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Mark Scheme (Results)

November 2021

Pearson Edexcel GCSE
In History (1HIA)
Paper 1: Thematic study and historic environment (1HIA/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 last candidate in exactly the same way as they mark the first.
- 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.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- 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.

How to award marks when level descriptions are used

1. Finding the right level

The first stage is to decide which level the answer should be placed in. To do this, use a 'best-fit' approach, deciding which level most closely describes the quality of the answer. Answers can display characteristics from more than one level, and where this happens markers must use the guidance below and their professional judgement to decide which level is most appropriate.

For example, one stronger passage at L4 would not by itself merit a L4 mark, but it might be evidence to support a high L3 mark, unless there are substantial weaknesses in other areas. Similarly, an answer that fits best in L3 but which has some characteristics of L2 might be placed at the bottom of L3. An answer displaying some characteristics of L3 and some of L1 might be placed in L2.

2. Finding a mark within a level

After a level has been decided on, the next stage is to decide on the mark within the level. The instructions below tell you how to reward responses within a level. However, where a level has specific guidance about how to place an answer within a level, always follow that guidance.

Levels containing two marks only

Start with the presumption that the work will be at the top of the level. Move down to the lower mark if the work only just meets the requirements of the level.

Levels containing three or more marks

Markers should be prepared to use the full range of marks available in a level and not restrict marks to the middle. Markers should start at the middle of the level (or the upper-middle mark if there is an even number of marks) and then move the mark up or down to find the best mark. To do this, they should take into account how far the answer meets the requirements of the level:

- If it meets the requirements *fully*, markers should be prepared to award full marks within the level. The top mark in the level is used for answers that are as good as can realistically be expected within that level
- If it only *barely* meets the requirements of the level, markers should consider awarding marks at the bottom of the level. The bottom mark in the level is used for answers that are the weakest that can be expected within that level
- The middle marks of the level are used for answers that have a *reasonable* match to the descriptor. This might represent a balance between some characteristics of the level that are fully met and others that are only barely met.

Indicative content

Examiners are reminded that indicative content is provided as an illustration to markers of some of the material that may be offered by students. It does not show required content and alternatives should be credited where valid.

London and the Second World War, 1939–45

Question	
1	Describe two features of the preparations for war in London in 1939. **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 Air Raid Precautions Act was put into effect* ***(1).*** *The government provided funds for local authorities to set up an air raid precautions system and recruited people as ARP wardens, auxiliary fire and ambulance teams and the WRVS* ***(1).*** • *An evacuation programme was set up* ***(1).*** *Children and pregnant women would be moved out of London to a place of safety* ***(1).*** • *Anderson air raid shelters were made available* ***(1).*** *These were placed in gardens to offer a place of safety to families during an air raid* ***(1).*** Accept other appropriate features and supporting information.	

Question		
2 (a)		How useful are Sources A and B for an enquiry into government control of news reporting about the impact of bombing in London? 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 us an example of government censorship as a result of concern over morale.
- Source A illustrates the government's power in controlling news because the government was able to prevent newspaper reports of the disaster and to cover up the evidence.
- It is useful in the way it suggests that people began to panic quite easily and therefore it helps us to understand why the government felt it was so important to censor bad news.

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:

- Mary Hanway was 14 at the time she witnessed this traumatic event so it is likely that she would remember the situation clearly but she is also using hindsight to describe the censorship of the event.
- The account was published in 2010 when people had a more informed understanding of the government's reasons for censorship.

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

- The government was particularly concerned to cover up severe incidents to preserve morale and also monitored people's attitudes through sources like the Mass Observation project in order to know how people reacted to the news.

- The government censored the publication of news generally but the BBC was allowed to censor its own radio broadcasts.

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 nature of the devastation caused by bombs in central London.
- The headline in Source B illustrates the fact that people saw St Paul's survival as important.

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 Source B is from the front page of a national newspaper illustrates how the government used newspaper reports to try to maintain morale.
- The date of the newspaper shows that this event was at the height of the Blitz when it was important to control the news in order to maintain morale.
- The fact that the publication of the photograph was delayed shows how important the government felt it was to control the news.

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

- The government felt it was important to preserve key London buildings such as St Paul's, the Tower of London and Buckingham Palace and therefore news of any attacks was carefully controlled.
- Many photographs that were published in newspapers were staged or censored, in order to create positive news.
- The Ministry of Information was set up in 1939, the day after war was declared, with the purpose of dealing with news and press censorship.

Question	
2 (b)	How could you follow up Source A to find out more about government control of news reporting about the impact of bombing in London? 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 following morning there were no reports in the newspapers and the station's steps had been washed to remove any evidence.'* ***(1)***
- *Question I would ask: How did the government organise the cover up?* ***(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: Records of discussions in the Ministry of Information just after the disaster.* ***(1)***
- *How this might help answer my question: This would let me know how the government planned to deal with the disaster and what they decided to do.* ***(1)***

Accept other appropriate alternatives.

Warfare and British society, c1250–present

Question		
3		Explain one way in which the recruitment of the medieval feudal army was different from the recruitment of Cromwell's New Model Army. **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:

- The medieval feudal army was based on military service as part of the feudal system whereas the New Model Army were volunteers, who joined the army based on religious or political beliefs.
- There was a difference in the length of service for which people were recruited. The medieval army was recruited when war was declared and people served for a fixed period whereas the New Model Army was planned as a standing army.

Question		
4		Explain why industrialisation led to changes in warfare in the years c1700-c1900. You may use the following in your answer: • mass production • steam-powered transport 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 which 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:

- Industrialisation led to mass production, which meant that large armies could be equipped and a war of attrition could be fought.
- The standardisation of weapons and equipment had an impact on training and made more complex manoeuvres in battle possible.
- Steam-powered transport meant that supplies could be rapidly delivered to armies fighting abroad, for example ships and trains took large quantities of supplies to the army in the Crimea.
- New industrial techniques, for example John Wilkinson's improvements in the 1740s and the later use of bronze, meant that lighter cannon could be manufactured, which were more manoeuvrable and therefore better use could be made of them in battle.
- Tactics were adapted to take advantage of new weapons, for example the use of cannon at the corners of infantry squares at Waterloo.
- New industrial techniques meant that weapons could become more efficient, for example the use of rifling or percussion caps.

Question		
5		'The use of gunpowder was the most important factor affecting the nature of warfare in the years c1250-c1700.' How far do you agree? Explain your answer. You may use the following in your answer: • muskets • dragoons You **must** also use information of your own. **Target**: Analysis and evaluation of second order concepts: significance, consequence [AO2]; Knowledge and understanding of features and characteristics [AO1]. **AO2**: 10 marks. **AO1**: 6 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.*

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:

- Muskets could pierce armour and therefore led to the decline of the mounted knight and changes in the way that attacks were carried out.
- Muskets were slow to be reloaded and therefore musketeers were increasingly protected by pikemen; this formation led to new tactics in battle.
- Cannon began to be commonly used in warfare during the fifteenth century and changed the nature of sieges.
- Further developments occurred in pistols using gunpowder: arquebuses, the wheel lock and flint lock pistols required less training and could be used by dragoons in more mobile tactics than tactics based on the sword or pike.

Relevant points to counter the statement may include:

- Developments in training made more flexible tactics possible, for example the use of dragoons.
- A significant factor was the development of new tactics that reduced the amount of hand-to-hand combat.
- Changes in technology allowed the development of the plug bayonet, which led to a decline in the use of pikemen.
- New engineering techniques produced fortifications which could withstand the use of cannon and sieges.

Question		
6		'The introduction of specialist groups was the most significant change in the composition of the army during the years c1700-present.' How far do you agree? Explain your answer. You may use the following in your answer. • bomb disposal units • cavalry 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.
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:

- In response to new weapons, new defensive techniques needed to be developed and specialised groups developed within the army, for example bomb disposal units, which significantly altered the composition of the army.
- Specialist groups developed within the army, because they were trained to use new weapons, for example machine gun units or the tank corps in the First World War.
- Specialist groups developed because some aspects of modern warfare, using drones and GPS targeting, required a certain level of education and training.
- As warfare became more mechanised and technological, support units such as the Royal Engineers, the Logistics Corps or the Medical Corps also became a greater part of the army.

Relevant points to counter the statement may include:

- The most significant change in the composition of the army was that the role of certain traditional elements, such as the cavalry, declined.
- The most significant change in the composition of the army was that after the First World War there was an emphasis on mobile warfare and the use of motorised troop units.
- The composition of the army changed significantly in response to different contexts, for example fighting a war of attrition or a guerrilla war.
- Cardwell's army reforms significantly changed the composition of the army because the relationship between home and overseas units was changed and the proportion of trained officers increased.

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