

Examiners' Report

June 2025

GCSE History 1HI0 12

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Introduction

Examiners noted that many answers showed confident treatment in both sections, the Historic Environment and the Thematic Study, and there seemed to be relatively few unfinished papers. It was clear that candidates had been well-prepared for this examination in terms of both their knowledge of specification content and the skills required for this paper. This was demonstrated by confident answers on Cardwell's reforms, which had not previously been well-known although unfortunately, the term 'composition of the army' in question 5 still confused many.

The Thematic Study focuses on change and continuity over time and therefore a good sense of chronology is vital. Candidates should be familiar with the names given to the different periods in the specification and recognise the dates and key events involved in these chronological divisions. They also need a clear understanding of the key themes and the factors involved in the Thematic Study, as identified in the specification:

- Governments and individuals
- Science, technology and communications
- Attitudes in society.

In the extended answers, the stimulus points are usually intended to remind students to cover different aspects of content and the full timescale of the question. Candidates do not need to include these stimulus points in their answer but they do need to cover three aspects of content in order to show breadth in their answer and to access the higher marks.

A number of answers to these questions remained at Level 3, despite excellent knowledge, because they missed the focus of the question. The mark scheme's bullet point for Assessment Objective 2 (analysis) at Level 4 expects an analytical explanation, directed consistently at the conceptual focus of the question. Candidates who responded to the topic rather than the key idea were unlikely to achieve high marks. This was evident in Question 5 where there were many detailed answers about industrialisation and the mass production of weapons but this information was left unrelated to the focus on the composition of the army. Those who did reach Level 4 realised that the topic provides the context but that the analysis should address the specific focus in the question.

While the target for the 12-mark question is an explanation of causation, there is no expectation that causes will be prioritised or evaluated and no marks are available for such comments. However, in the 16-mark questions, there is an additional element of judgement. Many candidates structured their answers in questions 5 and 6, to discuss points supporting the statement in the question, then points challenging the statement, before offering their judgement. In a number of answers, this resulted in a judgement that summed up the two sides, with the conclusion that the statement was 'somewhat true' or 'true to an extent'. This is a logical structure and can be very effective but for the higher marks, the criteria being applied need to be explained and the judgement needs to be consistent with the overall answer. In high scoring answers, the application of appropriate criteria could be an explanation that some aspects had a longer lasting impact, more people were affected, a factor acted as a catalyst for other developments, and many high-scoring answers had a sense of evaluation running throughout the answer so that judgement was not just restricted to comments at the start and end of the

answer.

GCSE History specification and assessment changes

This note is a reminder that minor changes are being made to the Pearson Edexcel GCSE History specification content and assessment model: assessment and language changes apply from the June 2025 exam series onwards, and content changes from the June 2026 exam series onwards. We strongly recommend, if you haven't already, that you familiarise yourself with these changes in time for the start of the new academic year in September 2025. Some options are affected more than others, but all options are affected by the assessment changes. Below is a link to the summary guidance document, which will help you to find all the specific information and guidance available to help you take on board these changes:

<https://qualifications.pearson.com/content/dam/pdf/GCSE/History/2016/Teaching-and-learning-materials/gcse-history-changes-for-2025-and-2026-summary-guidance.pdf>

If you have any queries, please contact Mark Battye, our History subject advisor, at TeachingHistory@pearson.com.

Question 1

This is now a two-part question, with a question asking for a key feature of each of two topics. This was expected to make the question more accessible and most candidates gained two marks for identifying a feature of evacuation. Most commonly, this was that children and pregnant women were sent to the countryside as this would be safer for them. Many answers also explained that evacuation was done by train and some answers explained that children were organised into school groups.

However, the Cabinet War Rooms topic was slightly less well-known. Although many identified them as a place of safety for the government and explained that they were underground and protected by a layer of concrete, some students thought they were for the general public while others thought they were used to store weapons or valuable goods.

The key features named in the question are always something that is in the specification. Extended knowledge is not needed but it is important that students know something about everything in the specification, so that they can add a further detail which will explain the feature or provide some context. They should make sure that the additional detail provided is linked to the key feature.

Candidates should use the mark and the space in the answer booklet as a guide for the length of their answer. There were relatively few answers that continued beyond the lined space but these were often wasting time as the answer had already scored full marks and no further marks could be awarded. When candidates had written two sentences for each feature, it was easy for examiners to identify and reward the feature and the additional detail; if the answer consisted of just one sentence it was sometimes hard to distinguish whether additional detail had been provided,

1 (a) Describe **one** feature of the Cabinet War Rooms.

(2)

Cabinet War Rooms were where Churchill made plans for the war with other important politicians and members of the army. He spent most of his time here so even had a bed for him to sleep in.

(b) Describe **one** feature of the process of evacuation from London.

(2)

In the evacuation from London 1.4 million children, pregnant women, young mothers and disabled were transported away from the cities to live in the countryside where it was safer as there was less bombing.



This answer clearly identifies a feature in each question and provides accurate and relevant detail. Both parts received 2 marks.



Writing your answer in two sentences makes it easy for the examiner to see that you have identified a feature and provided additional detail.

1 (a) Describe **one** feature of the Cabinet War Rooms.

(2)

Cabinet war rooms were put in place to protect the civilians from nearby attacks. During this period of time bombs were very frequent and hit with force.

(b) Describe **one** feature of the process of evacuation from London.

(2)

In London one of processes of evacuation was placing to the underground. A lot of people fled there due to the vast amount of bombs coming in. It began to become very crowded and rations were needed to overcome hunger. Sanitation was awful and hygiene was at an all time low.



Unfortunately this answer does not identify valid features in either question - the Cabinet War Rooms were not used by civilians and evacuation did not mean taking shelter in underground tube stations. This means that they also could not gain a mark for supporting detail.



Make sure you know something about every term in the specification.

Question 2(a)

The Historic Environment has a focus on the process of history, considering the value of sources as evidence and the way an historian follows up an enquiry. It is nested within the context of the

Thematic Study and therefore knowledge of both the specific and the general context is expected.

It is important to note that the question asks about the usefulness of the sources in relation to a specific enquiry, in this case, an enquiry into the devastation caused by German attacks. It is also important to note that the focus should be on assessing the usefulness of what is in the source rather than listing details which are not mentioned and sources should not be dismissed because they do not cover every detail that might be helpful in an investigation. As a general point, anything included in the attribution is intended to help candidates consider aspects of the provenance of the source and candidates need to read the provenance carefully and use it thoughtfully, rather than making generic comments such as the photograph, Source A, might have been staged or that the value of Source B is weakened because of the time gap. Candidates should also recognise that unreliable sources can be very useful, depending on the focus of the enquiry.

The photograph in Source A shows the scale of the crater very clearly and vividly illustrated the damage caused by one bomb. There was a huge crater, broken pipes and the attribution explains that a double-decker bus fell into the crater because it was travelling in the black-out. Leo Townsend's recollections in Source B provided further evidence of the damage caused by bombs and also indicated the difficulty in dealing with the after-effects.

Contextual knowledge is mentioned at every level of the mark scheme and failure to include it limited a number of otherwise good answers. However, it should not simply be offered as additional information. Contextual knowledge should be relevant to the enquiry and used to assess the source, for example, to add detail that confirms or challenges something mentioned in the source, to add weight to an aspect of the provenance, to place the source in a broader context, or to assess whether the source gives an accurate view or shows a typical situation. It is not enough to repeat a detail from the source and assert that this can be confirmed from the candidate's own knowledge – some additional detail is needed as a demonstration of that contextual knowledge. When contextual knowledge was used effectively, there were insightful remarks concerning 57 consecutive days of bombing, the impact of different types of bombs, the 'Blitz spirit' and the use of air raid shelters.

The question asks 'how useful' the sources are, so a judgement should be made on the usefulness of the source's evidence for the specific enquiry. At the lower levels, answers identified information contained in the source that was presumed to be useful because it was relevant to the enquiry, or they listed limitations in the content coverage. Low level answers also asserted that a source was reliable because of the date it was produced, because it was from an eyewitness, or stated that its usefulness was limited because it was simply a 'snapshot' or recollections produced over 20 years later. However, such comments can move to a higher level if contextual knowledge is used to show whether this single piece of evidence reflects a typical situation, to explain the significance of the source's date or author.

Level 2 answers were often detailed explanations of the way the sources contained useful information or the significance of the provenance. However, it should be noted that answers cannot reach the top of Level 2 without contextual knowledge.

At Level 3, comments should assess the usefulness of the sources for the enquiry, weighing the value of the content in the light of the provenance and integrating the candidate's own

knowledge. Various criteria could be used to assess each source's usefulness, for example accuracy of detail, reliability, the relevance of the source, the way it could be used by the historian, and how representative the source is.

Very few answers compared the sources or only considered one source.

2 (a) Study Sources A and B in the Sources Booklet.

How useful are Sources A and B for an enquiry into the devastation caused by the Blitz?

Explain your answer, using Sources A and B and your knowledge of the historical context.

(8)

Source ^A is useful for an enquiry into the devastation caused by the Blitz because it shows us the large-scale destruction in ordinary, public spaces; ~~a~~ Source A depicts a double decker bus which has fallen into a huge crater in the middle of the road. ~~During~~ Starting with 'Black Saturday' the Germans began ^{key} targetting civilians, rather than industrial and military areas, aiming [^] to lower civilian morale which would hinder the war effort. ~~To counteract this, the government~~ ~~at~~. Source A is a photograph taken on the 15th of October 1940, ~~a few months after the~~ at Balham High Road in South London, a few months after the Blitz began in September 1940. This photograph probably would've been used for government records rather than be published in newspapers and

magazines, so that people wouldn't know the true devastation the Blitz caused, keeping up the 'Blitz Spirit'. However a limitation of Source A is that this only shows the bus and not the people who were harmed by the bomb, limiting our knowledge on the devastation of the Blitz.

Source B is useful for an enquiry into the devastation caused by the Blitz because it describes the destruction fires from bombs caused, with 'fires in empty buildings / smoke pouring from shattered windows.'. The Blitz was from September 1940 to May 1941, and one of the bombs dropped on Londoners were incendiaries with mostly caused damage, not with the initial damage but ~~the~~ fires (90% of the damage caused by incendiaries was through fires). Source B is the personal account of Leo Townsend which were published in 1961 and would have been used to inform people of the devastation the Blitz caused, so they don't forget.

However, a limitation of Source B is that it's many years after Blitz and Townsend may not have remembered properly and overexaggerated.



This answer received the full 8 marks. The content is examined for its usefulness and contextual knowledge is woven into the answer, for example, placing Source A securely in the Blitz, identifying 'Black Saturday' and explaining the shift towards bombing civilian areas. Similarly, in the comments on Source B is an explanation of the use of incendiary bombs linked to the content of B about fires. Provenance is also considered for both sources. This answer received 8 marks.



An answer which includes comments about source content, the provenance and contextual knowledge is likely to score higher than an answer consisting of lots of comments about the content of the sources.

2 (a) Study Sources A and B in the Sources Booklet.

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How useful are Sources A and B for an enquiry into the devastation caused by the Blitz?

Explain your answer, using Sources A and B and your knowledge of the historical context.

(8)

Source A is useful for an enquiry into the devastation of the Blitz because of the candid nature of the photograph. At Balham High Road, October 1940 a 1400kg bomb was dropped causing a massive crater which a bus fell into. Despite this everyone looks like it is a normal everyday thing during the 1940 Blitz, nobody is rushing around they are just going about their normal day which shows the relentless bombardment the Luftwaffe have put on the British people.

Source B is ^{not} useful for an enquiry into the devastation of the Blitz as it talks about the damage caused. The source comes from Leo Townsend who is recalling the night of November 29 1940 when he came out of the underground shelter to find buildings partly destroyed. The source isn't useful as the recollections were published 21 years after the event, so key information could have been missed out. The source is also just someones word from memory making it hard to prove credibility.



The answer makes a range of points about source content and provenance but it does not include any contextual knowledge, so this answer is limited to the mid-mark in Level 2 - 4 marks



Make sure you use contextual knowledge to confirm or challenge the source content, or to show why the provenance is significant.

Question 2(b)

This question should be treated as a package linked to the enquiry that was identified in question 2a (the devastation caused by German attacks) and the aim is for candidates to show that they understand how historians work. The first sub-question asks them to identify a detail from the source that could form the basis of a follow-up enquiry and most answers clearly identified an aspect of the photograph.

Candidates then have to propose a question they would ask to follow up Source A in relation to the overall enquiry and the failure to recognise this link limited the marks available for some candidates, since it also affected the suggested source they said they could use to follow up their enquiry. A number of candidates suggested asking why the bus was travelling in the blackout; this was an invalid question since it did not relate to the devastation caused by the Blitz; furthermore, these answers seemed to assume that the blackout was also a curfew.

While it is recognised that candidates cannot have detailed knowledge of all possible sources, the specification states that they should be aware of the types of sources available and the nature of the information they contain. Answers such as 'government records', 'Mass Observation' or 'other diaries' are too generalised to be rewarded. In some cases, where a generalised source was named in sub-question three, a mark could be awarded because the explanation in the final sub-question made it clear what sort of information might be located in those records and how that information would help the historian with the overall enquiry. For example, identifying newspapers as a source to be consulted is too generic to be rewarded but in some cases this was followed by the explanation that a local newspaper would be likely to cover the impact of bombs in the area, including details of how local services dealt with the devastation caused. Records from local councils were also suggested, with the explanation that these records would contain details of how the damage caused by bombs was dealt with. However, if the explanation was not clear, or the suggested source would not contain information that would help answer the proposed question, then marks could not be awarded for either of these sub-questions.

Candidates should be showing an awareness of appropriate sources that already exist for the historian to consult. This means that answers suggesting they would carry out an interview were not rewarded. They also need to be clear that they should suggest a source from the period in question – history books, the internet, documentaries were all unsuitable answers. Instead, it would be more appropriate if they tried to think about the sources consulted by the producers of history books, internet articles or documentaries.

When multiple suggestions had been given to a sub-question, it was often counter-productive. Offering more than one detail or question meant that the follow-up sections were not clearly linked, while offering multiple sources in sub-question 3 meant that the explanation in the final section was usually invalid.

Successful answers treated the questions as a package and thought about the follow-up question and the source to be consulted before writing the answer to the first sub-question. In general, the simple approach was most effective, for example, questions about how the damage to roads and houses was repaired.

Detail in Source A that I would follow up:

~~The~~ ~~the~~ ~~shops~~ ~~of~~ The shops
on the High Road being closed
or damaged.

Question I would ask:

How ~~as~~ badly was civilian life
impacted by the bombing of
residential areas?

What type of source I could use:

Diary entries from Mass Observation

How this might help answer my question:

Mass observation was the ^{mass} recording
of people's lives ~~is~~ by diaries. It
would show public perspective on the
bombings and how their lives changed.



The detail from Source A and the question being proposed are clearly relevant to the overall enquiry about the devastation caused by German attacks. Mass Observation reports is a generic type of source but the final part of the answer makes it clear what information could be found in the diaries and how the reports would help to answer the proposed question. This answer received 4 marks.



Make sure the question you suggest in the second part of the answer is relevant to the overall enquiry.

Detail in Source A that I would follow up:

The damages on Balham High Road.

Question I would ask:

How much did it cost to fix all of the damages caused by the bomb?

What type of source I could use:

public records or internet

How this might help answer my question:

It would show how much money was ~~spent~~ used on damages which could have been used for other things.



This is a good question to ask and is clearly prompted by Source B and linked to the overall enquiry. Unfortunately 'public records' is too general to be acceptable and 'the internet' is not a valid answer, so this received 2 marks.



The question in part two is the most important part of your answer because it leads into parts three and four. Make sure you can suggest relevant sources from the time to answer your question.

Question 3

It is important that candidates note whether the focus of this question is to identify a similarity or difference between the periods in the question. The best answers started with a statement of the overall similarity and then provided details from each period to support that comment. Details of the events or periods by themselves cannot score highly as such an answer is not meeting the AO2 strand of the mark scheme covering the analysis of the similarity. Alternatively, answers that gave a good explanation of the impact on civilians of requisitioning, plunder or taxation needed to include something that clearly references each period, for example Edward I's army marching to Scotland and the behaviour of the Royalist and Parliamentary armies in the English Civil Wars. In some cases, the supporting information was unbalanced, describing the situation in one period and only stating that it was similar in the other period.

While many students scored the full four marks, a few wrote far too much. Such answers demonstrated excellent knowledge but could not be rewarded beyond four marks and possibly the time taken here affected the completion of the longer answers which carried more marks.

- 3 Explain **one** way in which the impact of warfare on civilians during the period c1250–c1500 was **similar** to the impact of warfare on civilians during the period c1500–c1700.

One way the impact was similar on civilians ~~and~~ from warfare in the two periods was the way civilians had their things stolen. For example in 1250–1500 the king would requisition things like horses from civilians and never give them back. As well, in 1500–1700 the two sides of the civil war would take ~~things~~ ^{things} from civilians and never give it back to them.



The answer starts by identifying a similarity and then makes a reference to this happening in both periods, gaining 4 marks.



Identify the similarity clearly, don't just describe features of the two periods without any explanation of why these details answer the question.

- 3 Explain **one** way in which the impact of warfare on civilians during the period c1250–c1500 was **similar** to the impact of warfare on civilians during the period c1500–c1700.

Civilian experience didn't change much from the years 1250 - 1500 and 1500 - 1700 because things like raids and sieges happened during both time periods. Sieges was where all the supplies would be cut off to a certain area, not allowing people to escape. This caused many deaths all around.



The answer shows understanding of the similarity in the way civilians were impacted by war but makes no reference to the periods in the question, so the mark awarded was 2.



Make sure you refer to each of the periods in the question.

Question 4

When candidates seemed confident discussing the reasons for changes in the role of cavalry, it was pleasing to see that a number of answers were awarded full marks, including some that were relatively concise. Most commonly, answers suggested that the use of schiltrons, longbows and muskets all led to a decline in the role of cavalry since the cavalry charge became ineffective. Many answers also noted Cromwell's use of cavalry for reconnaissance and for disciplined charges, and his use of dragoons.

Many answers included references to the mounted knight and dragoons but some were confused about their chronological sequence, for example saying the mounted knight replaced cavalry. Some answers that were very detailed and had excellent knowledge of weapons or individual battles, did not focus on the role of the cavalry or develop the analysis of causation. Other answers could explain changes in the role of cavalry but could only provide general comments

about the context of the changes.

Firstly the change in the role of ^{the mounted} cavalry was caused by a decline in ~~its~~ knights' effectiveness on the battlefield. At the beginning of this period, the mounted knight was seen to be the most important force on the battlefield with its deadly cavalry charge. Although, ~~as~~ as the longbow was ~~it~~ introduced, it began its decline. This was because ^{the} longbow was an effective counter to ~~knights~~ mounted ~~knights~~ and their cavalry charge due to the power of this bow, with the ability to pierce chainmail, and at times even plate armour, and also its speed of firing (averaging 2-4 shots/minute). This can be seen in the battle of Agincourt, 1415 - where the ~~Big~~ English ~~to~~ ^{French} longbowmen obliterated the cavalry stuck in the mud (even when outnumbered). Furthermore, the use of the Schiltiron

greatly reduced the effectiveness of the cavalry charge as it would result in being impaled (or the ~~to~~ horses) if they were to charge straight at it. This was because the schiltrion was a densely packed formation of thousands of pikemen, ~~readily~~ devised by the Scottish and used excellently at the Battle of Falkirk. This is where it managed to deflect ~~to~~ and beat the British mounted knights. This shows a need in the change in the role of cavalry, as it was no longer effective in the form of mounted knights on the battlefield.

This led to, with the introduction of gunpowder, the development of dragoons. These were a form of mounted infantry who carried pistols (and swords), and they would often ride into battle, dismount, fire at the enemy, and then ride back to reload. These were developed further and utilised by Oliver Cromwell, ~~as~~ whose main purpose was scouting and routing and chase. Cromwell's famous use of cavalry, although unsucc

essential ~~to~~ at the beginning of the Battle of Naseby when put against the royalist cavalry, proved to be greatly advantageous at the deciding moment of the battle. The huge retreat between infantry was backed by Parliament's cavalry, resulting in Cromwell's victory and Parliament winning the war. This shows how cavalry has been adapted to restore its usefulness on the battlefield, and success was due to the change in the role of cavalry.

In conclusion, this shows how cavalry has been kept a hold of in this period, and only rebranded to suit the more modern methods of warfare. Society at the time ^{also} would not have been willing to abandon the use of cavalry, as it was seen as a feature of their culture, so they had to alter its role on the battlefield.



This answer maintains a clear focus on the question, combined with precise details to support the argument. There is a nice sense of the cavalry's importance declining but then increasing again as it was used in a different way in battle. A conclusion is not required in this question but this answer does include one which sums up the changes in the cavalry's role very clearly. The answer gained 12 marks.



Question 4 is always about change and causation, so make sure the details you include are being used to explain why something changed and you are not just providing a description of change.

The first thing that caused a decline in the importance of cavalry was the introduction of the longbow. The longbow could shoot arrows over long distances with a rapid rate of fire. This meant that a cavalry charge just became a big target as shown at the battle of Agincourt, where British archers armed with longbows made the French cavalry nearly obsolete. This caused a decline in the use of cavalry as an attacking force.

~~However~~ The role of the cavalry eventually became ~~more~~ more symbolic ~~of the~~. This is because at the time, ~~a~~ ~~at~~ a person's rank in the army was based on social position, so ~~the king~~ ~~was~~ ~~at~~ a part of the cavalry showed a person's importance rather than the ~~actual~~ cavalry being actually important in battle. This changed when the New Model Army came in and prioritised skill over social position, raising positions were given on merit. This caused a change in the cavalry's role as a sign of social importance.

Later on, the role of cavalry changed even more due to ~~these~~ changes in the composition of the army. The increased use of artillery is one example that caused horses to be used to transport things such as cannons rather than being used for the cavalry. The cavalry also more commonly became used for reconnaissance and scouting before a battle. Later being used like this by Napoleon. This showed a drastic change in the role of the cavalry in the years c1250-c1700.



The first paragraph makes a valid point and provides some supporting detail. The second paragraph is less focused and the claim that the role of the cavalry became largely symbolic has no supporting detail. There is a valid comment about the New Model Army preferring merit over social status but there is little explanation of how the role of the cavalry changed. The final paragraph is out of period. This answer received 7 marks.



Aim to cover three aspects of content in your answer. This does not have to be three different reasons or factors. In this question a paragraph on the impact of the schiltrons on cavalry and another one on the introduction of the longbow would be making similar points but would cover two different aspects of content. This answer gained 7 marks.

Question 5

It was disappointing to see that the term 'composition' is still not understood by many candidates. The following comment is taken from the report in 2024:

A number of answers failed to recognise the term 'composition of the army'. This term appears in all four time periods of the specification so it should be understood but students seemed to confuse it with the deployment of the army and the nature of the fighting. This severely limited those answers as they failed to address the focus of the question.

A large number of answers could provide a detailed explanation of the impact of industrialisation on weapons and warfare. There were some lengthy answers describing the evolution of the rifle, the development of different bullets and improvements in cannon but the analysis of how this impacted on the composition of the army tended to be limited to comments about the army increasing in size.

Better answers could explain how the mass production of weapons made artillery increase in importance while cavalry declined, usually citing the Charge of the Light Brigade. The best answers also explained the consequent need for more engineers, logistical and support troops. These points were weighed against changes in the composition of the army as a result of the professionalisation created by Cardwell's reforms.

Some answers included details from the First World War, which were outside the period in the question.

I wholeheartedly agree that industrialisation of weapons had the greatest effect on the changing composition of the army as it brought manufacturing of weapons to be quicker and easier to make.

One reason is that industrialisation was an important factor towards the changing of composition of the army. It was that through mass producing weapons such as the Brown Bess or the Lee-Enfield rifle caused injury and causing extreme vulnerability which caused the decrease in the uses of horses for example the Battle of Balaclava which had shown the charge of the Light Brigade torn/manned down because of the weapons and artillery. This shows us that because of the use of industrialisation weapons became the whereas reforms such as dominant force therefore a extremely factor in the changes in composition.

Whereas Cardwell's army reforms was another factor in the change in composition in the army, because it brought more ^{specialised} ~~specialised~~ troops into the force as well as it got rid of flogging and punishments.

But the most important factor in these reforms is that armies, such as the French and Austrians, could not buy ranks in the army but ~~earn~~ ^{earn} them through ~~showing~~ ^{showing} ~~bravery~~ ^{bravery} and skill which was a huge change as it allowed more specialised soldiers and better leadership in battles therefore changing the composition of the army to have better training. We can see through Balaclava that these changes were needed as through the purchasing of ranks Raglan and the other lords caused the light brigades downfall showing us that through these reforms the composition of the army had changed.

Finally through individual changes such as the introduction of steel by 'Iron Mad' Wilkinson and the Maxim gun, the composition of the army changed significantly.

These innovations of steel by Wilkinson made cannons thinner and lighter for use making them more effective for battles and sieges where they could ~~potentially~~ ^(potentially) be able to easily mow down infantry men.

As well as the Maxim gun which brought 500m of range as well as 15 rounds a minute, belt fed bullets making it more efficient and 16

could be wheeled around the battlefield easier which means that it was made Cavalry and Infantry men extremely vulnerable to machine gun fire. This causing the composition of the army to change and thus decreasing the uses of Cavalry to be replaced with artillery. This is also shown in the battle of Balaclava where the thin red streak and the charge of the light brigade caused the slaughtering of Cavalry.

evidence

In Conclusion the weight of evidence suggests that through the industrialisation of weapons and therefore the changing in composition is the biggest factor into the decrease in Cavalry and the changes in Infantry being more trained and specialised which therefore caused the innovations in individual achievements.

Making industrialisation the main change in composition of the army as well as other bigger changes such as the training of Infantry through Cardwell's army reforms and the innovation of weapons.



The answer has a good focus on the composition of the army. It shows how industrialisation and the mass production of weapons led to the decline of the cavalry and also covers the increased importance of the artillery section of the infantry. It discusses Cardwell's army reforms and the impact on those in leadership positions and also mentions the growing importance of specialised troops. The conclusion explains the judgement that has been reached. This answer scored 16 marks, with 4 for spelling, punctuation, grammar and the use of specialist terms.



You need to think carefully about the question and make sure your answer discusses the importance of industrialisation in relation to the composition of the army.

Whilst other factors like Cardwell's army reforms were significant, I believe that industrialisation was the most significant factor.

One reason why industrialisation was significant in changing the composition of the army was because it developed new ways of transport. For example, the Industrial Revolution introduced the first steam trains and steam powered ships. This is a significant factor because it meant that the armies were far more mobile. Troops could be transported far quicker now. This meant that armies wouldn't be fatigued by the long marches to battle and generals could now plan more efficiently. This shows that because they ~~troops~~ could get an estimate of how long troops would arrive to battle. This shows how industrialisation was significant through the introduction of new transport.

Another reason why industrialisation was a significant factor to the composition of the army was the new and mass produced weaponry. For example the Industrial Revolution introduced new weapons like the Baker Rifle and mass produced equipment like ammunition. This is significant to the composition of the army because these rifles were far easier to use. This means that troops did not require as much training to use them. They also had a more reliable range meaning that armies could fire from further away and be more efficient in killing the enemy. Mass produced ammunition also meant that troops could easily reload without having to be cautious about running out of ammo. This shows how industrialisation was significant through the new mass produced weaponry. Also, more troops could fight because there were more weapons.

A third reason why industrialisation was a significant factor to the composition of the army was the new ways of

communication. For example, the Industrial Revolution introduced the telegraph and phones began to develop. This was significant to the composition of the army because it allowed communication to be much more reliable and efficient. Orders from commanders could reach the troops far quicker and miscommunication, as seen at the Battle of Balaclava, could be minimal. It also allowed communication from one country to another. This impacted composition because if more troops were needed quickly, the ~~troops~~ ^{generals} could report back through the telegraph and more troops sent out. This shows how industrialisation was significant through the new methods of communication.

However, one way in which other ^{factors} ~~ways~~ were significant in impacting the composition of the army was through the Cardwell's army reforms. This was a movement which abolished the purchase system. This was significant in changing the composition of the army.

because it removed corruption from the army. Cardwell's army reforms focused more on skill, rather than wealth. This ultimately improved the ^{army} ~~armies~~ because they were more skillful in fighting. It also meant that anybody could be in the army at a high rank, no matter the class, showing a clear change as ~~other armies~~ previous ^{armies} ~~armies~~ were focused on wealth and status. This shows how Cardwell's army reforms was also a significant factor on the composition of ^{army} ~~armies~~.

Whilst ~~a~~ Cardwell's army reforms was a significant change in removing corruption from the ^{army} ~~armies~~, I still believe that industrialisation introduced more changes to the composition of the army.



The answer has good knowledge of industrialisation and the changes it brought but this is not always linked to the composition of the army. The answer received 7 marks and 3 for spelling, punctuation, grammar and use of specialist terms.



Make sure you know the terms used in the specification. Some answers thought that 'composition' meant tactics or weapons.

Question 6

The topic here was recruitment to the army, with a specific focus on whether conscription was the most significant development in the years c1700-present. A sizeable minority of candidates were not confident about what conscription involved. Many wrote about it as a voluntary process and some also thought it existed before the First World War. In some cases, it was clear that answers were referring to press gangs or the practice of duping men into taking the king's shilling but other answers were clearly unsure about what conscription was and included under-age boys trying to enrol and volunteers being encouraged to join PALs battalions.

The emphasis in many answers tended to be on changes to recruitment since 1900. Some impressive answers explained the emphasis on propaganda to encourage recruitment at the start of the First World War and then the switch to conscription. Many answers also went on to explain that conscription was reintroduced during the Second World War and that National Service was used afterwards. It was pleasing to see references to the modern army as a professional body and also to the recruitment of women, which some candidates saw as the most significant development in recruitment.

When discussing the earlier period, some candidates knew that convicts were sometimes allowed to enlist as an alternative to prison. Cardwell's reforms were often well known and those answers explained how changes to the terms of service and the opportunity for professional training created an incentive to volunteer.

It is important to remember that this is a Thematic Study in British history and therefore comments about the USA's involvement in Vietnam and draft system cannot be credited.

~~could~~ I do not agree with the statement that the use of conscription was the most significant development in recruitment c1700-present due to other developments such as ~~the~~ Cardwell's army reforms, ^{the introduction} ~~creation of~~ National Service ~~military schools~~ and specialist troops.

firstly, Cardwell's army reforms had significant impacts on recruitment. For example, the abolition of the Purchase System meant that high commissions in the army were now obtained through military skill, ~~not~~ prowess and experience, not social status as seen previously. To add, the localisation scheme split towns into regiments and battalions, allowing young men from the same area to sign up for the army and fight together, imbuing pride as they felt that they were fighting for their community, showing significant changes in recruitment. To add, the length of service changed from 21 years to 12 years, which included 6 years active service and 6 years in the reserves, which meant that there was a constant stream of men ready to fight, a problem seen in the Crimean War, as there was not enough recruits to fight, leading to significant losses.

This shows that the use of conscription was not the most significant change, but it was Cordwell's army reforms, as some parts are still present today such as the Localisation Scheme.

Secondly, the introduction of National Service could be argued to be a more significant development in recruitment. National Service was introduced in 1948, in after world war 2, as problems had arisen in terms of the number of men and their experience. During world war 2, conscription had been immediately implemented, learning from World War 1 in the Military Service Act, however their experience and discipline was poor. National Service aimed to fix this in case of another war. It involved men doing 18 months of training, spending another 2 years in the reserve troops. This allowed the British government to have well-trained, well-disciplined soldiers who could fight effectively in war. Although it was removed in 1960, with the final servicemen enlisted from this scheme being released in 1968, it revealed new problems and solutions which would not have been discovered previously without this. This shows that National Service could be argued to be more significant for recruitment than

conscription, as it allowed the British government to realise that a volunteer force would be much better, and it led to the ~~creation of~~ increase of specialist troops, as engineers and logistics became more important.

However, it could be argued that the use of conscription was ^{the} most significant development in recruitment. In WW1, it was understood that a volunteer force was not enough to combat the Germans so in 1916, 2 years into WW1, the Military Service Act was implemented, ~~an~~ obliging all men aged 16 - 45 to join and fight for Britain. This increased the number of troops, and consequently helped to win the war. This was learnt from in WW2, as the National Service Act was implemented immediately to help gain the advantage of the Axis troops. However, as a result of this, ~~British~~ British troops were often made up of poorly trained, and poorly disciplined men as they did not choose to be there. This meant that desertion was common, and ~~the~~ ^{conscription} could overall be argued to have detrimental effects on the recruitment of men, ~~as~~ showing it didn't have a very significant impact as Britain moved towards volunteer forces later on in the century.

To conclude, I do not agree with the statement that ^{the use of} conscription was the most significant development in the affecting recruitment due to the impact of Cardwell's army reforms, as their impacts are still seen today in examples like the Localisation Scheme, as well as National Service, which allowed the ~~the~~ ^{British} government to realise that volunteer and paid troops were ~~more~~ more effective. It could be argued that conscription had a greater effect on recruitment, however it was not replicated again after WW2 seeing as volunteer troops were better, and there were no significant wars after WW2.

* Furthermore, the abolition of bounty money in return for recruits meant that better quality men signed up as they were not kidnapped and forced into it, showing significant changes in recruitment.



The answer makes the judgement clear at the beginning. It then discusses Cardwell's reforms, explaining that these made significant changes to recruitment. National Service is also discussed and the introduction of conscription. The judgement is made clear in the conclusion and the criteria being used are explained. The answer received 16 marks and 4 for spelling, punctuation, grammar and use of specialist terms.

I ^{agree} ~~believe~~ that the use of conscription was the most significant development affecting recruitment to the army in the years 1700-present. However, some people argue that Cardwell's ~~army~~ reforms was the most significant development in recruitment during the years 1700-present.

The introduction of conscription in the First World War was extremely significant as it meant that people did not have a choice ~~where~~ to join the army or not. More specifically, men aged 16-65 were ~~be~~ enlisted into the army. This was significant as this was useful to acquire an extreme amount of troops to fight in the army, as by having more troops and training them, it gives Britain a higher chance for victory. This also meant that civilians saw conscription as a negative ^{and inhumane} way to enlist troops as the troops ^{could} ~~were~~ ultimately die. Furthermore, ~~overall~~ the use of conscription caused a drastic increase in recruitment to the army during World War One, even ~~as~~ ^{though} it was seen as a negative way in which people were recruited.

On the other hand, some people argue that Cardwell's army reforms ~~severely~~ ~~the~~ impacted the development of recruitment in the industrial period. This is because Cardwell's reforms taught troops experience, discipline and training. This therefore affected the ~~the~~ development of recruitment because the fact that troops had experience, they were more confident and were able to fight very well. Compared to conscription, Cardwell's reforms were a great way to make civilians want to fight as opposed to being forced with almost no self confidence.

On the other hand, ~~after~~ ~~the~~ after the Second World War, conscription had been abolished. This meant that during the Iraqi invasion in 2003, soldiers ~~enlisted~~ ~~themselves~~ and they underwent serious training and discipline in order to fight. This was significant as this was a huge turning point for recruitment as this meant that troops wanted to fight and due to this their ability to fight was outstanding. This shows how civilians have developed as they ultimately want to fight and have enlisted themselves as

opposed to an immoral way^{of recruitment}, like conscription. This therefore was in many ways a quite significant development affecting recruitment to the army as it improved the ~~armies~~ ^{armies} will to fight durably.

~~At~~ In conclusion, in the years c1700^s - present I believe that conscription was the most significant development affecting recruitment due to its lack of morals and how it affected recruitment in a negative way. This was significant as it caused a turning point in how troops were recruited and conscription ~~was~~ ^{was} therefore a way of recruitment which wasn't used ~~any~~ ^{and} by many after the two World War's, ^{and} after 1945.



The answer explains the importance of conscription and then comments on Cardwell's reforms. However, there is little detail about the reforms and when the answer moves on to discuss modern recruitment in the Iraq War, it recognises that the army has become a professional one, formed of volunteers but the detail is limited. The conclusion decides that conscription was immoral and seen in a negative way and therefore had the greatest impact on recruitment but there has been limited detail to support this judgement. This answer received 9 marks, with 3 for spelling, punctuation, grammar and use of specialist terms.

Paper Summary

Examiners commented that there were a number of impressive answers where candidates seemed well-prepared and demonstrated excellent knowledge being deployed to support thoughtful analysis and evaluation. In particular, candidates seemed well prepared for the 12 and 16 mark questions, with most answers having a clear structure and good use of specialist terms.

If extra paper is taken, candidates should state clearly in the answer space for the question that it has been continued on separate paper and this should be clearly labelled. However, in many cases where additional paper had been taken, the marks had already been attained within the space provided rather than on the extra paper and candidates should be discouraged from assuming that lengthy answers will automatically score highly. Indeed, candidates taking extra paper sometimes ran out of time on the final, high mark question and therefore disadvantaged themselves.

Examiners reported that a poor standard of handwriting made a number of answers difficult to mark and exacerbated the difficulty in understanding a badly expressed answer. Also, a failure to structure answers in paragraphs made it difficult for the examiner to identify a line of reasoning and to check whether three different aspects have been covered.

Where there has been weaker performance, the following points can be made:

- Candidates need a secure understanding of the chronological periods and terms used in the specification as well as how the term 'century' is used, for example the nineteenth century refers to dates within the period 1800-1899.
- Candidates need to understand the themes within the specification – the nature of warfare and the experience of war.
- A number of knowledgeable answers failed to reach the highest level because they were not focused on the specific question being asked or did not deploy precise detail to support the analysis.
- It is not necessary to use the question's stimulus points and candidates should not attempt to do so if they do not recognise them; however, candidates should aim to cover three aspects of content.
- While there was good knowledge of some topics, students cannot rely on knowing just a few key topics and hoping to use that information whatever question is asked.

Grade boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:
<https://qualifications.pearson.com/en/support/support-topics/results-certification/grade-boundaries.html>

