

Mark Scheme (Results)

Summer 2023

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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Summer 2023
Question Paper Log Number P72412A
Publications Code 1HIA_12_2023_MS
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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 Anderson shelters. 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.

- *Anderson shelters were intended as outdoor protection for families in the case of air-raids (1). People dug a hole in the garden so that the shelter was partly underground, and the earth was piled around the sides and the top of the shelter to protect the people inside from a bomb blast (1).*
- *1.5 million shelters were provided in the months before the war began (1). The shelters were provided free to families on a low income and were later sold to wealthier individuals (1).*
- *They were designed to accommodate up to six people (1). People tried to make the shelters comfortable, e.g. installing bunk beds and maintaining a stock of blankets, food, drink, books, games, etc. (1).*

Accept other appropriate features and supporting information.

Question		
2 (a)		How useful are Sources A and B for an enquiry into the impact of the attack on the docks in East London on 'Black Saturday', 7 September 1940? 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 explains the range of destruction, describing the damage to various parts of the docks caused by the bombs, and mentioning people's deaths.
- It is useful in the way it suggests the cargo of the ships was destroyed and this would have had an impact on the economy.
- Source A is useful because it suggests that the devastation was so great that the docks would not recover their role for some time, which could have an impact on trade and employment.

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:

- This is an account from an official who witnessed the event and would have a good understanding of the impact of the bombs on the docks.
- Mackie is speaking with hindsight and may be influenced by knowledge that the attack came to be seen as an iconic moment in the Blitz.

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

- Many of the goods in the warehouses made the conditions more difficult for the firemen, for example rubber produced thick black smoke, paint produced fumes, and barrels of rum exploded.
- One third of all warehouses in the docks were destroyed and over 300 fire appliances were needed to combat the blaze.

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 extent of the fires that resulted from the attack, which can be seen in a large part of the area in the photograph.
- The photograph shows that bombing raids targeted areas of economic significance.
- Source B shows that iconic areas of London were possibly threatened by bomb attacks, as the Tower of London and Tower Bridge were nearby.

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 the photograph was used in newspaper accounts shows the significance of this event.
- The purpose of the photograph may have been to suggest the bombing raid had limited impact.

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

- The attack on 7 September was the start of the Blitz on London, when around 300 bombers dropped approximately 1000 bombs on economically important strategic targets rather than cultural landmarks.
- The docks in London played a key role in the economy, with goods such as sugar, rum, and pepper but also material for the war, such as timber, paint and rubber being imported and stored in warehouses.

Question	
2 (b)	How could you follow up Source A to find out more about the impact of the attack on the docks in East London on 'Black Saturday', 7 September 1940? 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: 'huge warehouses were completely ruined.' (1)*
- *Question I would ask: How long did it take for the docks to be back in operation? (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: Records from the Port of London Authority. (1)*
- *How this might help answer my question: These would have details of the recovery operations. (1)*

Accept other appropriate alternatives.

Question		
3		Explain one way in which the impact of warfare on civilians in the years c1500-c1700 was different from the impact of warfare on civilians in the period c1900-present. 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:

- Civilians were more likely to be directly affected by the military in the years c1500-c1700 than in the modern period. In the years c1500-c1700, armies often plundered or requisitioned food and transport from individuals whereas, in the modern period, these resources are centrally organised and purchased.
- In the modern period, warfare has a broader direct impact on civilians than in the years c1500-c1700. Modern warfare involves the mobilisation of the nation, e.g. a war-based economy, the employment of women, precautions against air attacks, etc. whereas, in the years c1500-c1700, civilians were only directly impacted if fighting occurred in that locality.

Question		
4		Explain why the feudal army declined in importance in the years c1250-c1500. You may use the following in your answer: • mercenaries • gunpowder 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:

- Knights were only obliged to serve in a feudal army for a limited time and, therefore professional mercenary groups were often preferred. The payment of scutage by knights in place of service allowed for the recruitment of mercenaries with a range of military skills.
- The development of gunpowder meant that professional cannoneers became an important element in an army.
- Developments in weapons and tactics meant that the large numbers of untrained infantry in a feudal army were increasingly ineffective.
- Earlier victories at Falkirk and Agincourt depended on large numbers of trained archers who had been recruited separately from the feudal levy, meaning that commanders placed less value on the feudal levy.
- There was a lack of unity in a feudal army, with each section raised by individual leaders; this became more significant as extended campaigns were conducted in Wales, Scotland and France.
- The Battle of Agincourt showed that the mounted knight was not effective against archers using the longbow, leading to the decline of the mounted knight.

Question		
5		'The Battle of Naseby was the key turning point in the nature of warfare in the years c1500-c1700.' How far do you agree? Explain your answer. You may use the following in your answer: • dragoons • siege warfare 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

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 use of dragoons as a mobile infantry force within the army at the Battle of Naseby had a significant impact on the nature of warfare, by giving greater flexibility of tactics to the commander.
- The Battle of Naseby saw the first professional standing army in Britain, replacing the feudal levy and use of mercenaries.
- The Battle of Naseby demonstrated the effectiveness of the New Model Army's training in new tactics, for example using a combination of pikemen and musketeers in formation during battle; this tactic was used in many subsequent battles.

Relevant points to counter the statement may include:

- Throughout this period, infantry and cavalry remained the key elements of the army and tactics remained broadly the same, for example, dragoons were used to provide a mobile force but then they dismounted and fought as infantry, so their use was not a significant change in the nature of warfare.
- The use of gunpowder and cannon meant that fewer long sieges took place.
- The creation of a standing army was resented and officially ended in 1688, although it was renewed each year, but the temporary nature of the army made it difficult to prepare for new styles of warfare.
- The use of the musket instead of the longbow changed the nature of warfare because troops needed relatively little training in its use.

- Promotion in the New Model Army was based on merit rather than social status, meaning that leadership became more professional rather than depending on social status.

Question		
6		'In the years c1700-present, the rifle was the weapon that had the most significant impact on warfare.' How far do you agree? Explain your answer. You may use the following in your answer. • the Enfield rifle • nuclear science 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.*

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Relevant points that support the statement may include:

- The Enfield rifle was accurate over a range of 500m, meaning that the amount of close combat in battle was reduced.
- The rifle created the ability to fire a disciplined volley, which had a great impact on an advancing enemy or a cavalry charge.
- The use of rifles had an impact on the deployment of troops and tactics used in battle, for example the use of infantry squares at Waterloo.
- The rifle was widely in use from 1852; improvements, such as percussion bullets, breech loading and magazines of bullets, increased the rate of fire and therefore the casualties in battles.

Relevant points to counter the statement may include:

- The Enfield rifle was an improvement over previous rifles but did not significantly impact the deployment of troops or the nature of warfare.
- The development of nuclear bombs made conventional warfare less likely.
- The machine gun had a significant impact on warfare, leading to the development of trenches in the Crimean War.
- The use of heavy artillery increased the casualty rate in battles and the Charge of the Light Brigade showed that cavalry was not effective against heavy artillery.

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