

Mark Scheme (Results)

January 2012

GCSE History

5HB01 1C: The changing nature of
warfare

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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		
1		<p>What can you learn from Sources A and B about changes in the use of firearms? Explain your answer, using these sources.</p> <div style="display: flex; justify-content: space-between;"> <div style="border: 1px solid black; padding: 5px; width: 45%;"> <p>Source A: A drawing from the seventeenth century. It shows some of the stages involved in loading and firing a musket at the time of the English Civil War.</p>  </div> <div style="border: 1px solid black; padding: 5px; width: 45%;"> <p>Source B : From <i>With a machine gun to Cambrai</i> by George Coppard, published in 1969. Here he is talking about his work as part of a Vickers machine gun crew in 1916.</p> <p>At early dusk, the two of us crept out to a shell hole and set the gun up on its tripod. I opened fire. The gun whipped through its first ammunition belt in less than half a minute. I reloaded, gave the gun a check-up and continued. Our firing was more or less continuous</p> </div> </div> <p>Target: Inference; analysis of change (AO3 : 4 marks)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	<p>Simple statement</p> <p>Student provides generalised unsupported comment about change or identifies relevant details from the sources.</p> <p><i>Eg guns became more effective; guns were complicated/slow to use in the seventeenth century; guns could keep up sustained fire by the time of the 1st WW</i></p> <p>Award 1 mark for each relevant detail.</p>
2	3-4	<p>Developed statement</p> <p>An inference about change is made and supported, based on the use of both sources.</p> <p><i>Eg guns at the time of the Civil War were cumbersome / slow to use but by the 1st WW they were more manoeuvrable / quicker to fire; Soldiers had to be trained to carry out a complicated drill for each shot in the ECW but by the 1st WW they could just insert the belt of ammunition and fire almost continuously.</i></p>

Question Number		
2		<p>The boxes below show two aspects of transport in warfare.</p> <p>Choose one and explain why it was so important in the movement of troops and supplies during a military campaign.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; width: 40%;"> <p>The use of ships and trains during the nineteenth century.</p> </div> <div style="border: 1px solid black; padding: 5px; width: 40%;"> <p>The use of aircraft since 1900.</p> </div> </div> <p>Target: Recall; analysis of importance (AO 1 & 2 : 9 marks)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	<p>Generalised answer is offered with little specific detail.</p> <p>Answer offers general comment which could apply to either example, or very limited detail.</p> <p><i>Eg they were important for bringing fresh troops / food or for moving the wounded;</i> <i>Men and supplies needed to be transported abroad for the Waterloo campaign and the Crimean War;</i> <i>Aircraft can move more quickly than any other form of transport.</i></p>
2	4-6	<p>Relevant details are offered but the link to the question is left implicit.</p> <p>Answer provides information about the transport of men and supplies.</p> <p><i>Eg describes the role of ships/trains in the foreign campaigns of the nineteenth century - can transport large quantities, arrange to meet troops at a specific point, quicker and less open to interception than normal land transport.</i> <i>shows that planes /helicopters can be used to bring supplies and troops speedily to inaccessible areas.</i></p>
3	7-9	<p>Analysis, supported by relevant and accurate detail.</p> <p>Answer explains the importance of transport within the context of warfare in that the period.</p> <p><i>Eg shows that during the 19th century extended campaigns / mechanised nature of warfare/ limited ability to care for the wounded during foreign campaigns meant that victory depended on transport for reinforcements to the troops /continual supplies of weapons & food etc.</i> <i>shows that aircraft meets the needs of modern warfare (including reinforcements, supplies & the removal of the wounded) relies on speed, manoeuvrability and precision.</i></p>

Question Number		
3		<p>How much has recruitment into the army changed since the mid-nineteenth century?</p> <ul style="list-style-type: none"> • From 1872 Cardwell's army reforms reduced the period of active service to six years. • In the first five weeks of the First World War, over 500,000 men had volunteered to join the British army. • National Service ended in 1960. <p>Target: Recall; evaluation of change (AO 1 & 2 : 12 marks)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	<p>Simple comment is offered, supported by some knowledge.</p> <p>Answer may provide generalised comment with little supporting detail or relevant details on a very limited aspect of the question.</p> <p><i>Eg describes the recruitment process or conscription in general; Identifies a change in recruitment such as the introduction of conscription.</i></p> <p>Reserve top mark for answers containing at least 2 valid points.</p>
2	5-8	<p>Statements are developed with support from material which is mostly relevant and accurate.</p> <p>Answer will provide information about change(s) in recruitment.</p> <p><i>Eg describes a change in recruitment, eg use of propaganda during the 1st WW, or the introduction of conscription; Describes changes in the type of soldier recruited as a result of army reforms.</i></p> <p>Reserve top mark for answers containing at least 2 developed examples of change.</p>
3	9-12	<p>The response shows understanding of the focus of the question and deploys sufficient accurate and relevant material to support the points the student makes.</p> <p>Answer will evaluate the nature / extent of change.</p> <p><i>Eg analyses nature/extent of changes in the process of recruitment or the significance of change from small professional volunteer force to large scale volunteer army/ conscription/ national service/ highly trained volunteers; May also identify continuity, eg appeal to patriotism.</i></p> <p>Reserve top mark for answers which cover both nineteenth and twentieth centuries.</p>

Question Number		
4		<p>How much did the care of wounded soldiers improve from the start of the English Civil Wars (1642) to the end of the First World War(1918)?</p> <ul style="list-style-type: none"> • During the English Civil Wars, armies sometimes appointed a surgeon to accompany them. • In the early stages of the Crimean War, 40% of the injured soldiers in the Scutari military hospital died. • The Royal Army Medical Corps was created in 1898. <p>Target: Recall; evaluation of change (AO 1 & 2 : 12 marks)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	<p>Simple comment is offered, supported by some knowledge.</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. care improved a lot as more medical support was provided; Florence Nightingale improved the situation in Scutari.</i></p> <p>Reserve top mark for answers making at least 2 valid points.</p>
2	5-8	<p>Statements are developed with support from material which is mostly relevant and accurate.</p> <p>Answer describes changes in the care of the wounded or identifies the continuing problems of transport, infection etc.</p> <p><i>Eg describes the work of Nightingale or the RAMC; compares the lack of organised care during the Civil War & the 1st WW;</i> <i>Shows continuity of problems in care on the battlefield or in surgery without blood transfusions</i></p> <p>Reserve top of level for answers which make at least 2 developed points.</p>
3	9-12	<p>The response shows understanding of the focus of the question and deploys sufficient accurate and relevant material to support the points the student makes.</p> <p>Answer offers a judgement on the nature / extent of change.</p> <p><i>Eg analyses the nature of change -improvements in hospitals/ organisation of transport for the wounded /knowledge about infection;</i> <i>Analyses extent of change by weighing change against continuity of problems in care on the battlefield or in surgery without blood transfusions.</i></p> <p>Reserve top mark for answers which cover the whole period.</p>

Question Number		
5 (a)		What were the key features of army life for Roman soldiers? Target: Recall; identification of key features (AO 1 & 2 : 9 marks)
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	<p>Simple or generalised comment is offered, supported by some knowledge.</p> <p>Answer offers general comment or very limited detail.</p> <p><i>Eg there was lots of hard training; offers limited detail about daily routine.</i></p>
2	4-6	<p>Statements are developed with support from material which is mostly relevant and accurate.</p> <p>Answer offers valid information about life in the Roman army but with limited depth/range or identifies key feature but with little supporting detail.</p> <p><i>Eg, describes training in weapons and tactics; Describes aspects of daily routine such as food, bathing; Describes other activities such as engineering, surveying; Identifies key features (eg daily routine, preparation for war, engineering and construction) but with limited support.</i></p>
3	7-9	<p>The response shows understanding of the focus of the question and deploys sufficient accurate and relevant material to support the points the student makes.</p> <p>Answer identifies key features of daily life and offers a range of examples.</p> <p><i>Eg. daily existence - food, hygiene etc training in preparation for war - practising formations; activities to make conquest & settlement easier / to keep the soldiers occupied - surveying & building roads, aqueducts, patrolling troublesome areas.</i></p>

Question Number		
5 (b)		<p>'New technology was the most important reason why battle strategy and tactics changed in the period from 1066 to the end of the English Civil Wars (1649)'. Do you agree? Explain your answer.</p> <ul style="list-style-type: none"> • William had 2,000 archers at Hastings in 1066. • Cannon were being used in the early fourteenth century. • The New Model Army was formed in 1645.# <p>Target: Recall; analysis of causation (AO 1 & 2 : 16 marks) QWC Strands i-ii-iii Assessing QWC: For the highest mark in a level all criteria for the level, including those for QWC must be met.</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	<p>Simple or generalised comment is offered, supported by some knowledge.</p> <p>Answer makes general comment or offers limited information about technology or changes in strategy and tactics.</p> <p><i>Eg archers were replaced by muskets; New weapons meant new defences had to be developed.</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>NB Do not credit repetition of bullet points without development. Reserve top mark for answers containing more than 1 valid point</p>
QWC i-ii-iii		
2	5-8	<p>Statements are developed with support from material which is mostly relevant and accurate.</p> <p>Answer provides details about developments in technology or in strategy and tactics.</p> <p><i>Eg describes new technology or changes in weapons such as the development of the cannon, musket, decline of the longbow; Describes strategy / tactics of a specific battle or the role in battle of cavalry, infantry, archers, pikemen, musketeers etc. or identifies changes in strategy/tactics during this period.</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 some of the rules of grammar with general accuracy.</p> <p>Reserve top mark for answers making at least 2 developed points.</p>
QWC i-ii-iii		

<p>3</p> <p>QWC i-ii-iii</p>	<p>9-12</p>	<p>The response shows understanding of the focus of the question and deploys sufficient accurate and relevant material to support the points the student makes.</p> <p>Analysis of reasons for change</p> <p><i>Eg Explains the impact of specific change in technology, eg the effects of the development of gunpowder; Identifies and explains an alternative reason why strategy and tactics changed, eg uses Cromwell's Ironsides to discuss the role of the commander and training; answer examines changes that occurred in strategy and tactics and discusses ways in which they were a result of changes in technology.</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>Reserve top mark for answers which cover the full period.</p>
<p>4</p> <p>QWC i-ii-iii</p>	<p>13-16</p>	<p>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.</p> <p>Answer will reach a judgement about the importance of new technology in changes in strategy and tactics through comparison to other factors.</p> <p><i>Eg. Answer evaluates the importance of changes in technology by comparing this to another factor such as individual leadership, changes in training etc.</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> <p>Reserve top mark for those answers which deploy wide ranging examples covering the whole period.</p>

Question Number		
6 (a)		<p>What were the key features of Britain's rivalry with Germany before the First World War?</p> <p>Target: Recall; analysis of key features (AO 1 & 2 : 9 marks)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	<p>Simple or generalised comment is offered, supported by some knowledge.</p> <p>Answer offers general comment or very limited detail.</p> <p><i>Eg Germany was seen as a rival aspiring to Great Power status; There was an Anglo-German naval race.</i></p>
2	4-6	<p>Statements are developed with support from material which is mostly relevant and accurate.</p> <p>Answer describes aspect(s) of Anglo-German rivalry but with limited depth/ range.</p> <p><i>Eg describes the building of the Dreadnoughts and Anglo-German naval race; Describes the rivalry based on empire / Great Power status; Describes the build up of rival alliances.</i></p>
3	7-9	<p>The response shows understanding of the focus of the question and deploys sufficient accurate and relevant material to support the points the student makes.</p> <p>Answer provides range of examples as at Level 2, showing that Anglo-German rivalry was manifested in various ways.</p> <p><i>Eg explains that rivalry was expressed through territorial ambition, technological achievement, size of army, international prestige etc.</i></p>

Question Number		
6 (b)		<p>Was taxation the most important reason for the American War of Independence? Explain your answer.</p> <ul style="list-style-type: none"> • 1763: Britain banned expansion in America any further westwards than the Allegheny Mountains • 1765: Britain introduced the Stamp Act in America • 1774: Britain passed the 'Intolerable Acts' <p>Target: Recall; analysis of causation (AO 1 & 2 : 16 marks)</p> <p>QWC Strands i-ii-iii Assessing QWC: For the highest mark in a level all criteria for the level, including those for QWC must be met.</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	<p>Simple or generalised comment is offered, supported by some knowledge.</p> <p>Answer offers some evidence about the role of taxation or a general comment about the causes of the AWI.</p> <p><i>Eg the Americans resented the tax on tea; Americans resented rule by Britain.</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>NB Do not credit repetition of bullet points without development.</p> <p>Reserve top mark for answers containing more than 1 valid point.</p>
QWC i-ii-iii		
2	5-8	<p>Statements are developed with support from material which is mostly relevant and accurate.</p> <p>Answer provides information about the causes of the AWI.</p> <p><i>Eg describes the Stamp Act / Boston tea party; Describes the resentment of British control.</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 some of the rules of grammar with general accuracy.</p> <p>Reserve top mark for answers which make at least 2 developed points.</p>
QWC i-ii-iii		

<p>3</p> <p>QWC i-ii-iii</p>	<p>9-12</p>	<p>The response shows understanding of the focus of the question and deploys sufficient accurate and relevant material to support the points the student makes.</p> <p>Answer analyses the causes of the AWI, showing the role of taxation and/or other causes.</p> <p><i>Eg explains how/why opposition to new taxes led to the AWI; Explains role of political issues about representation & British control of the colonies such as preventing further expansion.</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>Reserve top mark for answers which show the role of at least 2 factors.</p>
<p>4</p> <p>QWC i-ii-iii</p>	<p>13-16</p>	<p>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.</p> <p>Answer analyses the role of both taxation and other causes as in L3 in order to evaluate the importance of taxation.</p> <p><i>Eg suggests that taxation was crucial as it became the symbolic cause around which resentment about political control could focus;</i> <i>Suggests that taxation was not the key problem and the AWI could have been prevented if Britain had listened to the colonists' complaints;</i> <i>Suggests that taxation could have sparked a revolt but was not enough in itself to create a full scale rebellion.</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> <p>Reserve top mark for those answers which reach a judgement based on explicit criteria.</p>

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