

# Mark Scheme (Results) Summer 2011

GCSE History B (5HB01/1C)

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## General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

### Placing a mark within a level mark band

- The instructions below tell you how to reward responses within a level. Follow these unless there is an instruction given within a level. However, where a level has specific guidance about how to place an answer within a level, **always** follow that guidance.
- **2 mark bands**  
Start with the presumption that the mark will be the higher of the two.  
An answer which is poorly supported gets the lower mark.
- **3 mark bands**  
Start with a presumption that the mark will be the middle of the three.  
An answer which is poorly supported gets the lower mark.  
An answer which is well supported gets the higher mark.
- **4 mark bands**  
Start with a presumption that the mark will be the upper middle mark of the four.  
An answer which is poorly supported gets a lower mark.  
An answer which is well supported and shows depth or breadth of coverage gets the higher mark.

- Mark schemes will indicate within the table where, and which strands of QWC, are being assessed. The strands are as follows:

*i) ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear*

*ii) select and use a form and style of writing appropriate to purpose and to complex subject matter*

*iii) organise information clearly and coherently, using specialist vocabulary when appropriate.*

## Unit 1: Schools History Project Development Study

### Option 1C: The changing nature of warfare

Question Number		Target
<b>1</b>		<p>What can you learn from Sources A and B about changes in the recruitment of soldiers? Explain your answer, using the sources.</p> <p>Target: Inference (AO3 : 4 marks)</p>
Level	Mark	Descriptor
	<b>0</b>	No rewardable material
<b>1</b>	<b>1-2</b>	<p><b>Simple statement</b></p> <p>Student offers general comment or provides relevant details from the sources.</p> <p><i>Eg Recruiting became more organised; in the nineteenth century they tricked recruits; in the twenty first century recruiting was based on making the army appealing.</i></p> <p>Award 1 mark for each relevant detail.</p>
<b>2</b>	<b>3-4</b>	<p><b>Developed statement</b></p> <p>An inference about change in recruiting methods is made and supported, based on the use of both sources.</p> <p><i>Eg. recruiting changed from being haphazard to a national system; recruiting changed from the army being seen as a 'last resort' to it becoming a career choice, recruiting changed from being forced or tricked into joining the army, to being a voluntary act.</i></p>

Question Number		
2		<p>The boxes below show different problems within the army. Choose <b>one</b> and explain the ways the army tried to deal with it.</p> <div style="display: flex; justify-content: space-around; margin: 10px 0;"> <div style="border: 1px solid black; padding: 5px; width: 40%;">           Arranging supplies for the soldiers at the time of the Agincourt campaign in 1415.         </div> <div style="border: 1px solid black; padding: 5px; width: 40%;">           Maintaining discipline among the soldiers at the time of the Waterloo campaign in 1815.         </div> </div> <p>Target: Recall; analysis of cause and consequence. (AO 1 &amp; 2 : 9 marks)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	<p><b>Generalised answer is offered with little specific detail.</b></p> <p>Answer offers comment that could apply to either problem, or offers limited detail about a specific problem.</p> <p><i>Eg. Individual commanders had to deal with it. Equipment needed to be transported to another country; getting enough food was difficult; flogging was a common punishment.</i></p>
2	4-6	<p><b>Relevant details are offered but the link to the question is left implicit.</b></p> <p>Answer describes the problem or the actions of the army.</p> <p><i>Eg. difficulty in providing food on a large scale led to theft and foraging; problems in supplying an army overseas and slow transport of weapons and equipment; problem of maintaining discipline among unwilling recruits; describes range of punishments.</i></p>
3	7-9	<p><b>Analysis of the problem(s) and the way(s) in which they were addressed.</b></p> <p>Answer explains the problem and what the army did to solve it.</p> <p><i>Eg. individual commanders responsible for supplying their men at Agincourt and arrangements made for baggage carts &amp; field kitchens but still needed to forage as carts often fell behind; explains that discipline needed to be strict for troops to obey orders instantly and shows how</i></p>

		<i>discipline was severe and public in order to act as a deterrent.</i>
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Question Number		
3		<p>Why was daily life so difficult in the trenches during the First World War even when there was no fighting taking place?</p> <p>You may use the following in your answer and any other information of your own. Soldiers in the trenches during the First World War.</p>  <p>Target: Recall; analysis of causation. (AO 1 &amp; 2 : 12 marks)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	<p><b>Simple comment is offered, supported by some knowledge.</b></p> <p>Student may provide generalised answer with little supporting detail or relevant details on a very limited aspect of the question.</p> <p><i>Eg. the trenches were very muddy; there were lots of rats.</i></p>
2	5-8	<p><b>Statements are developed with support from material which is mostly relevant and accurate.</b></p> <p>Answer describes the situation in the trenches.</p> <p><i>Eg. describes conditions in the trench: rain, mud, lice, rats;</i>  <i>Describes lack of facilities: makeshift shelters, difficulty in getting hot food, clean water etc;</i>  <i>Describes mental problems of noise, lack of sleep, limited activity, boredom, fear, etc.</i></p>
3	9-12	<p><b>The response shows understanding of the focus of the question and deploys sufficient accurate and relevant material to support the points the student makes.</b></p>

		<p>Answer explains a range of difficulties.</p> <p><i>Eg. problems of rain and mud, combined with makeshift shelters; lice and rats made it impossible to get clean and encouraged disease;</i></p> <p><i>Noise, discomfort and lack of sleep created low morale.</i></p>
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Question Number		
4		<p>How far did the use of heavy artillery lead to changes in tactics used in the nineteenth century?</p> <p>You may use the following in your answer and any other information of your own. A painting showing a battle scene during the Crimean War (1854–56).</p>  <p>Target: Recall; evaluation of change (AO1 &amp; 2 : 12 marks)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	<p><b>Simple comment is offered, supported by some knowledge.</b></p> <p>Student may provide generalised answer with little supporting detail or relevant details on a very limited aspect of the question.</p> <p><i>Eg. tactics changed a lot; the Charge of the Light Brigade against heavy artillery was a failure.</i></p>
2	5-8	<p><b>Statements are developed with support from material which is mostly relevant and accurate.</b></p> <p>Answer describes the tactics used during the nineteenth century or the development of heavy artillery.</p> <p><i>Eg infantry in lines and squares; cavalry charge; heavy artillery; siege and trench warfare.</i></p>
3	9-12	<p><b>The response shows understanding of the focus of the question and deploys sufficient accurate and relevant material to support the points the student makes.</b></p> <p>Answer shows how tactics changed in response to heavy artillery.</p> <p><i>Eg problems of cavalry assault on heavy artillery were recognised &amp; became less common; value of new rifles and cannon gradually recognised &amp; need to deploy them strategically was understood;</i></p>

		<i>importance of trenches and defence against heavy artillery recognised.</i>
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		<b>Reserve top mark for answers covering changes in both offence and defence.</b>
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Question Number		
<b>5 (a)</b>		Describe the tactics used by Richard I in the siege of Acre in 1191.  Target: Recall; identification of key features. (AO 1 & 2 : 9 marks)
Level	Mark	Descriptor
	<b>0</b>	No rewardable material
<b>1</b>	<b>1-3</b>	<b>Simple or generalised comment is offered, supported by some knowledge.</b>  Answer offers general comment or limited detail.  <i>Eg. a range of tactics was used; Siege engines were used.</i>
<b>2</b>	<b>4-6</b>	<b>Statements are developed with support from material which is mostly relevant and accurate.</b>  Answer describes an aspect of the tactics used or lists various tactics.  <i>Eg. lists use of scaling ladders, sappers, siege engines; describes success of mining;</i>
<b>3</b>	<b>7-9</b>	<b>The response shows understanding of the focus of the question and deploys sufficient accurate and relevant material to support the points the student makes.</b>  Answer discusses a range of tactics, showing how new ones were adopted when initial tactics proved ineffective.  <i>Eg. shows how scaling ladders failed but sappers and siege engines began to breach the walls and attrition was effective.</i>

Question Number		
<b>5 (b)</b>		<p>'Good discipline was the most important reason for the Roman victory against Boudicca'. Do you agree? Explain your answer.</p> <ul style="list-style-type: none"> <li>• Boudicca's army was made up of different tribes.</li> <li>• Roman soldiers wore armour.</li> <li>• The Roman army used a wedge formation in battle.</li> </ul> <p>Target: Recall; analysis of causation (AO 1 &amp; 2 : 16 marks)</p> <p><b>QWC Strands i-ii-iii</b> Assessing QWC: For the highest mark in a level <b>all</b> criteria for the level, including those for QWC must be met.</p>
Level	Mark	Descriptor
	<b>0</b>	No rewardable material
<b>1</b>	<b>1-4</b>	<p><b>Simple or generalised comment is offered, supported by some knowledge.</b></p> <p>Answer offers a generalised opinion or limited detail.</p> <p><i>Eg. The Romans trained a lot; Roman tactics were very effective.</i></p> <p>Writing communicates ideas using everyday language and showing some selection of material but the response lacks clarity and organisation. The student spells, punctuates and uses the rules of grammar with limited accuracy.</p> <p><b>NB Do not credit repetition of bullet points without development.</b></p>
<b>QWC i-ii-iii</b>		
<b>2</b>	<b>5-8</b>	<p><b>Statements are developed with support from material which is mostly relevant and accurate.</b></p> <p>Answer describes Boudicca's revolt or Roman methods of fighting.</p> <p><i>Eg describes how Boudicca led an attack on Colchester, London, St Albans; describes Boudicca's army's weapons and tactics; describes the Roman army's weapons and tactics; describes the Roman army's training and professionalism.</i></p> <p>Writing communicates ideas using a limited range of historical terminology and showing some skills of selection and organisation of material, but passages lack clarity and organisation. The student spells, punctuates and uses</p>
<b>QWC i-ii-iii</b>		

		some of the rules of grammar with general accuracy.
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<p><b>3</b></p> <p><b>QWC i-ii-iii</b></p>	<p><b>9-12</b></p>	<p><b>The response shows understanding of the focus of the question and deploys sufficient accurate and relevant material to support the points the student makes.</b></p> <p>Answer analyses reason(s) for Roman victory.</p> <p><i>Eg discipline which prevented them from breaking before the enemy; training which allowed them to use standardised formations and tactics; effect of tactics such as the volley of Roman spears which caused many Celts to discard their shields and fight without armour; Roman use of cavalry to attack the flank; indiscipline of Boudicca's troops; crowded fighting affected Celts more than Romans.</i></p> <p>Writing communicates ideas using historical terms accurately and showing some direction and control in the organising of material. The student uses some of the rules of grammar appropriately and spells and punctuates with considerable accuracy, although some spelling errors may still be found.</p>
<p><b>4</b></p> <p><b>QWC i-ii-iii</b></p>	<p><b>13-16</b></p>	<p><b>A sustained analysis is supported by precisely selected and accurate material and with sharply focused development of points made. The answer as a whole will focus well on the question.</b></p> <p>Answer analyses and evaluates reasons for Roman victory, providing explicit support for judgement reached about the most important reason.</p> <p><i>Eg considers range of reasons for victory as in Level 3 and explains criteria for judgement reached.</i></p> <p>Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. The student spells, punctuates and uses the rules of grammar with considerable accuracy, although some spelling errors may still be found.</p>

Question Number		
<b>6 (a)</b>		Describe how Charles I and parliament had different ideas about the authority of the King at the beginning of the English Civil War.  Target: Recall; analysis of key features (AO 1 & 2 : 9 marks)
Level	Mark	Descriptor
	<b>0</b>	No rewardable material
<b>1</b>	<b>1-3</b>	<b>Simple or generalised comment is offered, supported by some knowledge.</b>  General comment or limited detail is offered.  <i>Eg, Charles thought he had absolute power; parliament disagreed with Divine Right.</i>
<b>2</b>	<b>4-6</b>	<b>Statements are developed with support from material which is mostly relevant and accurate.</b>  Answer describes ideas about Divine Right, or royal authority  <i>Eg. the king was appointed by God which gave him absolute authority; Parliament wanted more say; they argued about control over taxes or religion</i>
<b>3</b>	<b>7-9</b>	<b>The response shows understanding of the focus of the question and deploys sufficient accurate and relevant material to support the points the student makes.</b>  Answer makes explicit the opposing views and their implications for the role/authority of the king.  <i>Eg. shows that different views about Divine Right saw challenges to that authority as sinful or legitimate, shows how different ideas about royal authority led to conflict over control of taxes/religion etc</i>

Question Number		
<b>6 (b)</b>		<p>'Rivalry with European powers was the main reason for Britain's involvement in both the American War of Independence and the First World War'. Do you agree? Explain your answer.</p> <ul style="list-style-type: none"> <li>• During the eighteenth century, both Britain and France ruled land in America and Canada.</li> <li>• After the end of the Seven Years' War against France in 1763, Britain imposed new taxes on the American colonies.</li> <li>• At the start of the twentieth century, Britain and Germany were involved in an arms race.</li> </ul> <p>Target: Analysis and evaluation of causation (AO 1 &amp; 2 : 16 marks)</p> <p><b>QWC Strands i-ii-iii</b> Assessing QWC: For the highest mark in a level <b>all</b> criteria for the level, including those for QWC must be met.</p>
Level	Mark	Descriptor
	<b>0</b>	No rewardable material
<b>1</b>	<b>1-4</b>	<p><b>Simple or generalised comment is offered, supported by some knowledge.</b></p> <p>Answer offers general comment or limited detail.</p> <p><i>Eg. both wars were fought for prestige AWI was fought by Britain against a colony.</i></p> <p>Writing communicates ideas using everyday language and showing some selection of material, but the response lacks clarity and organisation. The student spells, punctuates and uses the rules of grammar with limited accuracy.</p> <p><b>NB Do not credit simple repetition of points from part (a) or repetition of bullet points without development.</b></p>
<b>QWC i-ii-iii</b>		
<b>2</b>	<b>5-8</b>	<p><b>Statements are developed with support from material which is mostly relevant and accurate.</b></p> <p>Answer describes the causes of the American War of Independence and/or the First World War.</p> <p><i>Eg. explains why Britain wanted to control N. America; describes the rivalry with Germany before 1914.</i></p> <p>Writing communicates ideas using a limited range of</p>
<b>QWC i-ii-iii</b>		

		historical terminology and showing some skills of selection and organisation of material, but passages lack clarity and organisation. The student spells, punctuates and uses some of the rules of grammar with general accuracy.
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<b>3</b>	<b>9-12</b>	<p><b>The response shows understanding of the focus of the question and deploys sufficient accurate and relevant material to support the points the student makes.</b></p> <p>Answer analyses the role of rivalry as a cause of the American War of Independence and/or the First World War.</p> <p><i>Eg. land / size of navy seen as a symbol of power and prestige; rivalry with France only significant because taxes imposed on America whereas Britain's rivalry with Germany had a direct role in raising tension; rivalry had little significance in American motives for war and does not take account of all Britain's motives, therefore this explanation is not valid.</i></p> <p>Writing communicates ideas using historical terms accurately and showing some direction and control in the organising of material. The student uses some of the rules of grammar appropriately and spells and punctuates with considerable accuracy, although some spelling errors may still be found.</p>
<b>QWC i-ii-iii</b>		

<b>4</b>	<b>13-16</b>	<p><b>A sustained analysis is supported by precisely selected and accurate material and with sharply focused development of points made. The answer as a whole will focus well on the question.</b></p> <p>Answer analyses and evaluates role of rivalry as a cause of war in order to reach a supported judgement on the significance of rivalry as a cause for war.</p> <p><i>Eg. shows how Britain's rivalry with France &amp; Germany led to desire for prestige &amp; recognition but suggests that this takes no account of American motives and therefore was only an indirect cause of AWI whereas it was a direct cause of 1<sup>st</sup> WW.</i></p> <p>Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. The student spells, punctuates and uses the rules of grammar with considerable accuracy, although some spelling errors may</p>
<b>QWC i-ii-iii</b>		

	still be found.
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