

Mark Scheme (Results)

Summer 2024

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.

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 significance of London as a target during the Blitz. 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.

- *London was the centre of government (1). Disrupting the government would hamper Britain's war effort. (1).*
- *London was a major port (1). Disrupting trade in the docks would affect food supplies (1).*
- *London was the site of many places of national significance (1). Bombing was likely to affect historic sites and this could have an effect on morale (1).*

Accept other appropriate features and supporting information.

Question		
2 (a)		How useful are Sources A and B for an enquiry into the difficulties in dealing with the effects of German attacks on 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 shows that it could need a large number of firefighters and equipment, such as high ladders and turntables to deal with a single fire.
- Source A suggests that dealing with fires was dangerous as the structure of the building was damaged and it could have collapsed.

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 shows the event as it was happening, providing an illustration of the immediate aftermath of a bombing raid and the work of the firefighters.
- The photograph may have been retained with the intention of demonstrating the difficulties facing firefighters and also their bravery.

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

- Massive bombing raids, for example, on 7 September 1940 (Black Saturday) stretched the resources of the emergency services.

- There were sometimes problems gaining access to the site of a fire or having sufficient water pressure to be effective.

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 scale of physical devastation caused by a V2 attack.
- Source B is useful because it shows that people's lives were still at risk in the aftermath of the attack.
- It is useful in the way it shows that a range of rescuers was needed in order to find those who were trapped and to help the injured. For example, the source refers to trained personnel, but also to the author who was a boy at the time and whose size made him useful.

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 account gives a vivid description from the perspective of someone involved in the rescue.
- It is a private account, not intended for publication, based on a diary he kept at the time, so it should be reliable.

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

- ARP wardens would patrol an area after a bomb or missile attack, checking for damage and co-ordinating any rescue work.
- Firewatchers were stationed at strategic points in order to spot fires caused by incendiary bombs and ensure rapid action was taken.

Question	
2 (b)	How could you follow up Source B to find out more about the difficulties in dealing with the effects of the German attacks on 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 B that could form the basis of a follow-up enquiry and 1 mark for an appropriate follow-up question.

e.g.

- *Detail in Source B that I would follow up: 'The rescue services were quickly organised'. (1)*
- *Question I would ask: What rescue services would be involved after a bomb or missile attack? (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 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: Local Council records. (1)*
- *How this might help answer my question: These would list bombs and attacks and provide details of how they were dealt with and which services were involved. (1)*

Accept other appropriate alternatives.

Question		
3		Explain one way in which fighting in the Battle of Waterloo (1815) was different from fighting in the Iraq War (2003). 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:

- Fighting in the Iraq War was much more mobile than fighting in the Battle of Waterloo. The Battle of Waterloo took place in a single area and was a mainly static engagement between two large armies, over a single day whereas the Iraq War was an ongoing and mobile conflict.
- The different nature of the fighting meant that different weapons and tactics were used. Much of the fighting in the Battle of Waterloo involved defensive tactics, for example using infantry squares. In contrast, in the Iraq War, much of the fighting was offensive, using drone missiles, bombs and tanks.

Question		
4		Explain why there were changes in people's attitudes towards war during the modern period (c1900-present). You may use the following in your answer: • Conscientious Objectors • war reporting 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]
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 answers that do not address three or more aspects of content.*
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 address three or more aspects of content.*

Marking instructions

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

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

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

Indicative content guidance

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

Relevant points may include:

- The introduction of conscription in 1916 and the issue of Conscientious Objectors affected attitudes in favour of, and against, war.
- Reporting about the conditions on the Western Front and the high casualty rate, for example, in the Battle of the Somme, led many people to question whether modern warfare was justified.
- War reporting during the First and Second World Wars used both propaganda and censorship in order to sway public opinion in support of the war.
- War reporting during the Gulf War created an impression of a highly technical and impersonal conflict, using 'surgical strikes', which reduced opposition to the war, but the media also provided instant coverage of the devastating effects of the war on civilians, which increased opposition to the war.
- The development of aerial warfare during the Second World War meant that the home population was directly affected, strengthening attitudes in support of, and against, the war.
- The development of nuclear weapons created a strong anti-war movement.

Question		
5		'In the years c1250-c1500, the most significant impact on the nature of warfare was the development of new weapons.' How far do you agree? Explain your answer. You may use the following in your answer: • the longbow • the feudal levy You must also use information of your own. Target: Analysis and evaluation of second order concepts: consequence; 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]
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 answers that do not address three or more aspects of content.*
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 address three or more aspects of content.*

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 the longbow contributed to the decline of the mounted knight, as the arrows could pierce armour or bring down a horse.
- The longbow was effective against strong defensive formations, such as the schiltron.
- Early cannon had a significant impact on the nature of warfare by the mid-fifteenth century, especially in sieges, as defensive structures were easier to breach.

Relevant points to counter the statement may include:

- The limitations of recruitment through the use of the feudal levy meant that it was difficult to plan long campaigns or to employ complex tactics.
- The use of mercenaries had an impact on the nature of warfare, since they were much better trained and equipped than a feudal levy.
- New weapons, such as the longbow, needed soldiers to be trained in their use before the weapons could be effective in warfare.
- During the fifteenth century, early handguns were developed but they were often unreliable and had limited impact in battles.
- The nature of warfare changed as the role of the mounted knight declined and new tactics developed, involving greater integration of cavalry and infantry.

Question		
6		'Developments in artillery were the main reason for changes in the composition of the army in the years c1500-c1900.' How far do you agree? Explain your answer. You may use the following in your answer. • the use of cannon • professionalisation of the army You must also use information of your own. Target: Analysis and evaluation of second order concepts: causation; change [AO2]; Knowledge and understanding of features and characteristics [AO1]. AO2: 10 marks AO1: 6 marks. Spelling, punctuation, grammar and the use of specialist terminology (SPaG): up to 4 additional marks.
Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	• A simple or generalised answer is given, lacking development and organisation. [AO2] • Limited knowledge and understanding of the topic is shown. [AO1] • The overall judgement is missing or asserted. [AO2]
2	5–8	• An explanation is given showing limited analysis and with implicit or unsustained links to the conceptual focus of the question. It shows some development and organisation of material, but a line of reasoning is not sustained. [AO2] • Accurate and relevant information is included, showing some knowledge and understanding of the period. [AO1] • The overall judgement is given but its justification is asserted or insecure. [AO2]
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 answers that do not address three or more aspects of content.*
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 address three or more aspects of content.*

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.
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Relevant points that support the statement may include:

- Cannon needed trained cannoneers, so expert mercenary forces were often employed within an army to use cannon effectively.
- The transport and deployment of cannon increased the need for engineers and horse teams.
- The use of artillery led to the decline of the mounted soldier, especially after the demonstration of the power of cannon against cavalry in the Charge of the Light Brigade.
- Regiments within the army developed in response to the use of field artillery, horse artillery, howitzers and mortars.

Relevant points to counter the statement may include:

- The professionalisation of the army during the eighteenth and nineteenth centuries allowed increasingly specialised units to develop, for example sharpshooters.
- The development of a standing army during the Civil Wars, meant that the composition of the army moved away from local forces recruited by individual commanders to a more professional force with a clear structure, as shown in Cardwell's reforms.
- Industrialisation and involvement in wars overseas made logistics and transport increasingly important and led to new units developing within the army structure.
- The need for organised medical care was realised as large-scale battles, using guns and cannon, led to increasing numbers of injuries and therefore the Medical Staff Corps was formed in 1855, and the RAMC was created in 1898.

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