Mark Scheme (Stage 8 Sign Off)

November 2020

Pearson Edexcel GCSE
In History (1HI0)
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 presence of the royal family in London during the Second World War. 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 royal family's continued presence at Buckingham Palace made it a target for the Luftwaffe (1). Buckingham Palace was bombed on several occasions (1).*
- *Members of the royal family contributed to the war effort (1). Princess Elizabeth joined the Women's Auxiliary Territorial Service, as a mechanic and ambulance driver (1).*
- *The royal family visited bombed areas (1). They were sometimes booed (1).*

Accept other appropriate features and supporting information.

Question		
2 (a)		How useful are Sources A and B for an enquiry into the use of underground air-raid shelters 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 shows the ways 'Mickey's shelter' was organised with details of the facilities and nightly routine.
- Source A is useful because it gives details about the scale of the organisation and details of improvements that were made, for example, it talks about 3,000 people sheltering there and bunk beds being set up.
- It is useful in the way it suggests that Mickey's organisation kept people safe because he prevented fights.

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:

- Source A is describing personal experiences so it is likely to be based on accurate knowledge.
- Memoirs are written with hindsight and this was not published until 1984, so Flora Solomon might have been influenced by later views about 'Blitz spirit'.

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

- On the first night that the vaults beneath the Fruit and Wool Exchange were opened as a shelter, approximately 10,000 people crammed in.
- Mickey Davis, an optician, set up a committee to take charge of the shelter. He persuaded the government to recognise it as an official shelter and provide toilets and bunk beds, and Marks and Spencer to provide funds for a canteen for the shelter.

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 conditions in which people sheltered in underground Tube stations.
- Source B shows that there were few facilities and that people brought blankets to sit on.
- The presence of nurses in Source B suggests the government may have used the fact that people were gathered in shelters to offer additional help.

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 fact that this photograph looks posed may suggest the government was trying to publicise the additional help available in shelters.
- The photograph was probably taken at a time when there was an outbreak of influenza, so it is useful showing action taken in response to a specific situation, but it cannot be assumed to show a typical situation.

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

- At first, the government and the Tube authorities did not approve of people sheltering in Tube stations but later it became official policy and bunk beds were provided and wardens were appointed.
- As well as using Tube stations, the government built eight deep shelters, 25-45 metres underground, each providing shelter for 8,000 people.

Question	
2 (b)	How could you follow up Source A to find out more about the use of underground air-raid shelters 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: '*After a while bunk beds were introduced.*' (1)*
- *Question I would ask:* Who provided the bunk beds? *(1)*

(No mark for a question that is not linked to following up Source B, 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:* Financial records from 'Mickey's shelter'. *(1)*
- *How this might help answer my question:* These records would show if bunk beds had been provided by local government or if the committee organised them. *(1)*

Accept other appropriate alternatives.

Question		
3		Explain one way in which the role of Henry V as commander at Agincourt was different from the role of General Haig as commander at the Battle of the Somme. Target: Analysis of second order concepts: difference [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 difference. [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 difference. [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:

- One difference was whether the commander was involved in the fighting. Henry V was the commander at Agincourt, in the medieval period, when the king was expected to lead the fighting personally, whereas Haig, as a commander in the modern period and an army general, did not take part in the fighting personally.
- One difference was the role of the commander in maintaining morale. Henry V personally inspired his army through speeches and example but Haig was more remote and left morale to officers of a lower rank.

Question		
4		Explain why there were changes in the nature of warfare in the period 1900–present. You may use the following in your answer: • trench warfare • drone missiles 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:

- Developments in weaponry, such as artillery and machine guns, led to trench warfare, where explosives and machine guns played a key role rather than cavalry charges and close combat.
- Computer technology has changed the nature of fighting because drones can be directed remotely and bombs can be more precisely targeted, using satellite surveillance and GPS.
- The introduction of conscription and the importance of civilian contributions to the war effort led to the Home Front being regarded as part of 'total war'.
- The use of planes has meant that 'total war' could be conducted, targeting the civilian population as well as the combatants.
- Long-range missiles mean that warfare can be conducted remotely, for example, cruise missiles can be fired from 2400 kilometres away; this means that there is less need for large numbers of infantry.
- The use of high-tech weaponry has led to the need for specialist groups within the armed forces, for example dealing with IEDs once an area has been captured.

Question		
5		'There were significant changes in the composition of the army in the years c1500–c1700.' How far do you agree? Explain your answer. You may use the following in your answer: • New Model Army • cavalry You must also use information of your own. Target: Analysis and evaluation of second order concepts: change and continuity; 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

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Relevant points that support the statement may include:

- The New Model Army was the start of a standing army, which was significant because it replaced the feudal levy and mounted knights with a trained body.
- The use of gunpowder meant that by the 16th century, the role of trained archers declined in importance and less emphasis was placed on having large numbers of archers.
- The new role of cannoneer became important within the army by the 16th century, when field artillery was being used on the battlefield.
- The introduction of musketeers led to significant changes during the 17th century because they were used in combination with pikemen, who acted as protection for them.
- Dragoons were introduced during the 17th century, as a flexible force who could fight on horseback or on foot, significantly expanding the role of infantry.

Relevant points to counter the statement may include:

- The cavalry and infantry remained the key elements in an army throughout this period, for example forming the bulk of both the Royalist army and the New Model Army.
- Most armies continued to be composed of various groups who owed their loyalty to an individual, for example Cromwell's cavalry was part of Fairfax's army.

- The ratio of infantry to cavalry varied in response to circumstances and the strategy preferences of the individual general, so many of the changes in composition were only of short-term significance.

Question		
6		'Cardwell's army reforms were the most important change in recruitment and training in the years c1800–present.' How far do you agree? Explain your answer. You may use the following in your answer. • enlistment • National Service You must also use information of your own. Target: Analysis and evaluation of second order concepts: significance, 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:

- Cardwell's army reforms limited service to 12 years, part of which could be in the reserves, instead of for life, which made enlistment more attractive.
- Cardwell's army reforms introduced a system of linked battalions, with one serving overseas and one serving at home; this reduced the time spent abroad, making men more willing to enlist.
- The new system of terms of service made sure there was always a reserve of trained soldiers, which reduced the amount of training needed.
- Cardwell abolished the purchase of commissions, which established the promotion of officers on merit, and so created a professional career path for officers.

Relevant points to counter the statement may include:

- National Service was introduced in 1948, requiring all men, aged 17–21, to complete 18 months training and then spend 4 years in the Army Reserves; this was a significant change from the previous voluntary recruitment in peacetime.
- In 1800 the Royal Military College was established at Sandhurst to improve the training of officers.
- Conscription was implemented for both World Wars, for all males within a designated age range, unless they were in a reserved occupation.
- Training changed as specialisation within the army increased, for example, riflemen and engineers in the 19th century, and a modern army includes highly-skilled engineers, technicians and bomb disposal experts.
- From 2015, women have been recruited and trained on an equal basis to men.

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