style="text-align: center;"><b>4</b></p> <p style="text-align: center;"><b>QWC i-ii-iii</b></p>	<p style="text-align: center;"><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 analyses aspects of the Crimean War and the First World War in order to evaluate the nature/extent of difference.</p> <p><i>e.g. Weighs differences in weaponry and the decline of the role of cavalry against similarities in policy/tactics.</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 development of trench warfare or the policy of attrition.</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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