

Examiners' Report
June 2012

GCSE History 5HB01 1C

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Introduction

Over 500 students sat this examination and it was pleasing to see some high quality answers, demonstrating good understanding of the key concepts and themes, supported by accurate detail. It was clear that many students had practised answers to questions set in previous papers and good examination technique allowed students to make effective use of their knowledge. Unfortunately there were also some knowledgeable students who repeated their prepared answers or who wrote about the topic but did not shape that material into an answer for this specific question. Inevitably this report will focus more on problems that were identified, and areas that should be addressed in teaching, than on the truly impressive answers that were seen. However, it should be noted that a number of examiners commented that they had seen individual answers that were of A Level standard in the precision of knowledge and the quality of analysis and argument.

Unit 1 is a Study in Development and therefore students need a good overview of chronology together with an understanding of change and continuity in the key themes. However, they also need a good sense of context for each of the core periods and should be able to explain concepts such as causation, consequence, significance and the role of various factors. Students were knowledgeable on familiar topics such as the Battle of Agincourt, Oliver Cromwell, Florence Nightingale and the Western Front but sometimes did not recognise that the question being asked was not the one they had prepared in class. They sometimes struggled on other, less high profile, topics such as daily life in the army, recruitment, training and discipline. It is important in this unit for them to know each period in depth; but also to develop a thematic understanding of change and continuity in the key themes identified in the specification, for example to understand that the government in the sixteenth century was very different from that in the nineteenth century.

Students should realise that the stimulus material is merely offered as a prompt; they do not have to use it. The stimulus material may take the form of prose, a visual stimulus or bullet points; and it may act as a spring board for comparison, a suggestion of key themes or events, or a reminder to cover both sides of an issue. Although many students use the stimulus material to help them structure their answers, there are always excellent answers which make little use of the stimulus; while answers which merely repeat the stimulus material without developing it will gain no marks. It is possible to gain full marks by developing the points arising in the stimulus material but students should not rely on the stimulus material as providing all they need. They must be able to explain the significance of the details offered in the stimulus material and will normally need to add additional contextual detail. There is a big difference between stating that something is an example of change, or that something was important or effective, and demonstrating it through a detailed explanation supported by relevant and accurate details.

Students should realise that when questions are set, there will not normally be any overlap of material and therefore they will not normally benefit from attempting to use the stimulus material for one question in their answer to another. Students who attempted to do so sometimes failed to score any marks because they had not recognised the different time-frames or the different themes in the questions. However, it should also be noted that the specification explicitly states that the Extension Studies may draw on material from the core.

It was very pleasing to see evidence of planning in these longer answers and some well structured essays. However, a number of students begin their answer with an introduction which basically repeats the question ('In this essay I shall be looking at ..'). If teachers wish to encourage their students to do this in order to focus on the question, that is understandable, but it does not contribute to the mark and, especially if time is short, it could be omitted.

Examiners reported few blank pages or unfinished answers where students were clearly running out of time and it was clear that a number of students 'worked backwards' and answered the longest question (5 or 6) first, leaving the 4-mark question 1 until the end.

Students should be reminded of the need to express themselves clearly, in accurate and grammatical English. Textspeak, colloquialisms and errors such as "he done it" or "this would of mean't" can mean that the answer is unclear but can also affect marks in the final question, where Quality of Written Communication is assessed, and will also affect the allocation of specific marks for spelling, punctuation and grammar in future examinations.

There has also been a noticeable trend in the past few years of a deterioration in handwriting. Students now rarely write at length and at speed apart from in examinations and would perhaps benefit from more practice. Examiners work hard to decipher poor handwriting but it is difficult to keep a sense of the overall analysis being offered when having constantly to pause.

Question 1

In a large proportion of the scripts where extra paper was used, the paper was taken for question 1 yet this very rarely had an effect on the mark. It is possible to gain the full 4 marks in a relatively short answer so in some cases the examiner did not need to read the material on the extra page. In other cases, the student offered detail from own knowledge which could not be rewarded, meaning that some lengthy answers scored only 2 marks or even less. While this does not have much impact on the overall mark, it often has a major impact on the time available to complete the longer, more heavily weighted questions.

All that is required in this question is one inference about change, based on the sources being used in combination. Students are not expected to make separate inferences from each source or to explain why this change happened – they just need to identify it and provide a clear reference to each source. There are no marks here for discussion of continuity or for source evaluation.

However, students should be explicit about the nature of the change identified; simply stating that there has been a 'massive' change or that the sources showed a change in attitude is not making the inference about change clear. Saying that the sources are different (Source A suggests .. whereas in Source B ...) is not quite the same as explaining what change has occurred. Similarly, using Source B to show that change has occurred without any reference to Source A often leaves the examiner wondering if such implicit understanding can be rewarded at Level 2.

A number of answers begin with a description of the sources before identifying the change, but the best answers begin with the inference of change and then highlight the details in the sources which led to that inference. In these answers students were usually explicit about the use of each source to make an inference: for example 'The comment in Source B about no-one having seen the commander before ..'. There is no need to copy out long quotations: a reference to the source detail or two or three words in quotation marks would be sufficient to show how the inference has been drawn from the two sources.

However, the majority of students have been well prepared for this question and scored the full four marks. The most common inferences were that the relationship between the commander and his men was initially close; or that soldiers would feel he identified with them because he fought amongst them /took the same risks but the relationship became more remote; or they did not even recognise him because he did not come among them / they had not seen him before / he was a tactician at the rear rather than a fighter.

Answers which went into detail on the Battle of Agincourt or the Western Front, or about recruitment, the structure of the army or the nature of warfare, were not based on the sources and failed to answer the question.

- 1 What can you learn from Sources A and B about changes in the relationship between army commanders and their soldiers?

Explain your answer, using these sources.

(4)

It is clear from Source A that in the 15th Century army commanders were more visibly and actively involved in the fighting, ^{in many ways,} and were 'just another soldier'. The relationship is one of 'almost equality'. Henry V, who would have been leading the army, is involved in hand-to-hand ~~combat~~ combat like the other soldiers, the only thing to distinguish him is his crown. The relationship between him and his soldiers is, therefore, one whereby he is equal except in his 'status', i.e. equal in his role. However, Source B makes it clear that by the time of the First World War army commanders were far more removed and far less equal with their fellow soldiers. ^{compared with Source A} The soldiers rarely see the commander, Haig, and he was not in combat but 8-15 miles away. Therefore a relationship that is unequal in role and status.

(Total for Question 1 = 4 marks)



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Examiner Comments

The answer makes very clear use of the sources to draw inferences about changes in relationship between the commander and the soldiers.



ResultsPlus

Examiner Tip

The best answers state the inference about change at the start and then provide support from the sources to show how that inference has been made.

- 1 What can you learn from Sources A and B about changes in the relationship between army commanders and their soldiers?

Explain your answer, using these sources.

(4)

from both sources you learn that the English Army were powerful, you also learn they had good techniques from both source you learn they had good techniques 'Army headquarters would normally be found about 8-15 miles away from the frontline' This shows they weren't close to the enemy. This also shows they had good knowledge.



ResultsPlus
Examiner Comments

This does not focus on the relationship between the commander and the men. Also there is only one reference to the sources.

Question 2

Answers to this question were very mixed in quality. Students should recognise the emphasis in the question stem and also the specific focus in the alternatives provided. The role of cavalry is a key element in the changing nature of warfare, and both the Battle of Naseby and the Crimean War are case studies in this specification, yet there were a number of answers which were extremely vague and lacked any sense of context.

Naseby was by far the more popular option although many students simply provided a narrative of the battle. Even when the role of cavalry was emphasised the focus of the answer was not always on how effectively cavalry was used. For Level 3 there needed to be some consideration of what was the purpose of using cavalry or what role cavalry played in the overall battle strategy.

Nevertheless, some answers were excellent, providing an assessment of the effectiveness of both the royalist and the parliamentary cavalry. It was also interesting to see how many answers pointed out that dragoons are mounted infantry rather than cavalry – clearly some students were extremely well taught and keen to display their specialist knowledge.

The option of the Charge of the Light Brigade was much less popular and some students had little to say but others wrote with great precision, about not just the event itself but the role of cavalry in battles where heavy artillery was deployed. They were often keen to explain that some cavalry did in fact reach the end of the North Valley, or to place the charge into the overall context of the battle.

It was noticeable that many Level 3 answers were shorter than Level 2 ones because they were focused, whereas Level 2 answers frequently produced answers which were basically 'all I know about cavalry / this battle'. A few students attempted to cover both options and then compare them; this usually resulted in superficial coverage and a lack of focus. A more common problem was the answer where generalised detail or a lack of contextualisation did not make it clear which option had been chosen.

2 The boxes below show two examples of the use of cavalry.

Choose **one** and explain how effectively the cavalry was used.

(9)

Cavalry in the Battle of Naseby in the English Civil War.

The Charge of the Light Brigade in the Crimean War.

The Charge of the Light Brigade was ~~so~~ a clear example of terrible leadership. The cavalry was used to very bad effect. Accounts of the event tell the story of a suicidal ~~run~~ ride into smoke and cannon fire. Many men and their horses died within minutes, and the sheer ~~amount~~ amount of blood spilt shows ~~the~~ the ineffectiveness of the Charge.

Some could argue that this charge of cavalry ~~was~~ did result in casualties, but was effective in pushing back Russian troops. ~~The~~ Some cavalry did reach the ~~the~~ lines of defending Russians, ~~and~~ and some of the opposing force were killed. This however must only be considered as a consolation for the charge which was ultimately a very ineffective use of cavalry.

The simple tactics deployed by the cavalry were not adequate. One account of a soldier involved in the charge said that they were "hacking like demons" into the smoke from cannons. It was stupid to attempt an attack on the Russians, ~~with~~ who were well armed with cannons and muskets, when the soldiers of the Light Brigade were armed only with swords. The idea, execution and tactics behind this use of cavalry were all very ~~was~~ ineffective.



ResultsPlus

Examiner Comments

This is very clear about how cavalry was used in the Charge of the Light Brigade, and why this was ineffective despite the fact that they reached the Russians.

2 The boxes below show two examples of the use of cavalry.

Choose **one** and explain how effectively the cavalry was used.

(9)

Cavalry in the Battle of Naseby in the English Civil War.

The Charge of the Light Brigade in the Crimean War.

The Cavalry in the battle of Naseby was a crucial part of the roundheads successful victory.

Firstly, The roundheads were well trained as Cromwell had introduced his New Model army, which were trained, well equipped and were the beginning of the red uniform of the British Army. Cromwell was the leader of the Cavalry at Naseby, which he trained to be ruthless and deadly.

The first part of the battle mainly involved infantry as both infantry met in the middle of the battlefield. Sir Thomas Fairfax, leader of the roundheads sent riflemen on horseback round the side of a large hedge on the left flank weakening the royalist Cavalry.

Cromwell unleashed his Cavalry on the right flank to save the royalist Cavalry, the infantry of the roundheads were being over weighed by the royalist and needed urgent support. Cromwell defeated the royalist Cavalry and sent part of his to finish off the survivors. What Cromwell did next was crucial to the roundheads winning the battle.

Cromwell then sent his Cavalry round to flank the royalist infantry from both sides, causing the royalist to be attacked from 3 sides, by doing this Cromwell had weakened the infantry from his Cavalry and the roundhead infantry could advance.

After hours of fighting the royalist finally retreated and the roundheads won. This battle was a key part of the civil war as it decreased.

Charles, chances of winning the war.

Cromwell's Cavalry was a key part as it allowed the roundheads to weaken the royalist infantry from the sides allowing the roundheads to advance, it was also used effectively to chase down survivors in which they could not return and fight in the battle. Cromwell's Cavalry was used correctly and was a main part in winning the battle of Naseby.



ResultsPlus

Examiner Comments

This is a very thorough analysis of the use of cavalry in the Battle of Naseby. The evaluation is shown in phrases like 'What Cromwell did next was crucial in the roundheads winning the battle' and the conclusion is also very focused on the question.

2 The boxes below show two examples of the use of cavalry.

Choose **one** and explain how effectively the cavalry was used.

(9)

Cavalry in the Battle of Naseby in the English Civil War.

prince rupert
wing
parliament
Cromwell

The Charge of the Light Brigade in the Crimean War.

During the Battle of Naseby, in the English Civil War the King's army and Parliamentarians were fighting each other. Oliver Cromwell, leader of the Parliamentarians, won with the help of his leadership and good discipline of cavalry. Prince Rupert made a mistake during the battle as his undisciplined cavalry is shown to chase after Parliament's fleeing soldiers. Cromwell chose good grounds for his men on top of a hill with forest on one side and rough ground the other. When the King's army marched up the battle field to where Cromwell's army were they soon tried to retreat back down the hill. However, when Cromwell ordered his cavalry

to charge they slaughtered any
of the Kings army's soldiers
that they got their hands on
The cavalry ended up surrounding
the Kings army and attacked
them from all sides leaving
the Royalists no where to go
they were outnumbered and
~~they~~ trying to retreat
when they got massacred by
Parment's army.



ResultsPlus

Examiner Comments

This is a descriptive answer - it tells the story of the use of cavalry in the Battle of Naseby but there is little evaluation of how effectively it was used.



ResultsPlus

Examiner Tip

Keep referring back to the question - make sure you are answering it and not just writing everything you know about the topic.

Question 3

This question was slightly more popular than question 4 but a number of students failed to focus on daily life and wrote about weapons and warfare, which was not relevant here. Other answers wrote about daily life in the trenches on the Western Front which was outside the period in the question.

Some students clearly tried to use knowledge gained from previous papers and described the provisioning of a medieval army (SAMS 1) or the recruiting process (June 2011). However, they usually gave an in-depth account of the situation at one point in time and missed the fact that the focus of this question was on change, and therefore this information by itself could not score highly. Some students used the stimulus material as a springboard and their answers focused on using the details to make a contrast between 1450 and 1850. Although this is a valid approach, it was often descriptive, or at best was based on comparison of two 'bookends' rather than an analysis of on-going change. Such answers also tended not to recognise the emphasis in the question command term, 'In what ways', which requires an analysis of change. They identified changes that had taken place but did not comment on their nature or the extent / scale of change that had occurred. This is a key concept in this unit and candidates need to anticipate that such questions will be set. Many answers declared that a 'massive' or 'dramatic' change had taken place which they failed to substantiate.

The stimulus material identified three areas (transport, uniforms and discipline) and many students were able to show good knowledge of change in these areas, identifying the use of steamships and railways, standardised uniform and aspects of discipline within a professional army, or Cardwell's reforms as key stages in change. A number of students also wrote about changes in accommodation and provisioning. Another aspect which was frequently covered (although not strictly daily life), was care of the injured. Here candidates were very knowledgeable about the work of Paré and Florence Nightingale, but they could not always explain what change was being identified.

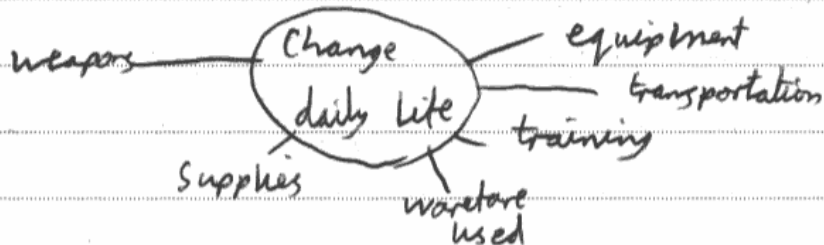
Some answers with excellent knowledge remained at Level 2 because they were basically descriptive and did not discuss change or did not focus on daily life.

Answers were generally very strong on daily life in medieval armies and could make some comments about change, especially in the shift to Cromwell's New Model Army and conditions in the Crimean War. However, too many answers described the situation in medieval armies, and then said it changed, but could not explain the nature of the change or substantiate the comment with examples from a later period. It was interesting how few made comments about daily life during the eighteenth century or at the time of Waterloo. Discipline was also an area of weakness – few mentioned the use of drills and punishments or Cardwell's reforms.

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



In the daily life of a soldier in the English army has changed in many ways in the 1350 to the 1900. The first ~~was~~ major change was transportation in the times of Henry V at Agincourt all of the soldiers and mercenaries had to walk to places and the only supplies they could bring is what they had so they had to supply themselves. The change was meaning that large amounts of supplies and weapons could easily be transported by the use of trains especially in the Crimean where a trainline was built to transport supplies and to transport soldiers making their daily ~~lives~~ ~~lives~~ easier because they did not have to march everywhere.

Another change in the daily life of a soldier was the training that they receive at Agincourt soldiers were trained by commanders all groups getting different training ~~to~~ from different commanders meaning training varied. As for the change in the New ~~was~~ Model

Army training would be the same for everyone and since there were new tactics used in war the ~~also~~ training had to be adapted to suit this change. The change in soldiers daily life would change greatly because they had all the same drills and had to use completely new ~~weapons~~ weapons.

The weapons used in a ~~soldier's~~ soldier's daily changed greatly because of the use of ~~the~~ gunpowder making for a change in training because ~~the~~ the soldiers had use ~~the~~ these new weapons.

Since at Agincourt longbows and swords were the main two weapons in the Cretian and Waterloo muskets take over to become ~~the~~ the dominant weapon meaning soldiers had to practice with muskets which was a ~~new~~ massive change since they had ~~never~~ never fought with them ~~as~~ before making for a great change.

One of the final major changes in a soldier's daily ~~the~~ life was the equipment in the early years of Agincourt mercenaries had to supply their own equipment. But instead the soldier's life changed when equipment was bought for them making for a change in daily life because soldiers were not as poor as before because they

did not need to buy new equipment a great example of this change was in the New Model Army with the Redcoats and new equipment. Overall it is shown ~~clear~~ through this certain time period a great change has been shown in a soldier's daily life.



ResultsPlus
Examiner Comments

This covers change in a range of areas. Good details from across the whole period are used to show change in transport, training and equipment.

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

- ~~1350 = feudal, 2 shilling, no armour, untrained~~
- ~~1500 = Mercenaries 2p, armour, weapons - first standing army~~
- ~~1900 = standing army, uniform, pay, trained, etc. FAJ~~

In 1350 a soldiers had a feudal duty to their lord to be in the army for a limited time. They would receive less pay than a farmer, have to provide their own armour & often useless weapons. These men were untrained and often were more concerned with desertion and going home, or botching during battle. (eg. Royalist baggage train been attacked so early) to make it worth while. They slept in the open, and pillaged for food.

But from around 1400, peasants who owed duty could pay to not fight. In effect, the first war tax. This meant the King could buy mercenaries, who were well trained, armed and provided their own armour. In agincourt in 1415, the majority of the English force were German mercenaries, being paid 2p. Their pay was often late or not at all, as they

were owned by their Captain.

In a way this is when the first standing army occurred, because from here on out, England had largely tried to keep to a small professional army.

By 1900, troops were well paid, with uniforms that resemble camouflage. Because of advancement in technology informing Brits of their ~~for~~ horrible condition in the Crimea. Troops now had good care. ~~They were~~ It was the army's duty to feed and clothe the men. Medical care was greatly improved by Florence Nightingale and troops could sleep in army barracks and not outside.

Lastly, 19th troops all matched because of standardising clothing, weapons (because they needed to be taught to use a musket, which wasn't needed in times of swords) and their health care.



ResultsPlus
Examiner Comments

This answer describes the situation c1350 and shows some changes in the composition of the army c1450, then identifies some changes that happened by 1900. There is some use of relevant information to support the comments but the changes are not explained thoroughly.

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

Plan:

Plan:

- food → shortages → transport / cost
- transport → limited → trains / trucks → island
- Provide for themselves → money / wealth
- Discipline → lazy not enough / too much
- money / trades (work place)
- feudal systems

In The 1350's it was extremely hard to carry out daily life in the English army. This was because of many problems with transport. Transportation has a main part to play with any armies but especially the English army because it was ~~is~~ an island. This ~~caused~~ made life hard in the English army because ~~at~~ you had to travel in boats across the sea. Also it was very hard to live daily life in the 1350's because of the limited uses of transport. It was mainly horse and carriages which transported key things to daily life for example, food, weaponry, the actual soldiers.

It was very hard for the soldiers because the only way they could get from one place to another was ~~through~~ by foot. Where as in the 1900's we see transport involve things like trains, tanks, basic cars ^{and ships,} start to appear. This helps the ~~of~~ daily life of ~~and~~ in the English army greatly. They are now able to transport the soldiers without them being exhausted by the time they reach the place of battle.

Another way in which daily life was changed in the English army was in the late 1600's ~~and~~ ^{to} early 1900's they were given uniforms and weaponry by the army. They often didn't have to pay anything towards the cost of uniform ~~or~~ or weaponry. Whereas in the ~~late 1300's~~ 1300's to the late 1500's uniforms were not provided and neither was weaponry. This resulted in the soldiers having to buy their own. This was a major problem because a lot of the men involved in the army didn't have enough money to supply weapons and protective clothing. Then the feudal system came into place and richer people became part of the English army and

provided themselves with a horse and major battle equipment eg a sword, metal plate armor ect

Another reason ~~was~~ a way daily life changed in the english army was the method of training and discipline. In the 1380 the soldiers were disciplined by individual commanders. This was very difficult for the army because different commanders would discipline differently resulting in confusion when the army came together as one. Whereas it developed into ~~many~~ rules being put in place and methods of training so this meant that when the army came together they were all as one and worked as a unit understanding each tactic command and discipline method that was put into action.



ResultsPlus
Examiner Comments

This answer mainly describes the situation c1350; there is very little about change and it is not supported with relevant detail.



ResultsPlus
Examiner Tip

Remember to support your comments with specific details.

Question 4

Just over half of the cohort chose to answer this question on changes in warfare since 1900.

Many students made comments about limited / unlimited or total warfare and also about asymmetrical warfare, although these terms tended to be defined but not really linked to the analysis. The answers usually covered the First and Second World Wars but a pleasing number also mentioned the Falklands, the Gulf War and the Afghan War. A number also brought in knowledge from other units and referred to the German army, nuclear war, the Cold War and the US war in Vietnam. While these are valid examples of changes in warfare, it should be remembered that this is a *British* history unit.

A few focused their answers on changes in warfare before and after 1914. Although examiners looked for ways to credit such answers, the detail was often a comparison of medieval, or at best seventeenth century, warfare with the First World War and made no reference to warfare in the nineteenth century. In other cases, students attempted to use the stimulus material in question 3 and did not appreciate that it was irrelevant for a question on the nature of warfare.

The majority of answers focused on changes in weaponry, with some extremely technical answers giving details of different guns, bombs and missiles, but also looking at the impact these weapons had on the way war was fought, moving from the armies being at close quarters, to remote bombing raids, and then computer guided technology. A large number also looked at the changing involvement of civilians. This covered both the way that civilians became acceptable targets and the way that the 'Home Front' contributed to the war effort. Fewer answers considered the changing methods of recruitment and the character of the army but a number made interesting comments about the 'war on terror'.

Students answering this question were more likely than those answering question 3 to cover the full span of the timescale. However, answers were often unbalanced, with a heavy emphasis on the situation during the First World War. The change from the world wars to the more limited wars in the second half of the century, or the failure to use nuclear weapons after 1945, were often interpreted by students as deliberate choices not to target civilians or not to use superior power after the total warfare of the First and Second World Wars because this would be seen as 'unfair'. There were also attempts to identify a trend showing that the length of wars increased during the century – this was not a valid theory, but again students often gave the impression that agreements were drawn up during the twentieth century to define the style of future wars.

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

Since 1914, warfare has changed greatly, for example, during 1st WW1, new ~~to~~ weaponry was brought onto the battlefield, ~~or~~ such weaponry included planes, tanks and even poisonous gas. Yet these new weapons weren't used to their optimum potential in WW1 as many commanders including General Haig didn't know how to use the weaponry. One prime example ~~or~~ was that tanks were often used separately, they wouldn't work with infantry meaning that little progress was made. Also during the 1st World War, ~~the~~ entire countries devoted themselves to the war effort, and in Britain this entailed the Defence of the Realm Act that was created in 1914, this gave the Government far more power over people and industries. For example, in some industries, strikes were made illegal.

Things started ~~to~~ change during the Second World War. ~~A~~ War was now much more organised than the massed ~~or~~ infantry attacks of

WW1, and ~~armor~~ machines such as tanks and planes were used to greater effect. One prime example of this ~~was~~ change in warfare was 'Blitzkrieg' or lightning war, this was a special tactic used by Nazi forces and it frightened many in mainland Europe. The reason for the fear surrounding Blitzkrieg was that it was so quick, and it would entail bombardment of a particular area, then tanks would advance on a particular target, infantry would then move in also. And they'd have aerial support, and even parachute jumps were used; warfare had changed drastically since 1914.

Warfare during the 2nd world war also affected civilian life more directly than in the First World War, as bombing raids became far more deadly and entire families could be killed in one night during the 'Blitz', a short period between 1940 and 1941. It now seemed that it was necessary to attack civilians rather than just military targets. Although there had been air raids in WW1, the air raids in WW2 were much more deadly. Even the British carried out bombing raids, one particular

Instance was the bombing of Dresden, a
city in Germany, this was allegedly the
worst singular bombing raid of the entire war.

Fast forward many years to the Gulf
War of 1992, technology had come to the
point where it could be mastered. And
now war relied more on ~~the~~ technology such
as missiles that sought out targets rather
than massed infantry attacks. And by using
such means, war involved less ^{front-line} casualties
now than it did previously. ~~Massed infantry~~
the

Massed infantry attacks are now things
of the past, now technology has been
embraced and is used to deadly effect.
Yet civilians are now more directly involved
in the wars, note for example the Blitz
and the dropping of the nuclear bomb on
Hiroshima. Wars are also mostly asymmetrical
wars, one power block versus a much smaller
country such as the Gulf War of 1992 and
the Vietnam war, quite unlike the First and
Second World Wars that were fought
between major forces.



ResultsPlus Examiner Comments

This response shows how the nature of warfare changed as a result of the use of tanks and planes; how the involvement of civilians became important; and describes changes in tactics.

It uses examples from the First and Second World Wars but also the Gulf War, meaning that it covers the whole period in the question.

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

I would say that warfare has changed quite a lot since 1914, one key change being weaponry. During World War 1 the weaponry was rather simple with a basic ~~machine~~ ^{shotgun} gun and the mounted machine gun. The German's would occasionally send over mustard gas in bombshells which would lead to a slow and painful death. By World War 2 there were gas masks which would protect children and soldiers from gas attacks. The attacks also spread to the sea and sky with incidents such as Pearl Harbor. Planes would drop bombs while some pilots would send planes hurtling towards the enemy. Tanks were developed and could fire large ammunition, but were slow moving. Each time one side would introduce something new, the opposite side would try and one-up it with ~~sometimes~~ ~~failing~~ bigger tanks, ships or planes, mostly failing. Nowadays there is many a different weapon vastly improved from before. Rocket launchers are now used and ~~a~~ grenades can be used as a small but effective weapon. Another different change is the length of the war. World War 1 ~~was~~ ~~or~~ ^{only went} on for four years, sometimes seen as the start of 'total' or 'unlimited' war. World War 2 lasted 6 years (from 1939-1945) and seemed much longer ~~as~~ ^{as} men were promised they'd be home for christmas at least each year. Today, Britain is fighting in Afghanistan, as they have done ~~for~~ ^{for} more than 10 years again being promised they'll be home at one point. Recruitment seems to have changed with no use of conscription. This was introduced ~~in~~ at least halfway.

through World War 1, and forced men to join the army. It was used earlier in World War 2 to make sure that they had soldiers. Conscription doesn't seem to be used nowadays, as advertisements for the army are often seen on television.



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Examiner Comments

There are good details being used here to support the comment about changing weaponry, but the point about the length of wars is not really a valid change in the nature of warfare. The final comment about recruitment and conscription is not developed.



ResultsPlus

Examiner Tip

Notice how the lack of paragraphs means that this answer loses any sense of being well thought out and structured.

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

Since 1914, warfare has changed an considerable amount almost 100 years. It has been through 2 world wars and many other battles, and has ~~adapt~~ adapted to changes in technology and industry.

In 1914, the First World War commenced. It was the first use of 'unlimited warfare', which was where all of society was involved in the war effort and a large percentage of the world's countries participated. Because of this, the scale of warfare was huge. Events like the arms race meant that weapons and military products ~~assembled~~ were produced in quantities and with massive destructive capabilities like never before. Warfare was so large scale that in Britain, the defence of the realm meant the government had the power to take over important industries.

However as decades went on, warfare has become more advanced. The Second World War was not as big as WW1, however it was alot more destructive and deadly. New tactics like the German 'Blitzkrieg', which included a variety of infantry, bombing and tanks all in one, meant that WW2 was what was know as a 'war of movement', in contrast of that to WW1 which predominantly had trench warfare.

~~When~~ Aircraft was a huge part of WW2, especially the Battle of Britain. It was used to ~~bomb~~ bomb countries such as Germany and Britain, and it caused mass ~~or~~ scale damage on the homefront unlike previous wars.

The development nuclear weapons ~~in~~ towards the end of WW2 has meant that ~~as~~ since WW2 ended, there has been no major world war battles. Although nuclear weapons are destructive, and the thought of nuclear warfare makes everyone tremble with fear, it has surprisingly brought about 70 years of peace, due to MAD (mutually assured destruction). This means that any ~~or~~ barge nuclear which could ~~over~~ would ~~cause~~ ^{ensure} destruction for everyone.

In 80's, particularly the ~~First~~ 1st Gulf War, we have seen the impact of modern warfare on a small ~~and~~ nation. Known as a-symmetrical warfare, Americans and English basically destroyed Iraq to shreds through advanced ~~and~~ superior technology. Operation Desert Storm (air attack) saw the use of stealth bombers and advanced bombs, such as dumbbells, which exploded on a huge radius and precision target bombing, allowing accurate bombing. Operation Desert Sabre (~~air~~ ground attack) saw the use of British Challenger tanks and

professional soldiers with an advanced knowledge of tactics. These advances in warfare have come at a cost however, and civilian death tolls can be relatively huge within a short period of time. No homefront is a type of warfare nowadays as it's safe from attack.



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Examiner Comments

This answer takes a chronological approach and shows how, as a result of new weapons, warfare changed from total war to Blitzkrieg, to nuclear war, to asymmetric war.

Question 5

Question 5 was the less popular choice, with just over 200 students choosing to answer it.

Knowledge was often very good with precise details about Harold's forced march after the Battle of Stamford Bridge; the fact that some of his army was weakened through injury or because part of the fyrd went home to get in the harvest; the strength of Harold's position on the hill; the role of the house-carls and the shield wall; the composition of the armies; the different weapons; the tactics used; William rallying his troops; the feigned retreat and Harold's death.

It was also impressive to see how many answers were structured rather than simply a narrative. These were often organised around concepts such as William's strengths, Harold's weaknesses, tactics, or factors such as leadership or luck. Examples included the role of luck for William in that his delay in sailing ended by putting Harold at a disadvantage; William's leadership or skill as a tactician; the feigned retreat which broke the shield wall; and the importance of the archers.

Unfortunately a number of students confused Hastings with Agincourt, Naseby or Waterloo. These answers made reference to archers being placed in trees, 'galling' the French, and cavalry hiding behind a hedge / ridge or chasing the baggage train.

Question 5 (b)

The Roman period is generally well known and this led some students to digress into descriptions of the Roman army, weapons and tactics. Nevertheless, many could offer precise details about the recruitment of Roman soldiers – the physical requirements, the pay, the period of service, the pension and so on, although limited use was made of the bullet point about auxiliary troops. There was also good knowledge about the way a feudal army was recruited, including the mention of scutage (although some thought this was a form of payment made to soldiers), and the fact that Henry V's army contained many mercenaries.

Students were less confident on training. They could often describe training in the Roman army to perform set piece tactics but they were unsure about training in a feudal army. Yet a number of answers did explain that mercenaries were trained professionals, that feudal armies might train in small groups but not as a whole, and that both knights and archers only became skilled after years of practice.

The best answers could identify a range of similarities and differences in both recruitment and training. For example both armies recruited on the basis of nationality and had sections of skilled professionals, but the Romans had physical requirements whereas the feudal army was recruited on the basis of land ownership. The Romans constantly drilled as a whole in set tactics, while training in Henry V's army tended to take place individually before the army was raised. The point was also made that the Roman army was a standing army, whereas the medieval army was raised for a specific campaign and a limited time. An interesting comparison was made sometimes between the 'foreign' element of Roman auxiliaries and mercenaries. Some students tried to compare the size of the armies and asserted that the Roman army was much bigger than Henry V's, forgetting that only a limited number would be stationed in any one place.

Answers were often unbalanced, focusing on recruitment more than training, or emphasising differences, although there were many well structured answers that developed a clear line of argument. Even in cases where the student lacked the precise knowledge to support the answer, there was often the recognition that both sides of the issue should be considered, showing that good examination technique is being taught.

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) William won the Battle of Hastings for many reasons. One of them essentially was due to tactics. Harold and the English army were positioned on top of Senlac hill and had built up a shield wall which was unable to be broken by William's archers. But William's cavalry led a feigned retreat and because of this, the shield wall fell apart, and the fyrd followed the French cavalry, not knowing that it was just a false retreat. By the time they realized it was, they tried rebuilding the shield wall but this time it was easily penetrated.

Another reason why William won the Battle of Hastings was because of his leadership. At one point, ~~other~~ in the ~~great~~ battle, the French started to believe that William was dead, ^{so} they lost morale ~~and~~ as they thought they were going to lose. But William had not actually died so he rode around the battlefield and removed his helmet to make sure that his men know that he's alive. William also won the Battle of Hastings ~~with~~ because of Harold's poor leadership. For example, the fyrd going after the French cavalry's false retreat shows how indisciplined they are.

Shows

((a) continued) and how much Harold is not really in control. As a leader, Harold also made some poor choices which affected the Battle of Hastings. For example, before facing William the conqueror, Harold was fighting Harald Godwinson in the Battle of Stamford bridge and immediately after his victory in this battle, he and his army marched straight to Hastings. This meant that his army was fatigued and obviously wouldn't be fighting in their best conditions.

Luck also played a dominant role in this battle. For example, it was unlucky for Harold that Harald attacked right before William was about to sail. It was also lucky for William because he wasn't even going to set sail for England until the winds changed, which set up a smooth course.

In conclusion, William the conqueror won the Battle of Hastings because of his leadership, tactics and good luck. But also because of Harold's bad luck & mistakes which reflect on his leadership too.



ResultsPlus
Examiner Comments

This is a detailed and well organised answer.

(b) Medieval recruitment and training ~~was~~ ^{was} very different to ~~Roman~~ that of the Roman times. The ~~Roman~~ Roman army was paid, organized and well disciplined whereas Henry V's army consisted of many different categories of soldier.

One of the ~~most~~ differences between the ~~Roman~~ two armies was the ~~criteria~~ criteria for a soldier's ~~presence~~ presence. Roman legionaries were expected to have strong calves, powerful arms and shoulders and have tough sinews. They were expected to be of a high physical fitness. This ~~was~~ ~~not~~ strict recruitment method was contrasting to the recruitment of soldiers in to Henry V's army. ~~To be included~~ During the current feudal system, men were expected to deliver 45 days of ~~service~~ military service per year, no matter ~~not~~ how strong they were. Henry accepted any men that turned up to fight for him. The difference in ~~the~~ the quality of the soldier was a large change. Training within the two armies was also ~~a~~ ~~difference~~ showed significant ~~difference~~

(b) continued differences. Whilst the Roman soldiers trained daily, soldiers under the command of Henry received little practice. This contrast was colossal. A Roman legionary trained with the Gladius, ~~practised~~ ~~had~~ ~~practised~~ Pila throwing and marched 20 miles with 60 pound packs each day. ~~The~~ Henry's army did nothing of the sort, ~~so~~ and this difference ~~meant~~ ~~that~~ resulted in Henry's army being quite unprofessional.

However, as well as differences between recruitment and training ~~between~~ systems, there were some similarities. For example, both armies used foreign ~~soldiers~~ men to fight for them. The Romans did this in the form of ~~auxiliary~~ auxiliaries, who were treated ~~badly~~ ~~poorly~~, and were used in battle as if they were pawns on a chess table. ~~The~~ Henry used foreign soldiers in the form of ~~mercenary~~ ~~mercenaries~~ mercenaries, not paid for by scutage. These were crucial in his army ~~because~~ due to the fact that ~~the~~ British troops

((b) continued) focused more on archery than
hard-to-hard combat. Mercenaries occupied
much of the sword-wielding infantry.
Overall, ~~the~~ the ~~same~~ recruitment and
training systems of the Romans, and of
Henry V's army were very different.
Their training, value and method of
recruitment ~~were~~ ^{were} all contrasting.



ResultsPlus

Examiner Comments

This answer has some very good detail used to weigh up similarities and differences in both recruitment and training in order to reach a judgement.



ResultsPlus

Examiner Tip

If you are asked to reach a judgement, make sure you look at both sides of the issue.

(b) Yes. Roman Society was very centralised; all power and wealth was held by the Emperor so a lot of money could be channelled into army equipment and supplies. The size of the Roman army meant that ~~R~~ legionaries could be selected out of millions of men and therefore the required standard was higher. Roman soldiers had to be at least 5 foot 10 inches and meet standards for age, and health; they had medical examinations prior to entry. This ensured that the Romans had the strongest and healthiest army. A reflection of the power and wealth of their Society. As Roman society was centralised with a clear hierarchy Roman armies were very organised; 28 legions of 6,000 men divided into 10 cohorts of 600 men each with 6 centurions an officer, vets, medical staff, engineers, armourers and a priest. They also paid great Roman generals took training very seriously and even used gladiators to show men how to use weapons. Each general was given a manual explaining basic tactics ^{such as high ground for defence} so soldiers could practice these together. They also practised ^{marching to instill discipline and} wedge and tortoise formations.

In contrast Henry V's army in 1415

((b) continued) was made up of some mercenaries and men called to duty by the feudal system. Unlike Roman society the feudal system was decentralised and made knights elite, so the king had little military control over them. Infantry were mainly farmers serving their feudal duty so they had little armour, poor weapons and no training; they weren't together sufficient time to practise complex tactics. Within the feudal system half of the infantry were normally archers. At Agincourt 5,000 out of Henry's 6,000 men were archers. Archery practice was low as the longbow required training in order to function with maximum efficiency. Archers at Agincourt also fought on foot although they had no training in this area.

In conclusion the Roman training was more disciplined and organised and their selective ~~troop~~ recruitment was a reflection of their centralised society whereas Henry's army were only ~~really~~ trained in archery and either recruited by the feudal system or were mercenaries who were unreliable. Henry's men didn't practise certain tactics or manoeuvres together as the Romans did.



ResultsPlus
Examiner Comments

This has some very good detail but it is mainly a description of the Roman army followed by one of Henry V's army. The comparison is mainly implicit; it is only at the end that this explicitly answers the question and makes comparisons.

Question 6

Question 6 was more popular, with just over 300 answers to this question.

Candidates responded to this question in two ways – both of them valid. Some discussed specific examples of different types of recruitment propaganda: Kitchener's poster (often referred to as Haig), the 'Women of Britain say 'Go!'' poster, the 'Daddy, what did you do in the war?' poster, and the images of Germans mistreating civilians or wounded soldiers. Other answers focused on the themes that could be identified: duty and patriotism, the need to protect loved ones, the shame of cowardice, and the moral obligation to fight evil. There were also some answers which looked at the groups being targeted by propaganda – the young men, the wives, groups of friends.

Generally answers were well explained but remained focused on posters. There was little mention of newspaper reports, rallies or newsreels but there were a few anachronisms – the television and radio did not play a role in recruitment propaganda at this point! There were also some answers which strayed from the question and explained why propaganda was necessary, how effective it was or why conscription was introduced.

Question 6 (b)

The causes of the English civil war seem to be well known. Students had excellent knowledge of the situation, identifying the economic issues, the religious issues and the political issues which led to conflict between Charles I and Parliament. Where the answer was structured thematically, many students then reached Level 4 as they showed how these themes interacted or discussed their relative importance. An alternative approach was to show the cumulative effect of events throughout the reign – the restricted grant of customs' duties, religious tensions and Archbishop Laud, the eleven year tyranny / personal rule, ship money, the war with Scotland, the Grand Remonstrance and the attempt to arrest the five MPs. Some students also included the Petition of Right, John Hampden, and the execution of Strafford.

Answers remained at Level 2 if they simply told the story; at Level 3 they needed to show how each factor / event created tension between Charles and Parliament. Students seemed particularly confident when explaining ship money or the significance of the war against Scotland. Although they knew about the religious issues, these were less well handled, with many suggesting that Charles' marriage to Henrietta Maria took place part way through his reign, and claiming it exacerbated existing tensions over beliefs and the appearance of churches. Students tend to assume that all MPs were Puritan and therefore resented Charles' religious policies.

Divine Right was often well explained but students do not always realise that many people at this time, including some MPs, accepted this view. They misunderstand the relationship between monarch and Parliament and tend to see Charles' 'arrogance' and his extravagance as justification for Parliament's actions. Apart from the extension of ship money to inland towns, Charles was not claiming new powers and nor was he trying to reduce Parliament's right to be involved in government; he was simply trying to continue ruling in the tradition of the Tudors and his father at a time when society was changing. Meanwhile Parliament had no official role in government at this time beyond raising taxes and enacting new laws; consequently actions such as restricting the customs' duties or trying to control his choice of ministers could be seen as MPs exceeding their authority. On the whole, Parliament actually wanted to negotiate with the king to reflect their expectations of a different role in government in the light of changes in society. Although there was a growing 'middle class' who wanted more representation, Parliament in no way advocated democracy or religious toleration, yet students tend to see the conflict in very black and white terms, with Charles

trying to create new tyrannical powers for himself and Parliament protecting an established democratic tradition.

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) British recruitment propaganda in the First World War concentrated on three main aspects. One of these was nationalism; as Britain was still in a heavy state of jingoism, it was typical to tap into people's pride for their country - as such, recruitment posters would say things ~~so~~ about helping your country.

It also focused in on people's duty (guilt). This included posters such as children asking fathers what they did in the war, and "Women of Britain say Go!". They promoted seeing ~~to~~ non-fighting men as shameful cowards (such as the white feather tradition).

The last feature was a tendency to show Germans as evil (like a German nurse refusing to help a sick man). This was done to infuriate people so that they would join the war out of hatred for the Germans.



ResultsPlus
Examiner Comments

This identifies several examples of propaganda posters and explains the themes that they used and how they would have led men to volunteer for the armed forces.

(b) one of the very first causes of contention between Parliament and the king was over religion. Many leading MPs were Puritans, extreme Protestants who believed in a very simple style of religion and ^{who} hated the Catholics. Charles I's lifestyle was anything but simple, so much so that he used the country's money and even ~~the~~ made new taxes to fund his way of life. He also had the Bishop put distinctly Catholic ideas in the church, with stained windows and special clothes for Priests. Charles further caused animosity when he married a Catholic, Henrietta Maria.

Another point of religious contention was over the Scottish people, who were Presbyterian, meaning they felt that the church should be run by people of equal rank, not the king. Charles I tried to exercise his control over them, introducing a new prayer book. Parliament sympathised with the Scots.

Perhaps the biggest point of disagreement between the two sides, from which most other arguments stemmed, was over who had the right to rule. Charles followed the view given to him by his father, James I, that was known as the "Divine Right of Kings". This meant that the king had the divinely ordained right to rule, and anyone who disobeyed the king was thus sinning to God. Parliament did not subscribe to this view, what stemmed from here was the way in

((b) continued) which Charles treated the national treasury as his own personal fund, for he saw it as his right. Parliament, who didn't agree to this right, therefore felt that Charles was wasting the taxpayer's money on his own selfish wants, and was not using it for the good of the people.

Another disagreement that seemingly stemmed from here was the power struggle. During Tudor times, immediately preceding Charles I's reign, the power of the king had become absolute. Meanwhile, a group of middle-class MPs had been growing increasingly powerful, and wanted more of a say in the running of the country. The reason why it seemingly stemmed from a difference in a point of view was that Charles saw the MPs as sinning by trying to seize power, whereas Parliament saw it as doing a good deed. However, views aside, it is very likely that the MPs were in it for their own selfish wants, and simply wanted power. Similarly with Charles, who would have felt the way he did because it gave him free reign to do as he pleased.

The tension between the two sides escalated when Parliament tried to control the king's spending, and refused when he requested loans. He forced wealthy businessmen to lend him money, and they therefore sided with Parliament. Furious, Charles

((b) continued) dismissed Parliament twice. He also tried to arrest some MPs, who had previously fled.

then, the early tension in the 1630s was mainly over religion. The what truly got to the tension rising was the dispute over Charles spending. Depending on which view you take, it was a religious viewpoint that made Charles feel the way he did, and parliament, not sharing his view, disliked it. On the other hand, it could have been selfish views. The tension escalated until the war broke out, a year after parliament drew up the Grand Remonstrance protesting the king's actions.



ResultsPlus Examiner Comments

There is good knowledge of detail here but also very good understanding of the context. The answer is clearly structured with a line of argument that shows the interaction between the various causes, especially the religious issues of the 1630s being exacerbated by economic issues: 'Perhaps the biggest point of disagreement .. from which most other arguments stemmed' and 'The tension between the two sides escalated'.

(b) There were many reasons to influence the start of the English civil war. One of these was that Charles believe in the Divine rights of kings so he thought he was king because God wanted him to and that he should have had total power over the country. But at the same time parliament were also wanting more power in decisions over the country. Charles also decided that, so he could pay ~~his~~ ~~det~~ money back which he owed from wars and other things that he would introduce a 'ship tax' this tax already existed but only applied to those who lived on the coast but Charles wanted to change this so

((b) continued) that he would tax everyone on the ship tax even ~~if~~ if they ~~did~~ didn't live near the coast.

Parliament totally disagreed with this and did not want the tax put in place.

Parliament eventually decided to try and limit Charles' right to collect custom ~~and~~ duties. Charles was furious at this he choose to try and arrest five mps in 1642 which caused an upraise in parliament. By this time parliament had already drawn up a list of complaints about Charles ruling, called the Grand Remonstrance.

Eventually the final straw was of Charles shutting down parliament totally, obviously mps were furious at this desion and this

((b) continued) caused the eventually
out break of the English
Civil war. ²

² Also Charles had decided
to get ~~more~~ married but
his wife to be was Catholic
whereas the country at
the time was protestant
this stirred up things with
both the public and parlement.
They believed that Charles
would try and change
the Church all Catholic,
because the Churches
had started being more
decorative.

² Charles was eventually
caught and put to death
because of his actions,
his head was chopped
off and put on display
in public.



ResultsPlus
Examiner Comments

This has good knowledge and does identify some of the causes of the Civil War but it lacks organisation. The lack of paragraphs means that individual points are not presented clearly and, although part of the answer is chronological, other points seem rather random.

Paper Summary

Students should be reminded that it is the quality of the answer, not its length, which determines the level and mark. While it is tempting to pour forth everything that has been learned, 5 minutes spent analysing the question and planning a structured answer, can move a Level 2 answer full of description, to Level 3 or Level 4 focused analysis and argument.

Many examiners commented on answers which started well and then strayed from the focus of the question. If students do not use a plan, they need to check the question regularly and ensure they are still answering that specific question and not simply writing about the topic. Too many potentially good answers, from knowledgeable students, only returned to the question at the end. In many cases there was the sudden realisation that the answer had gone beyond the stated timescale, or had missed the focus of the question, and a hasty additional paragraph or the use of asterisks brought the answer back on track and allowed the answer to reach the top level. However, it could not get high marks within that level because there was not a sustained analysis.

Students generally find it easier to talk about change than about continuity, but teachers should ensure that students are familiar with the key themes of the specification and have some sense of the broad sweep of development throughout the whole period.

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