

Mark Scheme (Results)

Summer 2025

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 (a)	Describe one feature of the Cabinet War Rooms. Target: knowledge of key features and characteristics of the period. AO1: 2 marks.
Marking instructions	

Award 1 mark for a valid feature identified. The second mark should be awarded for supporting information.

e.g.

- *The Cabinet War Rooms were a set of rooms used by Winston Churchill and his government* ***(1)****. The rooms in Whitehall were used because Downing Street was seen as potentially vulnerable to attack* ***(1)****.*
- *The rooms were underground so that they were protected from attack* ***(1)****. There was a concrete layer on top and the rooms were gas-proofed and protected against flooding* ***(1)****.*
- *The Chiefs of the Army, Navy and Air Force worked in the War Rooms* ***(1)****. Military operations were co-ordinated from the Map Room* ***(1)****.*

Accept other appropriate features and supporting information.

Question	
1 (b)	Describe one feature of the process of evacuation from London. Target: knowledge of key features and characteristics of the period. AO1: 2 marks.
Marking instructions	

Award 1 mark for a valid feature identified. The second mark should be awarded for supporting information.

e.g.

- *Children and pregnant women were sent away from the city* ***(1)****. It was thought they would be safer in the countryside* ***(1)****.*
- *Travel was arranged centrally for children in school groups* ***(1)****. They did not know where they were going* ***(1)****.*
- *The children could only take a small suitcase with them* ***(1)****. Lists were issued telling them what clothes to pack* ***(1)****.*

Accept other appropriate features and supporting information.

Question		
2 (a)		How useful are Sources A and B for an enquiry into the devastation caused by the Blitz? Explain your answer, using Sources A and B and your knowledge of the historical context. Target: Analysis and evaluation of source utility. AO3: 8 marks.
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	• A simple judgement on utility is given, and supported by undeveloped comment on the content of the sources and/or their provenance[1]. Simple comprehension of the source material is shown by the extraction or paraphrase of some content. Limited contextual knowledge is deployed with links to the sources.
2	3–5	• Judgements on source utility for the specified enquiry are given, using valid criteria. Judgements are supported by developed comment related to the content of the sources and/or their provenance[1]. Comprehension and some analysis of the sources is shown by the selection and use of material to support comments on their utility. Contextual knowledge is used directly to support comments on the usefulness of the content of the sources and/or their provenance.
3	6–8	• Judgements on source utility for the specified enquiry are given, applying valid criteria with developed reasoning which takes into account how the provenance[1] affects the usefulness of the source content. The sources are analysed to support reasoning about their utility. Contextual knowledge is used in the process of interpreting the sources and applying criteria for judgements on their utility.

Notes

1. Provenance = nature, origin, purpose.

Marking instructions

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

No credit may be given for contextual knowledge unless it is linked to evaluation of the sources.

No credit may be given for generic comments on provenance which are not used to evaluate source content.

Indicative content guidance

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

Source A

The usefulness could be identified in terms of the following points which could be drawn from the source:

- Source A is useful because the scale of the crater highlights the extent of the devastation caused by this one bomb.
- The broken pipes and wires shown in the crater suggest that the bomb had an impact on power and water supplies.
- The crater covers the whole road, suggesting that transport, shopping and daily life would be severely impacted by bombs during the Blitz.

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 is a snapshot showing the day after the bomb fell, which gives an indication of the immediate impact of the bomb.
- The photograph could have been taken to show the problems in dealing with the aftermath of the bomb by showing the bus in the crater and the amount of broken pipes and wires that would need to be repaired.

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

- There were often fires and floods after bombs fell because gas pipes and water pipes were damaged, therefore volunteers kept watch to report bombs and fires.
- In the blackout there were no street lights, making it difficult to see where you were driving and sometimes resulting in accidents.

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 how the damage caused by bombs impacted on travel, work and shopping.
- Source B suggests it could take a long time to repair the damage that was caused by a bomb.
- The fact that some people did not come to work suggests that the devastation caused by bombs might cause lengthy disruption and also affect morale.

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:

- Leo Townsend is describing a situation he witnessed, which clearly had a great impact on him, so he is likely to have remembered it accurately.
- Leo Townsend may have been describing the situation in order to convey to a later generation the wide extent of the devastation.

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

- From 7 September 1940, bombs fell on London during the day and 57 consecutive nights, causing a huge amount of devastation.
- Many shops and businesses took pride in trying to maintain their services during the Blitz.

Question	
2 (b)	How could you follow up Source A to find out more about the devastation caused by the Blitz? In your answer, you must give the question you would ask and the type of source you could use. Target: Source analysis and use (the ability to frame historical questions). AO3: 4 marks.

Marking instructions

Award 1 mark for selecting a detail in Source A that could form the basis of a follow-up enquiry and 1 mark for an appropriate follow-up question.

e.g.

- *Detail in Source A that I would follow up: the bus in the crater in the road.* ***(1)***
- *Question I would ask: how long would it take to get the bus out and repair the road?* ***(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: local council records.* ***(1)***
- *How this might help answer my question: they would include details of what was done and how long it took.* ***(1)***

Accept other appropriate alternatives.

Warfare and British society, c1250–present

Question		
3		Explain one way in which the impact of warfare on civilians during the period c1250–c1500 was similar to the impact of warfare on civilians during the period c1500–c1700. 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 periods, civilians were liable to be forced to be involved in combat; in the years c1250-c1500, they could be forced to be part of the feudal levy and in the years c1500-c1700, they might be forced to join one of the armies fighting in the civil wars.
- In both periods, civilians were affected by the actions of armies requisitioning food, horses, and transport; in the years c1250-c1500 people near the Scottish border might have had their crops trampled and, in the years c1500-c1700, people's lives were affected by the siege of towns.

Question		
4		Explain why the role of cavalry changed in the years c1250-c1700. You may use the following in your answer: • the mounted knight • Oliver Cromwell 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:

- New weapons affected the role of the cavalry, for example the role of the mounted knight declined in importance in the medieval period as the longbow was able to pierce armour.
- New tactics reduced the effectiveness of the cavalry charge, for example using schiltrons or pikemen made a charge by mounted knights ineffective.
- Cromwell trained members of his New Model Army to ride in a disciplined charge, increasing the effectiveness of his cavalry.
- The nature of the cavalry force changed because Cromwell developed the role of dragoons, who could carry out reconnaissance and were a very flexible force of mounted infantry.
- Changes in the composition of the army reduced the importance of the cavalry, as the feudal levy declined and mercenaries were more commonly used.
- New technology affected the role of the cavalry, for example, the introduction of gunpowder and use of the musket reduced the effectiveness of cavalry.

Question		
5		'The most significant factor in changes to the composition of the army, in the years c1700-c1900, was industrialisation.' How far do you agree? Explain your answer. You may use the following in your answer: • mass production of weapons • Cardwell's army reforms You must also use information of your own. Target: Analysis and evaluation of second order concepts: significance; change [AO2]; Knowledge and understanding of features and characteristics [AO1]. AO2: 10 marks. AO1: 6 marks. Spelling, punctuation, grammar and the use of specialist terminology (SPaG): up to 4 additional marks.
Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	• A simple or generalised answer is given, lacking development and organisation. [AO2] • Limited knowledge and understanding of the topic is shown. [AO1] • The overall judgement is missing or asserted. [AO2]
2	5–8	• An explanation is given showing limited analysis and with implicit or unsustained links to the conceptual focus of the question. It shows some development and organisation of material, but a line of reasoning is not sustained. [AO2] • Accurate and relevant information is included, showing some knowledge and understanding of the period. [AO1] • The overall judgement is given but its justification is asserted or insecure. [AO2]
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:

- Industrialisation allowed the mass production of weapons, meaning that artillery became a larger and more important section of the army.
- Industrialisation led to improvements in weapons and the development of specialist sections of the army, for example riflemen or artillerymen.
- Industrialisation and the use of new weaponry led to changes, for example the impact of heavy artillery led to the decline of cavalry.
- Industrialisation involved improvements in transport, for example using railways, meaning that a logistics section of the army developed.

Relevant points to counter the statement may include:

- The composition of the army changed as Cardwell's reforms changed the terms of enlistment, leading to the army becoming more professional.
- Cardwell's army reforms amalgamated local regiments into regional battalions, and divided battalions into those serving at home and those abroad.
- Campaigns being fought in Europe, Asia and America meant that the engineers and logistics sections of the army expanded in order to supply provisions and ammunition.
- The expansion of the British Empire led to the establishment of military units such as the West India Regiment.

Question		
6		'The use of conscription was the most significant development affecting recruitment to the army in the years c1700-present.' How far do you agree? Explain your answer. You may use the following in your answer: • the introduction of conscription in the First World War • Cardwell's army reforms You must also use information of your own. Target: Analysis and evaluation of second order concepts: significance; change [AO2]; Knowledge and understanding of features and characteristics [AO1]. AO2: 10 marks. AO1: 6 marks. Spelling, punctuation, grammar and the use of specialist terminology (SPaG): up to 4 additional marks.
Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	• A simple or generalised answer is given, lacking development and organisation. [AO2] • Limited knowledge and understanding of the topic is shown. [AO1] • The overall judgement is missing or asserted. [AO2]
2	5–8	• An explanation is given showing limited analysis and with implicit or unsustained links to the conceptual focus of the question. It shows some development and organisation of material, but a line of reasoning is not sustained. [AO2] • Accurate and relevant information is included, showing some knowledge and understanding of the period. [AO1] • The overall judgement is given but its justification is asserted or insecure. [AO2]
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.*

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Relevant points that support the statement may include:

- Recruitment to the army was voluntary until conscription was introduced in 1916 in order to increase the number of infantry as a response to the high casualty rate of trench warfare.
- Most recruits after 1916 in the First World War and during the Second World War were conscripts; although conscientious objection was allowed, conscription was difficult to avoid.
- A form of conscription continued from 1947-1963: National Service meant that adult men were conscripted into the armed forces for 18 months (increased in 1950 to two years) and then remained on the reserve list for 4 years.

Relevant points to counter the statement may include:

- In the late nineteenth century, Cardwell's reforms ended the use of bounty being paid for recruits, which had sometimes led to enforced enlistment.
- Cardwell's reforms limited the terms of service, making voluntary enlistment more attractive.
- In the eighteenth and nineteenth centuries, the chance to volunteer for the army was often offered as an alternative to a prison sentence.
- At the start of the First World War, major propaganda campaigns were used to encourage volunteers to enlist.
- From the 1960s, the British army became a professional force, entirely made up of volunteers and including increasing numbers of women.

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