



Examiners' Report

Principal Examiner Feedback

November 2020

Pearson Edexcel GCSE

In History (1HI0) Paper 12

Paper 1: Thematic study and historic environment

Option 12: Warfare and British society, c1250-present and London and the Second World War, 1939-45

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Introduction

The answers seen suggest that this paper was taken by candidates of the full range of ability. There were some blank answers but this seems to have been as a result of lack of knowledge rather than problems in completing the paper within the time allowed.

The Historic Environment has a focus on the process of history, considering the value of sources as evidence and the way an historian follows up an enquiry but it is nested within the context of the Thematic Study and therefore knowledge of the specific context is expected.

The Thematic Study focuses on change and continuity over time and therefore a good sense of chronology is vital. Candidates should be familiar with the names given to the different periods in the specification and recognise the dates and key events involved in these chronological divisions. They also need a clear understanding of the key themes and the factors involved in the Thematic Study, as identified in the specification.

In the extended answers, the stimulus points are usually intended to remind candidates to cover different aspects of content and the full timescale of the question. Candidates do not need to include these stimulus points in their answer but they do need to cover three aspects of content in order to show breadth in their answer and to access the higher marks. They should also realise that stimulus points given in one question are unlikely to be relevant to another question and any attempt to use them in this way usually means that those sections of the answer are irrelevant and the answer lacks coherence.

Question 1

This question always asks candidates to provide details about something named in the specification. Most candidates confidently explained that the continued presence of the royal family in London was intended to boost morale. They also showed a range of ways that the royal family connected with the public through their presence in London. A number of answers mentioned them visiting bombed areas and sharing the danger while others suggested that their presence in London made London even more of a target for bombing raids. Some answers mentioned that the royal family were based in separate areas or that the Queen refused to leave London.

The following answer includes relevant detail in the explanation of the two stated features. It was awarded four marks.

SECTION A: London and the Second World War, 1939–45

Answer Questions 1 and 2.

- 1** Describe **two** features of the presence of the royal family in London during the Second World War.

Feature 1

The royal family was separated during the second world war. During the second world war, King George VI and his wife Elizabeth stayed in Buckingham palace whereas his daughters Elizabeth and Margaret were sent to Windsor Castle to stay.

Feature 2

Another feature of the royal families presence was that they tried to empathise with the civilians who were victims. I know this as after Buckingham palace was attacked on the 6th week of the Blitz, King George's wife Elizabeth spoke out saying she feels she can face the East-End now.

(Total for Question 1 = 4 marks)

Question 2a

It was pleasing to see that many candidates offered good comments about the content and provenance of the sources. However, a number failed to include any comments based on own knowledge, which prevented the answer reaching Level 3.

The majority of candidates understood the sources and were able to link their content to the enquiry and explain how useful the sources were for an enquiry into the use of underground air-raid shelters during the Blitz. Candidates used Source A to describe the organisation of Mickey's shelter and Source B to show attempts to keep people healthy using the opportunities provided while they gathered underground to shelter from the Blitz. Those candidates who did develop their arguments with own knowledge demonstrated good knowledge of the use of underground tube stations in London as air-raid shelters but few candidates had additional knowledge of Mickey's shelter.

Those candidates who used the provenance of the sources showed the significance of the fact that Source A was written by someone involved in the organisation of Mickey's shelter. Some answers also focused on the fact that the account was written as a memoir but centres should be aware that generic comments assuming memory lapses as a result of the time gap between events and the account are not likely to be highly rewarded. A number of answers suggested the photograph in Source B was deliberately taken and was possibly part of a propaganda campaign but the best answers recognised that this made the source useful because it could reveal government intentions.

There were also a number of answers which tended to dismiss a source as not being useful because of information it did not contain. Since the question asks candidates to evaluate the usefulness of a source, it is valid to note the limitations of a source but these need to be weighed against the positive aspects; an answer which focuses on 'missing' information is unlikely to score highly.

The following answer received the full eight marks. The evaluation of each source includes comments based on the provenance and content of the source and adds relevant contextual knowledge.

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

How useful are Sources A and B for an enquiry into the use of underground air-raid shelters during the Blitz?

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

(8)

Source A shows ~~the~~ what regular life was like for people in "Mickey's" shelter. From the description given we can infer that despite the circumstances, constant fear of dangerous bombs and terrible conditions, people were able to make a decent living, enjoying leisure at times, along with being able to take care of the sick. As the source is a memoir from Flora Solomon, someone who had direct involvement with the works of the shelter, we can see that it is quite reliable. It can be suggested that it ^{is} ~~is~~ quite typical of shelters ~~to~~ due to the knowledge and covers behind why "Mickey's" shelter was made. As Mickey Davis was a optician who lost his job, therefore set up a committee to create a shelter, he had direct involvement with GPs for medical help, food banks, the red cross and more. It may be seen as ~~not~~ typical as other shelters in London would have tried to do the same for their own. For an enquiry into the use of underground air raid shelters during the blitz, this reliable, descriptive memoir ~~is~~ is of quite value as it gives a substantial amount of insight into the conditions and the way of underground air raid shelters during the Blitz.



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Source B shows us a photograph of nurses giving people medicine to prevent them from catching the "flu". We can infer from this that even shelters had some level of medical care as they had people working as carers or nurses, and that they even had medicine in these circumstances.

§ The source is a photograph, the contents are what we see are all reliable as it was taken at the time in 1941. The purpose, however, remains unclear, as if it was a government photograph or a newspaper photo, it may be able to infer that it was taken to boost morale of citizens by showing them of the "savage" conditions of the shelter as the government tried constantly to boost morale by controlling the media to boost morale. However, this is not the case here. There is no way in getting what the purpose of the photo was, could potentially be a personal one for someone who was there at the time. For an enquiry into the use of underground air raid shelters, however, it can be seen as useful as it is a reliable photo as it was taken at the time, with no intention of attempting to change someone's attitude or opinion by looking at it.

Question 2b

Most answers chose to follow up a detail about the facilities inside the shelter. Unfortunately, a number of answers forfeited marks because they did not complete each section of the answer properly. Some failed to identify a detail from the source in the first part of this answer, which meant that their proposed question did not follow up that detail and was therefore invalid.

It is important that the proposed question and follow-up work relate to the broad enquiry in the question, which in this case was the use of underground air-raid shelters.

Candidates should be as precise as possible when suggesting a source to help them carry out their enquiry and they should remember that this must be a primary source – suggestions of textbooks, historians or the internet will not be rewarded. The explanation of how the suggested source would help to answer the proposed question should again be specific about the type of information the source could provide. Statements such as ‘It would tell me what I want to know’ or ‘It would have the information to answer my question’ will also not gain any marks.

When multiple suggestions had been given to a sub-question, it was usually counter-productive. Offering more than one detail or question meant that the follow-up sections were not clearly linked, while offering multiple sources meant that the explanation in the final section was usually invalid.

The following answer identifies a detail specifically about what people did in the shelter and proposes a valid question. The suggested source is a specific and relevant one and an explanation is offered of the sort of information that source could provide which would help to answer the proposed question. This is a good example of a simple answer that scored full marks because it recognises that the four parts of the question form a single package.

(b) **Study Source A.**

How could you follow up Source A to find out more about the use of underground air-raid shelters during the Blitz?

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 action of trying to ~~start~~ make the place nicer
'we tried to smarten up the place'

Question I would ask:

~~was~~ Did the community within public shelters help morale?

What type of source I could use:

mass observation diaries

How this might help answer my question:

It would be able to give me the experience and personal views of how it effected people at the time.

Question 3

This question asked candidates to identify a difference between the role of military commanders in different periods and this then needs to be supported by details from each period. Some answers failed to score full marks because they either identified a general difference without providing details from each period or they juxtaposed details from each period but the difference was left implicit.

The following answer clearly identifies a difference in their role and supports this with very specific detail from each period, justifying the award of full marks.

SECTION B: Warfare and British society, c1250–present

Answer Questions 3 and 4. Then answer EITHER Question 5 OR Question 6.

- 3** Explain **one** way in which the role of Henry V as commander at Agincourt was different from the role of General Haig as commander at the Battle of the Somme.

One way the role of Henry V as commander at Agincourt was different from the role of General Haig as commander at the Battle of the Somme was that Henry V fought alongside his troops and General Haig did not. At Agincourt there was limited availability for communication and it was easier for the commander to directly lead and direct his men in battle, as Henry V did. In comparison, at the Battle of the Somme, General Haig was able to communicate with his troops through telegrams and messengers, and therefore did not fight in the battle, but decided the strategy from a different location.

Question 4

Candidates should be reminded of the importance of having accurate knowledge of chronology and of checking the question repeatedly. Some answers with good knowledge of changes in the nature of warfare did not score highly because the details given were from before the period in the question, for example, writing about the Crimean War.

Some answers included examples drawn from the Blitz, for example the use of bombs. These were valid examples since the Blitz marked a change in the nature of warfare but candidates should be cautious about the use of knowledge from the Historic Environment in answers in the Thematic Study section, as the question asked about

reasons for changes in the nature of warfare whereas the Historic Environment focuses on the impact of warfare.

There was good knowledge of trench warfare and also the use of high-technology in modern warfare, usually with a focus on developments in weaponry leading to changes in the nature of warfare.

The following answer explains how the introduction of trench warfare and new weapons led to changes in strategy and tactics and also in the composition of armies and the different skills of the combatants. It then explains the development of total war and how warfare became very mobile. The answer covers the whole period in the question and includes specific details and wide-ranging examples. It received full marks.

4 Explain why there were changes in the nature of warfare in the period c1900-present.

(12)

You may use the following in your answer:

- trench warfare
- drone missiles

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

One reason why there were changes in the nature of warfare in the period c1900-present were the changes of how battles were fought. Due to the advances of weapons and technology, ~~the~~ instead of sieges or full scale battles, trench warfare became the ~~best~~ type of battle method to gain land. Most of the time, this proved to be difficult and the only method to win this type of war was to go "over the top", send troops to the middle ground, "no more land" ~~to~~ and then to the enemy trenches to kill all who were in the battle. It was extremely rare and never proved to work.

Another reason why there were changes was due to the advances of technology which had a direct impact on weaponry. ~~the~~ New methods and tactics were created because of this such as drones, that could be controlled without having to actually ~~bring~~ have a person ^{with} on the drone. The drones could have weapons on it such as missiles or guns that could eliminate targets. This would cause the least amount of casualties as there would be ~~a~~ no to little collateral damage involved. Advanced weapons such as



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7

Turn over ▶

These changes the way wars were fought. Tactics and strategy changed which also changed other things such as composition of armies, size, and even training. Highly advanced weapons like the machine gun required a lot of ~~training~~ training and practice in using these. They ~~eliminated~~ ~~eliminated~~ + eliminated all usage of cavalry as advanced weapons such as tanks took over. The size gradually increased just war as the more trained troops the more meant a higher chance of winning battles.

Another reason why there was change was the technological advancement of movement. Tanks, airplanes and motorized vehicles meant that passing had completely changed. This created a war of movement, similar to total warfare, where each side tried to get an upper edge in the fastest most efficient ways of transport and movement. By end of the 1940s tanks could go up to 40km per hour with planes such as fighter jets reaching over 250km per hour. After advancements like these was when the war of movement took place. This changed the nature of warfare and methods of transport changed how wars were fought. More ~~roles~~ roles role with these new transport methods such as the Royal Logistic Corps that included: Mechanical and electrical engineers who were required to maintain the motorized vehicles and other modes of transport, along with medical troops who were needed as the more more casualties that came with ~~the~~ advances



at days of the vehicles.

~~Another~~ ^{one} reason why there was change was because of the scientific development of the weapons. A new type of weapon was created. Chemical weapons, weapons that were in the form of a gas and were lethal, this invention created a new type of warfare called chemical warfare. This was found in the chemical warfare, as countries learned that it was too deadly. The scientific development created a change in the nature of warfare.

Question 5

Candidates offered valid details about battles and tactics during the period c1500-c1700 but some of them missed the focus in the question on the composition of the army. Many used the stimulus points to write about the role of cavalry in the Battle of Naseby but they did not consider how this demonstrated a change in the composition of the army. Some answers did explain the change from the feudal levy of untrained peasants to the New Model Army as a standing army but mercenaries were used throughout the period. Other answers explained how archers and the mounted knight of c1500 no longer formed key elements in the army but dragoons, as a flexible force, became increasingly important. The development of gunpowder was also used to explain the introduction of musketeers although few answers explained the link between musketeers and pikemen.

The final section of the following answer has valid points about the composition of the army but they are not developed; the earlier sections are descriptive and are not focused on changes in the composition of the army. It is a low Level 3 answer.

Indicate which question you are answering by marking a cross . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen question number: Question 5 Question 6

I agree with the statement that there were significant changes in the composition of the army in the years 1500-1700 as it was a time of great change in the army due to political instability.

In the 1600s, the Parliamentarians and Royalists were battling over who should have control of the country, leading to the civil war. In order to have an army to help the Parliamentarians fight, in the winter of 1644 to the start of 1645, Oliver Cromwell established the New Model Army. It posed a change to the typical formation of armies, such as the one the Royalists had, as rather than a person's status it was their skill that determined how highly someone would be ranked in the new model army. This led to more stable effective leadership, as they were commanded by strategic thinkers, rather than someone who had simply bought himself the position.

It also introduced better discipline and training in the army. This made sure that soldiers were properly equipped to fight in battle and were



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properly trained to use their weapons. It also ensured that the soldiers would follow commands and fight effectively, rather than deserting the battle to plunder the enemy. The soldiers were also paid a reasonable amount and were not kept in harsh conditions, which made them loyal soldiers who were happy to fight.

This period also saw the decline of Cavalry. The mounted knight had become less and less prominent in the composition of armies, and while Cavalry was still used, it was not a very big percentage. The majority of armies were comprised of infantrymen, equipped with bayonets and muskets. Dragoons, mounted infantry, were introduced, but were often placed at the side, rather than the centre of the battle, and were only sent in to the battle near the end.

Archers had declined, replaced by infantry armed with ~~the~~ pistols and muskets, which were quicker to reload and shoot, easier to transport, and more accurate.



Question 6

There were very few answers to this question. Although Cardwell's army reforms seemed well known, few knew what National Service was or when it applied. It was also surprising that more explanation was not given of the change from voluntary recruitment to the introduction of conscription in 1916.

Conclusion

There were some impressive answers where candidates demonstrated excellent knowledge in well-structured answers. However, some answers lacked detailed knowledge or did not focus on the specific question.

The following points should be noted:

- 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 and the specialist terminology
- In questions involving extended writing, it is not necessary to use the question's stimulus points and candidates should not attempt to do so if they do not recognise them; however, candidates should aim to cover three aspects of content in their answer.
- While there was 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.

If extra paper is taken, candidates should clearly signal within the answer that it is continued elsewhere and this should be on an additional sheet rather than elsewhere in the paper, since it is difficult to match up asterisks in an answer 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 candidates should be discouraged from assuming that lengthy answers will automatically score highly.

Spelling, punctuation and grammar were broadly accurate and many answers used specialist terms with confidence but 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', 'based off 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 and to assess how well the analysis has been developed.

