

# Examiners' Report

## June 2019

### GCSE History 1HI0 12

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# Introduction

This was the second examination in this new specification and it is clear that centres have taken note of points raised in last year's report, in inset and in material published on the website. Candidates seemed confident on both sections, the Historic Environment and the Thematic Study, and there seemed to be relatively few unfinished papers.

As a general point, centres should remember that 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, for example:

- The nature of warfare
- The experience of war
- Governments and individuals
- Science, technology and communications
- Attitudes in society.

It is also important to remember that this is a Thematic Study in British history. While many developments in warfare took place elsewhere, the focus of this study is the impact of these developments on warfare in Britain and the British army; consequently answers based on American tactics during the Vietnam War or the impact of war on civilians elsewhere are not relevant.

In the extended answers, the stimulus points are usually intended to remind candidates 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.

The order in which the stimulus points are listed is not intended to suggest a structure for the answer and, especially in questions 5 and 6, planning the answer first usually resulted in a logical and coherent argument being developed. Where answers treated the stimulus points in the order they were listed and then added a third aspect of content, it often meant that these three aspects of content were treated as separate points, with no sense of an over-arching argument. While answers do not need to be structured chronologically, candidates do need a clear understanding of the sequence of events in order to discuss causation, consequence, change, continuity, and concepts such as progress.

A number of answers 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. Those who did reach Level 4 realised that the topic provides the context but that there is a specific focus which the analysis should address.

The target for the 12 mark question is an explanation of causation but there is no expectation that causes will be prioritised or evaluated and no marks are available for such comments. However,

there is an additional element of judgement in the 16 mark questions. 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 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 should be made clear throughout the answer and not just restricted to comments at the start and end of the answer.

## Question 1

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 but it is nested within the context of the Thematic Study and therefore knowledge of the specific context is expected.

It was disappointing to see that a number of candidates could not provide any details that were specific to the V2 attack on Deptford. This event is named in the specification yet a number of answers were very vague or generalised. Answers that talked about planes dropping bombs were clearly invalid and many others offered comments about deaths and casualties, or destruction of property that could apply to any episode during the Blitz.

Where the event was known, answers were pleasingly precise, often mentioning that casualties were high because it was at lunchtime and people were queuing at Woolworth's because there had been rumours about a delivery of saucepans. Other answers focused on the nature of the V2 weapon, explaining it was a ballistic missile, pilotless, it flew at low altitude and (unlike the V1) did not make a noise and therefore there was no warning and no time to take shelter.

It should be noted that the feature identified should be something characteristic of the topic and that having identified a feature, candidates should add further detail which will explain the feature or provide context; answers which listed four disconnected points of information were limited to a maximum of two marks. 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.

There were also a number of answers which tried to use the same point as two separate features, for example the V2 made no noise and therefore there was little warning of an attack, and the fact that V2 attacks took people by surprise and they did not have a chance to get to air-raid shelters, or that there were casualties and that people were killed.

Candidates should use the mark and the space in the answer booklet as a guide for the length of their answer. An answer that continued beyond the lined space was often wasting time – in many cases, the answer had already scored the full 4 marks and no further marks could be awarded. Where the candidate was unsure about the answer, the additional comments were usually irrelevant. It was very rare for additional comments to gain any marks.

1 Describe **two** features of the V2 attack on Deptford in 1944.

Feature 1

One key feature of the V2 attack on Deptford in 1944 was that it was the first known and recorded V2 attack. Before Deptford, the government used censorship in order to cover up the V2 attacks however due to the amount of people out and about the government had to reveal to the public information about the V2. This led to distrust.

Feature 2

One other key feature was that the attack took place at a busy department store during lunch hours. As it was during lunch hours many people were shopping this led to a high death count of 160 people with many more injured. This was one of the first attacks to take place during day time.



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Examiner Comments

Two valid features are identified: the government reaction to the V2 attack and details about the casualties; in each case further detail is provided to make the context clear.



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Examiner Tip

Use separate sentences to identify the feature and to provide additional detail, so that the examiner can see why two marks should be awarded for each feature.

1 Describe **two** features of the V2 attack on Deptford in 1944.

Feature 1

The V2 attack on Deptford in 1944 affected morale.

It caused many casualties which caused the civilians to believe that they were about to be defeated in war, by the Germans in war.

Feature 2

Before the V2 exploded, it made a buzzing noise.

This had an impact on civilians as they knew when they heard that noise, something bad would follow.



**ResultsPlus**  
Examiner Comments

The first point is valid although it is rather generic and not very specific to the V2 attacks but the second point is inaccurate – the V1 rockets buzzed but the V2 was not heard in advance.



**ResultsPlus**  
Examiner Tip

Make the features and details as specific as possible, showing knowledge of the historical context.

## Question 2 (a)

It is important to note that the question asks about the usefulness of a source for a specific enquiry, in this case, an enquiry into morale in the East End of London.

Candidates found the sources accessible and could make a number of points about the usefulness of the content and their provenance. Sometimes the judgement of utility was based on the simple assumption that any information about morale would be useful to an historian or that information about riots or attitudes towards the Royal Family was obviously relevant to an enquiry on morale. At Level 3, answers were clearly focused on the usefulness of the sources for showing the attitude of the public and the level of their morale.

When considering provenance, there were a number of generic comments about a source being biased (with no explanation of how that bias could be detected or why it occurred) about Source A being unreliable because it was published a long time after the event or that Source B was automatically reliable as it was a photograph. These comments could be made without any reference to the individual source and therefore remained at Level 1. At Level 2, a more developed explanation was provided, for example, considering the fact that the author of Source A may have wanted to celebrate the heroism of ordinary people.

At Level 3, comments need to show the effect of the provenance on the usefulness of the source content, for example recognising that as the author of A was remembering events from his childhood, it lacks specific details but this does not undermine the value of the source as evidence for significant events like a riot or the Royal Family being booed, and for regular events such as his father's work as an air-raid warden. It was also pleasing to see comments on Source B which recognised that the photograph was probably used as propaganda but instead of dismissing it as unreliable, saw this as useful evidence of the government's attempts to boost morale.

Most candidates offered valid comments about the sources' content and many also made valid comments about the provenance of the sources. However, some very good answers could not access the higher marks because they did not include contextual knowledge. Contextual knowledge is mentioned at every level of the mark scheme and failure to include it limited a number of otherwise good answers. Contextual knowledge could be used to add detail about 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 gave an accurate view or showed a typical situation. At Level 3, contextual knowledge should be used in the process of reaching a judgement and not simply provided as information.

There was a very small number of answers which only considered one source. Every level of the mark scheme refers to 'sources' and therefore answers which do not consider both sources cannot access high marks.

The focus should be on assessing the usefulness of what is in the source rather than listing details which are not mentioned - sources were not produced in order to be used by historians and they should not be dismissed because they do not cover every detail that might be useful in an investigation. If the answer identified omissions from the source as limitations on its usefulness, there should have been an explanation of why these details could have been expected from this source. Candidates should also recognise that 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 own knowledge.

The question asks 'how useful' the sources are, so a judgement should be made on the usefulness for the specific enquiry of the evidence in each source. The best answers went beyond statements



about the information contained in the source that was presumed to be useful because it was relevant to the enquiry, listing limitations in the content coverage or asserting that a source was limited because it is biased. Good answers made clear the criteria being used to assess the usefulness for the enquiry of the source, weighing the value of the content in the light of the provenance and the candidate's own knowledge. The criteria could be accuracy, reliability, the relevance of the source, the way it could be used by the historian, how representative the source is.

High level answers about Source A weighed the insight into attitudes towards the Royal Family and anger over the circumstances against the inspiration provided by ordinary people who showed great bravery and community spirit. For Source B, candidates analysed the visual details for evidence about morale, taking into account the fact that the Royal Family did remain in London during the Blitz and considering the role of the Royal Family and government propaganda campaigns.

Although a judgement should be reached on the overall usefulness of each source, there is no requirement to compare the sources or to use them in combination and no marks are available for this. Candidates who focused on comparisons between the sources often failed to develop their judgement on each source properly; if this approach is used, it is important that the answer still comes to a judgement on each individual source.

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

How useful are Sources A and B for an enquiry into morale in the East End of London during the Blitz?

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

(8)

Source A suggests morale was so low in the East End that it created resentment and annoyance at English people as well as the enemy, this can be seen in the first sentence when "the King and Queen were booed by some East Enders" despite the King and Queen staying in London in an attempt to boost morale. However, my own knowledge does support that the King and Queen were "living in luxury" as they were staying at Buckingham Palace at the time. The source is quite useful because it is a first hand account of someone who had lived through this time and because my own knowledge supports the fact that there were food shortages that troubled people especially in the East End were bombing was the worst because not only was it on the fight path from North France but also because it was the location of strategic targets such as docks and ports as well as being densely populated. However, the source is limited as Holborn was only a child when these events occurred and his account was published nearly 60 years later and so his recollection of events may be missing something or not entirely accurate. Overall, Source A is very useful for an enquiry into morale in the East End of London during the Blitz because it is a first hand account of someone who lived in the East End during this time and he has no reason to embellish or lie for propaganda nearly 60 years later.

Source B suggests morale in the East End was boosted by the Royal Family despite the danger of the destruction or shame by the shelling given it is top left of the photograph, this is supported by my own knowledge as the King and

stayed in London specifically for the purpose of keeping up morale. This source is useful because it shows the feeling of the people in the aftermath of a big bombing shown by the destruction in the photo and it also shows attempts by the Royal Family not to keep up morale. Some judgement is supported by my own knowledge of the destruction of German bombing as well as the Royal Family. However, Source B is limited because not much can be inferred from the faces of the children as to what they are feeling and how morale is. Despite being a photograph it is free from bias or embellishment, Source B is not as useful as Source A for this enquiry because it does not go deeper into telling us the feelings of those in the East End.



**ResultsPlus**  
 Examiner Comments

The analysis of Source A reaches Level 3. There is a thorough analysis of content linked to contextual knowledge and with a consideration of the effect of provenance. A judgement is offered on the source's usefulness.

The analysis of Source B also reaches Level 3. It analyses the content of B and links this to contextual knowledge and places this in the light of its provenance to reach a judgement on usefulness.

The answer reaches Level 3 for each source but is stronger on A than on B, so a mark of 7 was given.



**ResultsPlus**  
 Examiner Tip

Remember to make a judgement on the usefulness of each source as evidence for the specific enquiry in the question.

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

How useful are Sources A and B for an enquiry into morale in the East End of London during the Blitz?

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

(8)

Source A is useful for this enquiry because it describes both the positive and negative effects on morale as a result of the Blitz. Most people would understand that people would be angry and terrified for their lives but not recognise that the communities would become united. Holman says 'the involvement of masses... in vital roles lifted morale'. This shows that because everyone felt like they were doing their part to help their country, they were more at ease.

Source B is a photograph. ~~While~~ Although it shows damaged buildings and people looking miserable in the background, it is impossible to tell if the photo is staged or not. This was often done by the media to show the country the effect the Germans were having to act as a force people to take part in the fight. This is called propaganda. Source A may be biased as it's a personal account but it won't be propaganda as it was published in 2000 when <sup>England</sup> ~~the~~ were no longer at war with the Germans.



The answer on Source A only discusses the content at first but later makes a comment about its provenance.

The answer on Source B makes a brief comment about the content of the source and then discusses its provenance.

Neither answer is well developed but there is also no contextual knowledge being used, so this answer has only met 2 elements of the Level 2 mark scheme; it received 4 marks.



Don't just focus on what can be learned from the source content. Link the content to the provenance and to contextual knowledge.



## Question 2 (b)

The question should be treated as a package that is linked to the enquiry that was identified in question 2a (morale in the East End) and the aim is for candidates to show that they know how historians work. The first sub-question simply asks them to identify a detail from the source – this was most commonly done by quoting a phrase from the source; candidates should be aware that a detail from the provenance cannot be rewarded.

The next section is linked to this detail – candidates need to state the question they would ask to follow up this detail in relation to the overall enquiry and consequently, the question should be broader than following up a very specific person or event in the source. A number of answers wanted to follow up specific details such as the author's father's experiences rather than the broader enquiry that is the focus of this question. Others wanted to follow up the mention of food riots and suggested a question that focused on law and order or government help for those affected by bombing rather than an enquiry investigating morale. This failure to recognise the link to a broader enquiry limited the marks available to these candidates for this question.

Most candidates understood the importance of following the structure of the answer booklet but there were still a number of candidates who wrote a question in the first stage instead of identifying a detail that they would like to follow up. This meant that they received 0 for the first stage but also 0 for the second stage where the question must be linked to the detail that has been identified.

However, if a valid question had been proposed in the second sub-question, even if it were not linked to a detail in the source, although it could not receive a mark, it allowed marks to be awarded for the third and fourth sub-questions, which ask candidates to explain how they could find information to answer the question they have just posed. Candidates need to be clear that they should suggest a specific primary source – 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.

While it is recognised that candidates cannot have detailed knowledge of all possible sources, the specification states that candidates should be aware of the types of sources available and the nature of the information they contain. Answers such as 'newspapers' or 'government records' were 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 but if the explanation is not clear, then marks cannot be awarded for either of these sub-questions.

Some suggested sources could not have provided information which would have helped to answer the candidate's question. For example, a diary or photograph can only offer a single example of morale – as many pointed out in question 2a. Some suggested sources were also unrealistic – an interview with the author's father, a diary entry from an ARP warden recording the details of bomb and every house affected, government records showing the details of everyone involved in food riots are all highly unlikely.

Where possible, credit was given but the explanation in the final sub-question was extremely important – comments such as 'this would help me to find out what I want to know', 'because this source would be true' or which say that the suggested source would have relevant information are so generalised that they cannot be rewarded and this meant the suggested source also could not be rewarded. However, an explanation of the sort of information that the source might contain and how it would be used to answer the candidate's question, could sometimes be used to validate a

generalised suggested source. For example, it would be valid to suggest that a local newspaper's account of a food riot or a royal visit might include interviews with local people and therefore reflect public morale.

Success in this question depended on the selection of an appropriate question in the first part of the answer, a question which broadened from that detail to the wider enquiry and then a well-explained suggested source. 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 meant that the explanation in the final section was usually invalid.

It was important that the candidate treated these 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. Questions about morale at the time of a food riot or a royal visit, or the involvement of people in activities such as air-raid wardens, emergency ambulance drivers, firefighters or auxiliary nurses, could be followed up through an investigation based on local newspaper accounts, Mass Observation diaries, or the records of voluntary organisations at the time of specific events.

Very few candidates wrote about the wrong source but where this happened, those answers scored 0.

(b) **Study Source A.**

How could you follow up Source A to find out more about morale in the East End of London during the Blitz?

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

Complete the table below.

(4)

Detail in Source A that I would follow up:

<sup>Involvement</sup>  
~~the involvement~~ of masses of ordinary people in  
vital roles lifted morale\*

Question I would ask:

What vital roles helped lift morale?

What type of source I could use:

Local newspaper

How this might help answer my question:

It could show us what jobs were up  
for grabs that could have been vital at  
the time.

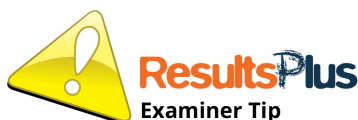


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Examiner Comments

A detail has been selected from Source A which is then the starting point for a broader enquiry into morale in the East End.

While the suggestion that a local newspaper would include jobs that were 'up for grabs' is very generalised, when taken in conjunction with the proposed question, it is clear that the candidate hopes to discover appeals for volunteers in key roles such as air-raid warden that would lift morale.





Make sure the final section explains **how** the information in the suggested source could be used to answer the proposed question; don't just say that the source would provide information to answer the enquiry.

(b) **Study Source A.**

How could you follow up Source A to find out more about morale in the East End of London during the Blitz?

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

Complete the table below.

(4)

Detail in Source A that I would follow up:

people in blitzed areas could only carry on because of local neighbourhood actions rather than the central government actions

Question I would ask:

why wouldn't the government help send help to the locals

What type of source I could use:

I could use people stories and diary entries to find out what it was like for the government not to help them and how it made them feel

How this might help answer my question:

This would help <sup>add the</sup> answer to my question by me understanding what made them riot against people and why they lasted out



A detail from the source is paraphrased and the proposed question could relate to morale but the suggested source is generalised (people's stories and diary entries) and the link to morale is not developed.



Make sure the whole package of the 4 sub-questions is focused on the broader enquiry in the question.

### **Question 3**

This was a straightforward question and many candidates wrote confidently about similarities in the impact of warfare on civilians during the medieval and modern periods.

The obligation to serve in a feudal army was frequently likened to conscription. Other common comparisons were the destruction of homes caused by warfare, the impact of a war situation on the availability of food through requisitioning and rationing, the death of family members and the need for taxation to pay for the war.

In a few cases incorrect details were used or the similarity was invalid but the most common reason for answers not receiving full marks was an unbalanced answer, which identified a similarity but only provided supporting detail from one period. For example, answers which identified taxation as a similarity often failed to provide accurate supporting details from each period.

This is a Thematic Study in British history, so answers about civilian experiences in Vietnam were not relevant.

Some answers simply juxtaposed details from the two periods without actually saying what the similarity was. Some answers offered a range of points about each period but these were not linked and therefore they merely offered information about the two periods rather than identifying a similarity. The answer does need to explicitly identify the similarity and then offer evidence from both periods to provide support.

While many candidates scored the full four marks, some wrote far too much. Answers providing details on the composition of a feudal army and conscription and national service during the 20<sup>th</sup> century demonstrated excellent knowledge in support of a valid comparison but it could not be rewarded beyond four marks and possibly the time taken here affected the completion of the longer answers which carried more marks.

## SECTION B: Warfare and British society, c1250–present

Answer Questions 3 and 4. Then answer EITHER Question 5 OR Question 6.

- 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 c1900–present.

One way impact of warfare on civilians that was similar in both time periods was that in both WW1 and WW2 families would lose their homes and property. In medieval times during war there was a lot of raiding and looting meaning people could lose land, homes and property by enemy soldiers. Just like bombs did to the British public in WW1 and WW2 houses were destroyed meaning people's belongings would be gone too.



**ResultsPlus**  
Examiner Comments

The answer identifies a valid similarity in the loss of homes and property. Supporting detail is offered comparing the impact of raiding armies in the medieval period and the impact of bombs in the First and Second World Wars.



**ResultsPlus**  
Examiner Tip

Make sure the supporting detail is linked to the point being made.

- 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 c1900-present.

Conscriptions were used in both time periods to recruit people for the army. Conscription is where civilians are forced to recruit for the army during a war of some sort. We see this used in the Battles of Falkirk, Agincourt and Somme. What they all have in common is that they were at war ~~times~~ and during the time of war if not enough soldiers in the army conscriptions had to be brought into the picture. It all links to government and key individuals as Kings and Queens or any leaders in fact would have needed as big of an army as possible.



**ResultsPlus**  
Examiner Comments

The idea of forced service in the army is a valid similarity but the supporting explanation is very general and does not include details specific to each period.



**ResultsPlus**  
Examiner Tip

Make sure supporting detail is offered about each of the periods named in the question.

## Question 4

The battles of Falkirk and Agincourt were well-known and many candidates could describe the use of the schiltrons and archers in detail. Answers included precise details about the tactics in using the schiltrons and the range of arrows, speed of firing and impact on armour. However, not all answers developed this into an explanation of the decline of the mounted knight.

Candidates seemed less confident when talking about the feudal army, often describing the ratio of infantry to mounted knights but not using this to answer the question. Where answers were focused on explaining reasons for the decline of the mounted knight, they explained the problems created by the limited obligation of feudal service, the increasing use of scutage to hire professional mercenaries and the difficulty of creating a cohesive force from disparate groups of knights.

Strong answers were able to show that the offensive power of a charge by mounted knights was neutralised by the use of the schiltrons and longbow, while the role of the mounted knight was affected if their horse was killed and they themselves became vulnerable once armour could be penetrated. In these circumstances, new tactics were needed and although horses were still used within the army, the mounted knight became obsolete.

Some candidates did not appreciate that mounted knights and cavalry are not the same thing and other answers included out of period details, for example, describing the role of cavalry in Cromwell's New Model Army.

It was pleasing to see that a number of answers were awarded full marks and it was noticeable that many of these were relatively concise. These candidates had understood the focus on explaining causation and provided enough detail to support their explanation without becoming descriptive while some answers that were very detailed and had excellent knowledge, did not develop the analysis of causation.



4 Explain why the role of the mounted knight changed during the period c1250–c1500.

(12)

You may use the following in your answer:

- the longbow
- the feudal army

– Falkirk Schiltrons

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

The role of the mounted knight declined due to new technology and tactics. The longbow was shown to be a dominant weapon in the Battle of Falkirk between Edward I ~~and~~ ~~William Wall~~ who had 16,000 troops and William Wallace the Scottish rebel who had 10,000 troops. William Wallace's schiltrons were tightly disciplined and would not break which made mounted knights useless as the long pikes would impale the horses. Edward I ~~the~~ used his 5000 longbow men and shot onto William's schiltrons and broke their formation as they were ~~vulnerable~~ vulnerable to attack, ~~and~~ resulting in the mounted knights being able to break through. This shows that the mounted knights were useless to new tactics developing in warfare as now the mounted charge from nobles would ~~be~~ not now be successful.

The feudal army also ~~used from~~ was mainly infantry. The infantry were ~~mainly~~ mostly recruited by the Statute of Winchester which pressed people between 16 and 60 to work in the army. In 1337, Edward III demanded that men must train with archery targets everyday with the longbow also, disbanding the cavalry. Many of the noblemen who ~~rode the~~ were mounted knights commonly dismounted in battle as they were vulnerable to longbow men which was shown in the battle of Agincourt 1415 as Henry V's archers shot down on ~~them~~ the French with 100,000 arrows per minute making the cavalry useless as they couldn't get close enough to kill.

Schiltrons also were seen to be the mounted knights downfall as ~~their~~ their long pikes would impale mounted knights. This is seen in the ~~Battle~~ battle of Falkirk 1298 when William Wallace's ~~that~~ schiltrons were successfully killing the cavalymen as cavalry could not get close enough to kill the pikemen due to



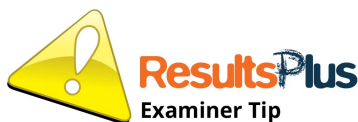
their tight formation. The decline of the mounted knights were shown as the mounted knights instead were used for alternative jobs like scouting as new battlefield tactics and weapons overcame the once effectiveness of the army.



The answer reaches Level 4 for Assessment Objective 2 (analysis), with a sustained focus on the question throughout the answer.

Assessment Objective 1 (knowledge and understanding) is also Level 4. There is accurate and relevant supporting knowledge showing the failure of the knights to be effective against schiltrons until archers had broken their formation, Edward III's increasing emphasis on archers within his army, and the impact of archery at the Battle of Agincourt.

This covers 3 aspects of content.



Be clear about how each point being made relates to the question.

4 Explain why the role of the mounted knight changed during the period c1250–c1500.

(12)

You may use the following in your answer:

- the longbow
- the feudal army

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

At the start of the period 1250–1500 the mounted knight ~~of~~ wore hauberk (chainmail) to protect from the blade of swords. However this changed due to the introduction of the longbow. The longbow was extremely accurate and could penetrate armour.

During the battle of Falkirk\* (1298) The English army used ~~the~~ longbows to combat the Scottish army's schiltrons (clusters of pikemen). 1000's of arrows were fired into the schiltrons and at the cavalry causing many Scottish losses. In addition this battle highlighted the problems with mounted charges due to the danger of horses being impaled by spikes.

The feudal army was led by the king and knights were required to provide 40 days worth of resources. ~~At~~ Many knights did not want to do this so the number of cavalry declined.

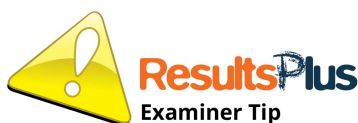
During the battle of Agincourt (1415) the mounted knight played a very insignificant role, used only as ~~as~~ scouts ~~and~~ and very little more.



The answer meets the demands of the mark scheme for Assessment Objective 2 (analysis) at Level 2. It is descriptive in approach and there is little focus on causation except for the explanation about the danger of horses being impaled.

Some knowledge and understanding (AO1) is demonstrated but it is often generalised or is not shown to be related to the focus of the question; this is Level 2.

Performance is not strong in Level 2 for either of the Assessment Objectives and so a mid-Level mark was awarded.



Make sure the supporting detail is linked to your analysis and not simply describing the situation.

## Question 5

This question required candidates to compare changes in the nature of warfare in two different periods, targeting the second order concept of similarity and difference. However, a number of candidates wrote about the importance of developments in warfare in each period, without addressing the focus of the question about whether the changes in one period were more significant than changes in the other period.

Examiners commented on the impressive range of very precise detail being offered on topics such as weaponry, the New Model Army, 'Iron-mad' Wilkinson, Henry Bessemer, Cardwell's reforms and individual battles. In some cases this meant that the focus on comparison was missed or the answer was unbalanced, with detailed coverage of changes in one period but only brief comment about the other period.

High Level answers were able to discuss the significance of the changes identified, for example the impact of changes to weapons such as developments to the musket, the bayonet, the invention of rifles, the development of heavy artillery and the mass production of weapons, and also the impact of changes in tactics such as the use of the Swedish salvo and the use of dragoons. Some candidates very successfully used key battles as case studies. Judgements varied, with some candidates placing great significance on the New Model Army because of the development of training and tactics while others saw the changes brought about by industrialisation as more significant. Both views were convincingly argued in well-constructed answers where the criteria being applied were made clear throughout the answer.

Weaker answers tended to describe developments in warfare and could not always explain their significance. It was also quite common for candidates to over-state the significance of a development, claiming it made an 'incredibly huge' change. Some answers made invalid comparisons because of confusion over the dates and key events in individual battles or included 20<sup>th</sup> century developments such as tanks.

I disagree with the whole there were some significant changes in the nature of warfare in 1500-1700, overall I disagree with the statement, as ~~the~~ <sup>the</sup> ~~huge~~ huge amount of significant changes brought about by the rapid improvements in science and technology during the industrial period of 1850-1900, were more significant than the changes in 1500-1700.

However, one could also ~~dis~~ agree with statement because of the introduction of the New Model Army <sup>(NMA)</sup> created in 1645, the New Model Army was a turning point in how armies were organized. It was the first permanent, standing army that got paid a constant wage. It contained around 14,000 <sup>6,500</sup> men, ~~16,000~~ <sup>6,500</sup> cavalry and 7,500 infantry. The cavalry was paid 24 pence a day while infantry was paid 8 pence a day, the same as labourers pay. This was a significant change as despite being disbanded in 1660, it paved the way ~~arm~~ armies would be organized, especially after the parliamentary victory in the Battle of Marston which demonstrated the strength of the New Model Army. ~~There~~ An important feature of the New Model Army was that Cromwell insisted on promotions based on ability rather than social class. This proved to greatly improve the quality of leadership in the army, and represented a



significant change in how officers were promoted. While this was a significant change, the NMA was disbanded in 1660, and so its long term significance is questionable, especially regarding the fact the role of commissions took until 1871, over 200 years after the NMA.

Another way one could agree is through the huge amount of changes in weaponry that occurred. After the development of gunpowder <sup>in the middle ages, by</sup> ~~in the 1550s~~, the matchlock musket was beginning to replace the longbow. This was a significant change in the nature of warfare as the longbow had previously been dominant in warfare, but the improved power of the musket meant it could easily pass through a knight's armour. Moreover, the ability to mass-produce musket bullets made it even more useful, as many soldiers could be given it without the need for extensive training, as required with the longbow. On top of this, ~~other~~ other advances in technology, led to the development of the pike, which changed the way cavalry were used, now often as dragoons. A finally, the development <sup>in the 1690s</sup> of the flintlock musket, and socket bayonet led to further significant changes, as they converted <sup>pitmen</sup> ~~infantry~~ and ~~infantry~~ into one unit, which completely changed the composition of the army, so much so that in 1701 the ~~pitmen~~ was virtually replaced.

Moreover, I would argue there were more significant changes in the nature of warfare between 1800 and 1900. This is <sup>mainly</sup> ~~fully~~ due to industrialisation, which allowed rapid improvements in science and technology. For example, Henry Bessemer patented a new way of mass-producing steel, which reduced the price of steel from ~~£60~~ £60 a ton to £7. This was significant, as it allowed the mass production of guns, enabling armies to equip many soldiers with standardised, reliable weaponry. Moreover, many other individuals caused significant changes in the nature of warfare. For example, John Wilkins patented a new ~~to~~ moving method for cannon, which led to many developments in the cannon. For example, light field artillery was introduced, which were more manoeuvrable in battle, due to them being produced by in bronze. Also, the heavy artillery was introduced, which used steel and could fire almost much further. All these examples show how due to industrialisation and key inventors in the period of 1810-1900 there were huge and significant changes in weaponry and the nature of warfare.

Furthermore, more inventions led to the nature of warfare changing, so that defence had more power. This was due to inventions <sup>developed in 1798</sup> such as the Maxim machine gun, which could fire 200 ~~per~~ rounds per minute and on top of this, the improvements in rifles, such as conical bullets, which increased range and minie rifles which made reloading faster. The power of defence can be seen in the battle of Balaclava, when the 9<sup>th</sup>

highlanders, armed with minnie rifles were able to defeat over 2000 Cavalry, which showed how these technological improvements greatly effected the nature of warfare between 1700 and 1800

In conclusion, while in 1500-1700 there were some significant changes, the changes caused by industrialisation and key inventors were much more significant in shaping the nature of modern warfare.



### ResultsPlus Examiner Comments

The analysis offers a consistent line of reasoning explaining the significance of various developments such as the New Model Army, the impact of industrialisation and developments in weaponry. The significance of developments in each period is discussed with an implicit comparison between the two periods. This therefore meets the Level 4 demands of the mark scheme for Assessment Objective 2 (analysis) at the lower end of the level.

There is a good range of precise knowledge and a good understanding of society, meeting the Level 4 criteria for Assessment Objective 1 (knowledge and understanding).

It covers 3 aspects of content.

The judgement considers the contribution of each set of developments towards shaping modern warfare.

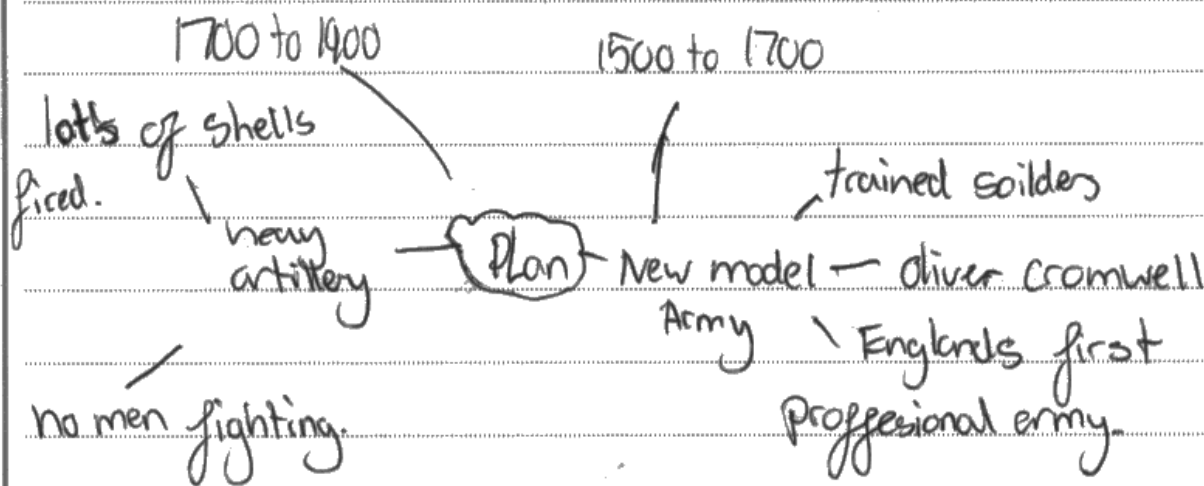
This has met the demands of Level 4 but the comparison needed to be more explicit for full marks; it was awarded 14 marks.



### ResultsPlus Examiner Tip

Plan your answer before you start to write it; this will help you to develop a consistent line of argument.





I agree to an extent that changes in nature of warfare in the period 1500 to 1700 were more significant than changes of nature in warfare in the period 1700 to 1900.

One reason why I agree is that in 1500-1700 it was ~~more~~ how good the soldiers were, whereas 1700 to 1900 was mainly about how good the equipment and weapons were. The New model army was England's first professional army ~~led~~ led by oliver cromwell. ~~This~~ This army was made up of trained ~~soldiers~~ men who were good at winning battles.

One reason why I don't agree that changes in the

nature of warfare ~~was more significant than~~ in 1500 to 1700 was more significant than changes in the nature of warfare in 1700 to 1900 was that wars always was fought by men fighting each other but in 1700 to 1900 heavy artillery changed that, as big cannons would be firing shells to each others lines killing lot's of men. This made swords and pikes useless unlike how useful they were in 1500 to 1700.

Another reason why I agree with the statement is that ~~war was never fought with~~ the English never fought wars with professional armies which changed the nature of warfare when the New model army was made. The whole course of training for soldiers was different with the New model army, as they would have been taught discipline.

This is why I agree to an extent that changes in the nature of warfare in 1500 to 1700 was more significant than the changes of nature in warfare in the 1700 to 1900.



The answer recognises the focus on comparison of the changes in the nature of warfare and valid points are made about the introduction of a professional army compared to the way heavy artillery changed the nature of warfare from hand-to-hand combat. The focus on the significance of these developments is Level 3 for Assessment Objective 2 (analysis) but the analysis is not developed so it is weak within this level.

Assessment Objective 1 (knowledge and understanding) was marked at L2; the answer offers limited detail but the knowledge is broadly accurate.

A judgement is given but it is not properly substantiated.

A 'best fit' approach places this answer at the bottom of Level 3.



Make your overall judgement clear from the start; you should look at both sides of the issue but just saying you agree with the statement and then saying you disagree with it is not the same as saying how far you agree or which parts of the statement you think are correct.

## Question 6

I mainly disagree with the statement that the development of war reporting was the most important reason for changes in popular attitudes towards war between c1800 - present. ~~war repo~~ ~~war reporting~~

Although war reporting was <sup>an</sup> ~~the most~~ important reason, other reasons such as conscription and total warfare were also important.

The development of war reporting was very important in changing popular attitudes towards war. ~~The electric telegraph~~ Wireless radios <sup>and the electric telegraph</sup> were developed in this period which allowed for almost instant reporting from the battlefield to the home country.

The Crimean <sup>war</sup> was the first war to have reporting, with William Russell Howard working as the sole reporter for the Times and sending daily telegraphs with the news. This increase in war reporting allowed the public to be more informed about war and therefore <sup>popular</sup> ~~public~~ attitudes towards war began to change. In the early 1900s, patriotism and jingoism and also attitudes critical of war were on the rise. Successes in war lead to patriotism as

these were reported to the public, but also the public were more informed about the horrors of war, so pacifism also became more prevalent. By the Iraq War in 2003, popular attitudes had changed greatly, as shown by the public opposition which led to the UK and the US to <sup>exit</sup> ~~leave~~ the war in 2011.

Although war reporting was a major reason for changes in popular attitude, other factors were also important. The introduction of conscription in the National Service Act meant ordinary citizens became directly involved<sup>in</sup> and affected by, war. Although pacifism was prevalent before the World Wars, it did not become an accepted or popular stance <sup>until</sup> ~~to~~ after the wars. This is shown by the persecution of conscientious objectors during the First World War in comparison to the mass public outrage at the invasion of Iraq in 2003. Although pacifistic attitudes rose due to war reporting and therefore the public becoming more informed, it is characteristic of humans to only fight for a belief or cause that directly affects them, which is why conscription was a very important factor in changing public



attitudes towards war.

For The nature of the World Wars as total warfare was very important in changing attitudes towards war. Citizens became directly affected by war which previously was a detached matter which they would have only experienced in newspapers or on television.

Ration Due to blockages of supplies, rationing was developed and the public became more involved with movements such as 'Dig for Victory'. This shows the increase of public interest in war and therefore this led to a change in attitudes.

Although war reporting was very important in changing attitudes towards war, it was a long term factor and other trigger factors such as conscription and total warfare in the World Wars were also important.



This question was the less popular choice of the extended writing options but it was often well handled. Candidates tended to be very knowledgeable about the development of the telegraph, the role of newspapers, work of William Russell and Roger Fenton and the problems that they highlighted in their reporting the Crimean War. These reports did have a significant impact on popular opinion in Britain but this was sometimes over-stated, with the assumption that public views instantly turned against the war and placed pressure on the government to withdraw.

The Iraq War was also discussed, with many candidates explaining that reporters accompanying troops could provide up to date coverage, including filmed reports, which had a great impact on people at home. Candidates also pointed out that the nature of the internet made censorship impossible and also made it possible to access reports from a range of perspectives.

Most candidates saw attitudes towards war as a steady shift to negative views but some high level answers recognised nuances in public opinion in response to the development of total war and the Home Front, the view of the Second World War as a necessary war, and the fear of nuclear war. These developments in war were used to challenge the statement in the question and to offer developments in the destructive nature of war itself as the main reason why attitudes changed.

The effect on popular attitudes of the introduction of conscription was also discussed but some candidates included comments about private letters and diaries, which were not relevant here. Discussion of propaganda was sometimes confused between propaganda aspects of war reporting and recruitment propaganda. It was also surprisingly rare for answers to discuss the way war reporting was sometimes used to create widespread support for war.



Show that you have covered the timescale in the question.

In the 1800-present lots of wars were fought over seas in different countries and not many people cared about the conditions because they couldn't see what it was like.

In the Crimean war lot of soldiers were killed in the charge of the light brigade and the conditions of the campsite for example the photographer William Russell. William Russell was a reporter and would write down what was happening during the war. he would even take photographs.

~~Because~~ of to show what it was like.

I agree because the Newsreports and photos <sup>were</sup> shown <sup>to the</sup> people in England <sup>about</sup> what ~~was~~ was happening, <sup>and this</sup> as caused riots forcing the government to send shoes and coats to supply the soldiers and also Nurses like Florence Nightengale and many doctors came to help.



Due to present day technologie lots of people can see what is going on in live broadcast.

for example the Iraq war.

In the Iraq war lots of people were sent to record ~~the~~ Videos to show to the public what they were facing. Because of the evidence of the broadcast were making lots of people get upset. I

I agree because with the live Videos many people wouldn't of cared about the poor civilians in Iraq getting murdered.

~~The~~ Both of the world wars were horrible and had to use conscription:

for example 'WWI'

Because of the lack of volunteers in WWI the government put in conscription and men were forced into war. In Ireland there were riots and outbreaks concerning the governments decision on conscription.

I disagree because the decision of conscription made lots of people hate the war. Because they didn't want to leave their families.

Overall I agree with the statement ~~because~~ because without the Newspapers from the Crimean War the Soldiers wouldn't have Nurses or warm Socks and shoes to look after them; also if it wasn't for the live broadcast of the Iraq War the people might of been in more trouble if the British didn't help them and support them.



The answer has a descriptive approach and analysis is not developed but valid points are made about the impact of war reports during the Crimean War and the Iraq War. The explanation that conscription was an alternative influence on popular attitudes is not properly developed and the line of reasoning is not sustained. It is therefore low Level 2 for Assessment Objective 2 (analysis).

The details included are mainly valid but, apart from the discussion of the Crimean War, they are rather generalised. This is low Level 2 for Assessment Objective 1 (knowledge and understanding).

3 aspects of content are covered.

The judgement is asserted but the explanation is confused, which fits the descriptor for Level 1.

A 'best fit' approach produces an overall mark of 6.



Make sure you respond to the actual question asked and don't try to repeat an answer you have done previously.

## Paper Summary

Examiners commented that there were a number of impressive answers where candidates seemed well-prepared and demonstrated excellent knowledge, 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.

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

- Candidates need a secure understanding of the chronological periods and terms used in the specification as well as the term 'century'
- Candidates need to understand the themes within the specification – the nature and experiences of warfare
- A number of answers failed to reach the highest level because they were not focused on the specific question being asked or did not deploy precise detail.
- 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, candidates cannot rely on knowing just a few key topics and hoping to use that information whatever question is asked.

If extra paper is taken, candidates should clearly signal within the answer that it is continued elsewhere and this should be on an additional sheet rather than elsewhere in the paper, since it is difficult to match up asterisks in an answer to comments which appear at the end of another question. 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 students should be discouraged from assuming that lengthy answers will automatically score highly. Indeed, candidates taking extra paper often ran out of time on the final, high mark question and therefore disadvantaged themselves.

Spelling, punctuation and grammar were broadly accurate and many answers used specialist terms with confidence but 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.

The SPaGST marks may be affected if there are weaknesses in these areas:

- Appropriate use of capital letters
- Correct use of apostrophes
- Weak grammar ('would of', 'based off of') and casual language, which is not appropriate in an examination
- Paragraphs: failure to structure answers in paragraphs not only affects the SPaGST mark, but may also make it difficult for the examiner to identify whether three different aspects have been covered and to assess how well the analysis has been developed.

## Grade Boundaries

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

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



