



Examiners' Report **June 2022**

GCSE History 1HIA 12

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Introduction

It was pleasing to see how well students responded to the examination paper and they had clearly been well-prepared in terms of both knowledge of content and the skills required for this paper. Students seemed confident on both sections, the Historic Environment and the Thematic Study, and there seemed to be relatively few unfinished papers.

As a general point, centres should remember that the Thematic Study focuses on change and continuity over time and therefore a good sense of chronology is vital. Students 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:

- governments and individuals
- science, technology and communications
- attitudes in society.

It is also important to remember that this is a Thematic Study in British history. Comments about the war in Vietnam or Nazi policies about women during the Second World War are not relevant and cannot be rewarded.

In the extended answers, the stimulus points are usually intended to remind students to cover different aspects of content and the full timescale of the question. Students 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.

A number of answers to these questions remained at Level 3, despite excellent knowledge, because they missed the focus of the question. The mark scheme's bullet point for Assessment Objective 2 (analysis) at Level 4 expects an analytical explanation, directed consistently at the conceptual focus of the question. Students who responded to the topic rather than the key idea were unlikely to achieve high marks. Those who did reach Level 4 realised that the topic provides the context but that there is a specific focus, which the analysis should address.

While the target for the 12-mark question is an explanation of causation, there is no expectation that causes will be prioritised or evaluated and no marks are available for such comments. However, in the 16-mark questions there is an additional element of judgement. Many students structured their answers in questions 5 and 6, to discuss points supporting the statement in the question, then points challenging the statement, before offering their judgement. In a number of answers, this resulted in a judgement that summed up the two sides, with the conclusion that the statement was 'somewhat true' or 'true to an extent'. This is a logical structure and can be very effective but for the higher marks, the criteria being applied need to be explained and the judgement needs to be consistent with the overall answer. In high scoring answers, the application of appropriate criteria included an explanation that some aspects had a longer lasting impact, more people were affected, a factor acted as a catalyst for other developments etc. and many high-scoring answers had a sense of evaluation running throughout the answer so that judgement was not just restricted to comments at the start and end of the answer.

Question 1

Question 1 asked students to identify two key features of the South Hallsville disaster. Extended details are not needed here but students should be aware that this question can be set on anything named in the Historic Environment specification, and the answer should have a focus on the specific event named in the question.

Students should identify two features and, in each case, add a further detail which will explain the feature or provide some context. They should make sure that the additional detail provided is linked to the key feature that has been identified and also that different material is used in the two sections of the answer. When students had written two sentences for each feature, it was easy for examiners to identify and reward the feature and the additional detail; if the answer consisted of just one sentence it was sometimes hard to distinguish whether additional detail had been provided, while answers which listed four disconnected points of information were limited to a maximum of two marks.

Students should use the mark and the space in the answer booklet as a guide for the length of their answer. There were relatively few answers that continued beyond the lined space but these were often wasting time as the answer had already scored the full 4 marks and no further marks could be awarded. Where the candidate was unsure about the answer, the additional comments were usually irrelevant. It was very rare for additional comments to gain any marks.

Most answers offered details about the circumstances which meant that local people were sheltering in the school during a bombing raid, the fact that there was a delay in the arrival of buses intended to evacuate them, and the government response to the casualties.

There were very few blank answers but some answers mistakenly claimed that the school was damaged by V1 or V2 rockets, that it was a daytime raid and the casualties were mainly school children, or that the government censored all mention of the event. There were also some very generalised answers which were not about this specific event, for example asserting the school had been bombed, many people were killed or there was a great deal of devastation.

1 Describe **two** features of the South Hallsville School disaster (1940).

Feature 1

one feature ~~in the basement~~ of the Hallsville school disaster (1940) was the buses. I know from my own knowledge that the buses to evacuate the people did not come ~~there~~ on time and then refused when they arrived.

Feature 2

another feature of the South Hallsville school disaster (1940) was censorship. I know from my own knowledge that the government hid the number of casualties from the public & which later turned out to be 6,000 deaths and many injuries.



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Examiner Comments

The first feature is clearly based on valid knowledge of the events of the South Hallsville disaster as there was a delay in evacuating those people sheltering in the school basement. However, this is not clearly expressed. The answer states that the buses were delayed and then turned away but there is no explanation to show how this is linked to the 'disaster' at the school. This was accepted as a key feature of the disaster but there is no supporting detail, so this only received 1 mark.

The second feature received 2 marks as it identified censorship as a key feature of the event and provided additional detail.



Make sure that the additional detail is linked to the feature that has been identified.

1 Describe **two** features of the South Hallsville School disaster (1940).

Feature 1

One key feature was that kids that were at the school at the time had to evacuate with their teacher to a safer place.

Feature 2

Another key feature was that kids were taught to go under their desks as safety from the bombings on the school.



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Examiner Comments

This answer seems to be based on assumptions about what a school 'disaster' might have involved. Neither point is valid and therefore no marks were awarded.



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Examiner Tip

Make sure you can identify two features of everything named in the Historic Environment specification.

Question 2 (a)

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 both the specific and the general context is expected.

It is important to note that the question asks about the usefulness of the sources in relation to a specific enquiry, in this case, an enquiry into leisure activities in London during the Second World War. The focus should be on assessing the usefulness of what is in the source rather than listing details which are not mentioned. Sources should not be dismissed because they do not cover every detail that might be helpful in an investigation and students should recognise that unreliable sources can be very useful. If the answer identifies omissions from the source as limitations on its usefulness, this should be linked to a consideration of the provenance, showing whether this is the result of lack of knowledge or deliberate omission.

Students found the sources accessible and were confident in showing that the content of the sources was relevant for the enquiry and therefore useful. They could also make a number of points about the significance of the provenance for the usefulness of the content, although sometimes this consisted of simple statements. When considering provenance, generic comments about a source being biased (with no explanation of how that bias could be detected or why it occurred) or about the source being reliable because it came from the time under investigation, could be made without any reference to the individual source and therefore remained at Level 1. This type of generic assumption was also seen when some answers noted that the photograph was published in a magazine and it was assumed it would be used by the government as propaganda.

At Level 2, developed comments were made about the usefulness of the diary, showing the range of leisure activities that were possible, or about its provenance as a diary, offering insight into an individual's experiences. The Mass Observation project is identified in the specification as a source that students should know but some students assumed these reports were unreliable because they were intended to be used for propaganda. Some students also assumed that when Olivia Cockett said she hadn't been out, this was because of government regulations preventing people from leaving their house.

When considering the content of Source B, students commented on the venue, the number of people present and the proportion of men and women. Comments about the provenance considered its nature, as a photograph of a single event, a photograph that was published in a magazine, and its origin, with many assuming that leisure activities increased towards the end of the war.

However, some very good answers could not access the higher marks because they did not include contextual knowledge. Contextual knowledge is mentioned at every level of the mark scheme and failure to include it limited a number of otherwise good answers. Students should 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. Contextual knowledge should be relevant to the enquiry and used to assess the source, for example, to add detail about something mentioned in the source, to add weight to an aspect of the provenance, to place the source in a broader context, or to assess whether the source gave an accurate view or showed a typical situation.

At Level 3, comments need to consider the effect of an aspect of the provenance on the usefulness of the source content, and contextual knowledge should be integrated into the process of reaching a judgement, not simply provided as information.

The question asks 'how useful' the sources are, so a judgement should be made on the usefulness of the source's evidence for the specific enquiry. At the lower levels, answers identified information contained in the source that was presumed to be useful because it was relevant to the enquiry or listed limitations in the content coverage. Low level answers also asserted that a source was reliable because of the date it was produced, or limited because it is biased. Good answers made clear the criteria being used to assess the usefulness for the enquiry of the sources, weighing the value of the content in the light of the provenance and the candidate's own knowledge. Various criteria could be used, for example accuracy of detail, reliability, the relevance of the source, the way it could be used by the historian, how representative the source is etc.

There were impressive answers which had good knowledge of the Mass Observation project, cinema attendance and the government's use of newsreels, the 'Dig for Victory' campaign, dance halls and other leisure activities such as football matches. However, even high-scoring answers tended to refer to public 'moral' rather than 'morale'.

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. Students who focused on comparisons between the sources often failed to develop their judgement on each source properly; if this approach is used, it is important that the answer still comes to a judgement on each individual source.

Very few answers only considered one source but it should be noted that every level of the mark scheme refers to 'sources' and therefore answers which do not consider both sources cannot access high marks.

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

How useful are Sources A and B for an enquiry into leisure activities in London during the Second World War?

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

Source A is useful in to an enquiry about leisure activities because it covers all the things that people did recreationally during the Second World War. And has covered all the things a woman would do during the war except dancing. We know that during WW2 people were limited in their activities. So lots of people took up gardening to support the campaign 'dig for victory' in support of their country. It was also normal to listen to the radio. BBC was very popular to move along the time. For example JB previously was a war commentator during the Second World War. The source is from the Second World War and the woman was working class which reflects her activities. And the origin reliable because the dates match up with the time of the Second World War. So it's very useful and can be trusted.

Source B is useful to use in an enquiry into leisure activities because it's not missing any information that would mean it's unreliable - I know it can be trusted because it lines up with what was really happening at the time. Dances were very popular and in fact some places in London had nearly 10,000 coming to dance each week meaning it's very popular and busy. It might not be useful as a picture because we don't get to see the whole venue and it's only a snapshot of the dance and at the time.

The government was using censorship to keep moral high, so seeing people still get and have fun in a news paper gives you hope one day you can do it to. I think it is useful because even though it is a screenshot there is other evidence to back it up.



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Examiner Comments

The comments about Source A link contextual knowledge to the usefulness of the content, for example providing specific details about radio programmes. There is no use of the provenance, simply claiming that the date of the diary makes it reliable, and therefore the evaluation of Source A is Level 2.

The discussion of Source B links contextual knowledge with the source content but also comments on the provenance, pointing out that the photograph may have been used to keep morale high. The fact that source content, contextual knowledge and provenance have all been considered moves this into Level 3.

A 'best-fit' approach for the overall answer is Level 3.



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Examiner Tip

Instead of focusing on the source content or provenance, make sure you cover all three strands of the Assessment Objective (source content, contextual knowledge and provenance) when evaluating the source utility.

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

How useful are Sources A and B for an enquiry into leisure activities in London during the Second World War?

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

(8)

Source A is useful for an enquiry into leisure activities in London during WWII because it is a diary from a civilian living and working in London during WWII. It was written for the ~~Mass~~ ^{Mass} Observation ~~project~~ project. It explains what leisure was like in London by giving dates and showing ~~what~~ ^{examples} of what people were allowed to do. Such as cinemas, wedding however no concerts. ~~By~~ By August 1914 ~~the~~ people almost had no leisure activity to go to. However this could just be from Olivia Cockett's perspective, people might've been allowed to go out whereas Olivia just might not have wanted to.

Source B is useful because it is a photo in a national weekly magazine and it was published 22nd February 1944. It shows that a dance was held at the central London opera house. This suggests people were allowed to go to large venues such as this without restriction.

I think source A is more useful due to it showing multiple dates with multiple examples. However, ~~the~~ Olivia Cockett could be lying.



This answer makes statements about the sources but does not develop those comments into an evaluation of the sources' usefulness. It repeats details from the attribution of Source A but does not explain why a diary is useful or what is the significance of it being part of the Mass Observation project. Similarly, it summarises the content of the source but does not explain how this helps in the enquiry. This approach is repeated in the treatment of Source B.

The answer does use the sources to consider the range of leisure activities open to people in London and to question whether there were restrictions on such activities. This answer is Level 2 but the absence of contextual knowledge means that it cannot get above 4 marks.



Make sure contextual knowledge is used to evaluate the usefulness of the sources.

Question 2 (b)

This question should be treated as a package linked to the enquiry that was identified in question 2a (leisure activities in London during the Second World War) and the aim is for students to show that they understand how historians work. The first sub-question simply asks them to identify a detail from the source – this was most commonly done by quoting a phrase from the source. Students should be aware that a detail from the provenance cannot be rewarded.

Students then had to propose a question they would ask to follow up Source A in relation to the overall enquiry. Consequently, the proposed question should be broader than following up a very specific person or event mentioned in the source. It should also not be a question they would ask the author of the source. Questions about what films Olivia Cockett saw, the wedding she attended or the amount of bombs that were dropped were not related to the broader enquiry about leisure activities in London. This failure to recognise the link to a broader enquiry limited the marks available to these students for this question, since it also affected the source they suggested that would help with their enquiry.

While it is recognised that students cannot have detailed knowledge of all possible sources, the specification states that students should be aware of the types of sources available and the nature of the information they contain. Answers such as ‘government records’ or ‘other diaries’ are too generalised to be rewarded. In some cases, where a generalised source was named in sub-question three, a mark could be awarded because the explanation in the final sub-question 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. However, if the explanation was not clear, or the suggested source would not contain information that would help answer the proposed questions, then marks could not be awarded for either of these sub-questions. It was sometimes assumed that when Olivia Cockett said she didn’t go out in August, this was because some kind of curfew was in place and this was accepted as a valid enquiry but the suggested source was often a vague reference to ‘government records’ or ‘newspapers’ without an explanation of the information they would contain to answer the proposed question.

Students should be showing an awareness of appropriate sources that already exist for the historian to consult. This means that answers suggesting they would carry out an interview were not rewarded. They also need to be clear that they should suggest a source from the period in question – 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 producers of history books, internet articles or documentaries.

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 not clearly linked, while offering multiple sources meant that the explanation in the final section was usually invalid.

Successful answers treated the 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. In general, the simple approach was most effective, for example, questions about what sort of films were most popular, or what programmes were broadcast by the BBC could be followed up through analysis of cinema or BBC records, or local newspapers.

Detail in Source A that I would follow up:

where it says " apart from listening
to The BBC radio on two evenings."

Question I would ask:

What sort of things were played
on the radio in the evenings?

What type of source I could use:

government reports

How this might help answer my question:

They may have contacted BBC and
told them what to play in order
to keep spirits high among the public



This is a valid follow-up to the comment in Source A that she listened to the radio. 'Government records' in sub-question 3 is not initially rewardable as it is very generic but the explanation in part 4 that the government might have controlled what was played on the radio in order to keep up morale is acceptable and therefore a total of 4 marks was awarded.



Make sure the follow-up is related to the enquiry in the question.

Detail in Source A that I would follow up:

~~what types of films would be~~
going to the cinema

Question I would ask:

What types of films would be
in at these times and how would
they impact society.

What type of source I could use:

Diary reports, magazines.

How this might help answer my question:

It would give a better insight
into the society enjoyed seeing.



The detail from Source A and the proposed question are both valid suggestions for a follow-up enquiry. However, the suggestion of diary reports and magazines is very generalised and the explanation that they would provide insight does not explain what sort of information they might include.



Be as precise as possible when suggesting sources to be used in following up the enquiry and explain clearly how the information in the suggested source might help to answer the proposed question

Question 3

In this question, students needed to explicitly identify a similarity in the impact of heavy artillery on warfare in the years c1700-c1900 and the impact of computerised high-tech warfare in the modern period. They then needed to support this with details taken from both periods. The most common similarities that were identified were that such long-range weapons allowed an attack from a distance, they inflicted a larger scale of damage, or they led to changes in the composition of the army. The use of cannon in the Battle of Balaclava and drones in the Iraq War were the most common supporting detail used in answers. The question was about the impact of these weapons on warfare, not simply about the weapons themselves. Supporting detail about the use of muskets, machine guns or tanks was not credited and details about the use of heavy artillery during the First World War were not relevant.

It is important to note that the focus of this question is to identify a similarity; detail by itself cannot score highly. In some cases, the supporting information was unbalanced, describing the situation in one period and simply stating that it was similar in the other period.

Occasionally, answers identified a valid similarity such as inflicting damage at a distance, but the details provided did not support that similarity, for example giving details about changes in the composition of the army, with the need for specialised units.

While many students scored the full four marks, some wrote far too much. Such answers demonstrated excellent knowledge in support of a valid comparison but it could not be rewarded beyond four marks and possibly the time taken here affected the completion of the longer answers which carried more marks.

3 Explain **one** way in which the impact of heavy artillery on warfare in the years c1700–c1900 was similar to the impact of computerised high-tech warfare in the modern period.

One way that heavy artillery was similar to computerised high-tech warfare is that they both caused significant amounts of damage to the opposition. In the years 1700–1900, artillery could now fire percussion shells which would explode and fire deadly shrapnel at the enemy and also have ranges of up to 5 km. Similarly, ballistic missiles and UAV's meant they could be fired from a ship and be controlled to land and explode in a specific and vulnerable place in enemy territory. Due to these impacts, warfare had to adapt and tactics had to change, for example, trenches started to come about due to heavy artillery.



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Examiner Comments

The answer reaches Level 2 for Assessment Objective 2 (analysis) as it identifies causing a 'significant amount of damage' from long-range distance as a similarity. It then provides supporting detail about heavy artillery firing shells and shrapnel, and UAVs being fired from a ship and targeting specific areas, which reaches Level 2 for Assessment Objective 1 (knowledge and understanding).



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Examiner Tip

Identify the similarity or difference clearly and then provide relevant supporting detail.

3 Explain **one** way in which the impact of heavy artillery on warfare in the years c1700–c1900 was similar to the impact of computerised high-tech warfare in the modern period.

It was similar because artillery could easily wipe out a group of people without particularly having to try - Charge of the Light Brigade for example. The cavalry was helpless against the artillery just like how nowadays we're mostly helpless against high-tech warfare.



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Examiner Comments

The answer identifies a similarity – ‘they could easily wipe out a group of people’ which reaches Level 2 for AO2 analysis as it is developed by the comment that the cavalry was helpless against artillery and we are helpless now against high-tech warfare. This is then supported by a reference to the Charge of the Light Brigade but there is no supporting detail from the modern period. The AO1 knowledge is therefore only Level 1. The answer overall is low Level 2.



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Examiner Tip

Make sure supporting detail is provided by both periods.

Question 4

Most students wrote confidently about the changes in recruitment and training of combatants in the years c1500-c1700. However, answers were sometimes descriptive rather than focusing on explaining why these changes happened.

Students often had good knowledge about the need for archers to train regularly in order to build up their skill and stamina but then just stated that soldiers in the years c1500-c1700 could be trained in a much shorter period since they did not require the same amount of physical skill and fitness. Better answers explained the resultant changes in training, that although musketeers could be trained in a short period, there was a complicated procedure to fire and reload a musket. A number of answers mentioned drills and some students even mentioned the pamphlets that were produced outlining the process. The stimulus point of gunpowder often prompted descriptions of the development of cannon, matchlock and flintlock muskets but some answers failed to link this to changes in training. Strong answers explained how the slow procedure left musketeers vulnerable in the immediate aftermath of firing or pointed out that since musket fire was not very accurate, musketeers were trained to fire in volleys. These answers explained how soldiers were trained in manoeuvres such as the Swedish salvo or the Dutch countermarch, and to act in formation with pikemen.

The stimulus point of dragoons was sometimes misunderstood, with some students assuming a dragoon was a type of weapon. Students who did know about dragoons were able to explain that they needed to train in order to fulfil their dual role as infantry but also as scouts and cavalry involved in skirmishes.

Other aspects of content that were frequently used were changes in recruitment and the creation of the New Model Army as a professional force. There were some good explanations of the militia system and musters, the use of pressed recruits and a form of conscription during the Civil Wars. There were also detailed explanations of how pay for members of the New Model Army provided an incentive for recruits and then the way that discipline and training within the New Model Army was more organised than previously.

It was pleasing to see that a number of answers were awarded full marks and it was noticeable that many of these were relatively concise. These students had understood the focus on explaining causation and provided enough detail to support their explanation without becoming descriptive

iron side

4 Explain why there were changes in the recruitment and training of combatants in the years c1500-c1700.
early modern

You **may** use the following in your answer:

- gunpowder
- dragoons

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

self denying ordinance
New model army (12)
↳ drill training
↳ russet coats
different to knightly
↳ musket introduction
and training

There was change in recruitment because of the introduction of the New Model army. Oliver Cromwell introduced the New Model army to be a well trained conscripted army, something not previously had in England. They used drill training to perfect formations such as the Swedish Salvo, and in order to create a sense of unity they all wore russet coats. ~~Oliver Cromwell also was~~ This was a change to the state of the period as conscription was not used regularly and most men were unskilled. Most combatants were unskilled labourers looking for up front money.

Another change to recruitment was the introduction of self denying ordinance. This made it so that members of parliament could not serve as commanders or generals within the army. Due to this the people in charge of the army were

skilled fighters who knew how to control armies. This created large amounts of change as before ~~the~~ those in power ~~when~~ were noblemen or politicians who often bought their way in instead of earning it. This allowed for Oliver Cromwell's ironside to be created ~~A final~~ as they were lead by a skilled commander who trained them to regroup after cavalry charges.

A final change in training was the introduction of muskets in 1570, Match and flintlock where both smooth bore breach loaded guns. This meant it could take long to reload and therefore had to have special formation in order to make their use ~~the~~ efficient. William Dancambe developed the dutch countermarch so ~~multiple~~ people could fire and already have someone to fire afterwards whilst person 1 reloaded but also having a third person ready to fire standing above both. This technique created efficiency not previously seen within the era due to different weapons and poor commanding skills



This explains changes in training and also some change in recruitment as a result of the introduction of the New Model Army as a professional force. There is also a good explanation of the training needed as a result of the introduction of the musket. Both AO2 (analysis) and AO1 (knowledge and understanding) are Level 4.



Aim to show that you are covering the whole period in the question.

- 4 Explain why there were changes in the recruitment and training of combatants in the years c1500-c1700. - muskets
- muskets on cavalry
- Edwards 1363
1280
Oliver Cromwell
- NMA
- (12)

You **may** use the following in your answer:

- gunpowder
- dragoons

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

There were changes in the recruitment and training of combatants in the early modern era because of the development of technology and the reduced ~~use~~ in the number of arches.

~~For~~ During the medieval period there was a ~~high~~ reduce in the number of cavalry because of the ~~the~~ creation of the longbow. Due to the development of the longbow ~~at~~ Edward ^I introduced a new law in 1363 where ~~the~~ every Sunday men had to train in shooting the longbow. The recruitment and training during the medieval period was more based of the fact that there was an increase in taxation and the government was forcing people to join the army. This ~~is~~

This however changed in the early modern period because of the ~~development of~~ technology of ~~muskets~~ ~~and~~ ~~pistols~~. ^{creation} ~~creation~~ of gunpowder which ~~then~~ brought the development in muskets ~~and~~ ~~pistols~~ pistols. Due to this ~~many~~

endentres.

there was a reduce in the number of arches
and instead a increase in the number of muskets.
This also brought out new tactics such as the dutch
counter march and weedin Selva Catta through
the flank). Pragoons ^(Soldiers ~~take~~ ~~back~~ ~~with~~ ~~a~~ ~~musket~~) ~~was~~ ~~also~~ ~~very~~ ~~common~~ ~~at~~ ~~it~~
^{Soldier with} ~~(Societa~~ a musket on foot) were also very common.

This brought about a change in the recruitment
and training of the army. Oliver Cromwell
introduced the New Model Army, where people
were recruited based on skill. Oliver Cromwell
wanted there to be professionalism in the
English army and he wanted England
to become unified. The New Model Army also
meant people were more open to the idea
of a permanent army which also brought
about increased professionalism.

The government were also supportive of Oliver Cromwell's
new model army and therefore brought
out ~~ententres~~ indentures which mean
that ~~these~~ people are getting payed to join
the army. This also increased the professionalism
of the army as there was now an incentive
behind joining the army. Oliver Cromwell
introduced the new model army in 1645.

The developments in technology also meant soldiers were willing to take on a role in the army ~~and~~ to earn money and gain experience as there was now a competition to get into the army and only the most skilled soldiers got in.



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Examiner Comments

This answer begins with details from the medieval period, which is outside the time frame of this question. It then covers changes in training and recruitment during the Civil Wars, demonstrating some analysis and a line of reasoning (AO2 Level 3) and including details that constitute good knowledge (AO1 Level 3).



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Examiner Tip

Make sure the details you include are used to support your analysis and are explicitly linked to the question; don't just offer them as information.

Question 5

This was a popular question and most students recognised the focus on evaluating the significance of factors in determining the outcome of a battle. The case studies of the battles of Falkirk and Agincourt were well known but some knowledgeable students also included references to the battles of Stirling Bridge and Poitiers.

Answers provided details about the role of Edward I and Henry V, explaining their significance in terms of the composition of the army, the choice of battleground, tactics, and also their preparation and the provisioning of their army. Other factors which were considered included the effectiveness of the longbow, and some elements of luck.

Strong answers did not just explain the significance of the role of commander but also weighed that against other factors. There were some excellent answers which said that Edward and Henry would not have been successful if they had not had skilled archers in their armies, while others pointed out that although the longbow had a huge impact, it was the commander's choice to include a large contingent of archers and the commander's responsibility to use them effectively. In these answers a sense of an argument and evaluation developed consistently throughout the answer and then in the conclusion, explicit criteria were applied to explain the final judgement on the extent to which the commander's role was important.

The role played by the commander was the most important factor affecting the outcome of a battle in the ~~year~~ medieval period.

I mainly agree with this statement because ~~the~~ the outcome of ~~war~~ battles during the medieval period need ~~a~~ a huge ~~impact~~ ^{in correlation} to who the commander ~~was~~ was. The evolution of the longbow was a key ~~point~~ factor ~~in~~ for the ~~to~~ outcome of war. For ~~a~~ longbows were much more impactful than cavalry and for the longbow to be used to full effect there must be a good commander.

~~The~~ The commander in the medieval period was Edward I. Edward I introduced ~~the~~ a new law in 1363 which was that every Sunday men need to train with the longbow. This was very influential in ~~the~~ the outcome of ~~the battle of~~ battles. The

The role of the commander importance is

emphasised as the commander is the one who is leading the troops and, for the right outcome of the battle the commander has to have a key influence of ~~the~~ ~~the~~ his soldiers. The commanders are able to assess which tactics should be used to win and therefore without the commander it would be very difficult to build a structure.

A key example of where a commander ~~was~~ used won a battle was Henry King Henry ^{VI} in the battle of Tewkesbury in 1471. This is where the King Henry led his troops from the front and set the base of professionalism which the other soldiers followed, this led to King Henry's win against France.

However some people may disagree with my point and say that the role of the actual army is the most important factor. This is because the army ~~are~~ all need to be unified to get the right outcome. In particular some people would say the role of the longbowmen is most important this is because longbowmen were able to fire from range and up close which it had

a key influence on the outcome of battles. The longbow men were able to knock down cavalry through shooting the horses and this led to many of the opposing soldiers being trampled on. Longbows were the most advanced weapon during the medieval period and this led to more government investment in them emphasising their importance. Longbow men were able to tackle many of the opposing tactics and this led to more deaths.

Overall however, I feel the role of the commander is the most important because they set the battle plan for the rest of the troops and they are able to read the situation to get the right outcome from the battle.



ResultsPlus
Examiner Comments

This answer makes some valid generalised points about the role of the commander and other factors which influenced the outcome of a battle but it lacks a clear analysis and some of the details are incorrect. This is Level 2 for both AO2 and AO1 and it makes a valid judgement.



ResultsPlus
Examiner Tip

Try to include specific details to support your analysis.

In this ~~question~~ ^{argument} I will be ~~agreeing~~ agreeing with the statement 'The role played by the commander was the most important factor affecting the battle outcomes in the years c1250-1500' due to the roles of ~~the~~ individuals.

One reason I agree with this statement is due to the role of Edward I in at the Battle of Falkirk in 1298. I know from my own knowledge that previously in the Battle of Stirling Bridge ⁽¹²⁹⁷⁾ Edward had been defeated by the Scottish due to their use of offensive schiltrons. However, from this defeat Edward prohibited the use of the schiltrons from the Scots at Falkirk, which he was corrected. He prepared for this by bringing a new invention called the long bow which he had specialised men to use, these could pierce through shields, destroying the schiltrons leading to Edward's victory. This shows the important role of the commander as Edward ensured his

army were well equipped and trained for this battle. However, some historians may disagree with me because of the new invention of the longbow, showing how technology was a greater impact but I believe individuals was m. had a greater impact as it was Edward's choice to use the longbow.

Another reason I ~~was~~ agree with the statement is due to Henry V's role at the Battle of Agincourt (1415). I know from my own knowledge that Henry ~~those~~ ~~a~~ sent Scouts out the night before the battle, this ensured he had good positioning for his army. He made very smart decisions such as hiding his archers in the forests, which were on both sides of the infantry, and ~~had~~ placed his infantry behind a thick mud marsh to slow down ~~the~~ french cavalry. I also know that when his front line started breaking he ~~star~~ filled the gap fighting with his soldiers, becoming an inspirational leader. This shows how ~~to~~ the role of the commander

was the most important factor as Henry made good, fast decision making and he inspired his soldiers to fight. However, some historians may disagree with as they could argue lack of discipline from the French soldiers who charged ~~early~~ early due to the English ~~was~~ shouting abuse at them lead to their defeat. ~~I believe that~~

Some historians may disagree with the statement ~~as~~ and say technology had a greater impact than the role of commanders. I know from my own knowledge that the invention of longbows were so significant in the win over the Scots at Falkirk that they were used for 150 years. This shows how technology was ^{the most} important as without the longbows Edward would have never won Falkirk and Henry most likely may have ~~not~~ not won Agincourt.

Another reason some historians may disagree with the statement that the 'role of the commander was the most important' is due to the use in positioning in all battles. ~~Position~~ I know from my own knowledge

that positioning played a big role in all battles during this time. I know that William Wallace used very good positioning at the Battle of Falkirk and most likely would have won if he had used all ~~decisions~~^{decisions*} he had correctly. Positioning also ~~played~~ made a great impact at the Battle of Agincourt with Henry using all his natural areas to his advantage. This ~~all~~ means that without good positioning Henry most likely would have never won Agincourt due to being greatly outnumbered.

Overall, I agree with the statement that 'during 1250-1500 the role of command was the most important factor' due to it having the greatest impact. This as shown as good decision making left Edward and Henry victorious.

* decisions



This answer is well organised, with a clear focus on the evaluation of the relative importance of the role of the commander, technology and the disposition of the forces. Good knowledge of the case studies is used to support the analysis and the criteria being used to make a judgement are made clear. This answer meets all the requirements of Level 4.



The best answers have a sense of evaluation running throughout the analysis.

Question 6

Many students were clear about the organisation of the Home Front during the First and Second World Wars. There was a recognition that this was a time of total war, when the Home Front contributed to the war effort but Britain also became a target and therefore war had a direct impact on civilians. Students were able to show this in a number of ways, for example, the employment of women as Land Army and their role in maintaining the economy as well as manufacturing weapons; the introduction of rationing; the organisation of civil defence; the experience of the Blitz and evacuation; the introduction of conscription and National Service, etc.

However, some students did not seem to understand the concept of a Home Front or recognise that this involved the organisation of civilians. Some answers missed the focus on the civilian experience of war and discussed the employment of women during the wars but then went on to discuss the Suffragettes and campaigns for women's rights or the fact that women now serve in the armed forces. It should also be noted that this is a British Thematic Study and therefore details about Nazi policies on women are not rewardable.

The focus of this question was on changes in the civilian experience of war and many answers discussed the impact on civilians of war reporting as an additional aspect of content. The most common examples used were the reports of Russell and Fenton from the Crimean War and television and social media coverage of the Iraq War. Other aspects that were considered, included propaganda and the introduction of conscription, the work of women as nurses, and the need for taxation to support involvement in war.

Some answers remained descriptive, with little analysis but many answers were able to show that the organisation of the Home Front was a significant change in the civilian experience of war. However, only a minority of answers recognised the need for an evaluation of whether it was 'the most significant development' in the civilian experience of war.

The employment of women changed civilian experience on the Home Front during the first and second world war. ~~Particularly~~ ^{Particularly} during the second world war women were employed in factories to take over from the men at war. Women worked in ammunition factories, or some had roles in the army. This changed civilian experience as more people were ~~exposed~~ ^{exposed} to the realities of war. Furthermore, women were first introduced to warfare during the 1800's when ~~nurses~~ nurses were taken to the Battlefields, such as Mary Seacole and Florence Nightingale.

Recruitment changed civilian experience widely. ~~Conscription~~ Conscription was introduced in both the first and second world war. This meant that people were forced to go to war and didn't get an option. After the second world war National Service was introduced (1948). Men ~~of~~ aged ~~between~~ between 18 and 21 had to serve in the army for ~~at least~~ 18 months and in the reserves for 5 years. This meant there was a permanent army of a decent size. National Service was abolished in the ~~1960's~~ 1960's when more people wanted peace. In particular, during the first world war, conscription especially changed civilian experience as the guidance surrounding it demanded that all unmarried men under a certain age had to go to war, this later changed to all men from 18 onwards to enlist in the army.

The introduction of wardens on the Home Front also changed civilian experiences. ~~During~~ During the second world war, ~~fire~~ firewatchers were introduced. After an air raid they would look out for any fires, this was crucial during the Blitz. Air Raid Precautions (ARP) Wardens would sound the air raid siren, help people seek shelter and would inspect damage with nurses and firefighters. As well as ~~this~~ this, wardens were appointed in public shelters. Aldwych Shelter was the first shelter to have appointed wardens, ~~ticketing~~ ^{ticketing}, ~~medical~~ ^{facilities} medical help, ~~facilities~~ and beds. More shelter wardens were appointed as Lord Horder wanted more public ~~shelters~~ shelters to be run like Aldwych.

In conclusion, I agree with the statement. As the Home Front developed, more people were exposed to warfare. Civilians experienced warfare differently, but the Home Front covers such a large range that it may definitely ~~also~~ was significant in the experience of ~~the~~ civilians.



This has a clear focus on civilians being incorporated into an organised Home Front and how this changed the experiences of civilians. Precise details are included to support the analysis. However, there is limited coverage of the period in the question and little evaluation of whether the organisation of a Home Front was the most significant development in the civilian experience of war. This answer is low Level 4 for both AO2 (analysis), AO1 (knowledge and understanding) but the judgement is Level 3.



Be explicit about the criteria being used to make a judgement.

In the years 1700-present the most significant development in the civilian experience of war was the organisation of a Home Front during the First World War and the Second. I know that during the First World War and the Second World War women in England stayed behind and worked in factories up and down the country making resources to use in the wars such as bullets, bombs, guns and even tanks. So during these wars the employment of women sky rocketed to the point nearly every single woman having a job.

However not every woman worked in factories some didn't work at all as they had to look after the kids as a lot of schools was closed.

I also know from my knowledge that recruitment throughout WW1 and WW2 was excellent and most people that enlisted to fight in WW1 was in fact just an ordinary civilian so joining the war would have been

a big thing for them. I know that over 80% of men over the age of 18 enlisted to fight in the First World War. Some weren't even old enough to fight and even lied about their age to fight. This shows you just how much the civilians wanted to fight for their country.

However, I know that some men were afraid to join the war. These men were looked down upon by the rest of society. Some of them even faced prison sentences for being a coward and not fighting for their country.

In conclusion, I agree with the ~~statement~~ statement that the most significant development in the civilian experience of war was the organisation of a home front during the First and Second World Wars. Even though there are some points against this point, overall the statement is true with lots of valid reasons and facts to back the answer up.



The comments about changes in women's experiences of war are valid but a number of other points are not relevant. The judgement offered in the conclusion is in very general terms. The answer meets the descriptor for Level 2 of both AO2 (analysis) and AO1 (knowledge and understanding).



Check the focus of the question as well as the topic, so that you can make sure the detail you include is relevant.

Paper Summary

Examiners commented that there was a number of impressive answers where students seemed well-prepared and demonstrated excellent knowledge being deployed to support thoughtful analysis and evaluation. In particular, students seemed well prepared for the 12 – and 16-mark questions, with most answers having a clear structure and good use of specialist terms (although ‘morale’ was frequently confused with ‘moral’).

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. Also a failure to structure answers in paragraphs made it difficult for the examiner to identify a line of reasoning and to check whether three different aspects have been covered.

If extra paper is taken, students should state clearly in the answer space for the question that it has been continued elsewhere and it should be stated where the rest of the answer had been written; this should be on an additional sheet rather than elsewhere in the paper and should be clearly labelled. 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, students taking extra paper sometimes ran out of time on the final, high mark question and therefore disadvantaged themselves.

Where there has been weaker performance, the following points can be made:

- Students need a secure understanding of the chronological periods and terms used in the specification as well as the term ‘century’.
- Students need to understand the themes within the specification – the nature of warfare and the experience 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 question’s stimulus points and students should not attempt to do so if they do not recognise them; however, students should aim to cover three aspects of content.
- While there was good knowledge of some topics, students 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:

<https://qualifications.pearson.com/en/support/support-topics/results-certification/grade-boundaries.html>

