Pearson Edexcel

Mark Scheme

Summer 2019

Pearson Edexcel GCSE in History

Paper 1: Thematic study and historic environment (1HI0/12)

Option 12: Warfare and British society, c1250–present
and
London and the Second World War, 1939–45

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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.

London and the Second World War, 1939-45

Question	
1	Describe **two** features of the V2 attack on Deptford, 1944. **Target**: knowledge of key features and characteristics of the period. **AO1**: 4 marks.

Marking instructions

Award 1 mark for each valid feature identified up to a maximum of two features. The second mark should be awarded for supporting information.

e.g.

- *The attack hit the Woolworth's shop in Deptford and killed over 160 people **(1)**. Woolworth's was the largest shop in the area and the attack happened at lunchtime on a Saturday, when it was busy **(1)**.*
- *There was no warning and no chance to take cover **(1)**. The V2 was a rocket with a warhead, which fell silently and at high speed **(1)**.*
- *This was a new type of weapon that was first used in attacks on London in September 1944**(1)**. The government had claimed that the first two V2 bombs were gas explosions **(1)**.*

Accept other appropriate features and supporting information.

Question		
2 (a)		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. **Target**: Analysis and evaluation of source utility. **AO3**: 8 marks.
Level	**Mark**	**Descriptor**
	0	No rewardable material.
1	**1–2**	• A simple judgement on utility is given, and supported by undeveloped comment on the content of the sources and/or their provenance[1]. Simple comprehension of the source material is shown by the extraction or paraphrase of some content. Limited contextual knowledge is deployed with links to the sources.
2	**3–5**	• Judgements on source utility for the specified enquiry are given, using valid criteria. Judgements are supported by developed comment related to the content of the sources and/or their provenance[1]. Comprehension and some analysis of the sources is shown by the selection and use of material to support comments on their utility. Contextual knowledge is used directly to support comments on the usefulness of the content of the sources and/or their provenance.
3	**6–8**	• Judgements on source utility for the specified enquiry are given, applying valid criteria with developed reasoning which takes into account how the provenance[1] affects the usefulness of the source content. The sources are analysed to support reasoning about their utility. Contextual knowledge is used in the process of interpreting the sources and applying criteria for judgements on their utility.

Notes

1. Provenance = nature, origin, purpose.

Marking instructions

Markers must apply the descriptors above in line with the general marking guidance (page 3).

No credit may be given for contextual knowledge unless it is linked to evaluation of the sources.

No credit may be given for generic comments on provenance which are not used to evaluate source content.

Indicative content guidance

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited. The grouping of points below does not imply that this is how candidates are expected to structure their answers.

Source A

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

- Source A is useful because it gives examples of low morale, when people booed the king and queen, but also says there was high morale when ordinary people acted in important roles.
- The detail about people smashing open a food warehouse suggests that morale was low and people felt desperate.
- The description of his father's voluntary work, even when it was so upsetting, helps to explain why morale often remained high.

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

- The author is talking about the situation 60 years ago but he obviously remembers some events very clearly.
- The author was a child at the time and possibly adults tried to cover up low morale so as not to upset children.

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

- Propaganda was used to try to keep up morale – posters, radio broadcasts, entertainment etc.

- There is evidence to show that the government was concerned about morale, especially among the working class in the East End of London, which was a major target during the Blitz, while richer areas in the West End of London were less affected by bombs.

Source B

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

- Source B is useful because it shows the efforts of the royal family and government to give support to the areas affected by bombs.
- The content of Source B is useful as it shows the extent of the devastation caused by bombing, which could lead to low morale.
- The expressions on the faces of the people in the crowd show different levels of morale.

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

- The photograph appears to be a snapshot taken during a conversation, so it is not a posed photograph.
- The photograph was probably intended to record the royal visit and would be publicised in an attempt to raise morale.

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

- It was common for the royal family, Winston Churchill and leading officials to visit bombed areas to show support and raise morale.
- The queen was aware of some resentment against the royals and said that she 'could look the East End in the face again' after Buckingham Palace was bombed.

Question	
2 (b)	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. **Target**: Source analysis and use (the ability to frame historical questions). **AO3**: 4 marks.

Marking instructions

Award 1 mark for selecting a detail in Source A that could form the basis of a follow-up enquiry and 1 mark for a question which is linked to it.

e.g.

- *Detail in Source A that I would follow up: the food warehouse being smashed open.* ***(1)***
- *Question I would ask: were there any other times when people were desperate enough to take action like this?* ***(1)***

(No mark for a question that is **not** linked to following up Source A, e.g. '*because it would be an interesting question to ask*'.)

Award 1 mark for identification of an appropriate source and 1 mark for an answer that shows how it might help answer the chosen follow-up question.

e.g.

- *What type of source I would look for: local newspapers.* ***(1)***
- *How this might help answer my question: the newspapers would record local events and possibly interviews with local officials or with people involved which would explain whether people took action on other occasions.* ***(1)***

Accept other appropriate alternatives.

Warfare and British society, c1250-present

Question		
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. **Target**: Analysis of second order concepts: similar [AO2]; Knowledge and understanding of features and characteristics of the period [AO1]. **AO2:** 2 marks. **AO1:** 2 marks.
Level	**Mark**	**Descriptor**
	0	No rewardable material.
1	**1–2**	• Simple or generalised comment is offered about a similarity [AO2] • Generalised information about the topic is included, showing limited knowledge and understanding of the periods. [AO1]
2	**3–4**	• Features of the period are analysed to explain a similarity. [AO2] • Specific information about the topic is added to support the comparison, showing good knowledge and understanding of the periods. [AO1]

Marking instructions

Markers must apply the descriptors above in line with the general marking guidance (page 3).

Performance in AO1 and AO2 is interdependent. An answer displaying **no** qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge *and* understanding.

Indicative content guidance

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited.

Relevant points may include:

- Ordinary people could be forced to join the feudal army in the period c1250-c1500 and could be conscripted into the army in the period c1900-present.
- People's homes could be damaged by battles in the area or the movement of armies in the period c1250-c1500 and by bombs in the period c1900-present.

Question		
4		Explain why the role of the mounted knight changed during the period c1250-c1500. You may use the following in your answer: • the longbow • the feudal army You **must** also use information of your own. **Target**: Analysis of second order concepts: causation/change [AO2]; Knowledge and understanding of features and characteristics [AO1]. **AO2**: 6 marks. **AO1**: 6 marks.
Level	**Mark**	**Descriptor**
	0	No rewardable material.
1	**1–3**	• A simple or generalised answer is given, lacking development and organisation. [AO2] • Limited knowledge and understanding of the topic is shown. [AO1]
2	**4–6**	• An explanation is given, showing limited analysis and with implicit or unsustained links to the conceptual focus of the question. It shows some development and organisation of material, but a line of reasoning is not sustained. [AO2] • Accurate and relevant information is included, showing some knowledge and understanding of the period. [AO1] *Maximum 5 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points*
3	**7–9**	• An explanation is given, showing some analysis, which is mainly directed at the conceptual focus of the question. It shows a line of reasoning that is generally sustained, although some passages may lack coherence and organisation. [AO2] • Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1] *Maximum 8 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.*
4	**10–12**	• An analytical explanation is given which is directed consistently at the conceptual focus of the question, showing a line of reasoning that is coherent, sustained and logically structured. [AO2] • Accurate and relevant information is precisely selected to address the question directly, showing wide-ranging knowledge and understanding of the required features or characteristics of the period studied. [AO1] *No access to Level 4 for answers that do not go beyond aspects prompted by the stimulus points.*

Marking instructions

Markers must apply the descriptors above in line with the general marking guidance (page 3).

Performance in AO1 and AO2 is interdependent. An answer displaying **no** qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge *and* understanding.

The middle mark in each level may be achieved by stronger performance in either AO1 or AO2.

Indicative content guidance

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited.

Relevant points may include:

- The longbow could fire arrows with enough power to penetrate armour and therefore the role of mounted knights changed as they became more vulnerable during battle.
- Pike formations and the use of the schiltron were effective defensive tactics against the charge of the mounted knights and therefore tactics relying on mounted knights had to adapt.
- Archers could be used to shoot the horses of mounted knights, destroying the power of their charge and leading to a change in tactics.
- The introduction of gunpowder began to change the nature of warfare as cannon were used after c1320, making charges by mounted knights less effective.
- The limited duration of knights' service (40 days) meant that commanders often relied on mercenary forces, especially for campaigns abroad, which reduced the importance of mounted knights as a component within the army.

Question		
5		'Changes in the nature of warfare in the period c1500-c1700 were more significant than changes in the nature of warfare in the period c1700-c1900.' How far do you agree? Explain your answer. You may use the following in your answer: • New Model Army • heavy artillery You **must** also use information of your own. **Target**: Analysis and evaluation of second order concepts: change; significance [AO2]; Knowledge and understanding of features and characteristics [AO1]. **AO2**: 10 marks. **AO1**: 6 marks. **Spelling, punctuation, grammar and the use of specialist terminology (SPaG)**: up to 4 additional marks.
Level	**Mark**	**Descriptor**
	0	No rewardable material.
1	**1–4**	• A simple or generalised answer is given, lacking development and organisation. [AO2] • Limited knowledge and understanding of the topic is shown. [AO1] • The overall judgement is missing or asserted. [AO2]
2	**5–8**	• An explanation is given showing limited analysis and with implicit or unsustained links to the conceptual focus of the question. It shows some development and organisation of material, but a line of reasoning is not sustained. [AO2] • Accurate and relevant information is included, showing some knowledge and understanding of the period. [AO1] • The overall judgement is given but its justification is asserted or insecure. [AO2] *Maximum 7 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.*
3	**9–12**	• An explanation is given, showing some analysis, which is mainly directed at the conceptual focus of the question. It shows a line of reasoning that is generally sustained, although some passages may lack coherence and organisation. [AO2] • Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1] • The overall judgement is given with some justification, but some criteria selected for the required judgement are left implicit or not validly applied. [AO2] *Maximum 11 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.*
4	**13–16**	• An analytical explanation is given which is directed consistently at the conceptual focus of the question, showing a line of reasoning that is coherent, sustained and logically structured. [AO2] • Accurate and relevant information is precisely selected to address the question directly, showing wide-ranging knowledge and understanding of the required features or characteristics of the period studied. [AO1] • Criteria for the required judgement are justified and applied in the process of reaching the overall judgement. [AO2] *No access to Level 4 for answers that do not go beyond aspects prompted by the stimulus points.*

Marks for SPaG		
Performance	**Mark**	**Descriptor**
	0	• The learner writes nothing. • The learner's response does not relate to the question. • The learner's achievement in SPaG does not reach the threshold performance level, e.g. errors in spelling, punctuation and grammar severely hinder meaning.
Threshold	**1**	• Learners spell and punctuate with reasonable accuracy. • Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall. • Learners use a limited range of specialist terms as appropriate.
Intermediate	**2–3**	• Learners spell and punctuate with considerable accuracy. • Learners use rules of grammar with general control of meaning overall. • Learners use a good range of specialist terms as appropriate.
High	**4**	• Learners spell and punctuate with consistent accuracy. • Learners use rules of grammar with effective control of meaning overall. • Learners use a wide range of specialist terms as appropriate.

Marking instructions

Markers must apply the descriptors above in line with the general marking guidance (page 3).

Performance in AO1 and AO2 is interdependent. An answer displaying **no** qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge *and* understanding.

The first two bullet points *[AO1 and AO2]* account for 3 of the 4 marks in the level and are equally weighted; the third bullet point *[AO2]* accounts for the remaining mark. Once the level has been found, there are two steps to follow to determine the mark within the level:

- Markers should consider bullet points 1 and 2 together. Strong performance (for the level) in both would be awarded all 3 marks, while 2 marks may be achieved by stronger performance in either bullet point; weak performance would be awarded 1 mark.
- The fourth mark in each level is allocated to the bullet point 3 and should be considered independently of the award of the other marks.

Indicative content guidance

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited. The grouping of points below does not imply that this is how candidates are expected to structure their answers.

Relevant points that support the statement may include:

- There were significant changes in the nature of warfare in the period 1500-1700 because the use of gunpowder led to the development of hand guns as well as cannon, making archers redundant.
- New tactics developed in order to make use of new weapons, for example, the use of musket volleys and pikemen to defend musketeers while reloading.
- Components of the army became more versatile, for example, the dragoons.
- New weapons and tactics needed training and discipline, leading to the creation of the New Model Army, the first professional standing army.

Relevant points to counter the statement may include:

- The use of field artillery led to new tactics such as the infantry squares used by Wellington at Waterloo.
- The use of heavy artillery in the Crimean War led to the early development of trench warfare.
- Rifles became more accurate over longer ranges, reducing the amount of close combat in warfare.
- Cardwell's reforms led to the professionalisation of the army, which led to more specialised groups within an army.

Question		
6		'The development of war reporting was the most important reason for changes in popular attitudes towards war in the period c1800-present.' How far do you agree? Explain your answer. You may use the following in your answer. • William Russell • conscription You **must** also use information of your own. **Target**: Analysis and evaluation of second order concepts: causation;change [AO2]; Knowledge and understanding of features and characteristics [AO1]. **AO2**: 10 marks **AO1**: 6 marks. **Spelling, punctuation, grammar and the use of specialist terminology (SPaG)**: up to 4 additional marks.
Level	**Mark**	**Descriptor**
	0	No rewardable material.
1	**1–4**	• A simple or generalised answer is given, lacking development and organisation. [AO2] • Limited knowledge and understanding of the topic is shown. [AO1] • The overall judgement is missing or asserted. [AO2]
2	**5–8**	• An explanation is given showing limited analysis and with implicit or unsustained links to the conceptual focus of the question. It shows some development and organisation of material, but a line of reasoning is not sustained. [AO2] • Accurate and relevant information is included, showing some knowledge and understanding of the period. [AO1] • The overall judgement is given but its justification is asserted or insecure. [AO2] *Maximum 7 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.*
3	**9–12**	• An explanation is given, showing some analysis, which is mainly directed at the conceptual focus of the question. It shows a line of reasoning that is generally sustained, although some passages may lack coherence and organisation. [AO2] • Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1] • The overall judgement is given with some justification, but some criteria selected for the required judgement are left implicit or not validly applied. [AO2] *Maximum 11 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.*
4	**13–16**	• An analytical explanation is given which is directed consistently at the conceptual focus of the question, showing a line of reasoning that is coherent, sustained and logically structured. [AO2] • Accurate and relevant information is precisely selected to address the question directly, showing wide-ranging knowledge and understanding of the required features or characteristics of the period studied. [AO1] • Criteria for the required judgement are justified and applied in the process of reaching the overall judgement. [AO2] *No access to Level 4 for answers that do not go beyond aspects prompted by the stimulus points.*

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Relevant points that support the statement may include:

- Reports about the war in the Crimea by William Russell had a heavy influence on public opinion, giving details of the harsh conditions and casualties, which challenged ideas about war as glorious.
- Photographs taken by Roger Fenton during the Crimean War showed the difficulties faced by the army, making people realise the hardship suffered when on campaign.
- The development of the telegraph meant that reports of the Crimean War could be in the newspapers within days and therefore people could form their own views rather than waiting for the government to publish an official, sanitised report.
- Newspapers, photographs and films were used during the First and Second World Wars to show the realities of war and the impact of bombing on civilians, which challenged people's ideas about the conduct of war.
- During the Gulf and Iraq Wars, television coverage provided detailed reports of the fighting and casualties, which affected people's attitudes because of the sense of direct involvement.

Relevant points to counter the statement may include:

- During the period 1900-present, censorship was sometimes used to prevent reports creating low morale.
- The development of total war, including conscription, meant that everyone was directly involved and therefore their attitudes may have changed.
- The fear of nuclear war led to an increase in anti-war feeling.

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