

Mark Scheme (Results)

January 2011

GCSE

GCSE History B (5HB01/1C)

Edexcel is one of the leading examining and awarding bodies in the UK and throughout the world. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers.

Through a network of UK and overseas offices, Edexcel's centres receive the support they need to help them deliver their education and training programmes to learners.

For further information, please call our GCE line on 0844 576 0025, our GCSE team on 0844 576 0027, or visit our website at www.edexcel.com.

If you have any subject specific questions about the content of this Mark Scheme that require the help of a subject specialist, you may find our **Ask The Expert** email service helpful.

Ask The Expert can be accessed online at the following link:

<http://www.edexcel.com/Aboutus/contact-us/>

Alternatively, you can speak directly to a subject specialist at Edexcel on our dedicated **History** telephone line: **0844 576 0034**

January 2011

Publications Code UG026489

All the material in this publication is copyright

© Edexcel Ltd 2011

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		Target
1		<p>What can you learn from Sources A and B about changes in the way war affected civilians? Explain your answer, using these sources.</p> <p>Target: Inference; analysis of change (AO3 : 4 marks)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	<p>Simple statement</p> <p>Student provides relevant examples from the sources or generalised unsupported comment about change.</p> <p><i>Eg soldiers took people's belongings; more people got hurt in the 1WW.</i></p> <p>Award 1 mark for each relevant detail.</p>
2	3-4	<p>Developed statement</p> <p>An inference about change is made and supported, based on the use of both sources.</p> <p><i>Eg in the 1WW civilians had less warning of the enemy in the area; civilians ran a greater risk of death; destruction was greater and more random; personal attacks during ECW but impersonal attack in 1WW.</i></p>

Question Number		
2		<p>The boxes below show two important examples of the way attitudes to war have been influenced by communications.</p> <p>Choose ONE of them and explain how it affected attitudes to warfare at that time.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; width: 40%;">Newspaper reports from the Crimean War, 1854-56</div> <div style="border: 1px solid black; padding: 5px; width: 40%;">Television reporting during the First Gulf War, 1991</div> </div> <p>Target: Recall; analysis of impact (AO 1 & 2 : 9 marks)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	<p>Generalised answer is offered with little specific detail.</p> <p>Answer offers general comment or very limited detail.</p> <p><i>Eg the reports about the Crimean War shocked people at home; Television reporting showed the war on a daily basis.</i></p>
2	4-6	<p>Relevant details are offered but the link to the question is left implicit.</p> <p>Answer provides information about newspaper / television reporting.</p> <p><i>Eg describes the reports about conditions in the Crimea and says they showed the horrors of war; Describes the use of television reporting (live film and commentary / computer graphics) to explain strategy or the impact of war, or to act as propaganda, influencing popular attitude in Britain.</i></p>
3	7-9	<p>Analysis of the ways in which communication affected attitudes to war supported by relevant and accurate detail.</p> <p>Answer provides example(s) of communication of information and analyses the effect in creating/modifying attitudes to war.</p> <p><i>Eg reports from the Crimea showed the difficulties in dealing with provisioning, weather, injuries, etc and suggested that war was not a glorious experience or raised support for the work of Florence Nightingale. Television reporting could be used as propaganda, or to show the horrors of war or to suggest that technological advances made 'surgical strikes' possible with less cost to our army, justifying involvement in the war/raising support for the troops.</i></p>

Question Number		
3		<p>In what ways did army recruitment change in the period from c1640 to the end of the twentieth century?</p> <ul style="list-style-type: none"> • 1645: Cromwell's New Model Army had 22,000 men • 1709: Half of the soldiers in the British Army were mercenaries • 1960: National Service was ended <p>Target: Recall; evaluation of change (AO 1& 2 : 12 marks)</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 recruitment changed a great deal to become a more professional army; Conscription was introduced in 1916.</i></p>
2	5-8	<p>Statements are developed with support from material which is mostly relevant and accurate.</p> <p>Student will provide information about recruitment, or offer a comment about the changed nature / extent of recruitment but with support from mainly one period.</p> <p><i>Eg describes the recruitment at the time of the ECW; describes the shift to a professional, trained army rather than the feudal levy & militia; describes the change during the 20th century from a volunteer army to conscription to national service.</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>Student will analyse the change(s) in the nature & method of recruitment.</p> <p><i>Eg explains change from troops raised and led by individual commanders to a professional force and then a national standing force in the 20th century.</i></p> <p>Reserve top of level for answers which discuss at least 2 examples drawn from different times within this period.</p>

Question Number		
4		<p>Why was Henry V able to defeat the French at the Battle of Agincourt?</p> <ul style="list-style-type: none"> • The English army occupied a gap between two woods. • The battleground was heavy clay. • The English army contained 5,000 archers. <p>Target: Recall; analysis (AO 1 & 2 : 12 marks)</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. Henry had lots of archers; the longbow gave Henry V the victory; Henry V was an inspirational leader.</i></p>
2	5-8	<p>Statements are developed with support from material which is mostly relevant and accurate.</p> <p>Answer provides descriptive account of the battle, answering the question implicitly, OR Explains one aspect of the battle where Henry V was at an advantage</p> <p><i>Eg describes the army or tactics used by Henry V, such as selection of ground created a 'bottleneck', use of palings to protect the archers; Explains why the longbow or armour piercing warheads gave Henry V an advantage.</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>Answer recognises that it was a combination of factors that gave Henry V the victory,</p> <p><i>Eg explains that the longbow and arrow heads would not have led to victory without the French being forced to advance over a narrow front; May also suggest that luck contributed to the victory or French failures eg French did not use their archers effectively, difficult for the French heavily armoured knights & men at arms to be effective on muddy ground; disorganised French cavalry.</i></p>

Question Number		
5 (a)		<p>Explain the tactics and equipment that could be used in a siege attack on a Norman castle.</p> <p>Target: Recall; identification of key features (AO 1& 2 : 9 marks)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	<p>Simple or generalised comment is offered, supported by some knowledge.</p> <p>Answer offers general comment or very limited detail.</p> <p><i>Eg starving out the garrison; using battering rams.</i></p>
2	4-6	<p>Statements are developed with support from material which is mostly relevant and accurate.</p> <p>Answer offers list of valid examples OR Describes use of one tactic in detail</p> <p><i>Eg, fire, mining, siege ladders / towers, mangonels & trebuchets.</i></p>
3	7-9	<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>Answer explains how a range of tactics /equipment was used, or offers comments on effectiveness of tactics.</p> <p><i>Eg attempt to overrun the castle using siege towers etc; Attempt to breach the walls using mines or mangonels.</i></p>

Question Number		
5 (b)		<p>How much change was there in the way cavalry was used in warfare in the period from the Norman Conquest to the end of the English Civil War?</p> <ul style="list-style-type: none"> • The Normans used cavalry at the Battle of Hastings. • The pike was used in battle by the end of the fourteenth century. • 1645: Oliver Cromwell's New Model Army was formed <p>Target: Recall; analysis; evaluation of change (AO 1 & 2 : 16 marks)</p> <p>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>Answer makes general comment or offers limited information about the use of cavalry,</p> <p><i>Eg cavalry tactics changed as weapons developed; Describes the general function of cavalry within a battle</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>Answer provides details about the use of cavalry,</p> <p><i>Eg describes the role played by cavalry at 1066 or Marston Moor; describes the tactics involved in the use of cavalry - their physical and psychological impact through height, mass and momentum, their aim to break the enemy formation; describes the tactics used to cope with cavalry eg the use of archers, pikes, the square formation.</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>Answer shows examples of change and / or continuity,</p> <p><i>Eg shows that the role of cavalry to break enemy formation or to attack the flanks remained unchanged;</i> <i>Shows that changes in weapons & tactics such as development of pike or muskets, affected the effectiveness of cavalry;</i> <i>Explains that Cromwell created a semi-professional cavalry with greater training & discipline after seeing how undisciplined Royalist cavalry lost the advantage at Edgehill.</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>Answer contains analysis of both change and continuity, as at Level 3.</p> <p>Reserve top mark for those answers reaching a judgement on the extent of change.</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)		<p>Explain why Germany was seen as a threat by Britain before the First World War.</p> <p>Target: Recall; analysis of key features (AO 1 & 2 : 9 marks)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	<p>Simple or generalised comment is offered, supported by some knowledge.</p> <p>Answer offers general comment or very limited detail.</p> <p><i>Eg Answer states that Germany was seen as a rival aspiring to Great Power status, or that Germany attempted to match Britain's navy.</i></p>
2	4-6	<p>Statements are developed with support from material which is mostly relevant and accurate.</p> <p>Answer provides example(s) of the way that Britain felt threatened by Germany,</p> <p><i>Eg Anglo-German naval race; German quest for colonies; German role in Morocco; alliance system.</i></p>
3	7-9	<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>Answer provides range of examples as at Level 2, explaining clearly how they could be perceived as a threat by Britain.</p>

Question Number		
6 (b)		<p>'Religion was the most important reason why the English Civil War began'. Do you agree? Explain your answer.</p> <ul style="list-style-type: none"> • Many leading parliamentarians were Puritan. • Charles I believed in the theory of Divine Right. • 1642: Charles I tried to arrest five MPs. <p>Target: Recall; analysis; evaluation (AO 1 & 2 : 16 marks)</p> <p>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>Answer offers some evidence about the role of religion or a general comment about the causes of the ECW</p> <p><i>Eg identifies the religious beliefs of the 2 sides in general terms; Briefly describes the theory of Divine Right; states that money was a key issue.</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>Answer provides information about the causes of the Civil War.</p> <p><i>Eg describes the events leading up to the outbreak of war such as Laud's Armenianism, Charles' attempt to impose the Prayer Book on the Scots, disputes over finance</i> <i>OR</i> <i>Describes the attitudes of the 2 sides towards religion / royal authority / the role of parliament / money.</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>Answer analyses the causes of the Civil War, showing either the role of religion or other causes.</p> <p><i>Eg the opposition of Puritans to Laud and the Prayer Book; Political issues & the 'Eleven Years Tyranny', Grand remonstrance, attempt to arrest the 5 MPs; Economic issues such as Ship Money; the short term causes resulting from Charles' financial problems after treaty with Scotland.</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>Answer analyses the role of both religion and other causes as at L3 and evaluates the importance of religion,</p> <p><i>Eg suggests that Charles' religious views & Divine Right meant that he did not listen to the parliamentarians; religion provided a useful issue to gather support but was not the key cause; Religion was important in the early 1630s but other issues became more important later.</i></p> <p>Reserve top mark for those answers which reach a judgement.</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>

Further copies of this publication are available from
Edexcel Publications, Adamsway, Mansfield, Notts, NG18 4FN

Telephone 01623 467467

Fax 01623 450481

Email publications@linneydirect.com

Order Code UG026489 January 2011

For more information on Edexcel qualifications, please visit www.edexcel.com/quals

Edexcel Limited. Registered in England and Wales no.4496750

Registered Office: One90 High Holborn, London, WC1V 7BH