

Mark Scheme (Results)

Summer 2010

GCSE

GCSE History (5HB01 1C)

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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.
- 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.

Unit 3: Schools History Project Development Study

Option 1C: The changing nature of warfare

Question Number		
1		What can you learn from Sources A and B about changes in the way the army equipped a British soldier in the years 1797-1991? Target: Inference
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statement Generalised answer or student provides relevant examples from the sources. <i>Eg there has been a big change; the modern soldier has more equipment; the modern soldier's uniform is adapted to camouflage.</i> Award 1 mark for each relevant detail.
2	3-4	Developed statement An inference about change is made and supported, based on the use of both sources. <i>The 18th century soldier had very basic equipment but the modern soldier is equipped for a range of eventualities; the 18th century soldier's uniform was distinctive and would have made him a clear target while the modern soldier's uniform is adapted for camouflage.</i>

Question Number		
2		<p>The boxes below show two important military commanders.</p> <p>Choose one commander and explain why his tactics in that battle were so successful.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 10px; width: 40%;"> <p>Oliver Cromwell in the Battle of Naseby in 1645.</p> </div> <div style="border: 1px solid black; padding: 10px; width: 40%;"> <p>The Duke of Wellington in the Waterloo campaign in 1815.</p> </div> </div> <p>Target: Recall; analysis; evaluation</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	<p>Generalised answer is offered with little specific detail.</p> <p><i>Eg they motivated their men, they planned their strategy; they used cavalry.</i></p> <p>OR</p> <p>offers limited detail about a battle or campaign.</p>
2	4-6	<p>Relevant details are offered but the link to the question is left implicit.</p> <p><i>Eg describes the battle or campaign; identifies specific tactics that were successful.</i></p>
3	7-9	<p>The link between the tactics and success is explicit.</p> <p><i>Eg shows the effectiveness of specific tactics such as Cromwell's disciplined forces / use of cavalry or Wellington's use of line / artillery.</i></p> <p>OR</p> <p><i>Examines the factors contributing to success eg shows how the commander created and inspired a unified and trained force and how that contributed to the overall victory or shows how the commander adapted tactics to make best use of the land.</i></p> <p>At Level 3, comments must be supported by accurate contextual details.</p>

Question Number		
3		<p>In what ways has media reporting since 1850 influenced the attitudes of people in Britain towards war?</p> <ul style="list-style-type: none"> • William H. Russell, a reporter for The Times newspaper, accompanied the Guards Brigade to the Crimea. • In 1916. film footage of the Battle of the Somme was released soon after it was fought. • Daily television coverage of the war in Iraq in 1991 showed the use of new technology. <p>Target: Analysis of cause and consequence</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	<p>Simple comment is offered, supported by some knowledge.</p> <p>Student may provide generalised answer with little supporting detail or relevant details on a very limited aspect of the question.</p> <p><i>Eg states that public opinion was influenced by the media; shows that photographs can have a big influence on attitudes.</i></p>
2	5-8	<p>Statements are developed with support from material which is mostly relevant and accurate.</p> <p><i>Eg describes the effect of newspaper / newsreels / television reports on public opinion or shows how this was a dramatic change from the situation before.</i></p>
3	9-12	<p>The response shows understanding of the focus of the question and deploys sufficient accurate and relevant material to support the points the student makes.</p> <p><i>Eg shows how the reporting included information the public would not previously have known about, such as the poor conditions, injuries or deaths, which could make the public more supportive of the soldiers or more critical of the government.</i></p>

Question Number		
4		<p>In what ways did developments in technology affect fighting on the Western Front during the First World War?</p> <ul style="list-style-type: none"> • Observer planes were used in 1914 at the Battle of the Marne. • Chlorine gas was first used in 1915 in the second Battle of Ypres. • Tanks were first used in 1916 in the Battle of the Somme. <p>Target: Analysis of cause and effect.</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	<p>Simple comment is offered, supported by some knowledge.</p> <p>Student may provide generalised answer with little supporting detail or relevant details on a very limited aspect of the question.</p> <p><i>Eg shows how the stalemate on the Western Front was difficult to break or provides limited detail about developments in technology.</i></p>
2	5-8	<p>Statements are developed with support from material which is mostly relevant and accurate.</p> <p><i>Eg describes the use and effects of development(s) in technology such as the use of planes, gas, tanks, wireless, bombs etc.</i></p>
3	9-12	<p>The response shows understanding of the focus of the question and deploys sufficient accurate and relevant material to support the points the student makes.</p> <p><i>Eg relates the use of new technology to the situation of stalemate and shows how strategy and tactics were adapted to take advantage of new technology, or explains why it had limited effect.</i></p>

Question Number		
5 (a)		Describe the tactics used by Boudicca in her revolt against the Romans. Target: recall, key features
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	Simple or generalised comment is offered, supported by some knowledge. <i>Eg comments in general terms on the tactics of attacking a town or the use of chariots.</i>
2	4-6	Statements are developed with support from material which is mostly relevant and accurate. <i>Eg describes how Boudicca used hash measures when attacking a town and then used fear as a tactic; describes how the use of chariots was difficult for the Romans to counter; describes the lack of discipline within Boudicca's force that prevented an organised assault.</i>
3	7-9	The response shows understanding of the focus of the question and deploys sufficient accurate and relevant material to support the points the student makes. <i>Eg covers several points as at Level 2 and offers a comment about their effectiveness.</i>

Question Number		
5 *(b)		<p>'The ordinary soldier's experience of war in the Anglo-Saxon army, and in the army of King Henry V at Agincourt was very different.' Do you agree with this statement? Explain your answer.</p> <ul style="list-style-type: none"> • The Anglo-Saxon king, Alfred, divided the fyrd so that half the army could remain at home and work the land. • The soldiers in Henry V's army fought in groups around the leader who had recruited them. • Different rates of pay were given for the different groups of soldiers among Henry V's army. <p>Target: Analysis of similarity and difference QWC Strands i-ii-iii Assessing QWC: For the highest mark in a level all criteria for the level, including those for QWC must be met.</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	<p>Simple or generalised comment is offered, supported by some knowledge.</p> <p><i>Eg compares the composition or battles of the 2 armies in general terms</i></p> <p>Writing communicates ideas using everyday language and showing some selection of material but the response lacks clarity and organisation. The student spells, punctuates and uses the rules of grammar with limited accuracy.</p> <p>NB Do not credit repetition of bullet points without development.</p>
QWC i-ii-iii		
2	5-8	<p>Statements are developed with support from material which is mostly relevant and accurate.</p> <p><i>Eg provides detail about either army or makes generalised comparison, such as the king was the commander in both armies; many of the fyrd and of Henry V's army were poorly trained and equipped.</i></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 student spells, punctuates and uses some of the rules of grammar with general accuracy.</p>
QWC i-ii-iii		

<p>3</p> <p>QWC i-ii-iii</p>	<p>9-12</p>	<p>The response shows understanding of the focus of the question and deploys sufficient accurate and relevant material to support the points the student makes.</p> <p><i>Eg identifies similarities / differences such as Alfred's army and Henry V's army were both composed mainly of infantry; the recruitment of Alfred's army was based on duty whereas Henry V's army was a mixture of people owing duty and volunteers who expected to be paid; compares the nature of fighting in the two periods.</i></p> <p>Writing communicates ideas using historical terms accurately and showing some direction and control in the organising of material. The student 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>4</p> <p>QWC i-ii-iii</p>	<p>13-16</p>	<p>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.</p> <p><i>Eg similarities and differences are identified as at Level 2 & 3 and their extent / significance is weighed in order to reach a judgement.</i></p> <p>Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. The student spells, punctuates and uses the rules of grammar with considerable accuracy, although some spelling errors may still be found.</p>

Question Number		
6 (a)		Describe how international agreements contributed to Britain's involvement in the First World War. Target: Analysis of causation
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	Simple or generalised comment is offered, supported by some knowledge. <i>Eg explains in general terms that the alliance system required Britain's involvement if called upon by her allies.</i>
2	4-6	Statements are developed with support from material which is mostly relevant and accurate. <i>Eg describes the alliance system or the 19th century agreement to protect Belgium and describes the obligations on Britain;</i> <i>OR</i> <i>describes the steps to the outbreak of war.</i>
3	7-9	The response shows understanding of the focus of the question and deploys sufficient accurate and relevant material to support the points the student makes. <i>Eg shows how the alliance system placed responsibilities on individual countries which broadened the conflict and explains the involvement of Britain within this context.</i>

Question Number		
6 *(b)		<p>Why was taxation an important reason for both the English Civil War and the American War of Independence?</p> <ul style="list-style-type: none"> • In 1637, John Hampden refused to pay ship money. • In 1640 MPs refused to grant taxes to the king. • “No taxation without representation” was a slogan used during the American War of Independence. <p>Target: Analysis, causation QWC Strands i-ii-iii Assessing QWC: For the highest mark in a level all criteria for the level, including those for QWC must be met.</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	<p>Simple or generalised comment is offered, supported by some knowledge.</p> <p><i>Eg states in general terms how resentment of taxation was a cause of war,</i></p> <p><i>OR</i></p> <p><i>provides some detail on taxation / cause of war in either England during the 17th century or America during the 18th century.</i></p> <p>Writing communicates ideas using everyday language and showing some selection of material, but the response lacks clarity and organisation. The student spells, punctuates and uses the rules of grammar with limited accuracy.</p> <p>NB Do not credit simple repetition of points from part (a) or repetition of bullet points without development.</p>
QWC i-ii-iii		
2	5-8	<p>Statements are developed with support from material which is mostly relevant and accurate.</p> <p><i>Eg provides description of causes of war in English Civil War and / or American War of Independence, or describes why taxation was resented.</i></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 student spells, punctuates and uses some of the rules of grammar with general accuracy.</p>
QWC i-ii-iii		

<p>3</p> <p>QWC i-ii-iii</p>	<p>9-12</p>	<p>The response shows understanding of the focus of the question and deploys sufficient accurate and relevant material to support the points the student makes.</p> <p><i>Eg places the issue of taxation in context to show why it became such an important cause of war in the English Civil War and /or the American war of Independence.</i></p> <p>Writing communicates ideas using historical terms accurately and showing some direction and control in the organising of material. The student 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>4</p> <p>QWC i-ii-iii</p>	<p>13-16</p>	<p>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.</p> <p><i>Eg makes comparisons between the 2 wars in order to draw conclusions about the importance of taxation as a cause of war.</i></p> <p>Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. The student spells, punctuates and uses the rules of grammar with considerable accuracy, although some spelling errors may still be found.</p>

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