Mark Scheme (Results)

Summer 2022

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 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.

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 South Hallsville School disaster (1940). 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.

- *People who had lost their homes were advised to shelter in South Hallsville School (1). The school had a basement so it was thought they would be safe there (1).*
- *The school took a direct hit on 10 September and the basement collapsed (1). The official casualty figure was 77 dead (1).*
- *The government was concerned about morale and did not want people to know the extent of the disaster (1). The area was cordoned off and a press blackout was ordered (1).*

Accept other appropriate features and supporting information.

Question		
2 (a)		How useful are Sources A and B for an enquiry into leisure activities in London during the Second World War? 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 range of activities people did in their leisure time.
- Source A is useful because it suggests the BBC was important for people's entertainment at home.
- It is useful in the way it suggests people continued to enjoy entertainment such as cinema and theatres even though a war was going on.

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:

- Mass Observation diaries were completed by a large number of individuals in order to provide accurate information for the government about public morale.
- These diary entries were from 1941 but the situation was not consistent throughout the war and things became more difficult later in the war.

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

- The role of the BBC was important in providing entertainment and maintaining morale, for example programmes such as ITMA and the Brains Trust.
- Going to the cinema was a very popular activity - cinemas would usually show two films and a newsreel.

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 this event was well attended by both service personnel and the general public, suggesting that dances were very popular, and that people enjoyed themselves despite the fears of bombing raids.
- The event appears to be a well-organised, formal occasion, and was one of several such events, which suggests that this type of activity was recognised as important in maintaining morale.
- The content of Source B is useful as it shows that venues were adapted for alternative leisure activities during the war.

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 was published in a weekly magazine and seems to have been taken with the intention of showing how well attended the dance was and that leisure activities were continuing in London.
- The fact that such events were reported in a national magazine illustrates the significance of such events and the role of the media in keeping morale high by reporting on leisure activities.

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

- Dancing was a very popular form of entertainment but often the number of men and women was unbalanced and women had to dance together.
- Organised entertainment such as the theatre, cinema and dances often continued even during a bombing raid. Initially public entertainment was curtailed but the government soon realised its morale-raising value and, although still under government control, the ban was quickly overturned.

Question	
2 (b)	How could you follow up Source A to find out more about leisure activities in London during the Second World War? 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 an appropriate follow-up question.

e.g.

- Detail in Source A that I would follow up*: 'No 'entertainment' apart from listening to the BBC radio except on two evenings'. (1)*
- Question I would ask*: What sort of programmes did the BBC broadcast? (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 to use in a follow-up enquiry and 1 mark for an answer that explains how the information it contains could help answer the chosen follow-up question

e.g.

- What type of source I would look for*: BBC archives. (1)*
- How this might help answer my question*: The BBC would keep records of each programme broadcast every day. (1)*

Accept other appropriate alternatives.

Question		
3		Explain one way in which the impact of heavy artillery on warfare in the years c1700-c1900 was similar to the impact of computerised high-tech warfare in the modern period. Target: Analysis of second order concepts: similarity [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:

- In both cases, fighting became long range; heavy artillery could be fired over a longer range than rifles or light artillery and computers could be used to operate drones and GPS guided missiles.
- The use of heavy artillery and of computers meant that there were changes in the composition of the army: heavy artillery meant that the use of cavalry declined, and computers meant that there was an increased need for specialist technicians.

Question		
4		Explain why there were changes in the recruitment and training of combatants in the years c1500-c1700. You may use the following in your answer: • gunpowder • dragoons 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:

- There was a reduced need for trained archers to be recruited due to the increasing use of gunpowder in cannon and early guns.
- Specialist cannoneers had to be recruited because early cannon were dangerous to use.
- The development of muskets led to the need to train musketeers in the drill to reload and fire.
- The development of new tactics meant that training was needed, for example dragoons were foot soldiers who had to be trained to ride to different areas of combat and then dismount to fight on foot.
- The use of new tactics meant that troops had to be trained to fight in new formations, for example as a combination of pikemen and musketeers.
- The need for a standing army during the civil wars changed recruitment away from a feudal basis.

Question		
5		'The role played by the commander was the most important factor affecting the outcome of a battle in the years c1250-c1500.' How far do you agree? Explain your answer. You may use the following in your answer: • Edward I • the longbow You must also use information of your own. Target: Analysis and evaluation of second order concepts: significance, consequence, 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.*

Marking instructions

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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:

- The commander made the decision about the composition of the army, for example Edward I chose to include a large contingent of archers, who played an important role in the outcome of the Battle of Falkirk.
- The commander decided tactics that led to victory, for example, Edward I's use of archers to overcome Wallace's use of schiltrons.
- The commander played an important role in uniting and inspiring the different contingents within the army, for example Henry V at Agincourt.
- If the commander was captured or killed, his army usually retreated or surrendered.

Relevant points to counter the statement may include:

- New weapons could have a decisive impact, for example the use of the longbow at Falkirk and Agincourt.
- New weapons could defeat traditional tactics, for example the use of the schiltron against a charge by mounted knights.
- The terrain was important, for example, the French army at Agincourt had to advance on a narrow front, which gave the English an advantage.
- Logistics, such as the provisioning of the army and movement of supplies, could significantly affect the outcome of a battle.

Question		
6		'In the years c1700-present, the most significant development in the civilian experience of war was the organisation of a Home Front during the First and Second World Wars.' How far do you agree? Explain your answer. You may use the following in your answer. • employment of women • recruitment 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.
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:

- The experience of women changed significantly as the need for large scale production of armaments in modern war meant they were conscripted into working in factories and on the land and were portrayed as fighting the war on the 'Home Front'.
- Civilian experiences were significantly affected by the organisation of a Home Front in the case of total war in the modern period, as civil defence precautions needed to be organised to protect civilians from aerial warfare and bombs.
- Civilian life was affected by the organisation of the Home Front as total war meant that the economy and society became geared to the war effort.

Relevant points to counter the statement may include:

- Civilians were affected by changes in recruitment and service in the army as a result of the expansion of empire and the professionalisation of the army in the eighteenth century, before the Home Front was organised.
- A major effect of modern war was that conscription and national service were introduced, e.g. the development of large armies and the policy of attrition in the First World War led to conscription of civilians
- The development of a professional army and the involvement in overseas campaigns meant that regular taxation was introduced to support the army, which had an impact on civilians in the eighteenth and nineteenth centuries.
- Developments in war reporting since c1850, have had a major impact on civilian attitudes, making people more aware of the horrors of war.
- People became more fearful about the possibility of, and impact of, another World War after the development of nuclear weapons.

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