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Examiners' Report
June 2011

GCSE History 5HB01 1C

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Introduction

A total of 558 candidates sat this paper. Examiners saw much that was impressive and the overall feeling was that candidates had found the paper accessible and that it offered them the chance to show what they knew but that they were not confident on all parts of the specification. This report highlights both strengths and weaknesses of the responses seen with the aim of providing feedback to teachers and helping them to prepare students for future examinations.

Candidates were clearly comfortable with the format of the new examination paper and generally seemed confident about the material covered. They should be aware of the key themes of the nature of warfare, combatants' recruitment, provisioning and care, and the influences of changes in technology and society and they should also realise that the questions on the extension studies can call on material from the core, and that within the extension unit part a and part b are not linked.

Question 1

Most students recognised the change in recruiting from methods using trickery to using persuasion, or from the recruit's experience of finding himself enlisted unwillingly to voluntarily choosing to enlist. They were therefore able to reach level 2. Some answers also focused on the fact that recruitment is now open to women.

However, the quality of support they offered varied a great deal. Some students made explicit references to each source and also made comments explicitly identifying the nature of the change that had occurred; these cases obviously deserved the full 4 marks. Other answers were clearly based on the sources but made no reference to them or the explanation of change was vague. Some students simply said the sources showed different methods of recruitment or juxtaposed comments about each source with the only indication of change being the use of words such as 'whereas' or 'however' and these were restricted to Level 1.

Answers deserving the full marks do not need to be long. Candidates who took extra sheets of paper here rarely changed their mark – either they had gained the full 4 marks within the allotted 12 lines, or their answer failed to address the question and the inclusion of additional detail and comment did not raise the quality of the answer. They should be reminded that this answer is based entirely on the sources and there are no marks available for additional own knowledge. Consequently, explanations or additional information do not gain marks but do waste time and can affect performance in later questions. Similarly, there is also little point in describing the sources or making inferences from the individual sources. The question is about using the 2 sources in combination to make an inference about change over time.

Some candidates also tried to develop this into a question about how much change had occurred or whether it was progress. This is a valid approach but they tended to write far too much for 4 marks and to bring in additional detail from their own knowledge; They should remember that question 1 always has a simple focus on identifying change based on using 2 sources in conjunction and comments identifying continuity are not relevant here.

The best answers began with an inference about change and then supported it by a reference to each source, rather than describing each source and only making the inference about change at the end.

1 What can you learn from Sources A and B about changes in the recruitment of soldiers?

Explain your answer, using these sources.

(4)

From these sources I can learn that the recruitment of soldiers has changed to become a personal choice. Source A tells me that people were tricked into becoming soldiers, as sergeants got them "drunk". They would lie and say that they "enlisted the night before". Source B shows soldiers looking happy and as if though they are filling their purpose. The words "who do you want to be?" tell me that joining the army is now a choice.



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Examiner Comments

This answer identifies the nature of the change that can be seen between the 2 sources and supports it with detail from each source.

1 What can you learn from Sources A and B about changes in the recruitment of soldiers?

Explain your answer, using these sources.

(4)

From source A I can learn that people were tricked into joining the army. "The last resort was to get him drunk and slip a shilling into his pocket". Putting the shilling in his pocket means you have agreed to join the army without you ~~saying~~ agreeing to this.

From source B I can learn that there was a big change in the recruitment of soldiers. In this source they ask the public if they would want to join the army. "Who do you want to be". It was a big change from source A to B.



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Examiner Comments

This answer does not address the question; each source is discussed but the only comment about change is at the end – 'It was a big change'.

Question 2

Question 2 is always on a key theme or named individual /event. Since it offers no support to candidates, centres need to ensure they have covered the full specification but the weakness of many answers here suggests there has been an emphasis on weapons and tactics rather than the experiences of the combatants.

The difficulties in providing supplies during the Agincourt campaign were usually understood and answers explained the problems involved in providing food for a large army which was both across the sea and on hostile land but few could offer much detail about the solution apart from the idea of foraging and pillaging. However, some very good answers were seen which explained that livestock and field kitchens accompanied the army and that the capture of Harfleur and the possession of Calais offered the chance to re-stock. Some answers also discussed supplies of weapons and arrows and explained the arrangements within the army for the provisioning and arming of the feudal army and mercenaries, or for different ranks within the army.

The problem of maintaining discipline within the army at the time of Waterloo was far less well done. Some candidates clearly did not understand the question and gave an account of the battle, others took it to mean maintaining discipline within the battle such as keeping formation and obeying orders. While this approach could have been highly rewarded, the answers could not usually explain how the army tried to deal with this problem. Very few could explain the implications of the recruitment to and membership of the army, the conditions in which they trained and fought, the structure etc and why this meant that punishments were usually brutal and public.

2 The boxes below show different problems within the army.

Choose **one** and explain the ways the army tried to deal with it.

(9)

Arranging supplies for the soldiers at the time of the Agincourt campaign in 1415.

Maintaining discipline among the soldiers at the time of the Waterloo campaign in 1815.

one way the army maintained discipline among the soldiers at the Waterloo campaign was by flogging soldiers who didn't follow these orders or if they didn't obey the rules the army's commander set. Flogging is where the offending soldier is whipped. This maintained discipline because none of the soldiers wanted to be whipped.

another way the army at the Waterloo campaign enforced discipline was extensive training and drills. This is where soldiers would be trained on how to reload your gun or to fire in sync or to even remain in your row. This meant that the soldiers knew what they were doing during battle and wouldn't miss fire or run away.



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Examiner Comments

Although it is short, this answer identifies 2 ways of maintaining discipline – the deterrent effect of public physical punishment, and the effect of training and drills.

2 The boxes below show different problems within the army.

Choose **one** and explain the ways the army tried to deal with it.

(9)

Arranging supplies for the soldiers at the time of the Agincourt campaign in 1415.

Maintaining discipline among the soldiers at the time of the Waterloo campaign in 1815.

the Army in the time of the Agincourt Campaign use to arrange the supplies by rationing four days worth of food which would run out quickly because the army was so big so they brought live stock with them so they could kill one animal everytime they needed to re-ration they usually ~~made it~~ set up kitchens so they could cook bread these supplies would run out quickly so they would 'live off the land' a romantic term meaning they would steal crops, food, animals or towns people or farmers.



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Examiner Comments

This answer explains the attempts to provision the army but also recognises that foraging and pillaging would be used if food supplies ran short.

Question 3

This question was chosen by the majority of students and clearly they felt comfortable with the topic of the trenches. Mud, rats, lice and trenchfoot all featured heavily in the answers but in varying degrees of explanation, although disease was often covered in only very general terms. Some answers were simply a list of difficult conditions, others offered a commentary of how dreadful it must have been but the best were able to develop the consequences of each difficulty or show links between them. For example, many could explain the causes of trenchfoot, linking it to the poorly designed trenches and bad weather, and then go on to explain that it often resulted in amputation. Some students clearly had a simplified understanding of the trench system since they asserted that soldiers spent the entire 4 years of the war wearing the same pair of socks, or that it rained constantly and a few were clearly influenced by the final *Blackadder* episode since they explained that when coffee and tea ran out, the soldiers drank mud. However, most students were able to develop at least 2 of the problems they identified and many candidates reached Level 3.

There were some answers which failed to note the reference to the question about 'even when there was no fighting taking place' and gave graphic descriptions of the difficulties in being under constant fire or of going 'over the top'. Wherever possible credit was given for comments about snipers or about shell shock but candidates do need to ensure they analyse the question and respond to that precise one rather than write generally about the topic.

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

Chosen Question Number: Question 3

Question 4

Life was really difficult for soldiers in the trenches in the first world war even when fighting was not taking place because the conditions of trench living alone was as bad as war. For example look at the soldiers in the picture the way it was damp muddy and cold yet alone so boxed in and cramped which really unhygienic and terribly bad for your health. Also they had very little food with them which led to hunger and weakness of soldiers not just hunger they trenches also contained muddy and dirty infected water which rats used ~~rat~~ to be around it was just like a sewer. And another thing which was quite terrifying was when the soldiers spent too long in the trench they had got trench foot for the muddy dirty water which was very terrible and left soldiers in not condition for war.



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Examiner Comments

This answer covers a range of problems affecting daily life in the trenches but none are developed in detail.

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

Chosen Question Number: Question 3

Question 4

Daily life was so difficult in the trenches even when they weren't fighting for many reasons.

The first is because of trench foot due to the soldiers having to stay in the trenches and not come out even when it rained their feet began to soaked from the rain leading to trench foot which stopped any blood from being able to flow through.

The problem with trench foot was the only thing to do was keep your feet ~~at~~ out of water but that was very difficult to do when it is always raining and the rain didn't flow away it would build up in the trenches and from my knowledge I know that they would be waist deep in water sometimes.

Trench foot then got so bad that soldiers would end up dying from it and because

there was no where to bury them the soldiers would either leave them where they died or bury them with in the trenches walls.

The dead bodies would then attract rats. From my own knowledge I know remember a statement from a soldier I read saying that these rats was a big as cats and would eat anything. The rats would eat the dead bodies but at night and they would eat the eyes first as ~~that~~ they would shine from the moonlight. This became difficult to live with as sometimes they would steal the soldiers food and that would be the only food they had as they couldn't just get out of the trenches or they would be shot. This meant that if your food was taken you would starve.

The dead bodies not only led to rats but they also led to more diseases that the soldiers would catch and some may die from.

From my own knowledge I know that life in the trenches was so difficult that

soldiers would lift their hand out of the trenches and raise their middle and fourth fingers so that ~~be~~ they would get shot and have to go home as they wouldn't be able to shoot a gun anymore.



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Examiner Comments

A similar range of points are made here but they are developed more thoroughly.

Question 4

Fewer than 10% of the candidates chose to answer this question. Some of these answers were excellent, with detailed explanation about changes in the use of cavalry, the formation and siting of troops and the way cannon were integrated at the corners of infantry squares, and also changes in siege warfare and the introduction of trenches. However, other answers gave lengthy explanations about how heavy artillery changed tactics based on the shift from swords, longbows and pikes, which had already happened before the nineteenth century. Some may not have been sure what the term 'heavy artillery' involved and discussed the introduction of gunpowder, muskets and rifles.

Chosen Question Number: **Question 3** **Question 4**

I have two opinions towards this question. Firstly, the use of tactics ~~in~~ before the nineteenth century was very simple, especially at 1450 when the gunpowder weapons were invented. ~~The~~ Heavy artillery were early cannons back then, which were extremely inaccurate, therefore only used at shooting at the walls of castles while besieging. This tells us about the beginning of ~~a~~ change in tactics.

Moreover ~~at~~ ^{at} the battle of Waterloo ⁽¹⁸¹⁵⁾ cannons were used as heavy artillery and light artillery to kill infantry to soften up the enemy's defences. Napoleon used artillery at the battle of Waterloo in ~~to~~ to achieve that, however it was ineffective because of the bad weather. Wellington however, protected the corners of his volley-firing squares ~~at~~ from cavalry.

~~On the other hand~~ Further evidence can be seen at the Crimean War 1854-1856 where cannons were used against every type of troops, - cavalry, infantry, musketeers etc. ~~The~~ Artillery was then used as much in offence as in defence.

On the other hand, the tactics stayed similar from the 19th Century going back to the 17th Century.

~~Cannons were made from steel since then and it~~



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Examiner Comments

This answer includes some valid detail but it is descriptive in approach and lacks a focus on the use of heavy artillery leading to change.

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

Chosen Question Number: Question 3

Question 4

Heavy artillery affected tactics so much that they had to be changed.

The first use of the cannon showed little to no-use because of the weight, unpredictability and the dangers of the cannon exploding meant that there was no real use for it. For example King James II died from a cannon exploding.

Engineers started to create more accurate, lighter cannons that ~~the~~ could be moved around the battle field. It took many horses and oxen to do so, wasting valuable resources and man power. However the cannon was very effective against cavalry charges, with flying shrapnel in all directions causing the men on horses to die, or lose control as the horse became dazed and scared or become afraid. This stopped the tactic of just rushing in with ~~at~~ men on ~~cannons~~ ~~horse~~ horseback and horses were more commonly used for flanking.

Cannons ~~became~~ were short ranged in the beginning only reaching short distances - therefore they could be overwhelmed or destroyed very easily. Therefore protection had to be given to the crew operating the cannons, this caused ~~the deaths~~ ~~large~~ ~~unneeded~~ deaths.

~~During~~ During the battle of Waterloo and the Crimean war cannons had evolved and had now become very important as they became one of the most crucial weapons. Able to clear out rows upon rows of enemies from long distances with no losses. Cannon placement had become essential, almost like archers, what cannons replaced were behind hedges or bushes firing into the distance.

The final cannons were monstrous with 5 feet long muzzles and weighed as much as an elephant required 60 wagons pulled by oxen to manoeuvre around. |

The battlefield now also became important as muddy terrain stopped the shrapnel from killing anything therefore the way they were used had to be changed.

The need for protection meant less soldiers in the midst of the battle, sometimes causing ~~the war to end~~ a loss.

Overall cannons changed many ~~things~~ tactics. For example men on horseback no longer charged in, the need for elevation grew, becoming a very important factor in wars, furthermore precautions had to be taken to not kill your own men therefore cannons were not used in the ~~middle~~ middle of the war. Cannons also created the use of the infantry squares used by the duke of Wellington in Waterloo were 3-4 ranks of men were ensquared and each corner had a ~~small~~ cannon. The number of ranks meant it was very hard to break through, almost not worth the casualties.



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Examiner Comments

This answer has a good sense of what changed and why, looking at tactics in battle, selection of terrain and deployment of troops.

Question 5 (a)

It was disappointing to see a huge number of blank pages in response to part a. Even when students did write something, they were clearly unfamiliar with the siege of Acre since they wrote about typical tactics used when besieging a castle. A small number could provide accurate detail such as the mention of 'Evil Neighbour' and 'God's Own Sling' but very few recognised the importance of the sappers in undermining 'The Accursed Tower'. This topic is nominated as a case study in the specification but whereas students are clearly confident on the Battle of Watling Street, Hastings, and Agincourt, they had very little relevant, accurate knowledge here. This is even more surprising since this topic has not yet been covered in an examination question and therefore teachers might have anticipated its inclusion. Very few answers reached Level 2 or above and this had a clear effect on the overall scores of individual students; centres are reminded that they need to cover the whole specification, including all case studies.

Question 5 (b)

Students answering this extension question were far more confident on part b, where many displayed good knowledge and understanding of the factors leading to the Roman victory. Answers could often describe Roman weapons and tactics in detail and explain how these gave them an advantage over the unwieldy weapons and unco-ordinated tactics of the Celts. The importance of Roman training and discipline in allowing them to employ these tactics effectively was well explained and often weighed against the quality of leadership or the importance of the choice of battlefield. It was particularly pleasing to see how many students brought in additional knowledge here to supplement the factors suggested by the bullet points in the question by identifying additional reasons for the Roman success.

(b) I agree good discipline was the most important tactic in the Roman arsenal, it allowed ~~them~~ ~~to~~ the generals to direct and use the tactics that devastated the Celts.

The Romans numbered 10,000 compared to the Celts estimated 230,000, because of this the Romans used their most effective, efficient fighting tactics. The men had to follow orders for these tactics to be successfully used. High discipline was needed. The Romans retreated into a narrow gorge where they knew the Celts numerical superiority would be made less important. They made a narrow 2B-2as formation which showed how steady their discipline was. They ~~put~~ positioned their cavalry at their flanks with the infantry in the middle, each man carried 2 spears, a shovel and a large shield and their legendary broadsword. This showed the level of synchronisation in the Romans movements. They all knew what their jobs were, and were definitely better armed than the

((b) continued) Celts. The Romans wore armor, while the Celts went ~~naked~~ naked and had only a sword.

The Celts just charged without formation which just goes to show their indiscipline ~~compared~~ in contrast to the Romans' strict formation.

As the Celts charged at the Romans, the Romans hurled their javelins, which eliminated thousands of Celts and destroyed what little tactical plan they had.

The second wave took out even more Celts and was a major blow. The Roman discipline stayed strong while the Celts were in disarray.

As the Celts reached the valley, they had to squeeze in ~~to~~ a narrow line which slowed them and eliminated their tactical advantage. Without armor and momentum they were easy targets for the Romans who were in armor like the Celts.

The Roman flanks closed in on the Celts piling them up together and restricting

((b) continued) their arm movements, the Romans surged and trapped them, slaughtering them with ~~the short~~ short stabs. It was a blood bath, after a while the Celts were slaughtered and the rest turned tail and fled.

On the Roman Cavalry chased them, surrounded them and cut down the ones that attempted to flee. The Romans had completely annihilated the ~~southern~~ Celtic resistance south of Scotland.

This battle proves that discipline is the biggest asset any fighting force can have, and that strategy prevails over sheer numbers.

||
So yes, the deciding factor was Roman discipline.



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This answer focuses on Roman discipline but within the answer points are made about weapons and tactics and the lack of discipline among the Celts.

(b) Good discipline was indeed the most important ~~factor~~ reason for the Roman victory against Boudicca. Due to the Romans being well trained and highly disciplined this meant that Boudicca's galavanting, undisciplined army were most likely going to end up in ruins.

The Roman's were at a great advantage as Boudicca's army was made up of different tribes ~~and~~ whom may have been of farmers and ~~or~~ peasants which in my own view wouldn't have been disciplined giving the Romans a great advantage over Boudicca's army. In addition to this, because the Roman army had armour and were well armoured this meant that it would make the Romans 'indestructible' in a sense that ~~it~~ it would have been more ~~harder~~ difficult for Boudicca's army to then being able to defeat the Roman army. Furthermore, due to Boudicca's undisciplined army, ~~the~~ ~~er~~ charging out to fight the Roman's, this would have left Boudicca's ~~army's~~ defence open which would have then led to ~~the~~ the Roman's having an advantage into defeating Boudicca. as Boudicca ^{tactics} ~~was~~ ~~a~~ was all attack

The use of the wedge formation used by the Roman's

((b) continued) would have made it easier for them to defeat Boudicca as good discipline meant that the Romans could easily take control of the battle of ~~the~~ Watling street and defeat Boudicca's army of different local tribes.

As I have mentioned before, good discipline is the reason for the ~~the~~ victory for the Roman's over Boudicca. Due to the Romans ~~have~~^{having} a well trained and more disciplined army, it meant that the Roman's were most likely to win the battle of Watling street ~~the~~ against Boudicca.



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Examiner Comments

This answer also covers the lack of discipline among the Celts, and the superiority of Roman army and tactics but provides far less supporting detail.

Question 6 (a)

This answer revealed some problems in students' understanding of the issues involved in the English Civil War. While most could explain Charles' view of Divine Right, they also had a very anachronistic view of parliament. The majority of comments about parliament's view of the authority of the king stated that the MPs wanted democracy, believed in equality, wanted to choose the king, wanted a republic, felt they should have control over the king etc. There was little understanding that Charles' view was accepted by many and that parliament had broken from the accepted situation by limiting his financial resources at the start of the reign and was actually attempting to expand into a new role in government. Charles was generally believed to be extravagant, selfish, arrogant and tyrannical, breaking with tradition and arrogating new powers to himself, while the MPs were altruistic, democratic idealists, who were being denied their rightful role in government. Nor was there any understanding of the dilemma faced by many MPs who accepted Charles' authority while disliking his actions – they were uniformly portrayed as resisting Charles' claim of divine authority and hereditary right.

Despite their misconceptions about parliament's view of the king's authority, many could show very clearly how Charles' view led him to impose taxes and to attempt to impose his authority on both the Church and parliament and therefore escalated the tension with parliament. However, some candidates saw this as an invitation to discuss the causes of the English Civil War and therefore failed to score highly despite good knowledge.

Question 6 (b)

The focus of this question was clearly understood and most candidates made a good attempt to address it but knowledge was often unbalanced. The events of the Boston Tea Party and the slogan 'No taxation without representation' were usually well known but the situation before that was less clear and some candidates saw the American War of Independence as one of resistance against an invading power or a consequence of rivalry between Britain and France. They were far less confident in exploring the link between rivalry with France leading to increased taxation but also reduced need for protection, and ultimately leading to demands for independence, than in explaining the rivalry in terms of the arms race and the alliance system leading to the First World War.

Indicate which question you are answering by marking a cross in the box.
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

(a) Charles I was very religious he was a protestant. Protestants believed in the divine right of kings. This was when they believed the king had been selected by God and was therefore extremely important. Charles I thought that because he had been selected by God he had the right to do whatever he wanted. He kept asking for loans and when people refused he forced them.

Parliament did not agree, they thought that it was unfair. Most of the top leaders of parliament were puritan so they thought and believed differently to Charles I even though he was their king. They believed that people who earned and worked hard for their money should not have to give up their money to support the king's lavish lifestyle. Parliament believed they had as much right as the king only that they were doing the right thing for the country.

Charles I wanted to go to war but could not afford to. ~~He~~^{He} couldn't see the problems with using other people's money in a war he couldn't afford to fight. Parliament understood the needs of the country and refused him the money.

(a) continued) Charles I thought he was selected by god but parliament didn't. So Charles I kept dissolving parliament. He did this continuously until he needed money. However he never learnt he thought he was as powerful as god. Why should he be polite? Parliament didn't give in. They said they wanted to make an agreement so he could no longer dismiss them and ask for loans from people.

Parliament and Charles I not only had religious differences in views but also political and economical.



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Charles' views about his authority are explained here and linked to his actions in dismissing parliament; parliament's views are not explained as well but the difference between the 2 is clearly understood.

(b)

1789
1791

actual
taxed after 7 years now
Boston Tea Party
misunderstanding
fear of threat
independence

1871
1870

affiance of step
navy & army
Belgium invaded
Nationalism
imperialism
spread
concept

linking with European powers is often considered to be the main reason why Britain was involved with the American war of independence and The First World War. I do not agree with this belief, however.

When Britain declared war on Germany in 1914, it was because Germany had invaded Belgium, and Britain had promised to protect Belgium via the Treaty of London. This shows that Britain did not rival Germany, it only was acting to protect Belgium. ~~The union trips an alliance of Britain, France and~~
The alliance of Britain, France and Turkey all acted ~~as~~ as a protection, and although it may be argued that the triple entente rivaled the triple alliance the triple entente would only react ~~to~~ in a desperate situation.

The American war of Independence ~~could~~ would arguably not have happened if Britain had

((b) continued) ... not rivaled France and defeated them, removing the threat of a French ~~inv~~ invasion to the colonies. However, a lot of other factors determined Britain's involvement in the American War, as leading colonists such as George Washington ~~acted~~ were influenced by republican ideas and sought independence. The incident of the Boston Tea Party also prompted Britain's involvement, as colonists dumped ~~imported~~ tea from Britain in the ~~harbour~~ Boston harbour.

Leading up to World War One, an ~~army~~ arms race took place between European powers, showing rivalry. However, the building up ~~of~~ and doubled spending ^{on} of arms had a "snowballing" effect, in which once one power's arms were built up, another country followed. This suggested that it may not actually have been rivalry between powers ~~was shown~~ that contributed to ~~Britain's~~ Britain's involvement.

Overall, Rivalry with European powers is not the main reason for Britain's involvement in both wars. ~~British~~ Britain did not understand the role of the colonies, believing them to simply use and transport British goods. When the colonies rebelled, Britain reinforced harsh rules and restricted them. This was the main cause of

((b) continued) Britain's involvement. The First World War prompted Britain's involvement because of the alliance system and the Treaty of Belgium, both of which involved protection rather than rivalry.



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This answer has a good focus on the question and selects relevant knowledge to support the comments made. The conclusion is a good summary of the argument that has been created.

Paper Summary

Examination technique is a key element affecting the achievement of candidates. Practising examination questions in timed conditions is crucial and many students clearly had their plan worked out as examiners often saw notes about timing written next to the question. The extension question carries a total of 25 marks – half of the total available for the whole paper. Part b of the extension question is the most heavily weighted and the only one to be marked on 4 levels – it is vital that candidates leave themselves enough time to answer this properly. Therefore candidates who write excessively on question 1 are limiting their chances of a high total. In the same way, question 2 and part a of the extension question usually have quite a narrow focus and do not require the same breadth of coverage that is required for question 3 / 4 or part b of the extension question. Practising in timed conditions is also an important way of ensuring candidates can write legibly throughout the whole paper: neatness is far less important than clarity and there seemed to be an increase this year of answers where handwriting was extremely difficult to read.

The second key element of successful examination technique is the ability to analyse the question and plan an answer which focuses on that precise question rather than an answer which provides information on that topic. Too often candidates lost marks by launching into a prepared answer which was not relevant for this question. This could be seen particularly in question 3 where some wrote about life in the trenches during battles, or question 6a where answers explained why the English Civil War began. Even when candidates began their answer with 'In this essay I am going to explain ...' they often simply wrote all they knew on a topic. Far better as an introduction is an outline of their overall response.

Examiners commented how often candidates lost marks through insecure chronology. Unit 1 is a Study in Development and the focus is on change and continuity over time. Relatively few questions need knowledge of specific dates and events but most questions require candidates to place events in context and discuss contemporary events or talk about the preceding or succeeding situation. It is also essential that candidates recognise and sequence terms such as medieval, the English Civil War, and nineteenth century as well as dates.

Questions 3, 4 and part b of the extension questions all include stimulus material; in questions 3 and 4 this can take the form of prose, an illustration or bullet points but in questions 5b and 6b it will always be bullet points. However, candidates should not assume the stimulus material is all they need to write a good answer and it is highly unlikely that the bullet points or stimulus material in one question will help them in another. The material is there to remind them to cover a range of aspects or the full timescale of the question but they must have enough understanding to see its relevance and enough knowledge to make use of it. It is not essential to include all the bullet points and if students do not understand what one bullet point means, they should ignore it. However, the best answers usually go beyond the bullet points and bring in additional details to supplement their explanation or to identify a new factor.

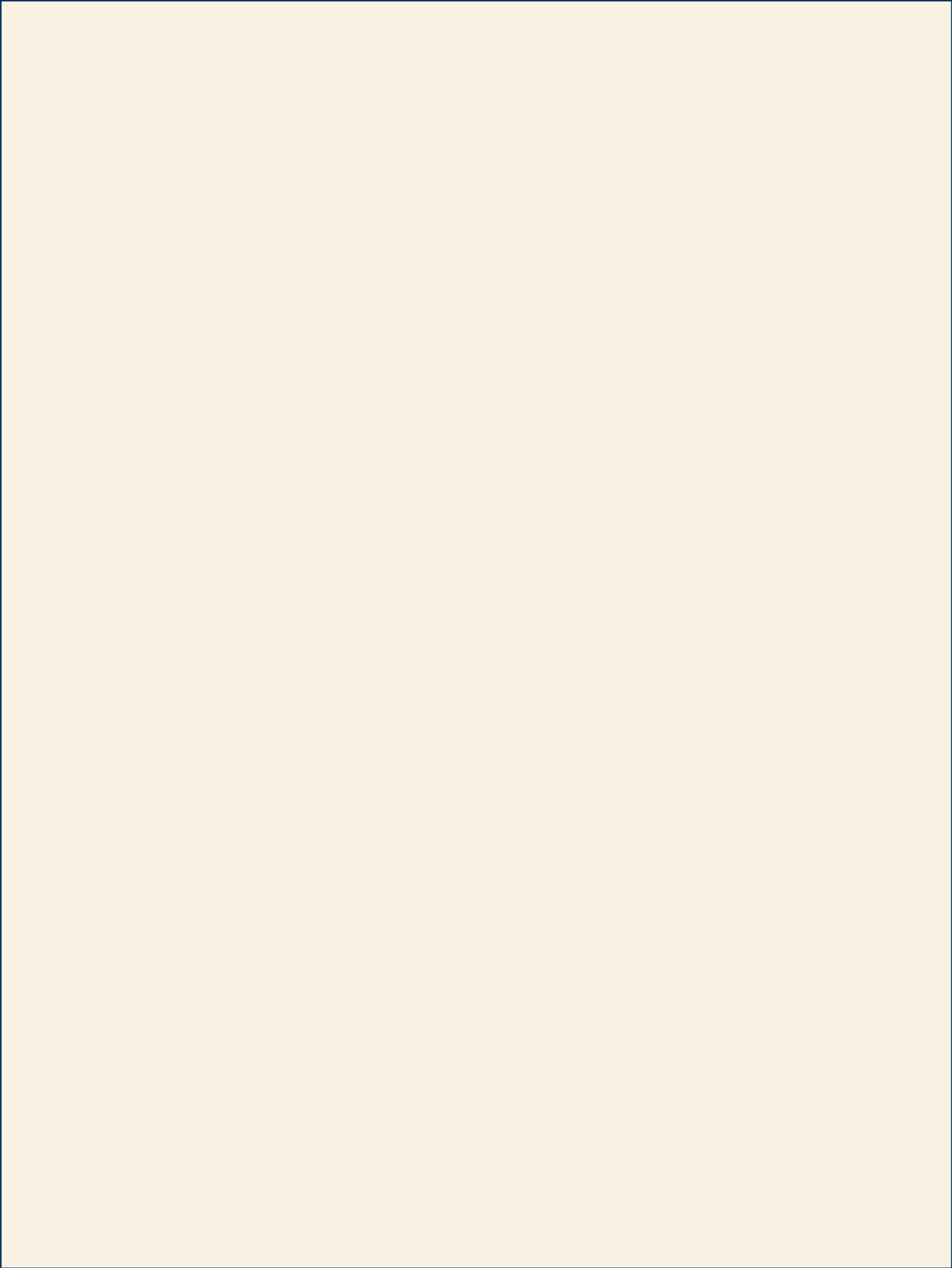
Nevertheless, the difference between Level 2 and Level 3 is not the amount of detail included but the use made of it. Level 3 requires analysis and therefore a few moments identifying the different aspects to be covered can help students to produce a structured response instead of one which is one long paragraph containing facts apparently scattered at random. Planning and analysis is also very important for Level 4 in the extension question. Part b questions will normally ask for some kind of evaluation, such as identifying the most important reason. It does not require a substantially different answer from a Level 3 response but it does need the analysis to be sustained over more than one point being made and prioritisation or evaluation to be explained in the conclusion even if it does not run throughout the answer. However, candidates should note that a conclusion which simply sums up what has already been said ('In conclusion we can see ...') is not the same as evaluating the importance of different reasons.

Marks are included within part b of the extension question for the Quality of Written Communication. There have been few examples of textspeak but the usual problems of 'would of' and misspelling of key words such as soldier, parliament or government can mean that ideas are not communicated clearly.

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