

Examiners' Report
June 2014

GCSE History B 5HB01 1C

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Introduction

Teachers should note that this is the final examination of this Unit in its current format. The 2015 examination will be based on the revised specification content and the examination paper will appear in the new format.

It was a pleasure to see improvements in areas where weaknesses have been noted previously, both in terms of knowledge and examination technique.

There were a number of areas such as the use of muskets or the technical aspects of the Gulf War, where candidates clearly relished the opportunity to go into detail and many answers contained a good range of specific facts.

Examiners' reports also included references to 'impressive knowledge', well-structured analysis and 'outstanding' answers and noted that answers often developed their explanation, using phrases such as 'this meant that ...'.

However, the nature of this report means that many of the comments relate to areas where candidates seemed to find difficulties.

The biggest problem connected with knowledge remains the sense of chronological context.

Candidates often asserted that the Normans used longbows at Hastings or that the use of tanks in the Gulf War was a new aspect of war and many lost marks by including details that were outside the period, particularly in Question (Q) 2.

In terms of technique, there was a good understanding that in questions asking for evaluation both sides of the issue should be discussed before a judgement is reached.

However, accurate and relevant supporting detail is needed – sometimes answers showed a good understanding of the issue but the supporting detail was so generalised that the answer remained in Level 1.

In answers requiring examination of change and continuity, candidates can usually analyse change well but there is a tendency merely to assert that there were elements of continuity.

Analysing the question is a crucial process in producing a good answer.

Whilst the 'command term' suggests the appropriate structure of the answer, the candidate also needs to recognise the focus of the question, not simply the topic.

The 'prepared answer' was a notable factor in limiting candidates' marks in Qs 4 and 6 (b).

In Q4, many answers focused on why the Allies won the Gulf War rather than examining how far it was 'high-tech' and in Q6 (b) many answers provided a good analysis of the causes of the English Civil War, followed by a good analysis of the causes of the American War of Independence, sandwiched between statements that they were similar or different.

Once again examiners noted that many of the best answers to these extended questions showed signs of planning whilst other, equally knowledgeable, answers scored less highly because they failed to focus on the question or develop an argument.

In both Qs 5 and 6 examiners commented that there was often very good analysis but a lack of structure or focus on the question meant that answers did not offer evaluation and were therefore restricted to Level 3.

An approach of 'On the one hand ... On the other hand ...' followed by a judgement that there was 'significant change to some extent' or that the situation had changed 'somewhat' is not really evaluating the nature or extent of change.

A useful point to note is that when the question asks for 'key feature **S**' or 'change **S**', more than one example is expected in the answer.

In the same way, an answer covering a long period will need to include several examples or key events.

Unfortunately, a number of answers were limited to the top of Level 2 or the bottom of Level 3 because there was no sense of a range of examples or of the whole period being covered in the answer.

For example, in Q2 many answers focused only on the work of Florence Nightingale or in Q6 (a) answers sometimes stopped after they had described rivalry between Britain and Germany generated by imperialism.

Currently, the bullet points are factual statements, intended to act as a stimulus and to point candidates towards key aspects of the question.

Candidates are not required to use these facts and indeed should not try to do so if they do not understand how they are related to the question and if they cannot add something to the bullet point.

In future examinations there will only be two bullet point headings; candidates are not required to include both of them in their answer but they MUST include an additional aspect from their own knowledge to achieve the highest marks.

Time management seemed to be good because there were relatively few blank answers and few where the candidate was clearly running out of time.

There also seemed to be fewer candidates who wasted time taking extra paper to write long answers on Q1.

It was interesting that some examiners commented that in Qs 5 and 6, some candidates had clearly answered part (b) first and then ran out of time on part (a).

Question 1

This question asked about changes in armour and protection for the ordinary soldier. Most answers easily identified changes such as the armour becoming more effective, going from armour that did not always protect the soldier against an arrow to armour that could stop a bullet, or armour being standardised and providing greater coverage.

Where candidates did not score full marks it was usually because they stated an inference without showing how it was based on the content of the two sources taken in combination or they commented on the sources individually but did not explain what change had been identified.

Relatively few simply described the source content.

A few candidates failed to score because they did not recognise the focus on changes in armour and discussed other changes such as the development of weapons, or wrote entirely from their own knowledge.

In future examinations, this question will be worth 8 marks and additional own knowledge, which helps to explain the context of the sources or the inferred change, will be required.

- 1 What can you learn from Sources A and B about changes in the armour worn by an ordinary soldier in battle?

Explain your answer, using these sources.

(4)

From Sources A and B, I learn that body armour has become lighter and ~~thinner~~. In source A, the people appear to be wearing armour which impedes their movement. This contrasts with source B where the description of the armour as 'thin' implies that it is considerably lighter and allows for more mobility.

I also ~~the~~ learn that modern body armour is more effective at stopping projectiles as the modern armour stopped an AK-47 bullet whilst the medieval armour was unable to stop arrows.

(Total for Question 1 = 4 marks)



ResultsPlus
Examiner Comments

This answer makes a straightforward inference about the comparative effectiveness of armour. It is based clearly on details within the sources and therefore it is Level 2.



ResultsPlus
Examiner Tip

The best answers often start by saying what inference has been made and then referring to specific details in each source to show how that inference has been reached.

Candidates need to check the question carefully to make sure they are making inferences that relate to the question.

1 What can you learn from Sources A and B about changes in the armour worn by an ordinary soldier in battle?

Explain your answer, using these sources.

(4)

One thing that I can ~~see~~^{see} from source A ~~is~~ is that cavalry charges were still in place. This suggests that the cavalry charges were important during mid fourteenth century.

Another thing I can ~~infer~~^{infer} from source B is that body armour had improved in ~~the~~ modern warfare as it saved someone's life. This suggests that technology had improved to provide better armour.

(Total for Question 1 = 4 marks)



ResultsPlus

Examiner Comments

The comment about cavalry charges is not relevant here - the question focus is on changes in armour.

The comment based on Source B that armour has improved is a valid one but there is no explanation of the nature of this improvement and no use of Source A to show how this inference has been made.

This answer is Level 1.

Question 2

The choice of 'medical care' in this question was overwhelmingly more popular than the option of army discipline.

However, a key point to note in Q2 is that candidates need to look at the question focus and not simply the choice of topics in the boxes.

Candidates often find Q2 difficult because there is no stimulus material provided and this may be the reason why some answers focussed on material that was outside the period in the question, for example comments about the use of X-Rays and blood transfusions during the First World War.

There was also a number of descriptions of the work of Amboise Paré, although where this was linked to Lister's use of catgut, it could be credited as an example of improvement.

Many candidates also failed to address the focus on change within a 200 year period, simply describing the work of Florence Nightingale, often in very generalised terms, saying that she improved hygiene and this brought down the death rate.

Few answers could give more detail about what she actually did and how that changed the situation, whilst others credited her with making significant discoveries about disease, infection, antiseptics etc. Answers that focussed only on surgery often lacked a sense of context; candidates wrote about anaesthetics, antiseptics and sterilised equipment, with little to suggest that these developments occurred only in the last 50 years of the period in question and sometimes offered details from the 20th century.

There were also times when candidates were clearly trying to use stimulus material from other questions and they wrote about new weapons or changes in armour.

Nevertheless, there were some impressively knowledgeable and wide-ranging answers, which covered the work of Sir John Pringle, John Hunter, Mary Seacole and Henry Dunant in addition to Florence Nightingale, and developments in surgery.

Answers on army discipline and organisation tended to be vague, saying that discipline was harsh, the army needed to be organised to get supplies to the Crimea and soldiers needed to be trained to use their weapons correctly and to fight in formation.

Many wrote about Cromwell's organisation of the New Model Army but very few answers could give details from the correct period, such as the creation of a war office, standardisation of uniforms and weapons, changes in training, Cardwell's reforms or the abolition of flogging.

In the new format, Q2 carries fewer marks and asks about the key features of an event, person or aspect of warfare.

- 2 The boxes below show two aspects of army life which changed during the eighteenth and nineteenth centuries.

Choose **one** and explain how it changed in the period c1700–1900.

(9)

Army organisation and discipline

Medical care

Medical care is from the 1700s to the 1900s ~~constantly~~ slowly changed. Originally soldiers would have to treat each others wounds with any equipment they had. This was not hygienic and it led to the deaths of many. Eventually medical ~~stuff~~ camps were set up near barracks in wars. The lack of anaesthetics ~~also~~ ^{meant} they still had to endure a lot of pain, and the only way of treating them was through sewing or using high temperatures to treat ~~these~~ wounds (sutures) which left many in agony. One Swiss man who saw the ~~horror~~ that the war had caused, created a neutral medical organisation, that would help both sides in a war. This is known as the Red Cross. With the ~~invention~~ ^{discovery} of anaesthetics such as chloroform and ether, it ~~meant~~ ^{meant} medical care ~~greatly~~ improved for soldiers as they felt no pain. Unfortunately for them, a lot

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P 4 2 6 9 5 A 0 4 1 6

OF medical staff refused to use it as they could die without ^{staff} knowing. In the Crimean war 1852, ^{modern} ^{war} medical care was ~~was~~ first introduced. Florence Nightingale managed to reduce the death rates ~~in~~ ⁱⁿ from disease and injury by a staggering amount. ~~It meant that~~ Her treatment of soldiers and one per bed meant that medical care was vastly improved, and ~~it~~ Blood depots were another change. Blood depots allowed blood transfusions towards others, although the ^{idea of} blood groups were not discovered until 1901.

(Total for Question 2 = 9 marks)



P 4 2 6 9 5 A 0 5 1 6

5

Turn over ►



ResultsPlus
Examiner Comments

Although this lacks precision in the details included and strays into the 20th century, it covers a range of relevant aspects of medical care, showing the problems at the start of the period and referring to changes in surgery, the work of Nightingale and the Red Cross.

There is enough coverage of change here for Level 3.



ResultsPlus
Examiner Tip

Paragraphs would make this answer much clearer.

2 The boxes below show two aspects of army life which changed during the eighteenth and nineteenth centuries.

Choose **one** and explain how it changed in the period c1700–1900.

(9)

Army organisation and discipline

Medical care

Army organisation changed a lot in this period of time because this is when new tactics were able to be used with the invention of rifles and artillery which meant the armies had to be more disciplined to be able to survive a battle with the new weaponry that was being made. Also

Also there was a change in leadership roles where it wasn't kings that led their men into battle it was the generals and this is because of the English civil war which took all power away from the king. This meant the armies were more efficient because they had men running them that were real leaders who had been selected to rule and not have to rule the army because they are king.

Because of the generals in charge most armies became a lot more professional with a lot of paid soldiers that were trained well and were highly skilled in what they did. This was very similar to what the romans were like when

they controlled Britain many years earlier.

The armies of this time started to wear uniforms to symbolise themselves as a group working together rather than people in their own clothes who look like they are in every man for himself.

(Total for Question 2 = 9 marks)



P 4 2 6 9 5 A 0 5 1 6

5

Turn over ►



ResultsPlus
Examiner Comments

The move to a professional army, with generals as leaders instead of kings, and the adoption of uniforms, are valid example of changes in the organisation of the army. However, this answer lacks precise detail and does not compensate by offering breadth of coverage.
It is Level 2.

Question 3

This was the more popular choice of question and many candidates explained confidently how the introduction of the longbow led to changes in tactics and the decline of cavalry.

There were also many answers that discussed the need to adapt standard formations and tactics in order to make full use of the power of musket volleys, whilst protecting the musketeers as they reloaded.

A number of good candidates could also explain how the development of flintlock muskets and dragoons restored the important role of cavalry and made battles less static.

Candidates were less confident when discussing the use of cannon, often going outside the period to describe Wellington's use of cannon in infantry squares but some could analyse the impact on sieges and on castle architecture.

Many candidates reached Level 3 in this question but they sometimes remained low within the level because they did not focus on the impact of the new weapons and their effect on warfare, or they concentrated on a single example and did not cover the whole period.

Indicate which question you are answering by marking a cross . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen Question Number:

Question 3

Question 4

The longbow was introduced in the 1300s. This was a new type of bow with a much better range (400 metres and it could pierce armour at 200 metres). The introduction of the longbow changed warfare by causing the decline of the knight. Longbow archers had to be trained as it required strength to use them and many knights were unhappy about it being used in battle. Lots of knights were aristocrats who believed strongly in the Code of Chivalry. They saw nothing chivalrous about being shot with an arrow from far away by a faceless stranger.

Cannon also changed warfare when they were introduced. They were regularly used in sieges in the mid-fifteenth century. This made sieges quicker and also forced towns to build shorter, thicker walls enforced with ground/earth banks to make them stronger and more resistant to cannon. However, cannon were used alongside more traditional weapons such as bows and lances. Also, they were very expensive to make and transport as they were incredibly heavy. They slowed down the march of troops as they had to pull the cannon along. Nevertheless, they were seen as an essential part



P 4 2 6 9 5 A 0 7 1 6

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Turn over ▶

of war and, eventually, improvements were made in their ~~the~~ range (trunnions), aim (quadrants) and weight (by using bronze to make them).

Also, the introduction of muskets changed warfare in the 17th century. Muskets had a long range that could pierce armour and kill at quite a long distance. ~~They also~~ Musketeers did not tire easily as they had to stand fairly still to use their muskets. But, the reason for this was because they were heavy so had to be balanced on a stick in order to be used. They were also incredibly inaccurate and frequently misfired which was dangerous. They were completely useless in the rain and took two minutes to reload!

This meant that they were used alongside other weapons and were often not deciding factors in battles. But, soon flintlock muskets were produced which were lighter and more useful. This started the decline of cavalry and older weapons.

To conclude, the use of new weapons changed warfare a great deal during the years 1350-1700 as, due to improvements in technology, the way wars and battles were ~~for~~ fought changed. Tactics changed to include longbows which meant that the code of chivalry was all but abandoned. Then, artillery had to be included which meant



that the style of battles changed where artillery was often used first in order to weaken the enemy. In short, new weapons changed warfare by changing who was in the army, soldiers' training and the number of deaths per battle.



ResultsPlus

Examiner Comments

This is an excellent answer, which scored highly within Level 3. The focus throughout is on the impact of new weapons and how warfare changed as a result of their use. It covers the whole period, including the decline of chivalry as a consequence of the longbow, changes in castle architecture as a result of cannon, problems with muskets leading to new formations and the need for training to be able to use the new weapons effectively.



ResultsPlus

Examiner Tip

Do not just give one example, make sure that you cover the whole period in the question.

Indicate which question you are answering by marking a cross . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen Question Number:

Question 3

Question 4

The use of ^{new} weapons in c1350-c1700 changed warfare a lot and for the better.

In the period c1350 sieges were happening everywhere, this meant that there were new inventions to attack and defend castles. Siege towers were very popular and could fire great distances making warfare easier. This was also the time when arches were still widely used.

Moving through time there were more new inventions like the cannon in 1450 which meant that you could blow up the other troops as this was the age of gunpowder. Gunpowder was very effective as it made firing a cannon very easy as they only had to light the gunpowder and an explosion would cause the cannonball to wizz through the air.

Later on down the line in 1500 muskets were very popular as it was like a ~~small~~ ^{smaller} ~~canon ball~~ could be used by hand just a lot smaller in size. However these muskets were very hard to aim and were extremely heavy for ~~the~~ ^{the} soldiers to carry.

However in 1700 the use of flintlock muskets made aiming a lot easier and the muskets were



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Turn over ▶

not lighter for the soldiers to carry. This meant that they could do for further distances and longer periods of time as it wasn't as heavy to carry. This meant that the soldiers could ~~be~~ fire at opposing troops while walking as they didn't need to drop all their things and carry a heavy musket.

Over all the new use of weapons changed the nature of ~~war~~ warfare in a positive way so I believe that it affected warfare positively so very far.



ResultsPlus
Examiner Comments

This answer describes the use of new weapons but there is little about the impact of these weapons on warfare. It therefore remains at Level 2.

Question 4

Although this question was less popular than Q3, quite a number of students chose to write about the Gulf War.

There were some very knowledgeable answers that explained the high-tech aspects of stealth bombers being able to avoid radar detection, cruise missiles, laser-guided missiles and the use of drones and GPS to allow precise targeting, 'daisy cutter' bombs to create maximum destruction, the strengthened armour and weapons of the Challenger tanks, the use of planes and helicopters, the use of computers for weapons and also the role of computers and the media in communication.

Some knowledgeable candidates did not score highly because they focussed on the war as an asymmetrical war or discussed the cost, scale of casualties or why the Allies won.

Where the focus of the question was recognised, some answers were weak because candidates tried to use the bullet points as the basis of an answer but could not add any further detail, meaning that their answer tended to consist of assertion and repetition. Others showed that change had occurred rather than being able to show aspects of the use of technology, or tended to assume it was sufficient to show that high-tech weapons were used and did not develop any analysis or argument that answered the question.

There were also some problems of chronological context with some candidates comparing the use of tanks in the Gulf War with their use in the First World War to claim that the Allies had made great technological advances, with little awareness of the role played by tanks in the Second World War.

Indicate which question you are answering by marking a cross . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen Question Number:

Question 3

Question 4

The Gulf War of 1991 was a prime example of the events that follow a disagreement between two sides vastly mismatched in terms of ^{both} military and monetary strength. One key aspect of this was the ^{Coalition's} use of technology to eliminate Iraqi forces and assets.

~~Stealth bombers~~ Domination came ~~at the start of the war~~ perhaps most importantly in the air. The Coalition launched a massive and powerful aerial assault on Iraq - seeking to end the war before it could even begin. Stealth bombers dropped laser-guided bombs - which ~~to~~ destroyed military compounds and aircraft hangars ~~to~~ with total accuracy. Iraq's air force ^{was} ~~has~~ depleted to just two aircraft before any form of aerial retaliation could be orchestrated. These two aircraft - in an almost comical error - shot each other down by mistake on their maiden flights.

On the ground, however, forces were more evenly matched. Iraqi forces used preplanted bombs and controlled explosives to strike back at Coalition forces - planting landmines in their thousands over the course of the conflict. These had the effect of demoralising their enemies - choices had to be made to either traverse an area quickly and risk an almost-certain ~~IED~~ IED, or to travel slowly, checking carefully for explosives. Many soldiers lost ^{their} ~~their~~ life and limb over the course of the conflict. Skirmishes were less evenly-



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Turn over ▶

maintained - enough skill ^{brutal} and violent. with Iraq's poor ability
older machine guns and converted pickup trucks to ambush
US and UK troops.

Advan Such weapons paled in comparison however, to the ~~the~~
~~the~~ ^{powerful} ~~the~~ ~~the~~ agile, and extremely fast Challenger ~~the~~ tanks
used by British forces. With a top speed of 45 miles an hour, and
possessing all manner of computerized targeting systems and electronics, the
Challenger was another demonstration of the ~~the~~ ^{advantage} held ^{against} ~~the~~
Iraq's forces in technological terms. A low and intimidating
night presence, ~~the~~ ~~the~~ these tanks could outpace ground
troops and hold their own against the four-wheeled vehicles favoured
by Iraqi forces. ~~The powerful weapons~~ ~~the~~ ~~the~~ Armour-plating
and powerful weaponry made the tanks nearly invulnerable in a ~~the~~
skirmish - with high-charged explosives and landmines needed for
Iraqi forces to penetrate their shells.

In conclusion, the technological advantage held by the Coalition
proved vital to their eventual victory - making the Gulf War a blatant
example of the importance of technology in battle, and ~~clear~~
an exercise in high-tech warfare.



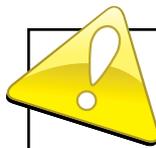


ResultsPlus

Examiner Comments

This is a good example of a knowledgeable candidate who is not answering the question set. The focus here seems to be on why the Allies won the war.

Although advanced technology is mentioned, the conclusion makes it clear that this answer is about the importance of technology as a factor leading to victory, rather than examining the war as an example of a high-tech war. Consequently, this answer remained at Level 2.



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Examiner Tip

Answers that highlight the key words in the question or that write a short plan are more likely to stay focussed on the question that has been set.

Indicate which question you are answering by marking a cross . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen Question Number:

Question 3

Question 4

The Gulf war was a prime example of high tech warfare. The British army was equipped with modern modern high tech weapons and equipment. This was a main cause for our victory. ~~Proving~~

During the war the British used Harrier jump jets that were capable of vertical take off and landings (VTOL) this gave the British a huge advantage that they could ~~take~~ launch ~~at~~ aerial attacks without run ways. This meant that Harriers could be placed in forward operating bases and not just at main bases meaning that close air support (CAS) was available to ground troops quicker giving them an advantage.

The Harrier jump jet was also equipped with laser guided bombs, this high tech weapon was extremely precise and within 1cm of accuracy. This gave the British a huge advantage for CAS missions and helped more effective aerial bombardment.

The Gulf war was the first British engagement that was using high tech weapons. Another example of this was the use of stealth aircraft in the Gulf war - Stealth



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Turn over ▶

Bombers were particularly effective. invisible to radar these bombers could fly at an high altitude without being picked up on radar. This also made the jet safer, meaning air defences could not engage them. Such as surface to air missiles. These stealth jets were also equipped with super accurate laser guided bombs meaning that bombing was precise and extremely effective. These bombers crippled the Iraq's forces.

Another high tech weapons were most apparent in the British Challenger tank. The challenger had state of the art weapons, ~~communications~~ communication and visual and tracking systems. This meant that the challenger could engage targets from an 2 mile away due to its rifling barrel and penetrator shell. This was also possible at night due to its high tech thermal optics which gave the British forces a huge advantage.

The challenger tank also had state of the art high tech armour. This meant that through the entire gulf war not a single tank was destroyed or damaged beyond repair (from enemy fire.) It was recorded that a challenger tank was still operational after being struck by 57 RPG-7 rockets. The armour also meant that they were



Resistant to most Iraqi land mines.

All of this combined meant that the Challenger was better in every way to the Iraqi tanks which were slaughtered by the British. The Iraqi airforce was also wiped out by the British before it had a chance to mobilize this was due to the British's high tech bombs and air craft. Only 2 Iraqi fighter jets managed to take off and then shot each other down due to friendly fire. This was because their jets were old and low tech.



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Examiner Comments

This answer is a strong Level 3. Systematically, it examines different aspects of the war, showing how each one was an example of a high-tech war.

Question 5

Centres are reminded that the separate extension study does not exist in the revised specification.

The content of the extension studies has been revised and some of it has been incorporated into the main specification content.

The 16-mark question is now a stand-alone question and any question can be set on any part of the specification.

Q5 (a)

This was a good example of how important it is to check the question carefully.

Those candidates who recognised the focus on medieval armies easily reached Level 3 by explaining how a feudal army was recruited and organised, the role of mercenaries, the limited campaigning season, the problems of supplies and movement etc.

Comments about leadership and the different elements within a medieval army were also valid here.

However, descriptions of the Battle of Hastings or the Siege of Acre did not identify 'the key features of a medieval army' and often led to errors such as the claim that the feigned retreat was a standard tactic.

Descriptions of other battles such as Watling Street or Agincourt were clearly irrelevant.

Some students also were confused and described the Roman army.

Q5 (b)

Most candidates could describe the Battle of Agincourt confidently and many could analyse the role of the archers within that battle.

Comments frequently explained the tactic of galling the French knights, the unchivalrous aspect of pitting archers against mounted knights and explanations of the decline of cavalry.

However, candidates found it more difficult to identify change and continuity in the role of the archer.

Answers frequently focused on a single battle with little sense of the evolution of the bow from the short bow to the crossbow to the longbow; in fact, many answers assumed that the longbow was used at Hastings.

The bullet point about Roman auxiliary units was often taken to mean that archers played a key role within the Roman army although few could offer details, for example the use of arrows and spears as an initial disruption tactic in preparation for the main infantry attack.

There was a number of confused statements about the Battle of Hastings. Archers were often stated to play a key role in the Norman army simply because it is believed Harold was shot – these answers almost implied that this was the intended role of archers. Better answers explained that the archers played a limited role in the Roman and Saxon armies and showed that change had occurred by the time of Agincourt.

Therefore, many candidates did offer some analysis of the role of the archer and achieved Level 3 but relatively few examined the nature or extent of change in that role.

Indicate which question you are answering by marking a cross in the box . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen Question Number: Question 5 Question 6

(a) In the eleventh and twelfth centuries medieval armies were using the feudal system, this lasted around 45 days and boosted the wealth of knights as they now had much more land. The feudal system saw the knights giving barons land who would give knights land and in return they would fight for them. The armies would be relatively small and saw the infantry making up the largest part of the army and then the cavalry. They fought wars for little gain. The armies had little food supply and would often pillage over villages when their food ran out. The armies used weapons such as swords, arrows, and longbows, they had little armour as many people could not afford this. Medieval armies saw the king leading the army and people were made general and got higher position in the army due to birth, instead of merit. Although this led to armies being led by people with little judgement and many mistakes were made on the battle field because of this. The tactics they used were to push the infantry forward followed by a cavalry charge which would scare the enemy, they mainly used



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((a) continued) hand to hand combat, as the weapons were not well developed.

The armies were not well trained or permanent as they did not have time to train as they were often villagers so would go back to farming. Although discipline was tough in the army they were flogged, whipped, branded, sent overseas. There was also little communication between home, and communication on the battle field was weak as it was often a man on horseback. This was unreliable as they could be intercepted, never arriving or miss understood. In the medieval armies the cavalry were used as the modern day tanks, they were used to push the enemy back, so they were much easier to combat. The medieval army also had little facilities and had to march to every battle meaning many soldiers suffered from disarray and malnutrition.



(b) In the Roman times, the bow was well utilised. In a ~~fashion~~ that using well timed accurate volleys of arrows, the bow was a deadly weapon despite being quite underutilised with the main focus on footmen. In the medieval period, the bow was used in armies once again, but was considered cowardly to use as you wouldn't see the enemies faces as you killed them which was against the code of chivalry. ~~It~~ Despite this the bow showed success and it is believed to have killed Harold Godwinson in the battle of Hastings. ⁽¹⁰⁶⁶⁾ However it wasn't until the battle of Agincourt in 1415 that the true power of the bow was recognised. With the invention of the longbow, it was made compulsory for people to practise firing. When Henry the Fifth was in France, ~~his~~ nearly 70% of his army were archers. The result of the battle of Agincourt was



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Turn over ►

((b) continued) down and broke Harold's shield wall, although this did not go to plan, and the shield wall still stood. This shows that the role of the archers in 1066 had not developed loads as they did not always succeed in wiping out a large part of the army. Although in 1066 the archers did play one key role, as it believed that Harold died from an arrow to his ~~eye~~ eye.

As the period grew on, over the years the longbow became much more central to the role of the army, meaning archers role in the war grew much bigger, as they could fire a much further distance, around 600 meters and pierce armour, this meant they were used much more in the war, and saw the decline of the knights as archers were much better at scaring the army. This was shown in the battle of Agincourt in 1415 as Henry V had an army of 6000 men, and 5000 of them were archers, showing that their role significantly grew over the years. From when they were used in battle with the Romans. In Agincourt the archers began the battle by firing a devastating storm at the French and cut down thousands of men that were charging forward. Once the men had reached a certain distance, they were able to put down their weapons and fight hand



(b) continued) To hand combat. This shows that the role of archers was not simply to kill off the enemy at the start, but they were also used to fight with swords, showing that their role did not change completely over time.

The role of the archers changed between Romans and the medieval period, as they became much more central to the battle and were used to kill off the enemy from a further distance. As the role of the archers increased it saw the decline of the feudal knights meaning that the archers were now used to score off the enemy at the start of the battle. Feudal knights also declined as they became easy targets for the archers. Although their role did change over time as their lines of archers firing 10-15 arrows a minute became more effective, they were still used as everyday soldiers ~~at~~ when the enemy got close enough, and the archers never became the most powerful and major section, this ~~also~~ always remained the infantry, showing that the role of the archers did not significantly change in my opinion, as they were still only used at the start of the battle, and once the battle had proceeded past a certain point their role of an archer stepped as they were no longer useful, and they were normal soldiers.

TOTAL FOR PAPER = 53 MARKS



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ResultsPlus
Examiner Comments

This answer to part (a) explains how the composition of a medieval army was based on the feudal system and also covers issues such as the length of campaigns, the provision of food and weapons and the command structure.

It is Level 3.



ResultsPlus
Examiner Tip

The points would be much clearer if this were written in paragraphs.

Indicate which question you are answering by marking a cross . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen Question Number:

Question 5

Question 6

(a)

A medieval army in the 11th and 12th century would consist of cavalry, infantrymen, and archers. ~~Soldier~~ ^{Most} Some soldiers were farmers and workers who ~~keep~~ ^{would} fight for the king. ~~however mercenaries who were paid soldiers began to begin~~ ~~be~~ employed this was ~~doing~~ due to the feudal system. The soldiers had to bring their own weaponry and armor which meant that lots of soldiers were undergeared. The code of chivalry was followed during these times as well. Archers were the minority in these times this period. With cavalry being the key units in most tactics. Castle sieges became more common, so ~~built~~ weapons like trebuchets and battering rams ~~&~~ were used in these situations. ~~The~~



P 4 2 6 9 5 A 0 1 1 1 6

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Turn over ▶

(b) In the Roman times, the bow was well utilised. ~~In a fashion that~~ Using well timed accurate volleys of arrows, the bow was a deadly weapon despite being quite underutilised with the main focus on footmen. In the medieval period, the bow was used in armies once again, but was considered cowardly to use as you wouldn't see the enemies faces as you killed them which was against the code of chivalry. ~~It~~ Despite this the bow showed success and it is believed to have killed Harold Godwinson in the battle of Hastings. ⁽¹⁰⁶⁶⁾ However it wasn't until the battle of Agincourt in 1415 that the true power of the bow was recognised. With the invention of the longbow, it was made compulsory for people to practise firing. When Henry the Fifth was in France, ~~his~~ nearly 70% of his army were archers. The result of the battle of Agincourt was



(b) continued)

a ~~massacre~~ massacre. Henry's archers shot volley after volley of arrows, which with the ~~new~~ ^{longbow} bows and Bodkin arrows allowed them to ~~defeat~~ defeat the French with ease. Henry's army lost around 300 whereas the French lost around 3000. The role of archers was essential in this battle and it led to a increase in archers in armies. Overall ~~the~~ archers played ~~a key part in the battle~~ were a minor role in warfare in medieval times and ~~by~~ ^{the} Roman but Agincourt changed this.



ResultsPlus

Examiner Comments

This answer to part (a) has valid points but does not develop them. For example it says that a medieval army was composed mainly of farmers and workers 'due to the feudal system' but it does not explain this comment.

Consequently, it remains in Level 2.



ResultsPlus

Examiner Tip

The phrase 'which meant that ..' or the formula PEE (Point, Evidence, Explanation) are useful ways of making sure details in an answer are explained.

Indicate which question you are answering by marking a cross . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen Question Number: Question 5 Question 6

(a) Medieval armies in this era consisted of three main different kinds of units, infantry, cavalry and archers. Infantry were the mainstay of any army and made up at least half of the men in it, often armed with swords, axes and spears, although what weapons they had was dependent purely on what they could afford. The majority of these troops were mere peasants, and were called upon to do service to their king for a set number of days, so this resulted in very poor, undisciplined, badly trained, and poorly equipped infantry. Cavalry were men on horseback. Like infantry, they had whatever weapons they could afford and were called upon for service, however they were mostly comprised of upper class knights, so they were rich and could afford the best weapons, swords, lances, and the best plate armours gold could buy. Being mounted on a horse made them very much superior to infantry because they were more mobile and harder to kill. Cavalry were usually used to charge at enemy infantry with devastating effect. The last kind of troop was archers. These were armed with bows, arrows, and sometimes swords, but their main purpose was to fire at enemies to weaken their morale and make it easier for the infantry and cavalry to do their jobs. They were also subject



P 4 2 6 9 5 A 0 1 1 1 8

11

Turn over ►

(a) continued) to feudal service, however bows and arrows were much easier to afford than swords and armour, and the king usually encouraged people to practice archery, and so archers were usually better trained and disciplined than infantry. Because there was a distinct lack of discipline due to the feudal service conscription system, lots of medieval troops sought personal glory and foolish acts of heroism, and relied more ~~on~~ on what training they had and what weapons they were armed with, be they knight or peasant, than the clever decisions made by leaders of their fellow soldiers.



(b) On the one hand, the role of archers changed a lot throughout these periods. One example of this is ~~the~~ by looking at the ~~composition of~~ ~~archers~~ ratio of archers to other troops in armies throughout these periods. The Romans generally did not much rely on archers at all, only using them as auxiliary troops to help make the legionnaires' job easier, but the main focus of the Roman Army was on its excellent infantry, their tactics, equipment and discipline. ~~At~~ At the Battle of Hastings a few centuries later, archers made up about a third of the Norman Army and were paid, trained and ~~dis~~ professional just as ~~much~~ much as the rest of the army, however were still mostly there to support the rest of the army, since the battles were still mostly still ~~to~~ fought and won in hand-to-hand combat, archers still had little impact, other than slaying Harold Godwinson out of sheer luck. However, archers were very important during the battle of Agincourt in France, since 5,000 of Henry V's men were archers, as opposed to only 1,000 infantry. ~~In~~ In fact, archers were probably the biggest reason why the English brought about the French defeat at Agincourt, since they could slay any of the French before the French could get to the English. In this way, we can see that the role of archers is dramatically different ~~from~~ to Roman armies, because they are now a much larger portion of the army, and more of a deciding factor in who won and lost each battle.



P 4 2 6 9 5 A 0 1 3 1 6

((b) continued)

The biggest reason for this change was due to the advent of the longbow. The English longbow had a staggering range of ~~it~~ being effective at well over 300 metres, could pierce any plate armour, and could fire more arrows per minute per archer than any other bow being used en masse at the ~~same~~ time. This made the archers a more deciding factor because they were now able to mow down entire units and were completely indiscriminate, able to take out peasant and knight alike with relative ease. This made them a more powerful ~~troop~~ type, which resulted in this very different role for them at Agincourt, as opposed to pre-longbow auxiliary archers that the Romans used.

On the other hand we could say that archers were still ranged troops that were used to weaken morale and kill enemies from a distance, resulting in them being placed away from close combat situations, in which bow and longbow alike were totally useless weapons.

However, overall it can be said that because longbows were now capable of killing enemies just as much as melee weapons were, their role was no longer that of a support role that the Romans used them for. Archers were still more effective when able to avoid hand-to-hand fighting, but now this effectiveness resulted in more troops killed than ~~it had~~ it had



((b) continued) ever done before.

Overall, I can say that archers' roles changed drastically over this period of time because of the way in which the archers became more deadly, mainly by troops of an army, leading them into a less of a support role and more of a unit removal war. Archers with longbows also changed the entire aesthetic of warfare, speeding up the decline of cavalry by countering their heavy plate armour, and helping the whole of warfare shift from a focus on close combat being the deciding factor, to better use of ranged weapons being more important.



ResultsPlus Examiner Comments

This part (b) answer is very well planned. It explains the increasingly important role of the archer in terms of the composition of the army and accounts for this as a result of the development of the longbow. It is noted that if Harold was killed by an arrow, this was by chance but the longbow's capability made it a decisive weapon.

The answer then goes on to consider aspects of continuity in their role of weakening morale and their use as a ranged weapon rather than at close quarters.

The conclusion shows the important change in the nature of the role of the archer and therefore this answer reaches Level 4.



ResultsPlus Examiner Tip

This answer is well structured and covers all aspects of the question. It is worth spending a few minutes planning, to keep an answer focussed and analytical, rather than writing long descriptive or disorganised answers.

Indicate which question you are answering by marking a cross . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen Question Number:

Question 5

Question 6

(a) One key feature than Medieval ~~armies~~ armies had was a lack of armour. ~~the~~ The majority of armies tend to have a lack of armour because they ~~could not~~ could not afford to ~~buy~~ buy armour for the whole army so they would either have just a chestplate or nothing at all.

Another key feature that Medieval armies tend to have were swords. Pretty much everyone in the ~~army~~ army would be equipped with a sword so they could retaliate towards the opposition if they would attempt to attack them.

Also, some people who would be in the army would also be equipped with a dagger. They would tend to have a longsword with them.



P 4 2 6 9 5 A 0 1 1 1 6

11

Turn over ▶

((a) continued) So that they could
fight at long distances
and if they would get ~~too~~ too
close, then they could pull out
the dagger and get right
close - up.



(b) During the Romans and medieval period, archers changed massively during the ~~war~~ battles. One way archers changed massively was by the creation of the longbow. There are also many other reasons how archers changed during the Romans and medieval period.

One way that archers changed was due to Harold Godwinson being killed by an arrow which he had been shot in the eye, during the Battle of Hastings which occurred in 1066. This made archers change as once other leaders found out about this, they knew how powerful ~~the~~ bows and arrows really were. This had a dramatic increase on the ~~the~~ number of archers which would be put into the army.

Also, archers changed due to the



P 4 2 6 9 5 A 0 1 3 1 6

13

Turn over ►

((b) continued) Auxiliary troops which had been attached to each Roman legion which usually included archers and Cavalry. Romans ~~leg~~ legions would tend to want archers and cavalry with them as these were the most ~~the~~ effective form of defeating the opponents. Archers were the most effective as they could shoot people at a distance which meant that the opponent would have to try and get closer to the archer to attack them whilst the archers could easily shoot them. ~~the~~ ~~the~~ ~~the~~

Archers had a huge part in the victory of Henry V at the Battle of Agincourt. The Battle of Agincourt occurred in 1415 which was around the time that the longbow was invented. The longbow was an extremely powerful bow which could



((b) continued) Fire up to loom whilst being able to pierce armour at loom meaning you could easily pierce the opponent's ^{cavalry} to their horses. The longbow was mainly the reason that Henry V won the Battle of Agincourt as he had about 6,000 archers which ~~was~~ had ^{been} placed in the trees which was ^a clever ^{idea} as he had basically surrounded the French which was mainly built up of cavalry.

Overall, the archers had a huge impact on ~~Battle~~ battles as they assisted Henry V to win the Battle of Agincourt and also won ~~the Battle~~ the Battle of Masing by shooting Harold Godwinson in the eye which lowered ~~their~~ morale. the opponent's morale, ~~was~~ meaning it would be much easier for ~~the~~ them to win the battle.

TOTAL FOR PAPER = 53 MARKS



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ResultsPlus
Examiner Comments

This answer to part (b) adds information to the three case studies mentioned in the bullet points. There is enough information, especially about Agincourt, for this to be Level 2 but there is no sense of development over time and no examination of change and/or continuity. The conclusion simply states that archers were important and does not address the issue of change.



ResultsPlus
Examiner Tip

When answering a question on change over time it often helps to treat the examples chronologically. This answer starts with the Battle of Hastings, goes back to the Romans and then jumps forwards to Agincourt - this makes it difficult to examine the extent or nature of change in the role of the archer.

Question 6

Centres are reminded that the separate extension study does not exist in the revised specification.

The content of the extension studies has been revised and some of it has been incorporated into the main specification content.

The 16-mark question is now a stand-alone question and any question can be set on any part of the specification.

Q6 (a)

The causes of the First World War are well known by students and many saw this as a chance to explain the outbreak of war in 1914.

However, the questions asked specifically about the relationship between Britain and Germany so the assassination at Sarajevo was not relevant here and students also rarely explained how the rival alliances or the Treaty of Belgium increased the tension between the countries before the war.

Many candidates could identify key aspects of the tension between the countries, such as militarism, nationalism, imperialism, economic rivalry and an arms race but relatively few could offer much supporting detail.

Comments about the size of Britain's empire and Germany's 'jealousy' were only occasionally linked to the Scramble for Africa or Germany's desire for a 'place in the sun'.

It was often asserted that military rivalry was over the desire to have the biggest army and although some candidates did know about Dreadnoughts there was limited detail provided to explain how the naval race contributed to tension.

Economic rivalry was mentioned less often but some candidates could develop this point to show not just the desire to be richer or more productive than the rival country but also the implication of developments in industry for modern warfare.

Although few answers were so weak that they scored Level 1, few had the range of specific detail needed to score Level 3.

Q6 (b)

A pleasing number of candidates recognised the focus on comparison and structured their answer to provide an analysis of similarities and differences.

However, despite using the word 'political' in their answers, a number of candidates simply wrote about the causes of the two wars, sometimes asserting that 'the main political cause was economic' or 'the main political cause was religion'.

In many cases, answers broadened the focus in the question and showed that there were similarities in political and economic issues but the main difference in the causes of the wars was the role of religion in the English Civil War, often with the assumption that Charles was a Catholic.

Nevertheless, in some cases this argument was developed with an explanation about how the concept of the Divine Right of Charles I, or the authority to impose taxes or religious changes, was a key political issue.

Weaker answers simply wrote about the causes of each war in turn, missing both the focus on political causes and on comparison.

There were a number of confused comments about the causes of the English Civil War based on misunderstanding of the chronology of the marriage to Henrietta Maria, the dismissal of

parliament in 1629, ship money, war with Scotland and the attempt to arrest the five MPs.

Although not all of these were directly relevant to this question, if the sequence of events is wrong then the argument about cause and effect is undermined.

Some students also thought Charles passed the Intolerable Acts.

Other comparisons were undermined by a lack of contextual understanding – parliamentarians during Charles' rule did not set out to destroy the monarchy but neither did they intend to establish a democracy where everyone was represented in government.

Nevertheless, the basic issues in each war were usually understood well and often supported by relevant detail so that there were many answers at Level 2 or at low Level 3.

Indicate which question you are answering by marking a cross . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen Question Number:

Question 5

Question 6

(a)

Tensions between Britain and Germany were high prior to the start of the first World War. One example of this was the fact Germany and Britain became involved in an arms race with one another, for example the naval race to see which had the biggest navy. This caused tensions to rise as the expansion of Germany's navy and military threatened Britain as it was a signal they were prepared for war. This is one ~~reason~~ key feature of tension between the two sides.

Another reason was both Germany and Britain wanted to be the biggest, most dominant empire in the world, this ultimately caused huge tensions to rise as Britain already ruled 1/3 of the world but the German Kaiser believed in "world politics" meaning ~~that~~ Germany should be at the centre of everything. This means they were a threat to ~~each~~ one another causing huge tension over world dominance. This is another example of a key feature of tension between the two sides.



P 4 2 6 9 5 A 0 1 1 1 6

11

Turn over 

* When caused much
uproot within America leading to civil war

(a) continued) One one hand the political causes of the two wars were similar, this is because during the English Civil War political differences were that Charles believed in the "Divine right of Kings" and considered anyone else's opinions beneath his own. Parliament disagreed with this and ultimately refused to allow the King to do normal things Kings could, tax the public. This ultimately resulted in Charles trying to arrest 5 MPs in parliament. This could be considered similar to the American war of independence as America began to be influenced by republicanism which saw no need for a King or Queen much like parliament's mind set when challenging Charles. Additionally Britain considered America beneath them and considered them as only there to serve Britain for these reasons the political differences in both battles were similar.

On the other hand political causes were different this is because Parliament during the reign of Charles still had a lot of power and authority this was enough to even stop Charles taxing the country and the denying his "Rights" as a King. This is not the same with America as America were taxed with harsh acts such



(b) as 'the Stamp act' which was a tax on Paper but were not even ~~that~~ considered worthy to represent them selves in Parliament or negotiate the laws in their States. This was a difference as it shows unlike Parliament and Charles, America were not on equal footing in political regard or begin with and there was no battle for power politically on a smaller scale prior to the war as they were simply ruled over by Britain. These are reasons political reasons were different.

In conclusion I believe that the political causes were more similar than different as ultimately both Parliament and America were influenced by the idea a King should not hold all political powers. This rules out considerations that they were different due to status in political regard prior to the war's because both sides ~~wanted~~ of America and Parliament were ultimately going to rebel against their Kings in effort to gain more political power whether or not they were considered powerful enough. For these reasons I believe political ~~difference~~ differences were more similar than different in the causes of war.

* Additionally I believe they were more similar than different due to the fact both sides who were



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Turn over ▶

((b) continued) ~~countries~~ (Charles and Britain) in both battles wanted complete political power as Charles believed in the "divine right" of Kings and Britain refused to let America represent themselves, this ~~the~~ meant that both opposition sides felt huge frustration in effort to pass an opinion or discuss a law while ~~of~~ led to arm rebellion for the same reason. This is why they were made similar then different.



ResultsPlus
Examiner Comments

Although this answer to part (a) does not mention Dreadnoughts, it does include the naval race, the desire for territory and the desire for status. In each case, there is some explanation of how this led to increased tension between Britain and Germany, therefore this answer is Level 3.

Indicate which question you are answering by marking a cross in the box . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen Question Number:

Question 5

Question 6

(a) Before the first world ~~war~~^{war} there was quite a bit of tension between Britain and Germany but not a massive deal.

Two Alliance groups were made which split the world in half. Firstly there is the Triple Alliance which is made up of Germany, Austria-Hungary and Italy. Secondly there was the Triple Entente which was made up of Britain, France and Russia. As Britain and Germany were in completely different alliances they were now enemies but not all their attention was focused on each other as they were both now rivalries with the other two countries in the opposite alliance.

→



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Turn over ►

((a) continued)

This meant that if one country was to for example start war with another from the opposite alliance, then the countries from both alliances would instantly get involved + defend the country they have an alliance with.



ResultsPlus

Examiner Comments

This part (a) answer is Level 2. The rival alliances is a valid point in the tension between Britain and Germany but other points should also be developed - Dreadnoughts are mentioned here but not explained.

Indicate which question you are answering by marking a cross . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen Question Number:

Question 5

Question 6

(a) One feature of the ~~the~~ tension between Germany and Britain before ~~world war~~ the First World War was the Arms Race. This was a race to expand their military forces, and ~~between~~ both of the powers more than doubled their spending on their armies due to the 'snowball' effect. This was something that increased tension because as their armies expanded, they became more of a threat to one another, and more willing to try out their weapons. ~~It~~ Particularly after the British launch of the superior battle ship Dreadnought, Germany and Britain's ~~became more~~ tensions increased greatly.

Another ~~best~~ feature of the tension between Britain and Germany was the Arms Race. This was political differences. This led to ~~two~~ competing alliance systems: the Triple Entente, consisting of Britain, France and Russia and the Triple Alliance, consisting of Austria-Hungary, Germany and Italy. This increased tensions as if one country got involved in a war, the alliance systems also had to, ~~in order to~~ making it a large-scale war. This was ~~the~~ reason tensions between Britain and Germany increased.



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Turn over ▶

((a) continued)

Lastly, the rivalry with territorial expansion increased tensions between Britain and Germany. This is because both countries wanted to be the dominating power with the most land. Land would mean a source of raw materials, and a market for manufactured goods, so it was very important in each country's status of power. This was a great tension building process as because as the territory of one country's grew, the other would feel more threatened, and so tension would build further.

(b)

On the one hand, political causes of the English Civil War and American War of Independence were similar because both consisted of the weaker wanting more power due to the mistakes made by their leaders. Charles I was very wasteful with his spending on ^{foreign} wars and his lifestyle so he continuously required loans. Charles ~~dismissed~~ dismissed parliament twice for refusing his requirements. The parliament simply wanted a chance to protect their best interests. Similarly, in the American War of Independence, after Britain tightened their control with 'The Intolerable Acts', ~~parliament~~ the Thirteen Colonies became angered as they didn't want to be controlled by a government they hadn't voted for. This made them want to represent themselves in the British House of Commons, but Britain refused and tensions rose. This shows that ^{the} political reasons caused both ~~the~~ wars, were similar.

On the other hand, Charles I was forceful with parliament and sometimes aggressive. He tried to arrest 5 MPs, which escaped, by barging in forcefully. ^{However,} the 'Intolerable Acts' closed the port of Boston until the tea lost were compensated, which shows that the British weren't greedy like Charles I was before the English Civil War.



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Turn over ►

((b) continued)

leading him to forcefully make rich businessmen buy titles and like '£ lord'. If they refused, he fined them anyway, meaning that he simply wanted more money. This tells me that the ~~the~~ English Civil War and American War of Independence were due to different political reasons. ~~for~~ for himself, rather than for the country.

Furthermore, ~~the~~ the British introducing the Proclamation Line led to ~~date~~, limiting expansion to the West of Allegheny, allowed the Indians American Indians to live there. This shows that the American War was due to wanting to make peace with people, rather than increase their tension more, as Charles I did. ~~with~~

Looking back at the ways in which the wars were similar and different in regards to political ideas, I can see that they were ~~fairly~~ similar. This is because ~~the~~ both consisted of the weaker wanting the more power, and the political reasons that are different like Charles I wanting more money, and ~~the~~ the British closing the port of Boston until the tea was compensated for was due to ~~power~~ ~~politic~~ the weak wanting more control of their countries.

In conclusion, the English Civil War and American War of Independence were due to



((b) continued)

political reasons that were mostly similar in origin.



ResultsPlus
Examiner Comments

This answer to part (b) is well structured with an immediate focus on similarity in political causes and good detail being used to support the comments made. It then covers differences in political causes and offers an evaluation of the extent of difference, reaching Level 4.

Indicate which question you are answering by marking a cross . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen Question Number:

Question 5

Question 6

(a) Britain and Germany were big rivals in the period before the first world war. Britain were part of the triple entente: ~~and~~ ~~to~~ Britain, Russia, France. Germany were part of the triple ~~all~~ Alliance: Germany, Austria Hungary, Italy. This made them automatic rivals because ~~because~~ ~~se~~ they were on different teams. The economic rivalry increased because whoever had the most money had more power. Also the ~~face~~ 'arms race' a race to see who could get the best army first made it even more tense because if you had a bigger army with more advanced equipment you were more likely going to win. However Germany had Kaiser who's determination to increase the German empire made the British ~~for~~ fear him.



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Turn over ►

(b) The political causes to the English civil war were due to King Charles I, being short on money and wanting to increase taxes to get money. However when he told the parliament they said no to his idea. But Charles as a strong believer of the 'Divine rights of kings' which meant God had chosen for him to be king. Therefore people must do as he says. So Charles increased the taxes anyway. Another trigger for the war was when Charles married Henrietta Maria a Catholic and she asked for the churches to have a more Catholic feel. So Charles changed the churches in the whole of Britain including Scotland to a Catholic feel by making the windows stained and giving the priests special clothes. Charles also tried arresting five MPs but they escaped to London.



P 4 2 6 9 5 A 0 1 3 1 6

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Turn over ►

((b) continued)

The ~~reasons~~ American war of independence is ~~different~~ ^{different} to the English civil war. For example the Seven years war between France and Britain in Canada, was a reason why the war started. This is ~~because~~ because the 13 colonies British ruled in America feared the French, but now the French had left they felt they didn't need Britain protecting them. However, King George III decided he was going to increase taxes due to the cost of the war and now being low on money. This meant Britain wanted more control when the colonies wanted less. The 'Boston tea party' was ~~an~~ another trigger to the war, because ~~when~~ when tea was shipped over from Britain to the colonies, they ~~be~~ poured it all into the sea this made the



((b) continued) they very angry, and he introduced the 'Intolerable acts' in his frustration.

To conclude how the wars are different. ~~Both~~ The civil war was because Charles believed in the 'Divine Right of kings' people should do as he says. Also his wife wanting catholic churches. The American war of independence was because of the Seven years war between France and Britain, which made the 13 colonies feel less control was needed. 'The Boston tea party' which made George III very angry and introduce the intolerable acts. However they are the same in the fact both included an increase in taxes ~~due~~ due to being low on money.



ResultsPlus Examiner Comments

There is good detail about the causes of the two wars in this answer to part (b) but they are treated separately and the answer misses the focus on comparison and on political causes. The conclusion says that the causes are different but does not explain the nature or extent of the differences. This is a good example of a Level 2 answer.



ResultsPlus Examiner Tip

This answer has good knowledge and if the candidate had analysed the question and planned the answer it could have been Level 3 or even Level 4.

Paper Summary

Spelling, Punctuation and Grammar

On the whole, errors in spelling did not detract from understanding the candidate's answer.

The most common error in punctuation was the misuse of the apostrophe and there was a surprising number of answers that lost marks for basic errors such as not using capital letters correctly.

The main problems in grammar were either comments such as 'he done' and 'would of' or long sentences that did not make sense.

The failure to write in paragraphs noted in some answers not only lost 'spag' marks but also undermined any sense of structure or analysis.

Candidates should also avoid abbreviations such as 'WW1' for the First World War, or 'ECW' for the English Civil Wars and be aware that 'ammo' is not an acceptable term.

Handwriting continues to pose problems for the examiner – not merely in the assessment of spelling, punctuation and grammar but in the understanding of the content of the answer.

It is common for handwriting to deteriorate towards the end of the examination but candidates need to remember that an examiner cannot award marks for something they cannot read.

Conclusion

There was a high number of answers displaying good knowledge and also producing answers based on good analysis of the question.

It is clear that certain topics have been taught very well.

In particular, candidates enjoy discussing specific battles and weapons.

However, it should be remembered that the specification also covers aspects of warfare such as recruitment, medical care, discipline, movement, supplies, communication etc

Based on their performance in this paper, candidates are offered the following advice:

- An accurate understanding of chronology continues to be vital in order for students not only to select and deploy appropriate detail in their answers but also to analyse change and continuity.
- Candidates should remember that the specification also covers aspects of warfare such as recruitment, medical care, discipline, movement, supplies, communication etc as well as weapons, battles and tactics.
- Answers where key words have been highlighted in the question or a brief plan has been created are more likely to score Level 3 because they are focussed on the question rather than simply recognising the topic.
- Candidates should avoid reproducing an answer they have written previously and ensure that they respond to the question that is set.
- For Level 4 answers a clear structure is vital. Whilst many answers do try to do this, they often lack sufficient supporting detail to allow a proper evaluation of change against continuity

It is unclear what effect the new format of bullet points will have. Currently, less able candidates are often able to get into Level 2 because the bullet points remind them to cover several aspects of the question.

However, examiners feel that sometimes candidates forget that they do not have to use the bullet points and they find it difficult to incorporate something about which they are unsure and they fail to bring in additional relevant detail.

Less able candidates also tend to try to make use of bullet points in other questions, not realising that these will be from a different time period or about a different aspect of warfare from that in the question.

In the new format students **may** use the bullet points given but **must** include additional ideas to achieve high marks.

Grade Boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:

<http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>

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