

Examiners' Report  
June 2018

GCSE History 1HI0 12

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# Introduction

Most candidates seemed well prepared for the range of topics and question styles in this examination.

The Historic Environment seems to have engaged candidates' interest and generally they responded well to the questions but some candidates found it difficult to apply the skills they had learned to these specific sources. In Q2(a), many candidates were trapped in Level 2 because they focused on the source content, failed to include contextual knowledge or offered basic comments on the provenance. Many candidates had a checklist of aspects to consider about the provenance but they often did not properly apply these ideas to the individual sources. However, Q2(b) seems to have been the question they found most challenging and a number of candidates failed to gain the full four marks because they did not recognise the precise nature of, and the different responses needed, for the sub-questions.

The Thematic Study focuses on change and continuity over time and therefore candidates need a good understanding of chronology and a clear understanding of the key themes and the factors involved. Candidates also need a clear understanding of the differences between the key themes of the nature of war, weapons and tactics, recruitment and training and the civilian experiences of war.

In Q4, the focus is on causation but the question does not require a judgement to be made or for the answer to prioritise or show interaction of factors. Many excellent answers did provide a well-argued response but no marks were available to reward this evaluation.

In questions 4, 5 and 6 the stimulus points in the question will often be useful reminders to candidates of the two sides of the issue or the chronological range covered in the question, although they will not necessarily be presented in chronological order. It should also be noted that the stimulus points will usually relate to aspects of content rather than directly indicating a factor that should be included. Candidates do not need to use these stimulus points but there is an expectation that there will be both depth and breadth of knowledge, shown by three discrete aspects of the question being covered, although this does not mean candidates need to identify three different causes or events. It was pleasing to see that candidates had understood this expectation and most answers were clearly structured in paragraphs, making it easy for the examiner to identify the different aspects being covered.

'Breadth' can be shown through coverage of the period. Unless there is a specific date that is significant, the questions are based around the chronological divisions in the specification, so it is acceptable that answers will sometimes focus on a section of the period in the question but there should be sufficient breadth to show knowledge of the wider context. A question on change or whether an event was significant or a turning point, needs the event to be placed in the context of the situation both before and afterwards. 'Depth' of knowledge is shown by the specific details that are included in the answer.

It is important that candidates have a secure sense of chronology and can recognise the periods named in the question – these are usually the terms used in the specification. Terms such as 'during the years', 'since 1900', or 'in the nineteenth century', give a clear timescale for their answer and candidates should note these parameters. If the question asks about the nineteenth century, an answer based on the 1900s is likely to score 0.

In questions 5 and 6 the focus can be on any of the second order concepts: causation, change, continuity, consequence, significance and similarity/difference, and these questions also require evaluation and a judgement. Many answers remained at Level 3, despite excellent knowledge,

because they missed the focus of the question. In a number of cases, candidates responded to the topic rather than the key idea, for example producing an answer generally on the development of new weapons in Q5 rather than addressing the focus on the main reason for changes in recruitment and training. Candidates who reached Level 4 realised that the topic provides the context but that there is a specific focus on which a judgement should be offered.

Examiners felt that candidates had been particularly well prepared for the extended writing questions. They noted the use of analytical language, for example, 'a major breakthrough', 'this revolutionised warfare', 'this prevented progress' and the structure within paragraphs to make a point, provide the evidence, explain how the evidence proves the point, and then link it back to the question.

Similarly, it was pleasing to see how many answers were clearly structured to consider both sides of the issue but sometimes other structures may be more appropriate. Although the question asks how far the candidate agrees, the answer should also take account of the second order concept being assessed, for example, structuring the answer to look at different aspects of change and continuity or of significance. Many answers remained at Level 3 because the judgement tended to be simply a summary of the two sides of the issue and the decision that the statement was 'somewhat' true. At Level 4, there should be a sense of evaluation, recognising nuances of partial agreement and showing which evidence carries most weight. Answers should also show what criteria are being applied. For example, a judgement on significance could be based on the number of people affected, the length of time that the effects were felt, the groups affected (elements within the army, civilians, the government) or how wide-ranging the secondary effects were. Ideally, this will create a sense of argument running throughout the answer and the best answers often have plans, showing that the argument was thought through before writing began.

Examiners reported that there were a number of excellent answers, with truly impressive knowledge and thoughtful analysis and evaluation. It was also noticeable that many of the best answers were relatively concise, demonstrating a very focused approach and clear structure.

If extra paper is taken, candidates should clearly signal that the answer is continued elsewhere – preferably on an additional sheet or the back page of the booklet rather than elsewhere in the paper, since it is difficult to match up asterisks to comments which appear at the end of another question. However, in many cases where additional paper had been taken, the marks had already been attained within the space provided rather than on the extra paper and students should be discouraged from assuming that lengthy answers will automatically score highly. Indeed, candidates taking extra paper often ran out of time on the final, high mark question and therefore disadvantaged themselves. There were also some completely blank answers to the final question, suggesting that time management was a problem for some candidates

Spelling, punctuation and grammar were broadly accurate and many answers used specialist terms with confidence but examiners reported that a poor standard of handwriting made a number of answers difficult to mark and exacerbated the difficulty in understanding a badly-expressed answer.

The SPaGST marks may be affected if there are weaknesses in these areas:

- Appropriate use of capital letters
- Correct use of apostrophes
- Weak grammar ('would of') and casual language, which is not appropriate in an examination
- Paragraphs: failure to structure answers in paragraphs not only affects the SPaGST mark, but may also make it difficult for the examiner to identify whether three different aspects have been covered.

## **Question 1**

Candidates need to be clear that the feature identified should be something characteristic of the topic and that having identified a feature, they should add further detail which will explain the feature or provide context. Many candidates scored the full four marks in four sentences but others struggled to identify and support two separate features of the process of evacuation from London or wrote excessive amounts, which was not always fully relevant. Some candidates did not seem to understand that two marks are available for each feature – one for identifying the feature and one for additional information about the identified feature; answers which listed four features or disconnected points of separate information were limited to a maximum of two marks. If the answer consisted of just one sentence it was sometimes hard to distinguish if additional detail had been provided.

Most candidates could confidently explain the government's plan to remove children and pregnant women to places of safety; the fact that the process began even before war was officially declared, the organisation involved, children being 'tagged' and not knowing where they were going, moving children on trains in school groups, the explanation that host families would often select 'their' evacuees and that siblings might be split up, and the fact that host families were paid in order to persuade them to house evacuees. Very few candidates could not identify and explain two features but there were some who tried to use the same point as two separate features, for example claiming that evacuation was carried out to keep children safe and also that evacuation moved children to a rural area which was safer.

Where the full 4 marks were not awarded, this tended to be because candidates did not focus on the process of evacuation and wrote about the experiences of children once evacuated, or about the women remaining behind to carry out war work. Additionally, some candidates wrote about air-raid shelters, which also could not be rewarded. A surprising number of answers were left blank.

1 Describe **two** features of the process of evacuation from London.

Feature 1:

One key feature of the process of evacuation was that children must be evacuated with family / school. If there was a child under 5, they would usually be evacuated with their mother but if the child went to school, they would be evacuated and guided by teachers.

Feature 2:

Another key feature of the process of evacuation from London was the transportation methods. The process of evacuation in London commenced around September 1, 1939, when there was blackouts and ~~children~~ <sup>people</sup> could wear gas masks to prevent dangerous hazards. They would usually be transported by a motorised vehicle like a bus or sometimes air services to be evacuated and most people lost / separated from families.



**ResultsPlus**  
Examiner Comments

The answer clearly identifies two features of the process of evacuation: the organisation of children under 5 to travel with their mother and children over 5 to travel in school groups, and the transportation by train to a safe area; each feature is supported by additional details.



**ResultsPlus**  
Examiner Tip

An answer that continues beyond the lines may be wasting time – often the answer has already scored the full 4 marks but too much detail may be straying from the question focus.

1 Describe **two** features of the process of evacuation from London.

Feature 1:

One feature is to have all children sent to the countryside that are in London by train.

Feature 2:

Another feature is to find families that will have the evacuated children from the countryside.



**ResultsPlus**  
Examiner Comments

This answer identifies two features but does not provide any additional information.



**ResultsPlus**  
Examiner Tip

Try to write two sentences for each feature – identify the feature in one sentence and provide some additional detail in the other.



## Question 2 (a)

The evaluation of sources is a key skill in History and most students understand that aspects of the provenance can affect the usefulness of the content yet candidates often approach it in a formulaic way, working through a mnemonic involving a checklist of points but offering generic comments, without really applying these ideas to the specific sources. The mark scheme includes three strands within AO3: the usefulness of the source content; the effect of the provenance and the inclusion of relevant contextual knowledge. These strands are presented as a single bullet point, showing that they are inter-related, therefore an approach which covers each element separately, is unlikely to reach high marks.

It is important to note that the question asks about the usefulness of a source for a specific enquiry, in this case, the impact of bombing on daily life, and therefore any comments about the content of the source must show how the details of the source could be used by the historian in this enquiry. Simple comprehension – it states, it shows – based on the assumption that such information is useful, remains low level. Developed statements about the usefulness of the content can reach Level 2 but answers consisting solely of such comments are unlikely to progress beyond mid-Level 2, irrespective of the length of the answer, because the other strands of the Assessment Objective have not been addressed.

Candidates found it easy to discuss the content of Source A and reached Level 2 fairly easily but it was disappointing to see some excellent answers on how this content was useful in an enquiry about the impact of bombing on daily lives, failing to reach Level 3 because of the lack of contextual knowledge or failure to discuss how its provenance affected the utility of the source.

Where contextual knowledge was included for Source A, it was often excellent, with explanations that this was the beginning of the Blitz the authorities were unprepared, the East End was specifically targeted by bombers, and specific details of bombs dropped and damage done, linked to a discussion of whether this was a typical situation.

Candidates were less confident in assessing the usefulness of the content of B, with many just commenting on the amount of damage that could be seen without being specific about damaged roofs or windows, or the fact that houses were being repaired. Frequently there was little discussion of the source content and its usefulness for this enquiry and there was often not a clear link to the impact on people's daily lives such as the need to find shelter or the loss of possessions.

All the sources in this examination will always be primary sources and the assumption that a source is useful or reliable because it was contemporary, will remain at Level 1. Similarly, comments about a source being biased or exaggerated can only be rewarded when they are supported by specific examples from the source, demonstrating that bias or exaggeration.

The statement that the purpose of a source was to inform is again very generalised; when discussing purpose there needs to be some consideration of the intended audience and effect. Similarly, the assumption that a source is automatically reliable or unreliable because of its nature, does not demonstrate an engagement with the specific sources being assessed. Very few answers made use of the source content to assess reliability or explained why a source's reliability made it more, or less, useful.

It is not necessary to cover every aspect of the provenance (nature, origin and purpose) but it is important to explain how aspects of the provenance affect the usefulness of the source – ways in which they strengthen or limit the usefulness of the source.

Candidates seemed to find it more difficult to use visual sources than written ones, both in terms of how the content could be used by the historian and in terms of assessing how far the provenance affects the value of that source. Many candidates see photographs as completely reliable or completely unreliable because they can be staged. Better answers considered the provenance and noted the date and the reference to the V1 flying bomb. Some candidates seemed unsure about the Ministry of Information, many considering responsible for propaganda and maintaining morale, meaning the photograph was deliberately selected for that purpose, while others assumed it simply gathered information to report to the government and therefore, as a government body, the source must be accurate.

It was disappointing to see how many candidates dismissed Source A as biased because the man interviewed was clearly bitter but better answers could explain why the strength of his feelings was valuable to the historian. Many answers assumed his comments would have been censored but then could not explain why such negative views had been expressed in the article.

Many answers were trapped in Level 2 because they did not include contextual knowledge but it should be noted that there are no marks for providing contextual detail without relating it to the usefulness of the source. There were also some answers which offered detailed knowledge about why the East End was bombed, not recognising that the focus of the enquiry in the question was about the impact on daily life. Candidates can reasonably be expected to have contextual knowledge about the situation since this is listed in the specification. They should be able use this knowledge to show the significance of the information in a source or to show whether the situation in a source is typical of the wider context and therefore assess the usefulness of the source content. It might also be used in relation to the source's origins, for example to show that the author was in a position to have accurate knowledge, or to discuss circumstances, for example the importance of showing houses in Source B that could be easily repaired rather than the devastation of some areas of the East End because the government needed to maintain morale and be seen to be active in the context of the second Blitz in 1944, after several years of war.

The focus should be on assessing what is in the source rather than listing details which are not mentioned. Candidates should recognise that the sources were not produced in order to be used by historians and they cannot cover every detail that might be useful in an investigation. If the answer identifies omissions from the source as limitations on its usefulness, there should be an explanation of why these details could have been expected. Candidates should also recognise that it is not enough to repeat a detail from the source and assert that this can be confirmed from the candidate's own knowledge – some additional detail is needed as a demonstration of that own knowledge.

The statement that Source A only showed us the situation of one person is a low level comment unless it is accompanied by own knowledge to show that other people's experiences were different and that the various agencies were effective. Similarly, the comment that Source B only gives us details about a few houses is also low level unless it is accompanied by own knowledge to suggest that most areas experienced a much higher level of damage.

There were very few answers which only covered one of the sources; these were necessarily limited to low marks since every level of the markscheme refers to 'sources'. Source A was usually evaluated better than Source B but the majority of marks were in Level 2. Few answers covered all three strands of the mark scheme but some that did, presented them as three separate points. The focus of Level 3 is showing how some aspects of provenance and of contextual knowledge affect the source's usefulness for the stated enquiry. It was interesting to see that practically all the answers which needed extra paper focused on covering the source content in detail and remained in Level 2, while Level 3 answers were often more concise and focused on the issue of how useful the information was in the light of contextual knowledge and aspects of provenance.

The question asks 'how useful' the sources are, so a judgement should be made on the usefulness of the evidence in each source, weighing up its strengths and weaknesses. However, it should be noted that identifying weaknesses is not the same as listing limitations in the content coverage or asserting that a source is limited because it is biased.

Answers reach Level 3 by assessing the usefulness of the content in the light of the provenance and the candidate's own knowledge; the criteria used to make the judgement could be its accuracy (this is not the same as reliability), the relevance of the source, the way it could be used by the historian, how representative the source is etc. An evaluation of a source's utility should be explicit about the criteria being used, for example an answer should be able to explain that while the language may be emotive, the facts included can be supported from the candidate's own knowledge so the source is very useful despite any loaded language. Similarly, the answer might show an awareness of the different uses of a source for this enquiry: a photograph might be a selected propaganda image which does not accurately reflect the damage done but it provides insight into the government's concern that houses needed to be repaired so that daily life could be resumed.

Although a judgement should be reached on the overall usefulness of each source, there is no requirement to compare the sources or to use them in combination and no marks are available for this. Candidates who treated each source separately were most likely to reach Level 3.

## 2 (a) Study Sources A and B in the Sources Booklet.

How useful are Sources A and B for an enquiry into the impact of bombing on daily life in London?

Explain your answer, using Sources A and B and your knowledge of the historical context.

(8)

Source A is useful for an enquiry about the impact of bombing on daily life because it shows the devastating impact it had, and the reliance people were forced to have on others. For example, the man describes his lack of "money" and "~~grub~~ grub" which shows that the bombing prevented him from being able to access even the most basic of resources. Furthermore, the lack of governmental help, such as the "food centre" demonstrates how the government was overstretched to cope with the bombing. The fact that it originates from the time, 1940, makes it more useful because it accurately reflects his thoughts and feelings, and his memory of events would still be reliable. However, the fact that the man appears "fed up" and frustrated by the lack of aid could make it less reliable as his purpose may have been to portray his situation in a negative light. This fits with my own knowledge as there was a huge loss of property and possessions in the Blitz. For example, 10% of homes were uninhabitable or destroyed, which made life very difficult for people. Therefore, source A is useful.

Source B is also useful because it shows the destruction caused by the V1 flying bomb. The photograph depicts multiple people aiding to rebuild which emphasises the extent of the damage, ~~caused~~. Furthermore, the 'Blitz repair squad' seem well organised and well-~~equipped~~ equipped which suggests that they had a vast amount of work to undertake.

The fact that it is a photograph, and originates from the time could make it more useful because it is an accurate reflection of the damage. However, it may have been staged by the Ministry of Information to present a positive view of events and show that 'London can take it'. This fits with my own knowledge because repair squads were organised by both the London City Council and the individual borough councils in order to try and rebuild the damaged houses.



**ResultsPlus**  
Examiner Comments

The answer clearly focuses on the usefulness of the source content for an enquiry about the impact of bombing on daily life. The effect of contextual knowledge and aspects of provenance and reliability on the accuracy and usefulness of the content are considered.



**ResultsPlus**  
Examiner Tip

Make sure you show how your contextual knowledge and aspects of the provenance affect the usefulness of the source.



2 (a) Study Sources A and B in the Sources Booklet.

How useful are Sources A and B for an enquiry into the impact of bombing on daily life in London?

Explain your answer, using Sources A and B and your knowledge of the historical context.

(8)

Source A is an account by an East London man, posted in a national magazine in 1940. In the article, the man describes his troubles in trying to find accommodation after his house is collapsed by bombs. The account is useful, as it gives us an insight into the effects of war on civilian life, but also puts it into perspective in terms of how it is dealt with by civilians, how it is received. I find this source to be mostly reliable, as it is not a censored version, in terms of full struggle being divulged, but also the fact that it is displayed within the news shows that it reflects real events. However, people may be likely to exaggerate the <sup>events</sup> ~~effects~~, as they

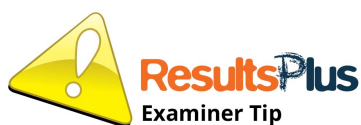
might be traumatised, so we may see an exaggerated view on the effectiveness of help services.

Source B is a photograph taken in 1944 for the ~~the~~ Ministry of Information. It shows "The Blitz Repair Squad" mending houses. The source is useful, ~~at~~ as it shows civilian life attempting to return to normal. The image presents fairly undamaged houses, however, which does not necessarily give us a clear view as to exactly how bad the impact was. Also, the fact that only a small area is shown does not reflect London as a whole. Finally, it was taken in 1944, people were beginning to adjust more at this time.

In conclusion, I believe Source A is more useful and reliable as it gives more of an insight into how people were affected.



This answer is clear about the usefulness of the source content but the comments about provenance and reliability are undeveloped. For Source A it says people may give an exaggerated version of events but does not offer any evidence from the source that it is exaggerated. For Source B it implies that the source might not be giving a representative view of London but does not develop this point.



Only say a source is biased or exaggerated if you can provide the evidence from the source.



## Question 2 (b)

This was an unfamiliar question style and while many candidates gained the full 4 marks, some candidates found it difficult to present their answers clearly. Unfortunately, some candidates wrote about the wrong source and therefore scored 0.

The whole question should be treated as a package linked to the enquiry that was identified in Q2(a) (the impact of bombing on daily life) and the aim is for candidates to show that they know how historians work. The first sub-question simply asks them to identify a detail from the source – this is most easily done by quoting a phrase from the source. However, candidates do need to identify a specific detail; generalised comments such as ‘the work of the agencies’ are not referring to details and are not precise enough to be rewarded. Also, the detail needs to be from the source and not from the provenance.

The next section is linked to this detail – candidates need to state the question they would ask to follow up this detail in relation to the overall enquiry and consequently, the question should be broader than following up one individual’s experiences. The mark scheme states ‘Award 1 mark for selecting a detail that could form the basis of a follow-up enquiry and 1 mark for a question which is linked to it’ so this means that no mark can be given if the candidate’s question is not linked to the detail identified or does not relate to the overall enquiry, for example, asking what sort of bomb damaged his house. A number of candidates did not identify a detail but wrote a question, which they then repeated in the second section. The most commonly asked questions related to the comment ‘That’s my house, that heap of rubbish’ or the failure of the aid agencies. Some questions were unsuitable as they were not clearly linked to the enquiry focus on the impact of bombing on daily lives and this then made it difficult for marks to be awarded in the next two sub-questions.

The third and fourth sub-questions ask candidates to identify a source where they could find information to answer the question they have just posed. Candidates need to be clear that this must be a specific primary source – history books, the internet, documentaries were all unsuitable answers. Instead, it would be more appropriate if they tried to think about the sources consulted by the writers of history books, internet articles or documentaries.

While it is recognised that candidates cannot have detailed knowledge of all possible sources, the specification states that candidates should be aware of the types of sources available and the nature of the information they contain. Answers such as newspapers, diaries, ‘the National Archives’ or ‘official records’ are too generalised to be rewarded. In some cases, where a generalised source was named in sub-question three, for example, Mass Observation records, a mark could be awarded because the explanation made it clear what sort of information might be located in those records and how that information would help the historian with the overall enquiry but if the explanation is not clear, then marks cannot be awarded for either of these sub-questions.

If a diary or photograph is suggested as a potential source, it should be as specific as possible, including the possible author (for example a member of the Public Assistance Committee), the date and place – for example, the diary of a member of the Public Assistance Committee in the East End of London, from December 1940, in the middle of the Blitz. However, a diary or photograph can only offer a single view and candidates should think carefully about whether that is an appropriate source for their wider enquiry. Some suggested sources were also unrealistic, for example interviewing other people who lived in the street.

Where possible, credit was given but the explanation was again important – comments such as ‘this would help me to find out what I want to know’ or ‘because this source would be true’ could not be rewarded and sometimes meant the source also could not be rewarded whereas an explanation of the sort of information that the source might contain and how it would be used to answer the

candidate's question could sometimes be used to validate the suggested source. For example, it would be valid to suggest that the government and the agencies would have records showing the amount of help they provided and therefore a statistical analysis could be done to show whether their inability to provide support was normal or the result of a particularly severe bombing raid but the simple statement that records would have details of what help was given is not precise enough to be rewarded. Some answers suggested Source B or another magazine article as a potential source without being able to clearly explain how that would help to answer their proposed question.

Success in this question depended on the selection of an appropriate question in the first part of the answer, a question which broadened from that detail to the wider enquiry and then a well-explained suggested source. When multiple suggestions had been given to a sub-question, it was often counter-productive. Offering more than one detail or question meant that the follow-up sections were often not clearly linked, while offering multiple sources meant that the explanation in the final section was usually invalid.

In general, the basic approach was most effective, for example, questions about how the agencies were set up and run, what sort of help they provided, and how they were funded eg It was also important that the candidate treated this questions as a package and thought about the follow-up question and the source to be consulted before writing the answer to the first sub-question.

(b) **Study Source A.**

How could you follow up Source A to find out more about the impact of bombing on daily life in London?

In your answer, you must give the question you would ask and the type of source you could use.

Complete the table below.

(4)

Detail in Source A that I would follow up:

The district centre, Unemployed Assistance Board and Public Assistance Committee couldn't give out new rations

Question I would ask:

How could people prove their old ration books were destroyed and where could they get new ones

What type of source I could use:

~~The laws that were passed to ration~~  
~~rationing~~ Propaganda about rationing from the Ministry of Information

How this might help answer my question:

They might explain where to get ration books or tell people how rationing would work, including replacing ration books



The question is clearly prompted by a detail from the source and relates to the wider enquiry in the question. The explanation of the source that could be consulted is clear, showing what information might be found and how that would help to answer the question.



These sub-questions show that you understand how sources are used in an enquiry.

(b) **Study Source A.**

How could you follow up Source A to find out more about the impact of bombing on daily life in London?

In your answer, you must give the question you would ask and the type of source you could use.

Complete the table below.

(4)

Detail in Source A that I would follow up:

"demanding this or that"  
seen as inconvenient when in a  
desperate time of need

Question I would ask:

Why was there so little people  
could do to help people who's  
houses had been bombed

What type of source I could use:

~~one~~ <sup>someone</sup> from the public assistance  
committee or someone able to provide  
help

How this might help answer my question:

Show why they are unable  
to help people, give you an idea  
of how people were struggling



The question is a valid one, linked to a detail from the source and relating to the wider enquiry in the question. However, the answers to sub-questions 3 and 4 are vague.



Try to name a specific type of source and then explain what information you would hope to find and how it would answer your question.

### Question 3

Most candidates found this question straightforward. They could identify a similarity in the role of the mounted knight and the modern tank and could also provide examples from each of the periods to demonstrate that similarity.

Some candidates wrote about the mounted knight and tank in general, missing the focus on their role in warfare but the majority confidently explained how important they were in breaking through enemy defences, leading a charge of the infantry or inspiring shock and awe.

In some cases the similarity was not clearly identified, with details from the two periods simply being juxtaposed or the supporting information was unbalanced, describing the situation in one period and simply stating that it was similar in the other period but without supporting detail; in a few cases, the information given was out of period, for example references to the Battle of Naseby. Some answers offered a range of points about each period but these were not linked and therefore they merely offered information about the two periods rather than identifying a similarity. The answer does need to explicitly identify the similarity and then offer evidence from both periods to provide support.

There were some excellent answers with references to the specific role of the mounted knight at the Battle of Falkirk and the role of the Challenger tank in the Iraq War. Less successful were answers which offered general comments about similarity in the speed of the mounted knight and tanks or the fact that they were both armoured.

While the majority of candidates scored the full 4 marks, some wrote far too much; there are only two marks available for the supporting detail from each period.

**3** Explain **one** way in which the role of the mounted knight in medieval warfare was similar to the role of the tank in modern warfare.

The role of the mounted knight was to charge through enemy lines and disrupt the ~~forms~~ defensive formations which the enemy used. It was often used in the initial stages of battle and ~~prepared~~ paved the way for other units such as the infantry. Similarly, when the tank replaced the cavalry, it was used to break the enemy line and to support the ground troops and other specialist troops. In the Iraq war, for example, the tanks were used in the initial coalition invasion and were able to break through the opposition's lines.



This answer starts with detail from one period, then identifies a similarity in the middle and provides detail from the second period afterwards. Overall, it has identified a similarity in the role of the mounted knight and tank in breaking up the enemy and provided supporting detail from both periods.



It is a good idea to state the similarity at the start of the answer and then provide the supporting detail from each period.



3 Explain **one** way in which the role of the mounted knight in medieval warfare was similar to the role of the tank in modern warfare.

One way in which the mounted knight in medieval warfare was similar to the role of the tank in modern warfare is that there would ~~always be~~ be ~~ground~~ ~~reasoning~~ they are both used for charging and breaking through defences and pushing forward on the enemy.



This answer identifies a similarity but does not provide any supporting detail.



Remember to provide supporting detail from each period.

## **Question 4**

Most candidates could write confidently about changes in the impact of war on civilians but they were not always clear about why this changed. In many cases, the explanation showed that change happened, for example the introduction of conscription, the use of bombs, the role of women in war, and the introduction of censorship, rationing and evacuation but these answers tended to be descriptive and did not explain why that change happened. Candidates needed to explain how the policy of attrition during the First World War led to a need for larger armies and therefore conscription and conscientious objection, or how the idea of total war made the Home Front a legitimate target and therefore required a range of protective measures.

It was pleasing to see a high number of excellent answers, and examiners commented how pleasant it was to be able to award full marks. Such answers often covered the whole period, including fear of nuclear attack and the development of televised war reporting but it must be stressed that the title of this paper is 'Warfare and British Society' so the impact of the use of the nuclear bomb on Japan or the impact of war on civilians in Vietnam or Iraq were not valid examples. There was also some confusion over conscription in the First and Second World Wars and National Service. Examiners also noted that some Level 3 answers contained more detailed information than many Level 4 answers but they stayed at Level 3 because the analysis was not developed.

4 Explain why the impact of war on civilians changed in the period c1900-present.

(12)

You may use the following in your answer:

- conscription    Air raids
- evacuation    Taxation

You **must** also use information of your own.

The impact of warfare on civilians had changed largely due to conscription in c. 1900-present day. The conscription act of 1915 onwards ~~is~~ throughout the First World War and conscription entirely in the Second World War was a ~~large~~ impact on civilians. Conscription had forced civilians into the military to aid in large quantities ~~set~~ of demand for infantry. This was ~~at~~ the most significant as it directly impacted British civilians ~~regardless~~ regardless of location <sup>and</sup> ~~of~~ wealth.

<sup>change in</sup>  
A second impact of warfare on civilians was also due to ~~air~~ air raids. Air raids

had impacted civilians due to incendiaries & burning down homes as well as other explosives causing death and destruction on the home front ~~with~~. Constant night bombing from ~~the~~ 1940 onwards causing 80,000 deaths in London alone. This was the second most significant as it directly impacted the home front by ~~enemy~~ enemy aircraft, but was based on location as rural and ~~a~~ more ~~northern~~ Northern cities were unlikely to be raided.

The last reason for the change ~~of~~ of the impact on war of civilians was the introduction of evacuation in the second world war. Evacuation moved ~~to~~ children to the countryside in hopes of reducing air raid casualties. Evacuation began in September 1938 which evacuated children from major urban

populations such as London. However this was the least significant as it had only impacted younger children and from southern cities, ~~was~~ well as only occurring due to air raids.



**ResultsPlus**  
Examiner Comments

This answer covers three aspects of the impact of war on civilians. In each case it identifies what changed for civilians and gives a reason why that change happened. It scored full marks.



**ResultsPlus**  
Examiner Tip

Make sure you focus on the specific question – this is asking why change happened so focus on the reasons for change, don't just describe the change.



4 Explain why the impact of war on civilians changed in the period c1900-present.

(12)

You may use the following in your answer:

- conscription
- evacuation

You **must** also use information of your own.

The impact of war on civilians changed dramatically in the period c1900 - present.

In the 15<sup>th</sup> - 18<sup>th</sup> century civilians were always involved in war. If a war was happening nobody would hesitate to kill a civilian, they were never evacuated or held in safe locations, they were basically treated as soldiers. Even children weren't kept safe during these times.

Since the 1900 - present civilians have been kept safe from warfare, in WWI, train stations were open to help them live and stay safe in. Families ~~were~~ were given an 'Anderson'

Shelter to build in their garden, these were small bunkers that held up to 4 people, they could sustain a V1 rocket and were safer than staying in a house.

Also in WW1 and WW2 most children and women ~~were~~ were evacuated, all to different places. For example, the countryside in Wales was perfect because nobody (enemy) knew that thousands of civilians were being kept safe.

Finally conscription was brought into policy, this was where people would sign up for war under their own supervision, if they wanted to stay then they could. This surprised the government, more than  $\frac{1}{3}$  of the country stayed to win the war.

In conclusion, civilians are no longer not cared about, they now come first during war and since 1900 civilians death numbers in London dropped by 17%.



This answer does identify three aspects of the impact of war on civilians but it does not offer much supporting detail.



You need to include specific detail to support the points that you are making.



## **Question 5**

Many candidates were very knowledgeable about the use of the longbow and could explain the effect of the Assize of Arms for archery training and the recruitment of archers in a medieval army. Candidates were also knowledgeable about the New Model Army and the fact that it was the first standing army in England, with many making comparisons with the feudal levy, or the muster and the Trained Bands. Other points that were made included the need for training as a result of the development of cannon and muskets and the way pikemen were trained to protect musketeers.

Alternative reasons for change were offered such as the decline of the feudal system and changes in society, Cromwell's own attitude towards recruitment and training, and developments in technology meaning that weapons could be produced in greater numbers.

Examiners commented that there was an excellent level of knowledge but that the answers were not always focused on the question. Some candidates did not cover both recruitment and training, other answers failed to cover a third aspect or went beyond the timescale in the question, and some did not address the need to evaluate whether new weapons were the main reason for change.

Most answers offered a conclusion but it was often a restatement of what had already been said. However, it was pleasing to see answers at Level 4, with a sense of an argument and evaluation developed consistently throughout the answer, and then in the conclusion explicit criteria being applied to explain the final judgement.

I do think the development of ~~new~~ new weapons was the main reason for changes in recruitment from 1250 to 1300. However to fully ~~understand~~ understand we must look at what weapon developments there were how they were used and how this affected training, while also looking at counter arguments.

In the late 13<sup>th</sup> century under King Edward the longbow proved its effectiveness in the battle of Falkirk in 1298, where they successfully broke the Scottish schiltrons which had ~~proven~~ <sup>proven</sup> unbeatable until then. Previously the Statute of Winchester aimed to improve the Assize of Arms recruitment system. Now every able man had to practice crossbow and bows, a Commission of Array was appointed to inspect troops and a central muster aimed to train people in groups. This ~~could be~~ This demonstrates how the new weapon the longbow changed training and recruitment with little argument against.

The next significant leap in technology was the adoption of the firearm and pikes. Swiss Pikemen had proven almost unbeatable in ~~the~~ continental Europe and soon little were quickly replaced with pikes. However Firearms could beat pikes so both began to be used. The development of the matchlock musket made firearms slightly safer, but their large size and relative complexity

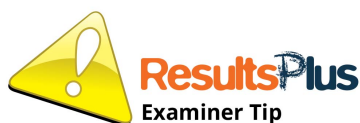
changed the recruiting system. ~~Until then~~ Initially, the counties kept the Tudor recruitment system, where each county had a militia of all 16-66 year olds, who could be called upon to defend the land and volunteer to fight abroad. Each county had a Lord's Lieutenant who inspected militia and would yearly have a muster where a group were trained in use of pikes or muskets or matchlock pikes. By the early 1600s drill books were issued so militias could practice however this system wasn't effective for raising ~~and sending~~ ~~men~~ ~~to~~ ~~fight~~ ~~abroad~~ as soldiers were pressed into the position. This shows how new technologies may not have impacted training and recruitment as the Tudor system was kept until the English Civil Wars. ~~It~~ ~~however~~ ~~it~~ ~~can~~ ~~also~~ ~~be~~ ~~said~~ ~~that~~,

The next, and last, major leap in recruitment and training was the formation of the New Model Army by Parliament in 1642. This is the point where technology had an impact on recruitment and training. The early years of the civil war saw poorly trained soldiers fighting, Englishmen who served abroad returned bringing ideas of improved training. The New Model Army was a standing army. It maintained a permanent force of paid troops with a uniform and regular drills. The permanent force maintained experience and discipline and proved vital for Parliamentary victory at the Battle of Naseby. However it can be argued that the New Model Army was created in order to maintain discipline rather than because of new technology.

In conclusion, it is to a larger extent that weapons ~~was~~ impacted training and recruitment. As new ~~per~~ weapons changed the battles technologies had to be adopted through better training, and as battles grew more deadly more people were needed for war. A (though) lack of discipline and social attitudes also affected recruitment it isn't to the same extent that new weapons and weapons did.



This was a well-structured answer, with a link back to the question at the end of each section. There was a good range of specific detail included and the answer covered reasons for changes in both recruitment and training.



Make sure that if two things are mentioned in the question, you cover them both.

The development of new weapons meant recruitment and training had to change. We know this as Edward I created the longbow, which was successful and used for 250 years, this meant that ~~the~~ the arrows could reach a much greater distance compared to the average bow. The longbow created by the English was powerful going hundreds of metres piercing through a mounted knight's chainmail and helmets. The creation ~~of~~ of the longbow meant that the enemy, in this case the Scottish led by William Wallace had to come up with a way to protect and ~~defend~~ defend his army, meaning that he had to come up with a change, that change being the shieldron. The shieldron is when a group of infantry comes together in a square or circle shape, tightly compacted and when the enemy cavalry attacked, ~~charging~~ charging at them, the infantry in the shieldron stuck their spikes and spears out, looking almost like a hedgehog giving the shieldron anthropomorphism, this would kill the cavalry men and their horses. The infantry in the shieldron would also have shields protecting



them from horses; incoming longbow arrows and infantry.

The development of cannons was one of the main reasons for changes in recruitment and training. The ~~recipe if you will, use for~~ ~~comp~~ combination for gunpowder was sent over to Europe from China meaning the weapons would soon be developing making ~~them~~ armies weaponry more advanced, and it did. The gunpowder was used for cannons firing everywhere in battles. Cannons were used to fire explosive balls of pure evil. The cannons were aimed at castles taking them down, blowing them up. The development of change meant that castles began being built differently and better meaning they could set off cannons and also have cannons at them. This was an improvement of course as everyone in power or with good ideas came up with new ideas, new ways on how to protect themselves to make them look great and powerful to their armies and their followings. The changes in training meant that Europe had to get used to how to use a cannon accurately and how to defend themselves against cannons.



There is good information in this answer but it is presented as description about how these weapons were used rather than explaining whether they led to changes in training and development.



The question asked whether the development of new weapons was the 'main' reason for changes in recruitment and training so your answer should focus on the reasons for changes rather than a description of new weapons.

## Question 6

The nature of warfare is a key theme in this specification but some candidates failed to appreciate that this question required more than just a description of weapons and battles. Examiners commented that while there was an impressive level of detail included in some answers, much of it was not properly focused. This was a question on the extent of change and continuity but many saw it as an explanation of the increasing use of artillery and the decline of cavalry without explaining how this changed the nature of warfare.

Strong candidates could show that at the start of this period, warfare was still largely based on armies charging and meeting in hand-to-hand combat whereas by 1900 warfare had become more remote and static -in the Crimean War, the cavalry charge had limited impact and developments in artillery had led to the start of a more static, trench warfare. They could also explain how the mass production of weapons led to larger armies and more prolonged battles or how Cardwell's reforms and the professionalisation of the army meant that training and therefore manoeuvres could become more effective, allowing a different style of warfare to develop.

Some answers included out of period examples, such as the New Model Army or examples from the First World War and others struggled to use the stimulus point on the mass production of weapons. The idea of industrialisation often led to a description of improved communications through the use of steamships and railways, or changes in war reporting through the telegraph, without these ideas being linked to changes in the nature of warfare. Candidates do not need to use the stimulus points and for some, it would have been better to ignore this one.

Well-focused answers often developed a nuanced evaluation of the extent of continuity. Many answers showed that there was little change in the nature of warfare until the mid-nineteenth century but that change was rapid and significant after that point.

Most answers offered a conclusion but it was often a restatement of what had already been said. However, it was pleasing to see answers at Level 4, with a sense of an argument and evaluation developed consistently throughout the answer, and then in the conclusion explicit criteria being applied to explain the final judgement.



~~I agree with the fact that the development of new weapons~~

I agree with the fact that there was little change in the nature of warfare from 1700-1900 to some extent, as there were some battlefield roles and composition factors that remained constant throughout, however, there were also some significant changes.

One significant change that would contradict the statement is the mass production of weapons, this was largely due to the industrial revolution, and the process of industrialisation in this era. This made a significant change to the nature of war, as it increased the capacity for artillery developments, as well as weapon regularisation. We can see the effect on the nature of warfare of these weapon developments in the battle of Balaklava (1854), through the increased and effective use of heavy artillery, as well as light field artillery, which significantly effected the way that wars were fought. The charge of the Light Brigade (Balaklava) made clear that the nature of war was changing, when ~~two~~ hundreds of cavalry were obliterated

by the artillery of the Russians.

However, cavalry continued to be used in warfare despite ~~to~~ this obvious failure. This shows an area where there was little change in the nature of warfare, due to the stubborn and traditional attitudes of many army commanders. The continued use of Cavalry throughout this period led to the lack of change in the nature of wars, as the composition remained very similar throughout this period. Despite this, it is clear to see that technological developments in weaponry were making changes nevertheless.

Additionally, another factor that suggests change in the nature of war, contrary to the statement is the further change in composition in 1870 and 1871. Cardwell's 'Army Act' of 1870 professionalised the army, ensuring a constant supply of trained ~~soldiers~~ soldiers. This, as well as changing the experience of the soldiers, also changed the nature of the wars fought; with this more professional standing army, Britain had the capacity to fight bigger, more ~~technological~~ technologically developed wars. Furthermore, the Regularisation of the forces act of 1871 also changed the nature of war; ~~the~~ not only ~~the~~ were battalions more organised (therefore ready to fight bigger wars), but

Also there were battalions abroad, which changed the nature of war further, in the sense that Britain ~~is~~ could more easily fight battles abroad.

On the other hand, you could say that the nature of war changed very little, as these reforms ~~more so~~ caused more change to the experience of war for soldiers, rather than the nature of the wars ~~themselves~~ themselves. Furthermore, the nature of war in terms of army composition and vice did not show particularly significant change. As mentioned previously, the cavalry remained, though less effective, as part of the army. Similarly, the infantry's role remained constant in some respects; they remained the decisive force on the battlefield. Though their weapons developed, changing the experience of ~~the~~ their war, they remained around the same percentage of the army, having the same kind of roles throughout. ~~But~~ In contrast, it could be argued that these weapon developments were the things that made the most impact on the nature of war.

In conclusion, though there are areas of little change in nature in this period, ultimately for example the army composition (specifically cavalry use), there



were also areas of significant change, largely due to the development and mass production of weaponry. So I only partially agree with the statement.



**ResultsPlus**  
Examiner Comments

There is a good focus on change and continuity in the nature of warfare, weighing the impact of heavy artillery on the way battles were fought against continued use of cavalry. The significance of Cardwell's army reforms and the development of a professional standing army is also discussed with a nuanced judgement that these reforms led to changes in the experiences of the soldiers rather than the nature of warfare.



**ResultsPlus**  
Examiner Tip

The fact that the question asks for a judgement on whether there was 'little change' is a signpost, telling you to examine both change and continuity before you make your judgement.

There were continuities in the industrial period however I do believe that there were significant changes in warfare in the period 1700<sup>to</sup> 1900.

At the start of the period the Government and individuals ~~had~~ attitudes that resulted in little change in the nature of warfare. For example Cavalry were continued to be used throughout this period as the Government was conservative and wanted to keep this hierarchy. In Waterloo <sup>in 1815</sup> the Cavalry were used even though the use of artillery showed their limitations ~~as~~ resulting in the third of the army becoming casualties. Also in the Battle of Balaclava in 1854 the Cavalry were still used even though the charge in the Light Brigade led to 113 deaths ~~and~~ and showed how little impact they had on the outcome of the Battle. Wellington himself prevented changes as he wanted the role of Cavalry to continue and resulted in the nature of warfare ~~not~~ changing little because the Cavalry continued to exist.

Science ~~and~~, technology and communication was another reason why there was little change in the period 1700<sup>to</sup> 1900. ~~As~~ ~~the~~ ~~the~~ Muskets were still used ~~as~~, the Brown Bess, that could only fire 2 to 3 shots per minute and were muzzle loaded. This meant that they ~~took~~ took a considerable time to reload and meant that square formations of 4 men deep had to be used which were similar ~~to~~ to the formations at Naseby. At Waterloo ~~the Duke of Wellington~~ the Duke of Wellington used infantry formations of 4 men deep with muskets. However he also used a line of Muskets

for attack which was a change in warfare and continued throughout this period. <sup>At</sup> ~~the~~ Balaclava there was the ~~first~~ thin red line that was made up of infantry two men deep, very different to infantry formations before.

However there were considerable changes <sup>made by individuals in this</sup> ~~in warfare and technology~~ ~~period.~~ ~~period.~~ ~~as well as~~ ~~communications~~ in this period. Henry Bessemer patented a way to mass produce steel which led to the price falling from £60.00 to £7.00 per ton. Also John 'Iron Mad' Wilkinson developed a new way to ~~make cannon which~~ ~~to~~ make lighter field artillery using iron ~~and~~. Later bronze was used creating much lighter field artillery leading to changes in the nature of warfare as battles became 'fluid'.

Nobel ~~is~~ developed nitroglycerine ~~which was used~~ ~~to~~ ~~make~~ and led to the use of percussion bullets as well as the fulminant of mercury.

This further led to smokeless powder which was key to ~~creating~~ ~~improving~~ ~~arm~~ ~~weapons~~ and so changed the nature of warfare by making <sup>them</sup> ~~them~~ more accurate. This ~~is~~ ended the reliance on a spark of flint as the bullets were propelled out of the rifle and were much more safer.

Science and technology ~~also~~ also brought about significant changes in the Industrial Era. ~~The~~ Rifling was introduced. This enabled the shot to fly straighter and so further. This was used ~~initially~~ ~~only~~ in cannon and also to produce the Lee-Enfield Rifle. New bullets were also produced that increased the impact that weapons had on changes in warfare. ~~Mine~~ ~~bullets~~ were used that ~~were~~ could ~~be~~ ~~used~~ ~~as~~ ~~anti~~ ~~air~~ ~~craft~~.

⊕ In <sup>the</sup> battle of Waterloo Wellington used methods from the Early modern period to control his period such as the drum beat to change the formation of infantry that was an example of continuity.



**ResultsPlus**  
Examiner Comments

This answer talks about change and continuity in the role of the cavalry and the weapons but does not develop this to discuss changes in the nature of warfare. For example, it says more accurate weapons changed the nature of warfare but does not explain this or provide examples. There is a good range of detail and good coverage of the timescale in the question but it does not score highly because it does not address the focus of the question.



**ResultsPlus**  
Examiner Tip

Make sure you are confident about what is meant by key terms such as 'the nature of warfare'.



## Paper Summary

Examiners commented that a number of well-prepared candidates demonstrated excellent knowledge being deployed to support thoughtful analysis and evaluation; such answers were a pleasure to mark. They also noted that candidates seemed very prepared for the 12 and 16 mark questions, with most answers having a clear structure and good use of specialist terms.

Based on their performance on this paper, candidates are offered the following advice:

- Candidates need a secure understanding of the chronological periods and terms used in the specification as well as the term 'century'
- Candidates need to understand the themes within the specification – the nature of war, weapons and tactics, recruitment and training and the civilian experiences of war.
- A number of answers failed to reach the highest Level because they were not focused on the specific question being asked or did not deploy precise detail.
- It is not necessary to use the stimulus points in the question and candidates should not attempt to do so if they do not recognise them; however, candidates should aim to cover three separate aspects of the question.
- While there is good knowledge of some topics, candidates cannot rely on knowing just a few key topics and hoping to use that information whatever question is asked.

## Grade Boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:

<http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>

