Mark Scheme (Results)

January 2013

GCSE History B (5HB01/1C)
Unit 1: Schools History Project
Development Study
Option 1C: The changing nature of
warfare

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications come from Pearson, the world's leading learning company. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information, please call our GCE line on 0844 576 0025, our GCSE team on 0844 576 0027, or visit our qualifications website at www.edexcel.com. For information about our BTEC qualifications, please call 0844 576 0026, or visit our website at www.btec.co.uk.

If you have any subject specific questions about this specification that require the help of a subject specialist, you may find our Ask The Expert email service helpful.

Ask The Expert can be accessed online at the following link:

http://www.edexcel.com/Aboutus/contact-us/

Alternatively, you can speak directly to the subject team at Pearson about Edexcel qualifications. Their contact details can be found on this link:

www.edexcel.com/teachingservices

Pearson: helping people progress, everywhere

Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

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.

Spelling, Punctuation and Grammar Marking Guidance

- The spelling, punctuation and grammar assessment criteria are common to GCSE English Literature, GCSE History, GCSE Geography and GCSE Religious Studies.

- All candidates, whichever subject they are being assessed on, must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.

- Spelling, punctuation and grammar marking criteria should be applied positively. Candidates must be rewarded for what they have demonstrated rather than penalised for errors.

- Examiners should mark according to the marking criteria. All marks on the marking criteria should be used appropriately.

- All the marks on the marking criteria are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the marking criteria.

- Examiners should be prepared to award zero marks if the candidate's response is not worthy of credit according to the marking criteria.

- When examiners are in doubt regarding the application of the marking criteria 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.

- Handwriting may make it difficult to see if spelling, punctuation and grammar are correct. Examiners must make every effort to assess spelling, punctuation and grammar fairly and if they genuinely cannot make an assessment, the team leader must be consulted.

- Specialist terms do not always require the use of complex terminology but the vocabulary used should appropriate to the subject and the question.

- Work by candidates with an amanuensis, scribe or typed script should be assessed for spelling, punctuation and grammar.

- Examiners are advised to consider the marking criteria in the following way:
  - How well does the response communicate the meaning?
  - What range of specialist terms is used?
  - How accurate is the spelling, punctuation and grammar?

Unit 1: Schools History Project Development Study

Option 1C: The changing nature of warfare

Question Number	
1	What can you learn from Sources A and B about changes in the government's attitude towards civilians during wartime? Explain your answer, using these sources. **Source A:** An order published during the English Civil War to seize all horses in London, 12 August 1643. By order of Parliament, take the horses of any persons within the city of London. Check over 1,000 of the horses most suitable for use in the army and deliver them to the army. **Source B:** A poster published by the government during the Second World War. It was designed to encourage women to take over men's jobs in industry. Target: Inference of change (AO3 : 4 marks)

Level	Mark	Descriptor
	0	No rewardable material
1	**1-2**	**Simple statement** Student makes generalised comment about change, without support from sources or provides relevant detail(s) from the sources but does not use them to make inference about change. *E.G. the government attitude changed from not caring about civilians to aiming propaganda at them;* *In B the government wanted women to take over men's jobs in the factories.* Award 1 mark for each relevant detail.
2	**3-4**	**Developed statement** An inference about change is made and supported, based on the use of sources. *E.G. In A the government did not care about civilians whereas in B they needed their help;* *In A the government did not care about civilians' feelings whereas in B they aimed propaganda at them to create a positive image;* *In A the civilians are abused whereas in B they are wooed.* Reserve full marks for clear use of both sources to support the inference.

Question Number	
2	The boxes below show two wars where there were heavy casualties. Choose **one** and explain how effective the care of the wounded was during that war. <table><tr><td>The Crimean War, 1854-56.</td><td>The First World War, 1914-18.</td></tr></table> Target: Analysis of consequences (AO 1& 2 : 9 marks)

Level	Mark	Descriptor
	0	No rewardable material
1	**1-3**	**Generalised answer is offered with little specific detail.** Answer offers comment about the care of the wounded which could apply to either example, or offers a general comment about one case with only limited supporting detail. *E.G. The conditions meant that many died;* *Says that Florence Nightingale worked in the Crimea;* *Says that soldiers on the Western Front could be treated at medical stations.*
2	**4-6**	**Relevant details are offered but the link to the question is left implicit.** Answer provides information about the care of the wounded but does not consider how effective it was. *E.G. Describes the conditions in the Crimea / on the Western Front;* *Describes the work of Florence Nightingale;* *Describes the work of the RAMC, field stations etc.*
3	**7-9**	**Analysis of success of care of the wounded.** Answer analyses the effectiveness of the actions taken. *E.G. Shows that the improved care and conditions in the Crimea reduced the death rate;* *Shows how the new weapons and the scale of casualties in the Crimean War / First World War made it difficult for the wounded to be cared for successfully;* *Shows the different stages of medical care available during the 1WW eg role of stretcher bearers, field stations, being sent home, etc.*

Question Number		

3		Why did Wellington win the Battle of Waterloo (1815)?
		
		You may use the following in your answer and any other information of your own.
		   • Wellington positioned his troops behind a ridge.
		   • Wellington arranged some of his troops in infantry squares.
		   • Napoleon attacked a building held by the Coldstream Guards.
		
		Target: Analysis of causation (AO 1 & 2 : 12 marks)

Level	Mark	Descriptor
	0	No rewardable material
1	**1-4**	**Simple comment is offered, supported by some knowledge.** Student may provide generalised answer with little supporting detail or relevant details on a very limited aspect of the question. *E.G. Wellington had better tactics;* *Napoleon divided his forces.*
2	**5-8**	**Statements are developed with support from material which is mostly relevant and accurate.** Answer provides details about the battle. *E.G. Describes the disposition of troops, weapons, tactics etc but does not show how this led to Wellington's victory;* *Describes Wellington's use of the ridge;* *Describes Napoleon's division of his troops.*
3	**9-12**	**The response shows understanding of the focus of the question and deploys sufficient accurate and relevant material to support the points the student makes.** Answer analyses reason(s) why Wellington won the battle. *E.G. At the start of the battle, the muddy ground made a French cavalry charge difficult while Wellington's use of the ridge reduced the impact of the cannon;* *Wellington's use of infantry squares broke up the tactic of a charge along a broad line;* *Napoleon's division of his troops in an attempt to trick Wellington failed but also meant his forces were insufficient for his tactics.*

Question Number	
4	Why was there such a high casualty rate in the Battle of the Somme (1916)? You may use the following in your answer and any other information of your own. • Approximately one-third of the shells fired by the British before the battle began were faulty. • Earl Haig believed in a policy of attrition. • The British soldiers were instructed to advance at a walking pace when crossing 'no man's land'. Target: Analysis of causation (AO 1 & 2 : 12 marks)

Level	Mark	Descriptor
	0	No rewardable material
1	**1-4**	**Simple comment is offered, supported by some knowledge.** Student may provide generalised answer with little supporting detail or relevant details on a very limited aspect of the question. *E.G. The soldiers were machine gunned as they crossed 'no-man's land';* *Heavy artillery and shrapnel created many injuries.*
2	**5-8**	**Statements are developed with support from material which is mostly relevant and accurate.** Answer describes the battle or provides individual details about the battle linked to the high casualty rate. *E.G. Describes the events of the battle;* *Explains that the artillery bombardment before the battle or the use of tanks during the battle was less effective than expected;* *Explains the significance of the order to advance at a walk in relation to the fire power of the machine gun;* *Explains the weaknesses in Haig's plan or his failure to adapt his tactics;* *Explains that the need to take pressure off the French at Verdun/defeat Germany before Germany defeated Russia on the Eastern Front meant that a high casualty rate was seen as acceptable because the corresponding loss of men would have a greater impact on the German army.*
3	**9-12**	**The response shows understanding of the focus of the question and deploys sufficient accurate and relevant material to support the points the student makes.** Answer analyses a range of reasons why the casualty rate was so high. *E.G. Explains at least two aspects as identified in Level 2.*

Question Number		
5 (a)		Describe the ways in which the nature of Celtic society affected their fighting and tactics of warfare. Target: Recall; analysis of key features (AO 1&2 : 9 marks)
Level	Mark	Descriptor
	0	No rewardable material
1	**1-3**	**Simple or generalised comment is offered, supported by some knowledge.** Answer offers very general comment or limited information. *E.G. They tried to intimidate their enemy;* *Some tribes had trained warriors.*
2	**4-6**	**Statements are developed with support from material which is mostly relevant and accurate.** Answer provides information about the Celts. *E. G. Describes their social structure – several independent tribes,* *Warfare often focused on capturing cattle, valuables or slaves;* *Describes weapons and approach to war.*
3	**7-9**	**The response shows understanding of the focus of the question and deploys sufficient accurate and relevant material to support the points the student makes.** Answer explains the influence of key features of Celtic society on attitudes towards warfare. *E.G. Shows that the nature of settlement and society prevented organised, large scale forces and trained tactics;* *Shows that nature of society meant that the men were expected to defend their village and the most successful warriors were respected;* *Shows that skill in metalwork influenced their weapons or harsh nature of their lives led to brutal tactics eg displaying severed heads.*

Question Number		
5 (b)		Why was it so difficult to capture a castle in the eleventh and twelfth centuries? Explain your answer.
		You may use the following in your answer and any other information of your own.
		• Feudal service was usually for a maximum of 45 days.
		• The stone walls of the White Tower in London are 15 feet thick at the base.
		• 1144: King Stephen abandoned the siege of Lincoln Castle when a siege tower fell and killed 80 of his men.
		Target: 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.
		Spelling, punctuation and grammar (SPaG): up to 3 additional marks will be awarded for spelling, punctuation and grammar.
Level	Mark	Descriptor
	0	No rewardable material
1 **QWC i-ii-iii**	1-4	**Simple or generalised comment is offered, supported by some knowledge.** Answer offers very general comment or limited information. *E.G. Stone castles were strong;* *It was difficult to sustain a siege long enough for it to be effective.* 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. **NB Do not credit repetition of bullet points without development.**
2 **QWC i-ii-iii**	5-8	**Statements are developed with support from material which is mostly relevant and accurate.** Answer offers information about castles or sieges. *E.G. Describes castle defensive features;* *Describes stages of a siege or siege technology;* *Describes problems with an attack or siege.* 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.

3	9-12	**The response shows understanding of the focus of the question and deploys sufficient accurate and relevant material to support the points the student makes.** Answer links an aspect of castle architecture or battle / siege to an explanation of why this made castles difficult to capture.
		E.G. Explains how castle architecture gave the advantage to the defenders (high walls, battlements, machicolations, arrow loops, stone building etc); Explains the difficulty in carrying out an attack (casualty rate of siege ladders or battering rams, the size of trebuchets, siege towers etc made them difficult to manoeuvre); Explains the difficulty in carrying out a siege (commitment of time, size of army, need for provisions, cost, possibility of disease or relief arriving for the castle etc).
QWC i-ii-iii		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.
4	13-16	**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.** Answer analyses a range of reasons why it was difficult to capture castles.
		E.G. Answer recognises the focus on 'so difficult' and shows how the situation was affected by a combination of factors such as the strength of the castle and the problem(s) of the besiegers.
QWC i-ii-iii		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.

		Marks for SPaG
Performance	Mark	Descriptor
	0	Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question.
Threshold	**1**	Students spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
Intermediate	**2**	Students spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
High	**3**	Students spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

Question Number		
6 (a)		Describe the role of religion as a cause of the English Civil War.
		Target: Recall; key features of role of religion (AO 1 & 2 : 9 marks)
Level	Mark	Descriptor
	0	No rewardable material
1	**1-3**	**Simple or generalised comment is offered, supported by some knowledge.** Answer offers very general comment or limited information. *E.G. Charles and parliament were different religions; Parliament was worried by Charles' marriage to a Catholic.*
2	**4-6**	**Statements are developed with support from material which is mostly relevant and accurate.** Answer provides information about the religious tensions before the Civil War. *E. G. Describes Charles' support for Laud and the re-introduction of ceremony in the church; Describes the conflicting religious beliefs between Charles and parliament; Describes parliament's fear that Charles' marriage signalled a move towards Catholicism; Describes parliament's support for Scottish opposition to the imposition of the Prayer Book.*
3	**7-9**	**The response shows understanding of the focus of the question and deploys sufficient accurate and relevant material to support the points the student makes.** Answer describes the role of religion as a factor increasing the tension between Charles and parliament. *E.G. Shows that the event(s) listed in Level 2 increased distrust / hostility between Charles and parliament and made war more likely.*

Question Number	
6 (b)	'The political rivalry between Britain and Germany was the main reason why the First World War began in 1914'. Do you agree? Explain your answer. You may use the following in your answer and any other information of your own. • During the late nineteenth and early twentieth centuries, German industry expanded. • 1906: The British navy launched HMS *Dreadnought*. • 1907: The formation of the Triple Entente. Target: 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. **Spelling, punctuation and grammar (SPaG)**: up to 3 additional marks will be awarded for spelling, punctuation and grammar.

Level	Mark	Descriptor
	0	No rewardable material
1 **QWC i-ii-iii**	**1-4**	**Simple or generalised comment is offered, supported by some knowledge.** Answer offers very general comment or limited information. *E.G. Political rivalry was very strong;* *There was a naval arms race between Britain and Germany.* 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. **NB Do not credit simple repetition of points from part (a) or repetition of bullet points without development.**
2 **QWC i-ii-iii**	**5-8**	**Statements are developed with support from material which is mostly relevant and accurate.** Answer offers information about Britain's relationship with Germany / the causes of the war. *E.G. Describes the hostility / rivalry between Britain and Germany in terms of rival alliances, naval /arms race, industrial /economic output/ size of empire etc.;* *Describes events leading up to the war.* 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.

3	9-12	**The response shows understanding of the focus of the question and deploys sufficient accurate and relevant material to support the points the student makes.** Answer analyses cause(s) of the war
QWC i-ii-iii		*E.G. Explains how political rivalry between Britain and Germany created hostility and grew into war; Explains other causes such as Britain's guarantee to Belgium, or how the international situation created rival alliances and led to the outbreak of war; Explains how economic / military rivalry was a cause of the war.* 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.
4	13-16	**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.** Answer analyses the causes of the war in order to evaluate the importance of political rivalry.
QWC i-ii-iii		*E.G. covers both strands of the question, as identified in Level 3, supported by details / examples.* 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.

		Marks for SPaG
Performance	Mark	Descriptor
	0	Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question.
Threshold	**1**	Students spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
Intermediate	**2**	Students spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
High	**3**	Students spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.