



**GCSE (9-1)**  
**History** - Paper 1 British  
Thematic Study with  
Historic Environment  
(1HI0/12) (Warfare)  
exemplar pack

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## Introduction

This exemplar booklet has been created using student responses from the summer 2018 exam paper in GCSE History paper 1 - British Thematic Study with Historic Environment (1H10/12) (Warfare). The answers and examiner commentaries in this guide can be used to show the application of the mark schemes in the GCSE History assessment.

The exam duration is 1 hour and 15 minutes. The paper is marked out of 52 marks and is worth 30% of the qualification. The examination paper covers AO1, AO2 and AO3.

The examination paper is divided into Section A (Q1-2b) – Historic Environment – and Section B (Q3-5/6) – Thematic Study.

The structure of the question paper is as follows:

	<b>Total marks</b>	<b>Assessment objective</b>	<b>Question description</b>	<b>Example question stem</b>
<b>1</b>	4	AO1	Description of features	Describe <b>two</b> features of...
<b>2a</b>	8	AO3	Analysis and evaluation of source utility	How useful are Sources A and B for an enquiry into...?
<b>2b</b>	4	AO3	Framing historical questions	How could you follow up Source [A/B] to find out more about...?
<b>3</b>	4	AO1/AO2	Comparison of similarity and/or difference (over time)	Explain one way in which xxxx was similar to yyyy
<b>4</b>	12	AO1/AO2	Explanation of the process of change	Explain why... + <i>two stimulus points</i>
<b>5/6</b>	16 + 4 SPaG	AO1/AO2	Judgement relating to one of the following: the extent of change; patterns of change; process of change; impact of change	'[Statement.]' How far do you agree? Explain your answer. + <i>two stimulus points</i>

The question papers provided answer spaces to give guidance as to the maximum length of response that might be expected (although candidates may use more space). Tables and structured spaces are provided for some question types (Q1 and Q2b) and stimulus points are provided as prompts on higher-tariff questions (Q4 and Q5/6).

The questions used are 2a, 2b, 5 and 6 from section A and section B. The questions exemplify the AO3 source-based questions in Section A and AO2/AO1 extended writing judgment questions in Section B.

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

How useful are Sources A and B for an enquiry into the impact of bombing on daily life in London?

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

**Sources for use with Section A.**

**Source A:** An account by a man in East London, printed in the *Picture Post*, September 1940. The *Picture Post* was a national magazine that used a combination of photographs and text to provide news and messages about the war.

I have been bombed out. That's my house, that heap of rubbish. I have spent 48 hours trying to get help. I can't get money, can't get anything out of the house. I've only got the clothes I'm wearing.

I went to the Food Centre – they hadn't got no grub\* and sent me to the district centre down Barnes Street to get some rations. They could do nothing and sent me to the Unemployed Assistance Board down the East India Dock Road. They sent me off to the Public Assistance Committee\*\*.

No help there either. I got fed up. Asked 'em if somebody couldn't make up their minds where I really should go. They ordered me out and said they'd had enough of people coming in all day, demanding this or that.

The neighbours give me food – I have to rely on them.

\*grub – food

\*\*Public Assistance Committee – an organisation providing help for people in need

**Source B:** A photograph taken for the Ministry of Information, 1944. It shows builders of the 'Blitz Repair Squad' at work on a row of houses damaged by a V1 flying bomb, in London. The Blitz Repair Squad was a team of builders who came to London from various parts of the country to help repair such damage.



## Mark scheme

Question		
2 (a)		<p>How useful are Sources A and B for an enquiry into the impact of bombing on daily life in London? Explain your answer, using Sources A and B and your knowledge of the historical context.</p> <p><b>Target:</b> Analysis and evaluation of source utility. <b>AO3:</b> 8 marks.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none"> <li>A simple judgement on utility is given, and supported by undeveloped comment on the content of the sources and/or their provenance<sup>1</sup>. Simple comprehension of the source material is shown by the extraction or paraphrase of some content. Limited contextual knowledge is deployed with links to the sources.</li> </ul>
2	3–5	<ul style="list-style-type: none"> <li>Judgements on source utility for the specified enquiry are given, using valid criteria. Judgements are supported by developed comment related to the content of the sources and/or their provenance<sup>1</sup>. Comprehension and some analysis of the sources is shown by the selection and use of material to support comments on their utility. Contextual knowledge is used directly to support comments on the usefulness of the content of the sources and/or their provenance.</li> </ul>
3	6–8	<ul style="list-style-type: none"> <li>Judgements on source utility for the specified enquiry are given, applying valid criteria with developed reasoning which takes into account how the provenance<sup>1</sup> affects the usefulness of the source content. The sources are analysed to support reasoning about their utility. Contextual knowledge is used in the process of interpreting the sources and applying criteria for judgements on their utility.</li> </ul>
<p><b>Notes</b> 1. Provenance = nature, origin, purpose.</p> <p><b>Marking instructions</b></p> <p>Markers must apply the descriptors above in line with the general marking guidance.</p> <p>No credit may be given for contextual knowledge unless it is linked to evaluation of the sources.</p> <p>No credit may be given for generic comments on provenance which are not used to evaluate source content.</p> <p><b>Indicative content guidance</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited. The grouping of points below does not imply that this is how candidates are expected to structure their answers.</p> <p><b>Source A</b></p> <p>The usefulness could be identified in terms of the following points which could be drawn from the source:</p> <ul style="list-style-type: none"> <li>Source A is useful because it shows that bombing had an impact on daily life by destroying housing, leaving people homeless, without clothes or food and dependent on others.</li> <li>The details of what happened show that the impact of bombing on daily life was exacerbated by the fact that the organisations which should have provided help did not always do so.</li> <li>The end of the source is useful because it shows there was a community spirit that helped to alleviate the impact of bombing on daily life.</li> </ul> <p>The following points could be made about the authorship, nature or purpose of the source and applied to ascribe usefulness to material drawn from it:</p> <ul style="list-style-type: none"> <li>This example of an individual's experience during the Blitz was publicised in a national magazine, suggesting that the impact of bombing on daily life was important enough to need national attention.</li> <li>He is clearly frustrated but the details of places and organisations are likely to be accurate, suggesting that this is a useful insight into people's experiences of the impact of bombing.</li> </ul> <p>Knowledge of the historical context should be deployed to support inferences and/or to assess the usefulness of information. Relevant points may include:</p>		

- This is from the early stages of the Blitz; the situation later could have been different because further bombing would affect the resources available to help and the community spirit and, therefore, later bombing could have had a greater impact on daily life.
- Official help for those who had been bombed out was limited but voluntary organisations such as the Red Cross provided clothing and help.

**Source B**

The usefulness could be identified in terms of the following points which could be drawn from the source:

- The photograph illustrates the impact of bombing on daily life by showing evidence of damaged roofs and windows.
- Source B is useful because it shows that there was help available to repair bomb damage so that people could return to their homes.

The following points could be made about the authorship, nature or purpose of the source and applied to ascribe usefulness to material drawn from it:

- The fact that the photograph was taken for the Ministry of Information suggests it was used for propaganda purposes to maintain morale by suggesting normal aspects of daily life could continue.
- The photograph shows just one incident in 1944 and may be unrepresentative, as it is possible that such well-organised help had not been available during earlier bombing campaigns.

Knowledge of the historical context should be deployed to support inferences and/or to assess the usefulness of information. Relevant points may include:

- The bombing campaigns caused damage to houses, shops and transport so that many aspects of daily life were affected.
- It was important to maintain morale as a result of a new campaign in 1944 by the Germans, using terrifying V1 flying bombs unleashed on London and the south-east.

The question asks for a judgement on the usefulness of the sources for a specific enquiry – in this case, an enquiry about the impact of bombing daily life. In order to assess the usefulness of a source, the candidate needs to show how the content of the source would be used by the historian but also needs to take into account how the nature / origin / purpose of the source affects its usefulness. Answers also need to be rooted in the context of the historic environment and to use contextual knowledge in the evaluation of the source's usefulness.

This is a single Assessment Objective but there are three strands within that objective. The key to a high-level response is that criteria relevant to an evaluation of the specific source (e.g. accuracy, reliability, limitations, knowledge of the author, special insights or valuable information) are selected and applied with valid reasoning and not simply asserted and that content, provenance and context of the sources are considered together. Therefore, for Level 3, these strands should be linked; an answer which makes each point separately is likely to remain in Level 2.

Additionally, candidates are expected to use their contextual knowledge of the period as part of the process of evaluating the sources. Contextual details simply offered as information and not linked to the evaluation of the sources, will not be rewarded. Similarly, generic source comments which are not linked to source evaluation, will not be rewarded.

## Candidate response to question 2(a)

### Response 1

Source A is useful for an enquiry into the impact of bombing on daily life in London. The source in question is an account by a man in East London for a newspaper. This makes the source relatively reliable for the enquiry as he has no reason to lie about his experiences since it is a personal account. He states that he had been bombed out of his house, which was very likely in East London at the time due to German aircraft focusing on bombing the East End as there were important docks and factories there. This makes the source accurate as well.

Source B is useful for an enquiry into the impacts of bombing on daily life in London. The source is a photograph taken for the Ministry of Information. The Ministry of Information was part of the government and since it is for their own records, there is no reason to take pictures of things that were unrelated at the time. This makes the source reliable. The source shows the 'Blitz Repair Squad' working on damaged houses in London. This is an accurate representation as many houses were damaged in the Blitz;

approx. 30,000 houses were damaged. This proves that this source is accurate.

### **Examiner comments**

**This response was awarded Level 3, 6 marks.**

The answer starts with a consideration of the provenance of Source A and suggests that as a personal account, it is relatively reliable in its description of being bombed out. Contextual knowledge is also brought in to establish that the area was a target from bombs and therefore the source is useful for this enquiry. These points are not well developed but they have been used in combination to evaluate the source and, therefore, this section meets the criteria for Level 3.

The origin of Source B is seen as making the source relevant and reliable. The content is linked to brief contextual knowledge, linking the work of the Blitz Repair Squad in the source to the fact that approximately 30,000 houses were damaged. Here again, the response attempt to link content, provenance and contextual knowledge but the comments are not well developed and are low Level 2. Overall the comments are not well developed but the answer is just sufficient to meet the criteria for a low Level 3 leading to a mark of 6.



## Response 2

Source A is partially useful for an enquiry into the impact of bombing on the daily life in London as it was written by a random 'man', showing he was a member of the public and this indicates that the impact was the same on the other members of the public. Furthermore the account is very informal, <sup>for the indication</sup> ~~indicating~~ how it was written by an ordinary member of the public and that he speaks for the rest of the public. However, the source could also not be useful as this is a 'national magazine', <sup>showing</sup> ~~indicating~~ that only citizens of England could read it and therefore this could mean that the man was overexaggerating ~~exaggerating~~ to boost the morale of the civilians and increase their hatred for Germany and their willingness to fight and win the war. Furthermore he says he received no help from 'The Public Assistance Committee' even though it is designed to ~~provide~~ provide help for the public, <sup>for the indication</sup> ~~indicating~~ that the man was over-exaggerating. Therefore this source is only partially ~~useful~~ useful for an enquiry into the impact of bombing on the daily life in London.

Source B is not useful for an inquiry into the impact of bombing on daily life in London as even though it shows the general men it took to repair such damage caused by the bombings, it does not show the damage the bombs had on the daily life in London and the impact these bombings had on ordinary citizens and the air of desolation it caused on their daily lives. Source B does not show how the bombing disrupted the daily life in Britain, but just shows the damage these bombings caused on buildings in London. Furthermore as it is a photograph, it only shows one specific moment and does not give the full picture of the long term damage these bombings caused and how they impacted ordinary citizens and the daily life in London. Furthermore as it was taken for the Ministry of Information, it could not show any severe damage these bombs had caused. Therefore source B is not useful for an inquiry into the impact bombings had on the daily life in London.

### Examiner comments

**This response was awarded Level 2, 4 marks.**

The answer starts by attempting to consider the provenance of Source B but the suggestion that the source is significant because it comes from a 'random' member of the public does not take into account that the writer of the article would have chosen to interview someone affected by the bombing. The man's claim that the Public Assistance Committee was no help is dismissed simply on the grounds that the committee was designed to help. The candidate has clearly understood the need to assess how the provenance affects the usefulness of a source but the comments are not always valid and there is little contextual knowledge here. This is Level 2.

The comments about Source B begin with a valid point that the photograph cannot show the details of the damage caused by the bomb or its impact on daily life. The answer goes on to dismiss the photograph because it was from the Ministry of Information without any explanation of why that would make it unreliable. The question is about the usefulness of the sources but the answer on Source B is only focusing on what the sources cannot do without any comments considering its use. There is also no application of contextual knowledge. This is low Level 2.

## Question 2 (b) Study Source A.

How could you follow up Source A to find out more about the impact of bombing on daily life in London?

In your answer, you must give the question you would ask and the type of source you could use.

### Mark scheme

Marking instructions
<p>Award 1 mark for selecting a detail in Source A that could form the basis of a follow-up enquiry and 1 mark for a question which is linked to it.</p> <p>e.g.</p> <ul style="list-style-type: none"><li>• <i>Detail in Source A that I would follow up: the references to the Food Centre / the district centre for rationing / the Unemployed Assistance Board/ the Public Assistance Committee. (1)</i></li><li>• <i>Question I would ask: What were these organisations supposed to do? (1)</i></li></ul> <p>(No mark for a question that is <b>not</b> linked to following up Source A, e.g. 'because it would be an interesting question to ask'.)</p> <p>Award 1 mark for identification of an appropriate source and 1 mark for an answer that shows how it might help answer the chosen follow-up question.</p> <p>e.g.</p> <ul style="list-style-type: none"><li>• <i>What type of source I would look for: Financial records for the local branch of this organisation. (1)</i></li><li>• <i>How this might help answer my question: Such records would show how they used the money they had available to help people who had been bombed out. (1)</i></li></ul> <p>Accept other appropriate alternatives.</p>

The four stages in this question should be seen as a package. The first two stages focus on the idea of the candidate acting as an historian following up an enquiry. In the first stage, one mark is given for identifying a detail from the source relevant to the enquiry. In the second stage, a second mark is given for a question arising from that detail but linking it to the broader enquiry – here about the treatment of battle injuries. The mark scheme is explicit that the question in the second stage must be linked to the detail identified from the source, therefore if the first stage is not answered correctly, no mark can be given for the second stage, even if a valid question is posed.

The third and fourth stages ask candidates to offer specific examples of how the enquiry should be followed up. They should be able to indicate a valid source to consult and to explain how the information located in that source would help to answer the question posed in the second stage. Candidates are expected to have knowledge of sources appropriate to the historic environment being studied, as indicated in the specification.

The third and fourth stages ask candidates to offer specific examples of how an enquiry should be followed up. They should be able to indicate a valid source to consult and to explain how the information located in that source would help to answer the question posed in the second stage. Candidates are expected to have knowledge of appropriate sources although they are not required to name specific examples such as individual newspapers or specific types of surgical records.

## Candidate response to question 2(b)

### Response 1

Complete the table below.

(4)

Detail in Source A that I would follow up:

"That's my home, that heap of rubbish"

Question I would ask:

How did this damage compare to the extent of damage suffered by others around the same time

What type of source I could use:

Observation diaries taken

How this might help answer my question:

It would give reliable information on what bombing was like and how much there was, based on how out of the ordinary the bombing may seem.

#### Examiner comments

This response was awarded 4 marks.

The first stage of the answer identifies a specific detail from Source A.

A valid question is posed which relates that detail to a wider enquiry about the impact of bombing daily life.

The third stage suggests a valid type of source to consult, which is very relevant to this context, and the final stage explains how the information that could be found in these sources would help to answer the question posed by the candidate.

## Response 2

Detail in Source A that I would follow up:

The decrease from the bombs caused

Question I would ask:

How many people were left homeless & they lost all their property?

What type of source I could use:

The National Archives

How this might help answer my question:

It would give precise evidence/forms of how many people were left homeless and the destruction to areas e.g. comparing maps.

### Examiner comments

**This response was awarded 0 marks.**

The answer does not identify a detail from Source A. The question posed in stage 2 is a valid one but it is not linked to a detail from the source and therefore no mark can be given for either of these two answers.

In the third stage, the National Archives is suggested as a possible source but the National Archives is a repository for sources, not a source or source type in itself. The explanation of what information could be gained from this 'source' is too vague to validate the suggested source: 'It would give precise evidence/forms of how many people were left homeless and the destruction to areas e.g. comparing maps'.

## Question 5 and 6

These questions require candidates to analyse material and evaluate it in order to make a judgement about the statement in the question. Questions will always target at least one of the second order concepts: change, continuity, causation, consequence, significance, similarity and difference in relation to change (extent of, patterns of, process of, impact of) over a broad period of time. The progression in AO2 moves from a 'simple or generalised answer' at Level 1, to an 'analytical explanation, which is directed consistently at the conceptual focus of the question, showing a line of reasoning that is coherent, sustained and logically structured' at Level 4.

This analysis needs to be supported by knowledge and understanding, so the AO1 assessment moves from 'limited knowledge and understanding' at Level 1, to 'accurate and relevant information, which is precisely selected to address the question directly, showing wide-ranging knowledge and understanding of the required features or characteristics of the period' at Level 4.

It should be noted that all 16-mark questions will cover a period of at least 200 years and, therefore, answers will be expected to demonstrate a breadth of knowledge. Answers are also expected to cover three different aspects of content. The stimulus points in the question act as an indication of relevant material that could be included although candidates are not required to use them.

The wording of the mark scheme for Assessment Objectives 2 and 1 is exactly the same as in the mark scheme for the 12-mark question but an additional bullet point is included in each level of the 16-mark question to reward the element of judgement that is expected. All three bullet point strands are rewarded in coming to an overall mark. At Level 1, the judgement is either missing or simply asserted but at Level 4, it is made clear how that judgement has been reached and the criteria being applied will be valid.

**Question 5:** 'The development of new weapons was the main reason for changes in recruitment and training in the years c1250-c1700.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- Longbow
- New Model Army

You **must** also use information of your own.

## Mark scheme

Question		
5		<p>'The development of new weapons was the main reason for changes in recruitment and training in the years c1250-c1700.'</p> <p>How far do you agree? Explain your answer.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>• longbow</li> <li>• New Model Army</li> </ul> <p>You <b>must</b> also use information of your own.</p> </div> <p><b>Target:</b> Analysis and evaluation of second order concepts: causation / significance [AO2];            Knowledge and understanding of features and characteristics [AO1].  <b>AO2:</b> 10 marks.  <b>AO1:</b> 6 marks.  <b>Spelling, punctuation, grammar and the use of specialist terminology (SPaG):</b> up to 4 additional marks.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	<ul style="list-style-type: none"> <li>• A simple or generalised answer is given, lacking development and organisation. [AO2]</li> <li>• Limited knowledge and understanding of the topic is shown. [AO1]</li> <li>• The overall judgement is missing or asserted. [AO2]</li> </ul>
2	5–8	<ul style="list-style-type: none"> <li>• An explanation is given showing limited analysis and with implicit or unsustained links to the conceptual focus of the question. It shows some development and organisation of material, but a line of reasoning is not sustained. [AO2]</li> <li>• Accurate and relevant information is included, showing some knowledge and understanding of the period. [AO1]</li> <li>• The overall judgement is given but its justification is asserted or insecure. [AO2]</li> </ul> <p><i>Maximum 7 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
3	9–12	<ul style="list-style-type: none"> <li>• An explanation is given, showing some analysis, which is mainly directed at the conceptual focus of the question. It shows a line of reasoning that is generally sustained, although some passages may lack coherence and organisation. [AO2]</li> <li>• Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1]</li> <li>• The overall judgement is given with some justification, but some criteria selected for the required judgement are left implicit or not validly applied. [AO2]</li> </ul> <p><i>Maximum 11 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
4	13–16	<ul style="list-style-type: none"> <li>• An analytical explanation is given which is directed consistently at the conceptual focus of the question, showing a line of reasoning that is coherent, sustained and logically structured. [AO2]</li> <li>• Accurate and relevant information is precisely selected to address the question directly, showing wide-ranging knowledge and understanding of the required features or characteristics of the period studied. [AO1]</li> <li>• Criteria for the required judgement are justified and applied in the process of reaching the overall judgement. [AO2]</li> </ul> <p><i>No access to Level 4 for answers that do not go beyond aspects prompted by the stimulus points.</i></p>

Marks for SPaG		
Performance	Mark	Descriptor
	0	<ul style="list-style-type: none"> <li>The learner writes nothing.</li> <li>The learner's response does not relate to the question.</li> <li>The learner's achievement in SPaG does not reach the threshold performance level, e.g. errors in spelling, punctuation and grammar severely hinder meaning.</li> </ul>
Threshold	1	<ul style="list-style-type: none"> <li>Learners spell and punctuate with reasonable accuracy.</li> <li>Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall.</li> <li>Learners use a limited range of specialist terms as appropriate.</li> </ul>
Intermediate	2–3	<ul style="list-style-type: none"> <li>Learners spell and punctuate with considerable accuracy.</li> <li>Learners use rules of grammar with general control of meaning overall.</li> <li>Learners use a good range of specialist terms as appropriate.</li> </ul>
High	4	<ul style="list-style-type: none"> <li>Learners spell and punctuate with consistent accuracy.</li> <li>Learners use rules of grammar with effective control of meaning overall.</li> <li>Learners use a wide range of specialist terms as appropriate.</li> </ul>
<p><b>Marking instructions</b></p> <p>Markers must apply the descriptors above in line with the general marking guidance.</p> <p>Performance in AO1 and AO2 is interdependent. An answer displaying <b>no</b> qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge <i>and</i> understanding.</p> <p>The first two bullet points [AO1 and AO2] account for 3 of the 4 marks in the level and are equally weighted; the third bullet point [AO2] accounts for the remaining mark. Once the level has been found, there are two steps to follow to determine the mark within the level:</p> <ul style="list-style-type: none"> <li>Markers should consider bullet points 1 and 2 together. Strong performance (for the level) in both would be awarded all 3 marks, while 2 marks may be achieved by stronger performance in either bullet point; weak performance would be awarded 1 mark.</li> <li>The fourth mark in each level is allocated to the bullet point 3 and should be considered independently of the award of the other marks.</li> </ul> <p><b>Indicative content guidance</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited. The grouping of points below does not imply that this is how candidates are expected to structure their answers.</p> <p>Relevant points that support the statement may include:</p> <ul style="list-style-type: none"> <li>Increasing use of the longbow meant that recruitment began to target trained archers as it needed skill which could not be provided by short-term training; Edward III's Archery Law in 1363 ordered adult males to practise archery on Sundays in order to create a pool of trained archers.</li> <li>Firing a musket and its use in combination with pikes needed training.</li> <li>Recruitment of mercenaries increased when cannon began to be used since this required specialist training.</li> <li>The development of muskets and their use by dragoons mean that infantry needed to be trained to be more flexible in their tactics.</li> <li>The development of muskets reduced the need for the mounted knight in armies, affecting both recruitment and training.</li> </ul> <p>Relevant points to counter the statement may include:</p> <ul style="list-style-type: none"> <li>The New Model Army was the first standing army – this change in recruitment was a result of the circumstances rather than new weapons.</li> <li>Strict training was introduced for the New Model Army but this was a result of Cromwell's desire for discipline rather than a result of new weapons.</li> <li>Recruitment based on the feudal system was unsatisfactory, e.g. the period of service was limited.</li> </ul>		



## Candidate response to question 5

Chosen question number: Question 5  Question 6

I do think the development of ~~new~~ new weapons were the main reason for changes in recruitment from 1250 to 1300. However to fully ~~understand~~ understand we must look at what weapon developments there were how they were used and how this affected training, while also looking at counter arguments.

In the late 13<sup>th</sup> century under King Edward the longbow proved its effectiveness in the battle of Falkirk in 1298, where they successfully broke the Scottish schiltrons which had ~~proven~~ <sup>proven</sup> unbeatable until then. Previously the Statute of Winchester aimed to improve the Assize of Arms recruitment system. Now every able man had to practice crossbow on Mondays, a Commission of Array was appointed to inspect troops and the annual muster aimed to train people in groups. This could be demonstrated how the new weapons the longbow changed training and recruitment with little argument against.

The next significant leap in technology was the adoption of the firearm and pike. Swiss Pikemen had proven almost unbeatable in ~~the~~ continental Europe and soon little were quickly replaced with pikes. However firearms could ~~not~~ beat pikes so both began to be used. The development of the matchlock musket made firearms slightly safer, but their large size and relative complexity

changed the recruiting system. Until then I initially, the counts best the Tudor recruitment system, where each county had a militia of all 16-66 year olds, who could be called upon to defend the land and volunteer to fight abroad. Each county had a Lord Lieutenant who inspected militia and would yearly have a muster where a group were trained in use of pikes or muskets. By the early 1600s drill books were issued so militias could practice however this system wasn't effective for raising armies overseas as soled militia were pressed into the position. This shows how new technologies may not have impacted training and recruitment as the Tudor system was kept until the English Civil Wars. It ~~however~~ ~~can~~ also be said that,

The next, and last, major leap in recruitment and training was the formation of the New Model Army by Parliament in 1642. This is the point where technology had an impact on recruitment and training. The early years of the civil war saw poorly trained soldiers fighting, Englishmen who served abroad returned bringing ideas of improved training. The New Model Army was a standing army. It maintained a permanent force of paid troops with a uniform and regular drills. The permanent force maintained discipline and proved vital for Parliament's victory at the Battle of Naseby. However it can be argued that the New Model Army was created in order to maintain discipline rather than because of new technology.

In conclusion, it is to a larger extent that weapons were improved training and recruitment. As new ~~per~~ weapons changed the battlefield technologies had to be adopted through better training, and as battles grew more deadly more people were needed for war. A ~~other's~~ lack of discipline and social attitudes also affected recruitment it isn't to the same extent that new weapons and weapons did.

### Examiner comments

**This response was awarded Level 4, 16 marks.**

The introduction is generalised but then the answer follows an analytical approach. The importance of longbows in the Battle of Falkirk is explained and linked to the issue of training and recruitment. The introduction of firearms and their use in combination with pikes is then discussed and the impact on training and recruitment is evaluated. Finally the creation of the New Model Army is discussed as an alternative reason for changes in training and recruitment before a judgement is reached.

The analytical reasoning is sustained and the line of reasoning is coherent; this answer is Level 4 for AO2 (analysis). The knowledge is accurate, relevant and covers a range of examples from the whole period so it is Level 4 for AO1. This is not a perfect answer but it has reached Level 4 for each of the three strands of the mark scheme and therefore received the full 16 marks.

The spelling, punctuation and grammar are correct and it has also used correct specialist terminology, so it received 4 marks for SPaGST.

**Question 6:** 'There was little change in the nature of warfare in the years c1700–1900.'

How far do you agree? Explain your answer.

You may use the following in your answer.

- the role of cavalry
- mass production of weapons

You **must** also use information of your own.

### Mark scheme

Question		
6		<p>There was little change in the nature of warfare in the years c1700–1900.</p> <p>How far do you agree? Explain your answer.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>You may use the following in your answer.</p> <ul style="list-style-type: none"> <li>• the role of cavalry</li> <li>• mass production of weapons</li> </ul> <p>You <b>must</b> also use information of your own.</p> </div> <p><b>Target:</b> Analysis and evaluation of second order concepts: change and continuity [AO2];            Knowledge and understanding of features and characteristics [AO1].  <b>AO2:</b> 10 marks  <b>AO1:</b> 6 marks.  <b>Spelling, punctuation, grammar and the use of specialist terminology (SPaG):</b> up to 4 additional marks.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	<ul style="list-style-type: none"> <li>• A simple or generalised answer is given, lacking development and organisation. [AO2]</li> <li>• Limited knowledge and understanding of the topic is shown. [AO1]</li> <li>• The overall judgement is missing or asserted. [AO2]</li> </ul>
2	5–8	<ul style="list-style-type: none"> <li>• An explanation is given showing limited analysis and with implicit or unsustainable links to the conceptual focus of the question. It shows some development and organisation of material, but a line of reasoning is not sustained. [AO2]</li> <li>• Accurate and relevant information is included, showing some knowledge and understanding of the period. [AO1]</li> <li>• The overall judgement is given but its justification is asserted or insecure. [AO2]</li> </ul> <p><i>Maximum 7 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
3	9–12	<ul style="list-style-type: none"> <li>• An explanation is given, showing some analysis, which is mainly directed at the conceptual focus of the question. It shows a line of reasoning that is generally sustained, although some passages may lack coherence and organisation. [AO2]</li> <li>• Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1]</li> <li>• The overall judgement is given with some justification, but some criteria selected for the required judgement are left implicit or not validly applied. [AO2]</li> </ul> <p><i>Maximum 11 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
4	13–16	<ul style="list-style-type: none"> <li>• An analytical explanation is given which is directed consistently at the conceptual focus of the question, showing a line of reasoning that is coherent, sustained and logically structured. [AO2]</li> <li>• Accurate and relevant information is precisely selected to address the question directly, showing wide-ranging knowledge and understanding of the required features or characteristics of the period studied. [AO1]</li> <li>• Criteria for the required judgement are justified and applied in the process of reaching the overall judgement. [AO2]</li> </ul> <p><i>No access to Level 4 for answers that do not go beyond aspects prompted by the stimulus points.</i></p>

Marks for SPaG		
Performance	Mark	Descriptor
	0	<ul style="list-style-type: none"> <li>The learner writes nothing.</li> <li>The learner's response does not relate to the question.</li> <li>The learner's achievement in SPaG does not reach the threshold performance level, e.g. errors in spelling, punctuation and grammar severely hinder meaning.</li> </ul>
Threshold	1	<ul style="list-style-type: none"> <li>Learners spell and punctuate with reasonable accuracy.</li> <li>Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall.</li> <li>Learners use a limited range of specialist terms as appropriate.</li> </ul>
Intermediate	2–3	<ul style="list-style-type: none"> <li>Learners spell and punctuate with considerable accuracy.</li> <li>Learners use rules of grammar with general control of meaning overall.</li> <li>Learners use a good range of specialist terms as appropriate.</li> </ul>
High	4	<ul style="list-style-type: none"> <li>Learners spell and punctuate with consistent accuracy.</li> <li>Learners use rules of grammar with effective control of meaning overall.</li> <li>Learners use a wide range of specialist terms as appropriate.</li> </ul>
<p><b>Marking instructions</b></p> <p>Markers must apply the descriptors above in line with the general marking guidance.</p> <p>Performance in AO1 and AO2 is interdependent. An answer displaying <b>no</b> qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge <i>and</i> understanding.</p> <p>The first two bullet points [AO1 and AO2] account for 3 of the 4 marks in the level and are equally weighted; the third bullet point [AO2] accounts for the remaining mark. Once the level has been found, there are two steps to follow to determine the mark within the level:</p> <ul style="list-style-type: none"> <li>Markers should consider bullet points 1 and 2 together. Strong performance (for the level) in both would be awarded all 3 marks, while 2 marks may be achieved by stronger performance in either bullet point; weak performance would be awarded 1 mark.</li> <li>The fourth mark in each level is allocated to the bullet point 3 and should be considered independently of the award of the other marks.</li> </ul> <p><b>Indicative content guidance</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited. The grouping of points below does not imply that this is how candidates are expected to structure their answers.</p> <p>Relevant points that support the statement may include:</p> <ul style="list-style-type: none"> <li>Cavalry continued to be used in attack throughout the period, e.g. the charge of the Light Brigade.</li> <li>Wars continued to be fought mainly at close range, often including hand to hand fighting.</li> <li>For most of this period there was little change in the use of small arms until c1850.</li> </ul> <p>Relevant points to counter the statement may include:</p> <ul style="list-style-type: none"> <li>New tactics were developed, such as the infantry squares used by Wellington at Waterloo.</li> <li>Heavy barrages of cannon or rifle fire became possible because of the industrial scale production of standardised weapons.</li> <li>Siege and trench warfare began to develop during the Crimean War as a result of the use of heavy artillery and early machine guns.</li> <li>Cardwell's army reforms led to the professionalisation of the army.</li> <li>Larger armies and the mass production of weapons made prolonged engagements possible.</li> </ul>		

## Candidate response to question 6

Chosen question number: Question 5  Question 6

I mostly <sup>disagree</sup> agree with the statement. After the battle of Balaclava in 1854, through the tragedy of the Charge of the Light Brigade, it was shown how cavalry charges had become less effective due to developments in weapons. These advances in rifles and cannons meant cavalry charges were easy targets (especially a lightly armed charge) due to the large size, lack of armour and increased accuracy.

Furthermore; due to the industrial revolution travel became easier. The creation of steam powered engines meant trains and boats could move soldiers and weapons long distances far quicker than horses in baggage trains. Unlike baggage trains, the new engines were more reliable and didn't have to travel behind an army. This meant they were less of a target. This meant that; warfare was ~~more~~ more widespread than ever before.

On the other hand, Cavalry was still a part of armies until the late 1800s. Although they were not as large or used for the same tactics, the cavalry was still an extremely useful asset. Light cavalry, armed with swords and pistols, could move ~~quicker~~ <sup>quicker</sup> than ~~any~~ <sup>any</sup> other units on the field. This made them perfect for scouting and relaying messages, so they were still a part of armies. Also, their use as a shock tactic was widely successful, being a major force in the Battle of Naseby by using their maneuverability to out flank the Royalists and, despite the losses, they the charge in the battle of Balaklava was effective to some extent.

One major change in warfare was the style and tactics of armies. Cromwell's New Model Army represented the effectiveness of using a standing army. This was because more experienced soldiers had higher ranks, not those with only wealth and social status. This created an advantage in tactics which was reinforced by the defeat of the Royalists, which were using the old tactics and roles. This idea was then included in

by other factors  
and armies  
battles, after due to its effectiveness.

A small change was the use of uniformed  
soldiers. It did help prevent friendly fire and  
show solidarity but had little effect on warfare  
itself.

Advances in technology meant arms races  
began more frequently as factions tried to gain  
technological superiority. This changed warfare as  
previously weaponry on opposing sides was mainly  
similar. It opened more opportunity for roles in  
armies as new developments made older positions  
insignificant.

#### Examiner comments

**This response was awarded Level 2, 6 marks.**

There is a valid point about the declining role of cavalry as a result of new weapons but it is not developed or linked to changes in the nature of warfare. The later sections of the answer on steam powered engines and transport, description of the role of cavalry and changes in uniform are not focused on changes in the nature of warfare, making the analysis in this answer Level 2. This means that the mark for AO2 is low Level 2.

There is some relevant detail but some of it is out of period, for example, comments about the cavalry in the battle of Naseby and Cromwell's tactics using the New Model Army. So the AO1 mark is also low Level 2.

The conclusion is about the development of new technology but does not make a judgement on the reasons for changes in the nature of warfare, so it fits Level 1 of the mark scheme for the judgement strand.

So overall the strands meet low L2 low + L2 low + L1. A 'best-fit' mark of Level 2 - 6 was given because all of the L1 criteria were met with sufficient Level 2 criteria to place the response in the lower mark range.

Spelling and grammar were good, punctuation was reasonably accurate and some specialist terms were used – a mark of 3 was awarded for SPaGST.



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