

Examiners' Report

June 2015

GCSE History 5HB01 1C

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Introduction

This was the first examination of the strengthened specification and it was pleasing to see that many candidates seemed well prepared for the changes in question style and format. Possibly in response to these changes, examiners noted a sizeable number of candidates using the phrase 'from my own knowledge' but this is unnecessary; any additional information about the context in questions (Q) 1 and Q3 or any third aspect in Q4-7 is obviously from the candidate's own knowledge.

Examiners also noted a marked increase in the amount of candidates taking extra paper. It should be noted that the space allocated for each answer reflects the amount of available marks and is intended to allow for some planning work, as well as the written answer in the longer questions. It was noticeable that additional marks were earned on the extra pages by very few of the candidates involved. In the majority of cases the extra pages were taken for the early questions and gained no extra marks yet in many cases these candidates then produced short answers for the later, more heavily weighted questions.

Anecdotal evidence suggests that candidates are being encouraged to use extra pages in the expectation that their paper will then be marked by a senior examiner. This is a false assumption – teams of examiners marked all scanned answers.

The extended answers now offer only two bullet points as a stimulus. This means that candidates need to be familiar with the names, events and terms used in the specification in order to recognise the appropriate chronological period. There has always been the problem of candidates thinking that the 19th century refers to the 1900s but they also need to be able to place the Roman or Anglo-Saxon period accurately and recognise that there may be gaps of hundreds of years between the events about which they are writing when discussing change and continuity.

In the extended answers candidates needed to include additional information of their own and candidates who did not do this could not achieve above 10 marks. Here again, it was important to have a sense of period so that appropriate additional material may be included. Candidates were not required to use the stimulus material but should still aim to have covered three aspects or more in order to be sure that they have covered all sides of the question or the entire timescale.

At Level 3 the candidates analyse the question in order to ensure they address the question that has been asked whereas Level 2 answers tend to provide information about the topic in the question. Another key feature of answers at Level 3 and above is that they explain the link between the question and the detail they provide rather than simply stating that this detail supports or challenges the idea in the question, or that this factor led to change or continuity.

The conclusion is very important at Level 3 and Level 4. At Level 3 many answers will give evidence to support the statement followed by evidence against it and then offer a conclusion that the statement is 'somewhat true' without any sense of an argument building up throughout the answer or any evaluation of the two sides of the argument. The conclusion should evaluate the strength of the evidence on each side and explain how a judgement has been reached. This is a difficult skill so it is not surprising that few candidates can do this at GCSE but it was noticeable that many Level 4 answers included plans that showed the candidate had not only selected relevant information but had established a clear line of argument before starting to write the answer.

Question 1

The basic thrust of this question has not changed – it focuses on the analysis of change. This has not become an evaluation question so comments about continuity could not be rewarded. There were relatively few comments about the reliability of the sources in the question but these again, could not be rewarded. It was also pleasing to see fewer answers wasting time by giving extensive quotations and descriptions.

As before, candidates need to use the sources in combination to identify the nature or extent of change but they must now include additional own knowledge. This can be used to give further detail about the situation in the sources or it can be used to explain the nature or extent of the change that had been identified. In some cases, the additional knowledge was very brief, for example a reference to a uniform being adopted by the New Model Army or an explanation that red was used because it was a cheap dye and could be identified through the smoke on a battlefield. In other cases, more detailed information was simply added at the end and not linked with the sources or with the change that had been identified.

In this question, Source A showed the British army in 1704 wearing brightly coloured uniforms whereas the article in B explained how the new uniform would help to camouflage soldiers. Changes identified by candidates included: changes in appearance because battles were now less likely to be fought in the open or because there was more concern now about casualties to highly trained, professional soldiers. Other answers explained how modern uniform adapted to modern warfare and was intended to make stealthy movement easier, or that modern uniforms often incorporated protective panels.

The most common use of own knowledge was to discuss the adoption of a uniform by the New Model Army, the problems in identifying combatants on a hazy battlefield and the nature of modern warfare. However, candidates should remember that the focus of this question is change between the two sources and lengthy own knowledge is not a guarantee of high marks.

In some cases, candidates were limited in the marks they could achieve because although the answer arose from the situations in the sources, all the details were from own knowledge, with no explicit reference to the sources.

Some excellent answers were characterised by a direct focus on change. These answers started by stating the change that had occurred and then used details from the sources to demonstrate that change, and own knowledge to explain how or why it happened.

It was noticeable that some candidates lacked an accurate chronological sense of context and made invalid comments about the sources or the change that was identified. Candidates also lost marks when they did not focus on the question and identified change in training or recruitment. Some answers discussed the two sources separately and the identification of change was left implicit or different points were highlighted in A and B. It should be noted that identifying a difference between the two sources is not the same as inferring and explaining a change.

Unfortunately, some answers that had a good explanation of the nature of change based on the sources, did not include own knowledge. These could not achieve more than half marks.

1 What do Sources A and B show about changes to the uniform of the British army?

Explain your answer, using Sources A and B and your own knowledge.

(8)

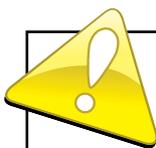
uniform was always standardised but the sources show that warfare has become more about stealth therefore uniform can no longer be bright colours they have to be camouflaged for the soldier so he can't be seen and has a less chance of dying. This uniform change is also a result of tactics change.



ResultsPlus Examiner Comments

This response makes valid comments about change and it is based clearly on the two sources. However, they are not used explicitly and there is no use of own knowledge.

Total = 4



ResultsPlus Examiner Tip

Make sure you do everything the question tells you to do. Identify the sources when you use them and add details from your own knowledge.

1 What do Sources A and B show about changes to the uniform of the British army?

Explain your answer, using Sources A and B and your own knowledge.

(8)

Source A, a painting showing the British army marching into battle in 1704 was around about the time after the battle of Naveby in ~~1704~~ 1645. The British army dyed their coats red in a sense of pride and also so they could tell each other apart on the battlefield. As it ~~is~~ a painting it may be an exaggeration of the color or perhaps just not correct.

Source B shows a newspaper article in 2009, after the Gulf War ~~in~~ in 1991. The 'new camouflage design' means that the soldiers could blend into the background meaning that they could not be seen. Source C states that it will help reduce casualties which is correct as with the red ~~the~~ coats in the battle of Naveby in 1645, a large number of people did die as they could be seen and in the Gulf War with their camouflaged uniform, the coalition, USA, British and French, there were only 350 deaths ~~compared to the 1,000 with 10,000~~ ~~at the~~ The changes to the uniform of the British army is seen in source B as a newspaper article ~~is~~ with a photo meaning that accurately does show the changes on the soldier clearly is camouflaged with it's background.

(Total for Question 1 = 8 marks)



ResultsPlus

Examiner Comments

This answer identifies change, uses the sources and includes own knowledge. It achieves full marks.

Total = 8 marks

Question 2

The groups named in Q2 are named in the specification so it was disturbing to see some blank or very confused answers. Some candidates also misread the question. They provided detail about recruitment, or training, or a description of the Battle of Watling Street that covered the methods of fighting on both sides.

The more popular choice was 'The Romans' but a sizeable number of answers were on 'The Celts': most candidates could provide a range of relevant details confidently. Some answers listed merely those details but many excellent answers provided a clear explanation of how different aspects of the way the soldiers fought affected their overall success. The training and discipline of the Romans, together with their formations, teamwork, and appropriate weapons, were all discussed. The Celts' lack of organisation, intimidating tactics, and their weapons were also well known.

Since the question asks about key features, candidates should provide details on several key aspects of the topic, not simply list them. In addition, there should be some logical organisation to the answer but there is no expectation of argument or evaluation – and there are no marks available for such comments. Some candidates treated this as a high mark question and explained why the Romans were able to defeat the Celts. This was outside the scope of the question and sometimes these answers received low marks despite their good knowledge, because they failed to include the description of key features of the way the soldiers fought, which was the focus of the question.

2 The boxes below show two different societies.

Choose **one** and describe the way their soldiers fought in battle.

(6)

The Celts

The Romans

The Romans didn't have very protective clothing in battle, they only wear body armour but not even much of that so therefore didn't have much protection. They used shields to protect themselves from spears and other objects being thrown at / towards them. ~~the Romans created~~
From my own knowledge, I know that they created

a shield wall in a big group to protect the group and the whole of themselves. It looked like a tortoise and was known as that. They took pride in what they did and showed it during battle by doing everything they could to defeat the enemy.

(Total for Question 2 = 6 marks)



ResultsPlus
Examiner Comments

This answer makes some valid points but they are all rather generalised.

Total = 3 marks

2 The boxes below show two different societies.

Choose **one** and describe the way their soldiers fought in battle.

(6)

The Celts

The Romans

The Roman army was very organised. The army was set into legions and cohorts. A legat or general had control over the legion and all legions were loyal to the empire. Centurions

were in charge of ~~the~~ cohorts.
The Roman army used big rectangle shields and short swords called gladii used for stabbing. They often formed a testudo, or tortoise, forming a compact square protected by shield all the way round with gaps for stabbing. A wedge formation was often used to balance out an uneven battle, which reduced the effective effects of a numerical ~~adv~~ advantage. Roman army reflected Roman society.



ResultsPlus

Examiner Comments

This answer includes a range of specific detail, presented in an organised way. It achieves full marks.

Total = 6 marks

Question 3

This was a totally new-style question for this paper but it is very similar to Q4 in the Unit 3 examination of the previous version of this specification. Most candidates did not seem to find it difficult to answer but they often made the same mistakes as had been seen on Unit 3 previously.

Relatively few candidates assumed that the source's usefulness (or reliability) depended simply on its nature or date. This approach, which took little account of the specific source being assessed, was likely to remain at Level 1, as was a judgement based on the amount, or clarity, of detail in the source.

A focus on the specific source was likely to be Level 2. Some answers discussed the content of the source with the implicit assumption that this information must be useful to the historian. However, many candidates did explain why this information was useful for the historian's enquiry and a number also made links to their own contextual knowledge to show whether it was accurate or if there were gaps in the information. These comments were usually about details of the battle and the most common additional own knowledge was an explanation of the role of the Prussians or of the use of infantry squares.

It was interesting to see a number of candidates discussing the source in terms of accuracy and comprehensiveness, which was a valid way to apply additional contextual knowledge to the information in the source. In some cases, there was little use made of details from own knowledge, they were merely added to the answer in an attempt to validate the source, or the answer became a description of the battle rather than an evaluation of the source. A minority of candidates did not address the question's focus on usefulness to an historian and instead they assessed the source for its usefulness at the time.

Fewer candidates focused on reliability and these were more likely to make assertions without providing supporting evidence or showing how it affected the source's usefulness. The automatic claim that the source was biased was made frequently. There was an implicit assumption that this is a negative point but with no explanation of the bias (towards/against ...?), no details offered to demonstrate this bias and no explanation of the link to utility. Where an explanation was offered it was assumed that Gronow was biased in favour of Wellington because he was fighting under Wellington's command.

Similarly, it was noted often that the source was primary and it was assumed that coming from the period in question it was automatically reliable and valuable, or unreliable because it was written a number of years later. However, some answers did go beyond the fact that Gronow was writing about his personal experience (and therefore assumed to be reliable) to discuss the fact that he was an experienced officer and they suggested that this gave weight to his opinion. Strong answers could also focus on the nature and purpose/intended audience of the source, considering whether or not it was a private or public source, if it was intended to influence other people, or whether or not the circumstances distorted the source content in any way.

Additional knowledge was used usually to discuss the extent of coverage of the battle but some candidates asserted confidently that they knew Wellington did/did not give the order to charge or queried the stated number of French soldiers. However, a number of candidates used a checklist approach here, writing a comment about nature, origin, and purpose but not developing it. Typical of this approach was the comment that as an account based on personal experience it was reliable but since it was written some years later it was not reliable and its purpose was to inform others. There was little development offered, for example a consideration of why Gronow might have wanted to publish his account over 40 years later and whether the delay might have allowed additional information about the battle to emerge.

The best answers combined both elements, considering the usefulness of the content but modifying the judgement about usefulness through a consideration of reliability or whether or not the source could be treated as authoritative. They also recognised the specific focus in the question that the historian's enquiry was about Wellington's victory at Waterloo and not warfare generally. However, there were relatively few answers that recognised all the demands of this question and it was disappointing to see a number of excellent answers that were restricted to 4 marks because they did not include additional own knowledge.

3 How useful is Source C to a historian who is investigating the Duke of Wellington's victory at Waterloo?

Use Source C and your own knowledge to explain your answer.

(8)

Source C is fairly use-ful as it includes information about Wellington's victory and how he gained the victory as he gives information on an order that he gave his men, I know that this order was successful as Wellington himself advanced with his men and just at this point the Prussians turned up and this means they were able to defeat the French and Wellington won.

Source C ~~more~~ has ^{faults} ~~faults~~ which would make it unuseful such as it.

doesn't tell us exactly how Wellington won it just gives an ~~an~~ information on an order he gave but, it doesn't say if this led him to victory. or not.

The ~~relevance~~^{author} of this source may not be trusted, as he is a captain he could be bias towards Wellington by making him look better. He also had only been in the army for 2 years previously so he does not have much experience ~~and~~ of other battles and how they are conducted as in terms of it was successful or not. Also it was published in 1865 a long time after the battle actually happened, so information may have not been accurate or it could have been forgotten.

Overall this source is fairly useful as it gives information on how Wellington led to victory at Waterloo. Also the information can be trusted as Captain Crauw was actually at the battle and knows what happened as he experienced it himself.



ResultsPlus Examiner Comments

The candidate uses own knowledge to assess the usefulness of the source content but also takes into consideration various factors affecting reliability and how authoritative this source is. It achieved full marks.

Total = 8 marks



ResultsPlus Examiner Tip

Remember to look at the usefulness of the content in the light of whether or not it is reliable or representative of the typical situation.

You are also told to use your own knowledge, which could be used to discuss the accuracy of the information or place the source in context when considering reliability.

3 How useful is Source C to a historian who is investigating the Duke of Wellington's victory at Waterloo?

Use Source C and your own knowledge to explain your answer.

(8)

Source C is useful to a historian who is investigating the Duke of Wellington's victory at Waterloo because; it's been written by Captain Gronow who has fought in a number of battles. This implies that he has good experience and knowledge. Source C states 'by the time they began to fire their guns, we were lying down, protected behind the hill.' This shows both sides of armies tactics during the battle of Waterloo during 1815. This shows that this source isn't biased. Captain Gronow uses words such as; 'us' 'we' 'our' across the whole source. This suggest that he was proud and honoured his country. However, Source C is not useful because, it doesn't state if Captain Gronow fought during the battle of Waterloo. This

implies that he's using knowledge from other resources of battles to make an overall judgement on Duke Wellington's decisions during the battle of Waterloo. The account was also published in 1860 by himself. This suggest that no one else has read over to see if it's an accurate source for information.



ResultsPlus
Examiner Comments

This response starts by making valid points about the author and reliability but the comments about the source content are confused.

Total = 3 marks

Question 4

Responses here generally showed good knowledge based on the bullet point stimulus but also demonstrated the importance of question analysis and structure in an answer. A good answer needed to identify the problem, say what action was taken and explain how that solved the problem. It was not enough simply to describe the work of Nightingale and say that she reduced the death rate at Scutari.

Candidates were often unclear about the problems of provisioning an army so far away; some candidates asserted that supplies were taken from Britain across Europe to the Crimea by train and comments about steamships were often quite limited. There was also little discussion of what was needed - for example, tents, clothes, food, fuel - or discussions of the severe winter conditions, or the difficulties in getting supplies from the docks to the troops. Yet there was a number of very knowledgeable candidates who could give specific detail about the speed and capacity of steamships compared with wooden ships and about the railway built between Sevastopol and Balaclava.

The work of Florence Nightingale was usually well known but accounts of her actions were not always linked to a problem or to an explanation of how this solved that problem, which limited these answers to Level 2. There were also impressive references to the work of George Pringle, John Hunter and the origins of the Red Cross but unfortunately, only Pringle was relevant to the Crimean 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 4

Question 5

In the Crimean war, provisioning and medical care was dealt with in many ways. Steamships were used to transport food and drink to the soldiers. Steamships were a quicker way of transporting the soldiers needs and steamships were large so they could contain a lot of things which need to be taken to where the battle was taking place.

Furthermore, Florence Nightingale discovered that cleaner hospitals meant less deaths were caused. At the time no one knew about germs but once Florence cleaned the hospitals it dropped the death rate from 40% to 2%. This meant that less troop members were dying from germs and infection so they will have

a better chance of surviving so they can recover and go back out to battle.

Furthermore, by improving provisioning, soldiers were more organised and prepared for battle and therefore would have a greater chance of winning than if they had to wait a long time for supplies to be ~~then~~ transported. The use of airplanes were also used to transport supplies. This impacted the war as they were able to get supplies to the battle ~~to~~, whereas if they were travelling by road they may not be able to go to where the battle is as there may ~~be~~ not be a road to where it's going. Steamships can also carry large amounts of weight and therefore can transport soldiers as well as supplies. In the Crimean War soldiers were able to have 1 lbs of meat and wine ~~per~~ each day due to improved provisioning.



ResultsPlus Examiner Comments

There is some valid detail about Florence Nightingale included here but nothing else has a sense of the context of the Crimean War and there is little focus on problems and solutions. The mention of airplanes is also confused.

Total = 5 marks



ResultsPlus Examiner Tip

Check the question carefully - 'problems' is part of the question so you need to explain what those problems are.

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

Chosen Question Number:

Question 4

Question 5

There were ~~the~~ many problems of provisioning a medical care during the Crimean war mainly due to the lack of knowledge and technology at the time. Before Crimea it took a very long time for supplies to be transported such as food, equipment, even troops, horses ~~and~~ carried these while the men marched to battle which was exhausting. However ~~the~~ during the Crimea war steamships were used to transport supplies which were organised by the ~~Army~~ ^{War} office in London made in 1722. ~~These~~ ~~the~~ The steamships were needed to carry hundreds of tonnes of supplies to the troops at war and took under 3 weeks to transport from Britain to the bases. It also meant ~~troops~~ There wasn't as much a problem with quantity as an army of ~~and~~ large ~~numbers~~ numbers needed lots of care.

~~There~~ During the Crimean war there was also increasing problems with disease and infection, war reports by William Russell helped ~~the~~ the British populace see the horrible ~~of~~ conditions of the military hospital in Scutari. During this war 80% of deaths were caused by diseases such as cholera while 20% were at battle. This shows the devastating impact of poor medical care and conditions. However Florence Nightingale decided to take a team of nurses to Scutari hospital and improve cleanliness which they succeeded at. They reduced death rates from infection in the hospital from 40% to 2%.

Also a medical corps was created in 1854 and a medical staff were sent to Army medical schools. This led to an improvement in ~~the~~ of soldiers and injections were eventually developed to prevent diseases, also the Red Cross was founded in 1863.

The problem of provisioning was also helped by Peto and Barry who built the first military railway from the port of Balaklava to the front line. This helped a faster transportation of supplies up to 15 times faster than marching which meant that food and equipment were ready when needed. Also Joseph Paxton designed better places for soldiers to live in and Brunel designed more hospitals in neutral areas so help was near.



ResultsPlus
Examiner Comments

There is a clear focus here on explaining the problem and the solution in both provisioning and medical care. There is also excellent use of very specific detail. The answer achieved full marks.

Total = 12 marks

Question 5

This was the more popular choice of question but less able candidates tended to describe recruitment propaganda during the First World War with little recognition that the question asked about change. Some answers recognised the emphasis on change but not the timescale and wrote about recruitment to the feudal army or the New Model Army.

There was excellent understanding of the different ways that propaganda appealed to men: through a sense of duty and patriotism, a sense of adventure, the need to protect families, the idea that Germany was evil and needed to be stopped, and future shame if they did not do 'their bit'. There were also good explanations of the role of the PALs battalions in encouraging recruitment although some were confused about the use of the white feather and appeared to think that men were forced to wear these.

Many candidates said that conscription was introduced although some did not offer many details or explain the nature of the change in recruitment. They were less sure about recruitment during the Second World War or National Service, often assuming this was voluntary and some seemed to confuse this with the American 'draft' but a pleasing number explained the voluntary nature of modern recruitment.

There was a number of good comments about the end of National Service, or that showed that voluntary recruitment in 1900 was linked to duty and patriotism whereas modern recruitment stresses the opportunity for personal development. Those answers that did cover modern recruitment were often Level 3. Other good points raised were about the recruitment of women or the ways in which changing technology has led to different abilities being needed and therefore changes in recruitment.

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

Chosen Question Number: Question 4 Question 5

~~The way that recruitment has~~

There are many ways in which recruitment to the army has changed since 1900. It started as voluntary recruitment, went into a period of conscription, and ~~then~~ now it has returned to voluntary.

At the beginning of the 20th century, enlistment into the army was ~~not~~ optional, ~~the~~ people weren't being forced into joining the army. However this all changed when ~~the~~ the first world war came along, ~~started~~ at the beginning many people ran to join up, fueled by the propaganda that the government had released ~~by~~ about the 'evil' Germans, ~~many~~ ~~big~~ ~~posters~~ ~~and~~ ~~posters~~ ~~like~~ famous posters like 'Your country needs you!' and 'Daddy, what did you ~~do~~ do in the war?' meant gathering new recruits was easy. Despite this, by 1916, the amount of new recruits had declined, and the war was now where near finished, so the government ~~had to~~ ~~come up with~~ ^{brought in} ~~the~~ ~~idea~~ ~~of~~ ~~conscription~~, where every man between the ages of 18 and 45 had to sign up to fight for his country. This ~~increased~~ dramatically increased the number of troops at the government's disposal, in fact, by the end of the first world war 3.5 million soldiers had been enlisted.

After the first world war, enlistment to the army ~~was~~ became voluntary, you ~~were~~ were no longer forced to sign up and fight.

However, as you already know, that ~~was~~ was not to be the last ~~the~~ world war, as in 1939, a second world war began. The government used the same recruitment methods as before, displaying propaganda about Hitler and his Nazis, which included posters, as well as adverts before cinema screenings. The government also spread many ~~rumors~~ ^{rumors}, including one that stated that the Germans were turning ~~people~~ people into soap. On top of this, conscription returned, which meant that once again, ~~people~~ men were being forced to join the army, however it wasn't just for men, in 1941, women began being conscripted into the armed forces.

After the second world war, conscription remained in the form of National Service, which forced each and every British boy to sign up to be in the army for at least two years. National service remained until 1960.

Since 1960, the government have not forced anybody to join the army, making it voluntary only again, however they continue to use things such as propaganda; During the Gulf War of 1991, the media showed execution by Iraqi soldiers to fuel people's desire to ~~join~~

enlist into the army.

Nowadays, we see adverts ~~on~~ on the ~~television~~ television with the slogan 'be the best!' which tries to get people to sign up, however the army remain ^{a lot} ~~relatively~~ smaller than what it was many years ago, at around 100 000 members.

In conclusion, ~~even~~ whilst recruitment has changed quite ~~at~~ a lot ~~since~~ since 1900, it has begun and ended the same, with joining the army a ~~relatively~~ choice.



ResultsPlus

Examiner Comments

This response has an excellent focus on change and covers the whole of the period. Full marks were awarded.

Total = 12 marks

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 4 ☒

Question 5 ☒

Recruitment has changed massively since 1900. ~~Since~~ Before 1900, for example the Romans, would select the best soldiers to battle. This changed with new methods to encourage soldiers to sign up. One method was the 'Pals battalion'. This meant people would sign up with their friends for World War One. This meant the new soldiers would feel more comfortable with their surroundings, rather than being with strangers. This was not seen before 1900 and was a unique scheme to encourage soldiers by being with their friends in the war effort. ~~This also~~ The Pals battalion method also meant soldiers felt more responsibility and passion as they were fighting for themselves as well as their friends.

Propaganda was possibly the most effective method of recruitment as it made the army seem different to reality. Propaganda was used to almost trick people into signing up for the army by making it seem a much nicer place than what it really was.

The most famous example of propaganda is the 'Your country needs you!' poster which wouldn't have been seen before the 1900's as conscription was the main way

of recruiting. Before 1900's this Scutage was very popular, this enabled you to buy your rank rather than work for it, however that changed so they need more persuasive methods to encourage people.

Mercenaries were heavily recruited before the 1900's, especially at the battle of Hastings in 1066. ~~This was foreign~~ These were foreign soldiers who were bought to fight in battle. This is still seen today, but in a very different way. No longer are 'mercenaries' recruited, but foreign people can still fight for the British army for example.

Finally National Service was a way in which everybody between certain ages were made to enter the army after the 1900's. This was used in order to prepare a country that would be ready for war if they needed to be. This recruitment method was used to create the best army possible by having everybody ready for war between the ages of 16-18 and also people who have committed a crime to show them discipline within society.



ResultsPlus
Examiner Comments

This has some valid detail about PALS battalions and some valid comments about propaganda but much of the rest is very confused and out of period.

Total = 7 marks



ResultsPlus
Examiner Tip

Make sure that you check the dates in the question - you will not receive marks for anything that is outside the timeframe.

Question 6

This was a popular choice of question and candidates wrote confidently about the use of the musket and its impact on warfare. Comments included the use of pikemen with musketeers, the use of volleys, the effect on cavalry, the evolution of muskets and the development of dragons.

Candidates were less confident talking about concentric castles and their impact on warfare. Many simply described methods of attacking or defending any castle or stated that castles declined after the invention of gunpowder. Few candidates were able to explain why the development of concentric castles made sieges more likely and changed the nature of an attack on a castle. However, a number discussed the siege of Acre – this is no longer named in the specification but valid comments can still be rewarded.

The longbow was often used as the third aspect. Many candidates could make suitable comments about its use at Agincourt and impact on cavalry although they would have developed a stronger line of argument had they planned their answer and not left the longbow until the end.

Less able candidates described new weapons but could not link this with changes in the nature of warfare, whilst others went outside the timeframe of the question. It was also disappointing to see a number of blank answers – since this question carries 16 marks and the additional 3 marks for *Spelling Punctuation and Grammar* (SPaG), failure to answer had a significant impact on the final mark.

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

Chosen Question Number: Question 6 Question 7

On the one hand, the development of new weapons was the main reason why the nature of warfare changed during 1066-1700. This is due to the invention and development of the longbow, which was made and put into use in 1350. The longbow was a weapon that could shoot arrows at a 900m range and could pierce through flesh, bone and armour. This led to a decline in mounted knights due to them being easier targets for archers. Moreover, it led to a rise in mercenaries – professional and paid foreign soldiers who were trained in operating the longbow. As a result of this, feudal armies and the feudal system (the recruitment system ~~from~~ ^{used} in the Battle of Hasting) began to decline as feudal soldiers were untrained and were only in service for 45 days. The change in the nature of warfare was also due to the use of the musket. The age of gunpowder began

in 1450 but wasn't used effectively until the Battle of Waterloo. However, matchlock muskets were used in the Battle of Naseby in 1645 by the New Model Army - Britain's first professional and paid, 22,000 men army. The use of the musket led to a further ~~decrease~~ decline in mounted knights and made the traditional cavalry charge less effective and this contributed to Cromwell's victory in the Battle of Naseby as well as a change in the nature of warfare.

On the other hand, the development of new weapons was not the main reason for the change in the nature of warfare from 1666 - 1700. This is due to the use and invention of concentric castles. Castles evolved from being made from wood to stone and becoming taller and being surrounded by a ditch or moat in order to decrease the chances of the castles being invaded. Siege warfare was common in this time period and despite new weapons such as cannons, trebuchets and mangonels, sieges often ended due to negotiation; the most effective tactics of stopping sieges were to cut off the enemies supplies in order to force their surrender - new weapons had no effect on the nature of siege warfare. In spite of this, gunpowder weapons such as cannons were delayed in their effective usage as armies were not trained in their usage and the public believed gunpowder to be too violent as muskets had a habit of backfiring. This meant that new weapons such as cannons and muskets did not change the nature of warfare much until after 1700.

Overall, it is my contention that the development of new weapons did change the nature of warfare from 1066 - 1700 to an extent. This is due to the fact that weapons such as the longbow and the musket changed tactics, quality of armies as well as the organisation of armies as both weapons required trained soldiers, which were not feudal soldiers. Moreover, more archers were needed during the age of the longbow, hence why in the Battle of Agincourt, Henry V had 5000 archers out of his 6000 men and 2000 men and more musketeers were needed during the age of gunpowder, hence changing the quality and make-up of armies. Although, the development of castles also changed the nature of warfare as tactics such as encirclement and digging tunnels under the castle were enforced, the development of new weapons ultimately changed the nature of warfare.



ResultsPlus

Examiner Comments

This answer has a clear focus on the question and explains how new weapons had an impact on warfare.

For example, the use of the longbow not only affected the mounted knight but also the training required led to the use of mercenaries and the decline of the feudal army.

The impact of muskets is also covered before an alternative factor to new weapons is examined.

The answer looks at developments in castle design and the use of gunpowder and then evaluates different reasons why the nature of warfare changed

It achieved full marks with 3 marks for SPaG.

Answer = 16 marks

SPaG = 3 marks

Total = 19 marks

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

Chosen Question Number:

Question 6

Question 7

~~The use of tanks~~ The development of weapons was the main reason the nature of warfare changed as the cannons were effective but not the best for battles when needed to quiet too as they took a long time to use and needed more than 1 member to use. Since the castles ~~started~~ were made of such great resistant material it was harder for the ~~tanks~~ cannons to destroy them. So then more efficient bombs were made which only required lighting up and throwing and were more accurate, had a bigger damage.

Once the army realised cannons weren't efficient enough they invented muskets which ~~was~~ was much more effective than bows and cannons. They were able to damage the enemy from a medium distance. But they weren't as effective as long bows at a long range.

The development of new and different weapons certainly allowed battles to be fought easier. As they developed new weapons the change of army tactics also occurred. Army members would no longer use a ~~formation~~ formation with

a shield wall. They would just spread out at different angles and attack the enemies. Even though muskets weren't as effective as long bows, the use of muskets prevented people from using long bows.

The development of weapons also made army train their soldiers as different weapons would mean they needed training to get used to them. This was a very helpful method which helped them perform better in the battle.

The army sizes also changed due to development of weapons as from 10,000 to 100,000. Overall the development of weapons had a huge impact on the change of the nature of warfare as they were able to attack without being in a short range of the opponent. They didn't require use of formation, were able to destroy castles easier. ~~They also had a~~



ResultsPlus Examiner Comments

This answer tends to describe developments in weapons in general terms.

Cannon, castles, muskets are mentioned but with little explanation of how they led to changes in warfare.

The answer then makes some general comments about changes in tactics and training but these are not linked clearly to specific new weapons.

The candidate has understood the question but lacks specific details.

Answer = 7 marks

SPaG = 2 marks

Total = 9 marks



ResultsPlus Examiner Tip

You need to be able to support your comments with specific details. This involves thorough revision so that you know relevant information, but then the answer has to explain the connection between the details and the question.

Question 7

Answers, here, often included good detail about tanks but little else. Many answers explained that tanks had a psychological impact on the Germans, who saw them as 'monsters' and explained the way a tank could safely cross no-man's land and reach enemy lines. Answers also pointed out their slowness, mechanical unreliability and the discomfort suffered by the tank crew. However, these answers lacked the recognition that the focus of the question was on why the stalemate was broken – a causation question with one factor suggested as 'the most important reason'.

Comments about the benefits and problems of tanks could reach Level 3 if they related to the stalemate on the Western Front and some candidates produced good answers that differentiated between various tanks or between their use in the battles of the Somme and Cambrai. Strong answers could explain how tactics were adapted to make good use of tanks rather than simply saying that tanks frightened the Germans and 'punched' through the front line.

However, to reach Level 4 there needed to be some evaluation of the use of tanks as 'the most important reason' why the stalemate was broken. Some knowledgeable candidates discussed the tactics of Haig and Rawlinson, the use of artillery, or the policy of attrition, but many answers did not consider any alternative factor and were therefore limited in the marks they could achieve.

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 6

Question 7

~~I agree~~ I don't agree that the use of tanks was the most important factor in the Western front during WW1.

Tanks were big armoured vehicles equipped with big shells and other large weaponry and required a team of men to operate. But tanks were not effective during WW1 and here is why.

Although tanks were fairly armoured their armour was not that effective at keeping the men inside safe. Explosives and weaponry could easily pierce and destroy the armour killing the men inside. Due to large size and number of men required to operate the tank, made it very slow and hard to control due amount of controls needed to steer it. The shells needed to size the tank were very big and heavy which led to only a

few shells being fired as it required numerous men to lift and reload the shells into place.

The main reason for the breakage of the stalemate was the encouragement of the men ^{to} advancing closer to the enemy ~~to~~ and destroying the enemy's key guns and holdpoints. Not just staying put in cover not advancing any further.

Overall I think it was the men's bravery and ingenuity ~~at~~ that ended the stalemate as they advanced toward killing the enemy, unlike the slow ineffective tanks that took too long to fire and took too many men to operate.



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Examiner Comments

This answer focuses on tanks and gives some of the good and bad points about their use.

However, the only point where this is related to the breaking of the stalemate is the comment that it encouraged the men to advance closer to the enemy. For this reason, it stays in Level 2.

Answer = 7 marks

SPaG = 2 marks

Total = 9 marks



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Examiner Tip

Look carefully at the question and work out what its focus is - this is a causation question about why the stalemate was broken, it is not a question just about tanks.

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 6 ☒

Question 7 ☒

On the one hand, the use of tanks was the ~~main reason~~ ^{most important} factor in breaking the stalemate on the western front. This is due to the fact that from my own knowledge, I know these stalemates lasted an incredibly long time as defensive weapons were more effective than attacking ones. When tanks were utilised, it did provide more action from both sides, and therefore it was the most important factor in breaking the stalemate on the western front.

In addition, this was the first time tanks were introduced into wars and therefore people weren't too sure how to defend against them. Therefore, it was harder to use the defensive weapons on the tanks and more drastic measures had to be taken which consequented in the stalemate breaking. This was due to the fact that both sides had to deal with these tanks and they were not easy to deal with.

In contrast however, Haig's policy of attrition was the most important factor in breaking the stalemate on the western front. This was because ultimately, this policy is what won Haig the battle of the Somme and also killed 800,000 German soldiers, killing 400,000 of his own in the process and 20,000 of those on the first day. But the sheer number of troops sent "over the top" eventually broke the Germans down and therefore this is what caused the stalemate to break.

Also, it is clear that the stalemate was eventually going to be broken and this wasn't necessarily down to tanks alone. Other factors such as industry, gas and MG's were also key to the stalemate finally being broken as each

of these weapons were effective in their own way and also meant that as they were used many times, eventually they broke the stalemate. Therefore, tanks contributed to the break in the stalemate but ultimately it wasn't just down to tanks.

Therefore in conclusion, it is my contention that tanks were not the most important factor in breaking the stalemate on the western front, however they did contribute a considerable amount. This is because along with tanks, the policy of attrition conducted by General Haig combined with all the other weapons such as gas used the stalemate was bound to be broken if men kept being sent over the top.

Some people may say that tanks provided retaliation however I wouldn't say it was just tanks, but a combination of all weapons and infantry types.



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Examiner Comments

This answer recognises the focus in the question on why the stalemate was broken and makes valid points about the use of tanks and the policy of attrition.

However, although it states that other factors such as 'MGs' (machine guns) played a role, it does not develop an explanation of this.

Consequently, this answer could not go beyond 10 marks because it had not considered a third aspect, in addition to the two stimulus bullet points.

Answer = 10 marks

SPaG = 3 marks

Total = 13 marks



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Examiner Tip

Make sure that you include a third aspect from your own knowledge; you do not need to say 'from my own knowledge' because this will be obvious to the examiner, but you do need to provide some details, not just mention a third aspect.

Paper Summary

Spelling, punctuation and grammar.

A number of examiners commented on the problems caused by poor handwriting, which sometimes was not even on the lines in the answer booklet. Quite apart from affecting the SPaG mark, if letters and punctuation cannot be identified, poor handwriting causes the examiner to lose the flow of an argument. This is becoming a serious problem at all levels – if the writing is difficult to read an examiner will not be able to understand a badly expressed answer.

Examiners also commented on the frequent failure to use capital letters for names.

There are several difficult words in this specification but candidates should be able to spell key names, and words such as *artillery*, *soldier*, *feudal*, *cavalry*, *propaganda*, *recruitment*, *patriotic* and *national*, especially when they were included in the question.

Punctuation was often basic, only commas and full stops; apostrophes were regularly missing or misused.

Candidates should appreciate that the use of paragraphs not only contributes to SPaG marks but also help to make an argument more structured. Far too many answers consisted of one extended paragraph.

There was little use of 'textspeak' but the use of 'would of' and 'he done' is still fairly common.

Interestingly, there were signs that candidates made an attempt to improve their SPaG on Q6 and Q7, with trial spellings, corrections and reminders clearly visible at the start of some answers.

Conclusion

Generally, candidates responded well to the new format of the question paper. Where marks were lost, it was often as a result of ongoing problems highlighted in previous sessions – confused chronology and failure to analyse and respond to the specific question – rather than a problem associated with the changed examination paper.

However, although there were relatively few blank answers, a large proportion of them were on Q3, which should have been familiar to candidates had they looked at past Unit 3 examinations. In the extended answers it was pleasing to see additional knowledge being brought in by many candidates.

As always, examiners commented on the truly impressive standard produced by a number of candidates – such answers are a pleasure to read.

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

- Check the command term in the question and plan an answer responding directly to the focus of the question, not just the topic or the factor identified in the question.
- Use the mark allocation and available space as a guide to how much detail should be included.
- Do not waste time and paper by writing an introduction that describes the source(s) involved or that restates the question.
- Make sure you write about the correct timescale in the question
- Identify the target concept – is the question about causation, change and continuity, consequences, comparison, significance, evaluating the extent of change etc. Each of these requires a different approach and whilst the same material may be relevant, it should be deployed in a different way.

- Include supporting detail and explain how it supports the comment you are making.
- The stimulus bullet points will usually guide you towards two different sides of the issue or the full range of the timescale.
- The conclusion should evaluate the strength of the evidence on each side and explain how a judgement has been reached.

Grade Boundaries

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

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

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