

Mark Scheme (Results)

Summer 2012

GCSE History B (5HB01/1C)

Unit 1: Schools History Project

Development Study

Option 1C: The Changing Nature of Warfare

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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.

- 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 relationship between army commanders and their soldiers? Explain your answer using the sources.</p> <p>Source A: A painting of Henry V, the commander of the English army, fighting in the Battle of Agincourt, 1415.</p>  <p>Source B: From an account of a soldier's experiences in the First World War, 1914-1918.</p> <p>Army headquarters would normally be found about 8-15 miles away from the frontline. In 1918, when General Haig visited our army division, it was the first time that any man present had seen the commander-in-chief.</p> <p>Target: Inference of change (AO3 : 4 marks)</p>	
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	<p>Simple statement</p> <p>Student makes generalised comment about change, without support from sources, or provides relevant details from the sources but does not use them to make inference about change.</p> <p><i>E.G. commander became more remote; At Agincourt Henry was fighting among his soldiers; In Source B, the soldiers had never seen their commander-in-chief.</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>E. G. at Agincourt Henry fought alongside his soldiers but in the 1st WW the commander was more remote; The soldiers at Agincourt could identify with a leader who shared the conditions and dangers but they did not see or relate to their commander in the First World War.</i></p>

Question Number		
2		<p>The boxes below show two examples of the use of cavalry.</p> <p>Choose one and explain how effectively the cavalry was used.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; text-align: center;"> Cavalry in the Battle of Naseby in the English Civil War. </div> <div style="border: 1px solid black; padding: 5px; text-align: center;"> The Charge of the Light Brigade in the Crimean War. </div> </div> <p>Target: 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 comment about the use of cavalry which could apply to either example, or offers a general comment about one case with only limited supporting detail.</p> <p><i>E.G. Cavalry were mobile and could be used to attack unexpectedly;</i> <i>Prince Rupert's cavalry was undisciplined;</i> <i>The Charge of the Light Brigade was pointless.</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 the use of cavalry but does not consider its effectiveness.</p> <p><i>E.G. Describes the use of cavalry at Naseby / Charge of the Light Brigade.</i></p>
3	7-9	<p>Analysis of the impact of cavalry</p> <p>Answer analyses the effectiveness of the use of cavalry.</p> <p><i>E.G. Discusses the effectiveness of the tactics - what was the objective for the cavalry, was it achieved etc;</i> <i>Considers the impact of cavalry within that battle - was it a turning point, did the cavalry have an impact on other events;</i> <i>Explains how other factors affected the effectiveness of cavalry, eg the lack of discipline of Rupert's cavalry / the use of cannon in the Crimea.</i></p>

Question Number		
3		<p>In what ways did daily life in the English army change in the period 1350-1900?</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>In 1350 it was difficult to transport supplies of food and weapons in large quantities. There was no uniform and soldiers were often expected to provide their own weapon. Discipline was left to the individual commanders.</p> </div> <p>Target: Analysis 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>E. G. Provision of food and supplies became better organised; A uniform was adopted.</i></p>
2	5-8	<p>Statements are developed with support from material which is mostly relevant and accurate.</p> <p>Answer provides detail about daily life in the army or identifies change(s).</p> <p><i>E.G. Changes were made to the systems of provision, training and discipline; Cromwell's New Model Army were highly disciplined; During the Crimean War steamships and railways were used to transport supplies; Regular drills were developed to standardise movement and tactics; In the army reforms of 1872 flogging was abolished.</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 analyses a range of changes in daily life.</p> <p><i>E.G. Shows nature / extent of change in provisioning of food, weapons, uniform, training, discipline etc.</i></p>

Question Number		
4		<p>In what ways has warfare changed since 1914?</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>The First World War is sometimes seen as the start of 'total' or 'unlimited' war. The Defence of the Realm Act was passed in 1914. During this war, new weapons were developed and London was bombed by a German zeppelin in 1915.</p> </div> <p>Target: Analysis 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>E. G. Conscription was introduced during the First World War; total war involved the whole civilian population; Hi-tech weapons were used in the Gulf War.</i></p>
2	5-8	<p>Statements are developed with support from material which is mostly relevant and accurate.</p> <p>Answer provides detail about warfare since 1914 or identifies change(s).</p> <p><i>E.G. describes conscription into the army; Describes concept of Home Front; Describes bombing of civilians; Describes changes in weapons / the way war was fought.</i></p> <p>Reserve top of Level for answers going beyond First World War</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 analyses a range of ways in which warfare changed.</p> <p><i>E.G. Shows nature / extent of change in scale of warfare and civilian involvement; shows how the development of planes and bombs meant that the civilian population became targets and necessitated evacuation; Shows how developments in weapons led to changes in the way war was fought.</i></p> <p>Reserve top of level for answers covering the whole period.</p>

Question Number		
5 (a)		<p>Explain how William won the Battle of Hastings.</p> <p>Target: Recall; causation (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 very general comment or limited information.</p> <p><i>E. G William was lucky; William used cavalry/ archers.</i></p>
2	4-6	<p>Statements are developed with support from material which is mostly relevant and accurate.</p> <p>Answer provides information about the battle.</p> <p><i>E. G. describes the weapons /strategy/ tactics used</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 the tactics or reasons which led to William's victory.</p> <p><i>E. G. explains the importance of cavalry once the Saxons broke formation; Explains the importance of William's leadership; Explains the role of luck or the importance of Harold's problems.</i></p> <p>Reserve top mark for answers which consider both William's actions to gain success and Harold's problems.</p>

Question Number		
5 (b)		<ul style="list-style-type: none"> • 'Recruitment to and training in Henry V's army in 1415 was very different from the system used by the Roman army' Do you agree? Explain your answer. • The Roman army included auxiliary troops from conquered lands. • In the feudal system, a knight usually owed 45 days of military service to his lord. • At Agincourt, Henry V's army of 6,000 men contained 5,000 archers. <p>Target: Evaluation of difference (AO 1&2 : 16 marks) 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 very general comment or limited information.</p> <p><i>E.G. The Romans were very well trained; Henry V's army was a mixture of feudal levies and mercenaries.</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. 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 offers information about recruitment and/or training in Roman/Henry V's army.</p> <p><i>E.G. Describes recruitment: Roman army - professional citizen volunteer army supplemented by auxiliaries; Henry V's army composed of feudal levies & mercenaries; Describes training & Roman standard formations; in feudal armies, knights & longbow archers were highly trained but the components of the army fought separately and did not train together to develop formations or tactics.</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 difference and /or similarity.</p> <p><i>E.G. Shows differences/similarities, based on details about both armies.</i></p> <p>Reserve top of level for answers covering both recruitment and training.</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 evaluates nature / extent of similarity / difference in order to reach a judgement.</p> <p><i>E.G. Answer will cover a range of material on both similarity and difference in order to evaluate the extent/nature of difference.</i></p> <p>Reserve top of level for answers specifically covering recruitment and training.</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>What were the key features of British recruitment propaganda during the First World War?</p> <p>Target: Recall; analysis of key factors (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 very general comment or limited information.</p> <p><i>E.G. showed Germany as evil; Emphasised duty.</i></p>
2	4-6	<p>Statements are developed with support from material which is mostly relevant and accurate.</p> <p>Answer describes the appearance of or message(s) used in recruitment propaganda.</p> <p><i>E.G. Germany was blamed for the start of the war; Germany was shown as evil; Sense of duty to King and country; Sense of duty to protect home and family; Sense of shame at being left out; Propaganda aimed at women to persuade men to volunteer; Effectiveness of images accompanied by short & direct text.</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 key features in terms of messages or methods used in propaganda to persuade men to volunteer.</p> <p><i>E.G. shows how propaganda presented different messages or targeted different groups; Explains how propaganda appeared in many different forms and was simple, easily understood and omnipresent.</i></p>

Question Number		
6 (b)		<p>“Why did the English Civil War begin in 1642? Explain your answer.</p> <ul style="list-style-type: none"> • At the start of Charles I’s reign, parliament tried to limit his right to collect customs duties. • In 1641, parliament drew up a list of complaints called the Grand Remonstrance. • In 1642, Charles I tried to arrest 5 MPs. <p>Target: Analysis of causation (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 very general comment or limited information.</p> <p><i>E.G. Both sides were convinced they were right; Gives brief details about an event / cause of the English Civil War.</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>Answer describes reason(s) for the Civil War.</p> <p><i>E.G. describes economic/ political/ religious / ideological causes; Describes key event.</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 cause(s) of the Civil War.</p> <p><i>E.G. explains the role of factor or event and its significance in leading to war:</i> <i>political issues eg Charles' belief in Divine Right, parliament's Grand Remonstrance, parliament's attempt to control Charles' choice of ministers etc;</i> <i>religious differences eg Charles' marriage to a Catholic, his support for Laud's reforms, Puritans' support for Scotland against his imposition of the Prayer Book;</i> <i>economic causes such as Parliament's attempt to control taxes, Charles' use of forced loans and ship money, his need for money in the Scottish war;</i> <i>ideological issues such as the changing relationship between monarchy and parliament;</i> <i>explains the significance of key events eg imposition ship money, imposition of Prayer Book on the Scots; publication of Grand Remonstrance; attempt to arrest 5 MPs</i></p> <p>Reserve top of level for answers which cover the role of both Charles and parliament.</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 web of causation which led war to begin in 1642.</p> <p><i>E.G. answer will show the interaction and / or relative importance of a range of causes explaining why these culminated in the outbreak of war in 1642.</i></p> <p>Reserve top of level for answers which show the role of both Charles and parliament.</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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