

Write your name here

Surname

Other names

Centre Number

Candidate Number

**Edexcel GCSE**

## **History B (Schools History Project)**

**Unit 1: Schools History Project Development Study**

**Option 1A: Medicine and Treatment**

**Additional Sample Assessment Material**  
**Time: 1 hour 15 minutes**

Paper Reference

**5HB01/1A**

**You do not need any other materials.**

Total Marks

### **Instructions**

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer Questions 1 and 2, **EITHER** Question 3 **OR** 4 and then **EITHER** Question 5(a) and 5(b) **OR** 6(a) and 6(b).
- Answer the questions in the spaces provided  
– *there may be more space than you need.*

### **Information**

- The total mark for this paper is 50.
- The marks for **each** question are shown in brackets  
– *use this as a guide as to how much time to spend on each question.*
- Questions labelled with an **asterisk** (\*) are ones where the quality of your written communication will be assessed  
– *you should take particular care with your spelling, punctuation and grammar, as well as the clarity of expression, on these questions.*

### **Advice**

- Read each question carefully before you start to answer it.
- Keep an eye on the time.
- Check your answers if you have time at the end.

Turn over ►

S37271A

©2010 Edexcel Limited.

1/1/1



**edexcel**   
advancing learning, changing lives

## Answer Question 1 AND Question 2.

### Question 1

Study Sources A and B.

**Source A:** A statement by the only paid nurse working in a ward for the London poor in 1866.

I had fifty patients. There were four poor women who acted as nurses. They were all old and inexperienced, two could read but none could write. Three got drunk whenever they had the chance. There was a bad supply of towels, and sheets were only changed once in every three weeks.

**Source B:** A ward in a modern NHS hospital at the end of the twentieth century.



©WR Publishing/Alamy



**1** What can you learn from Sources A and B about changes in the standard of medical care from the mid-nineteenth century to the end of the twentieth century?

Explain your answer, using these sources.

(4)

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

**(Total for Question 1 = 4 marks)**



2 The boxes below show two developments which affected medicine.

Choose **one** of these developments and explain its importance.

(9)

The invention of the printing press in the fifteenth century and its effect on medical knowledge and understanding.

The growth of the pharmaceutical industry during the late nineteenth and early twentieth centuries, and its effect on the treatment of illness.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....



(Total for Question 2 = 9 marks)



**Answer EITHER Question 3 OR Question 4.**

**EITHER**

**3** How effectively did the authorities deal with outbreaks of Plague in the period c1350–1665?

(12)

You may use the following in your answer and any other information of your own.

Scenes of the Plague in 1665 showing the Plague Searchers, the killing of cats and dogs and the burying of bodies in the Plague pits.



**(Total for Question 3 = 12 marks)**

**OR**

**4** Why did doctors continue to use bloodletting until the nineteenth century?

(12)

You may use the following in your answer and any other information of your own.

- Blood was one of the Four Humours.
- Medical training was based on the use of Galen's books.
- Pasteur published his germ theory in 1861.

**(Total for Question 4 = 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 3**                     **Question 4**

Dotted lines for writing the answer.



S 3 7 2 7 1 A 0 7 1 6

Handwriting practice area with 20 horizontal dotted lines.





Handwriting practice area with 25 horizontal dotted lines.



**Answer EITHER Question 5 OR Question 6.**

**You must answer both parts of the question you choose.**

**EITHER**

**5 Medicine and Public Health from Roman Britain onwards.**

(a) Describe the main ways in which illness was treated within the home during the Middle Ages.

(9)

\*(b) How important was the role of religion in medicine from Roman Britain to c1600?

(16)

You may use the following in your answer and any other information of your own.

- The Roman goddess of health was called Salus.
- Many works by Galen were preserved in the libraries of monasteries and convents.
- The Christian Church disapproved of dissection.

**(Total for Question 5 = 25 marks)**

**OR**

**6 Public Health c1350 to the present day.**

(a) Describe ways in which the government improved public health provision in the period 1900–45.

(9)

\*(b) How important was technology in improving water supplies and sewage removal in towns from 1350 to 1900?

(16)

You may use the following in your answer and any other information of your own.

- In 1613, Sir Hugh Myddleton and King James I paid for an aqueduct to bring water to London.
- In 1696 an enginehouse was built to pump water to Nottingham.
- After 1875, local authorities were responsible for overseeing the removal of sewage.

**(Total for Question 6 = 25 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 5**                         **Question 6**  

(a) .....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....





(b) .....

Lined writing area consisting of 27 horizontal dotted lines.







**BLANK PAGE**

Every effort has been made to contact the copyright holders where possible. In some cases, every effort to contact copyright holders has been unsuccessful and Edexcel will be happy to rectify any omissions of acknowledgement at the first opportunity.





# Mark Scheme

## Additional Sample Assessment Material

GCSE

GCSE History B (5HB01/1A)

## General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

### Placing a mark within a level mark band

- The instructions below tell you how to reward responses within a level. Follow these unless there is an instruction given within a level. However, where a level has specific guidance about how to place an answer within a level, **always** follow that guidance.
- **2 mark bands**  
Start with the presumption that the mark will be the higher of the two.  
An answer which is poorly supported gets the lower mark.
- **3 mark bands**  
Start with a presumption that the mark will be the middle of the three.  
An answer which is poorly supported gets the lower mark.  
An answer which is well supported gets the higher mark.
- Mark schemes will indicate within the table where, and which strands of QWC, are being assessed. The strands are as follows:
  - i) ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear*
  - ii) select and use a form and style of writing appropriate to purpose and to complex subject matter*
  - iii) organise information clearly and coherently, using specialist vocabulary when appropriate.*

## Unit 1: Schools History Project Development Study

### Option 1A: Medicine and Treatment

Question Number		
1		<p>What can you learn from Sources A and B about changes in the standard of medical care from the mid-nineteenth century to the end of the twentieth century?</p> <p>Explain your answer, using these sources.</p> <p>Target: Inference of change (AO3: 4 marks)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	<p><b>Simple statement</b></p> <p>Student provides general comment or relevant examples from the sources.</p> <p><i>e.g. the standard improved a lot; A shows that people were not always cared for by trained nurses; B shows a high standard of care.</i></p> <p>Award 1 mark for each relevant detail.</p>
2	3-4	<p><b>Developed statement</b></p> <p>An inference about change is made and supported, based on the use of both sources.</p> <p><i>e.g. care for the sick has become more professional with trained nurses; hospitals have better facilities standards of cleanliness in the 20<sup>th</sup> century.</i></p>

Question Number		
2		<p>The boxes below show two developments which affected medicine. Choose <b>one</b> of these developments and explain its importance.</p> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 5px; width: 45%;"> <p>The invention of the printing press during the fifteenth century and its effect on medical knowledge and understanding.</p> </div> <div style="border: 1px solid black; padding: 5px; width: 45%;"> <p>The growth of the pharmaceutical industry in the late nineteenth and early twentieth centuries, and its effect on the treatment of illness.</p> </div> </div> <p>Target: Recall; analysis and evaluation (AO 1 &amp; 2: 9 marks)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	<p><b>Generalised answer is offered with little specific detail.</b></p> <p>Answer provides general comment that could apply to either example, or offers limited detail.</p> <p><i>e.g. it had a big effect on medicine; medical books could be printed; pills could be made more easily.</i></p>
2	4-6	<p><b>Relevant details are offered but the link to the question is left implicit.</b></p> <p>Answer provides information about the development.</p> <p><i>e.g. describes the works printed during the Renaissance - Vesalius, Harvey, Culpepper's Herbal etc; describes the process of making pills or the type of patent medicines being sold.</i></p>
3	7-9	<p><b>The link between the development and its effect on medicine is explicit.</b></p> <p>Answer explains the effect of the development.</p> <p><i>e.g. shows how access to Vesalius' work improved physicians' understanding of anatomy even without dissection; shows how the dissemination of Harvey's work helped physicians to understand the working of the heart and the importance of the circulation of the blood; shows how the books of Vesalius and Harvey corrected the knowledge of many physicians which was based on Galen; shows how printing herbals helped to standardise physicians' knowledge of the effects of plants on the body; shows how industrialisation made it possible to mass produce standardised dosages of medicine; shows how the growth of the pharmaceutical industry meant that brand names became recognised and medicines became standardised rather than personal recipes.</i></p>

Question Number		
3		<p>How effectively did the authorities deal with outbreaks of plague in the period c1350-1665?</p> <p>Stimulus material - scenes of the Plague in 1665 showing the Plague Searchers, the killing of cats and dogs and the burying of bodies in the Plague pits.</p> <p>Target: Recall; analysis; evaluation. (AO 1 &amp; 2: 12 marks)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	<p><b>Simple or generalised comment is offered, supported by some knowledge.</b></p> <p>Student may provide generalised answer with little supporting detail or relevant details on a very limited aspect of the question.</p> <p><i>e.g. they didn't deal with the plague well because they didn't understand how it was spread; they used the same treatments in 1350 as in 1665; they made laws to deal with the plague, bodies were buried in large pits.</i></p>
2	5-8	<p><b>Statements are developed with support from material which is mostly relevant and accurate.</b></p> <p>Answer provides information about government action or states that action would be ineffective because it did not address the cause of the plague.</p> <p><i>e.g. describes the actions of the government and local councils - ordered rubbish to be removed or barrels of tar to be burned, days of prayer to be held, they passed regulations about burials etc; Says that religious actions would be ineffective because they did not address the true causes of the plague; Says that actions by the authorities were not very effective because they didn't understand germs and the fact that the plague was spread by fleas on rats.</i></p>
3	9-12	<p><b>The response shows understanding of the focus of the question and deploys sufficient accurate and relevant material to support the points the student makes.</b></p> <p>Answer explains why actions would be ineffective, showing that they did not address the cause of the plague.</p> <p><i>e.g. explains that actions such as prayer and killing cats would not be effective because the plague was spread by fleas on rats and so killing the dogs and cats could lead to an increase in the rat population, moving rubbish on the roads would not affect the hygiene of people in their houses.</i></p>

Question Number		
4		<p>Why did doctors continue to use bloodletting until the nineteenth century?</p> <ul style="list-style-type: none"> <li>• Blood was one of the Four Humours.</li> <li>• Medical training was based on the use of Galen's books.</li> <li>• Pasteur published his germ theory in 1861.</li> </ul> <p>Target: Recall; analysis, understanding of continuity (AO 1 &amp; 2: 12 marks)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	<p><b>Simple or generalised comment is offered, supported by some knowledge.</b></p> <p>Student may provide generalised answer with little supporting detail or relevant details on a very limited aspect of the question.</p> <p><i>e.g. describes the theory of Four Humours; describes the process of bloodletting; states that Galen's ideas continued to dominate medical treatment.</i></p>
2	5-8	<p><b>Statements are developed with support from material which is mostly relevant and accurate.</b></p> <p>Answer explains why bloodletting was used.</p> <p><i>e.g. explains that Galen recommended bloodletting to balance the 4 Humours; Explains why Galen's ideas dominated medical training.</i></p>
3	9-12	<p><b>The response shows understanding of the focus of the question and deploys sufficient accurate and relevant material to support the points the student makes.</b></p> <p>Answer explains why bloodletting continued to be used</p> <p><i>e.g. explains the role of bloodletting in Galen's treatments and shows how Galen's ideas remained the basis of training and therefore treatment; shows that there was little understanding of disease and therefore the Four Humours was the only coherent system of ideas about cause and treatment of disease and explains how bloodletting fitted into that system.</i></p> <p><b>Reserve top 2 marks for answers that recognise the question focuses on continuity until 19<sup>th</sup> century not simply the Medieval &amp; Renaissance periods.</b></p>

Question Number		
5(a)		Describe the main ways in which illness was treated within the home during the Middle Ages.  Target: Recall; analysis (AO 1 & 2: 9 marks)
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	<b>Simple or generalised comment is offered, supported by some knowledge.</b>  Answer offers broad generalisation or limited detail on one aspect of treatment.  <i>e.g. says that the women of the family were responsible; Says treatment based on herbal remedies or superstition; Provides an example of a herbal remedy.</i>
2	4-6	<b>Statements are developed with support from material which is mostly relevant and accurate.</b>  Answer offers some detail about treatment.  <i>e.g. offers examples of herbal and/or superstitious remedies; explains the role of women in treating illness within the family.</i>
3	7-9	<b>The response shows understanding of the focus of the question and deploys sufficient accurate and relevant material to support the points the student makes.</b>  Answer describes both the role of women in treating illness and provides examples of the treatment.  <i>e.g. explains that medical care was usually carried out by women because of their knowledge of herbs/recipes passed down through generations and provides examples of treatment - herbal /folk remedies.</i>

Question Number		
5(b)		<p>How important was the role of religion in medicine from Roman Britain to c1600?</p> <ul style="list-style-type: none"> <li>• The Roman goddess of health was called Salus.</li> <li>• Many works by Galen were preserved in the libraries of monasteries and convents.</li> <li>• The Christian Church disapproved of dissection.</li> </ul> <p>Target: Recall; analysis; evaluation (AO 1 &amp; 2: 16 marks)  <b>QWC Strands i-ii-iii</b>  Assessing QWC:</p> <ul style="list-style-type: none"> <li>• For the highest mark in a level all criteria for the level, including those for QWC must be met.</li> </ul>
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	<p><b>Simple or generalised comment is offered, supported by some knowledge.</b></p> <p>Offers general comment or provides limited detail.</p> <p><i>e.g. says that religion held back progress during the Middle Ages; States that many hospitals were run by monks/nuns.</i></p> <p>Writing communicates ideas using everyday language and showing some selection of material but the response lacks clarity and organisation. The student spells, punctuates and uses the rules of grammar with limited accuracy.</p> <p><b>NB Do not credit repetition of bullet points without development.</b></p>
QWC i-ii-iii		
2	5-8	<p><b>Statements are developed with support from material which is mostly relevant and accurate.</b></p> <p>Answer offers description of religion affecting medicine.</p> <p><i>e.g. describes the use of prayers, offerings, flagellation &amp; pilgrimages for prevention and cure; Describes how religion influenced the training of physicians.</i></p> <p>Writing communicates ideas using a limited range of historical terminology and showing some skills of selection and organisation of material, but passages lack clarity and organisation. The student spells, punctuates and uses some of the rules of grammar with general accuracy.</p>
QWC i-ii-iii		



<p>3</p> <p>QWC i-ii-iii</p>	<p>9-12</p>	<p><b>The response shows understanding of the focus of the question and deploys sufficient accurate and relevant material to support the points the student makes.</b></p> <p>Answer identifies the role of religion in medicine, explaining positive/negative effect.</p> <p><i>e.g. religious duty of care for the sick meant that monks/nuns ran some hospitals; Emphasis on disease being sent from God meant that they did not search for true cause and cure; Religious control of medical training kept understanding and treatment based on Galen.</i></p> <p>Writing communicates ideas using historical terms accurately and showing some direction and control in the organising of material. The student uses some of the rules of grammar appropriately and spells and punctuates with considerable accuracy, although some spelling errors may still be found.</p>
<p>4</p> <p>QWC i-ii-iii</p>	<p>13-16</p>	<p><b>A sustained analysis is supported by precisely selected and accurate material and with sharply focused development of points made. The answer as a whole will focus well on the question.</b></p> <p>Answer evaluates the importance of religion, taking account of both positive and negative aspects.</p> <p><i>e.g. uses examples as in Level 3 to show positive and negative effects of religion on medicine in order to reach a judgement about the overall effect of religion on the development medicine during this period. Uses examples as in Level 3 to show the role of religion and compare it with another factor in order to assess relative importance.</i></p> <p>Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. The student spells, punctuates and uses the rules of grammar with considerable accuracy, although some spelling errors may still be found.</p> <p><b>NB Reserve top mark for answers which reach an overall conclusion.</b></p>

Question Number		
6(a)		Describe ways in which the government improved public health provision in the period 1900-45.  Target: Recall; analysis (AO 1 & 2: 9 marks)
Level	Mark	Descriptor
	0	No rewardable material  <i>e.g. discusses NHS.</i>
1	1-3	<b>Simple or generalised comment is offered, supported by some knowledge.</b>  Answer offers broad generalisation or limited detail.  <i>e.g. says that government introduced measures aimed to improve public health in the early twentieth century; Says that the government made changes to the organisation of medical care/ provided vaccines/ passed laws to improve the health of children etc.</i>
2	4-6	<b>Statements are developed with support from material which is mostly relevant and accurate.</b>  Provides example(s) of government action.  <i>e.g. the reforms of 1902- 1911, the creation of the Ministry of Health, provision of TB sanatoria, provision of diphtheria vaccines, EMS during WW2.</i>
3	7-9	<b>The response shows understanding of the focus of the question and deploys sufficient accurate and relevant material to support the points the student makes.</b>  Answer describes a range of examples, showing how the government acted to improve public health provision for different groups or at different times.  <i>e.g. improved access to health care for working men; health visitors; free school meals; vaccination campaign; provision of TB sanatoria etc.</i>

Question Number		
6(b)		<p>How important was technology in improving water supplies and sewage removal in towns from 1350 to 1900?</p> <ul style="list-style-type: none"> <li>• In 1613, Sir Hugh Myddleton and King James I paid for an aqueduct to bring water to London.</li> <li>• In 1696 an enginehouse was built to pump water to Nottingham.</li> <li>• After 1875, local authorities were responsible for overseeing the removal of sewage.</li> </ul> <p>Target: Recall; analysis; evaluation (AO 1 &amp; 2: 16 marks)  <b>QWC Strands i-ii-iii</b>  Assessing QWC:</p> <ul style="list-style-type: none"> <li>• For the highest mark in a level <b>all</b> criteria for the level, including those for QWC must be met.</li> </ul>
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	<p><b>Simple or generalised comment is offered, supported by some knowledge.</b></p> <p>Answer offers broad comment or limited detail.</p> <p><i>e.g. technology helped to build aqueducts and sewers; technology became more important as towns grew and needed more water.</i></p> <p>Writing communicates ideas using everyday language and showing some selection of material, but the response lacks clarity and organisation. The student spells, punctuates and uses the rules of grammar with limited accuracy.</p> <p><b>NB Do not credit repetition of bullet points without development.</b></p>
QWC i-ii-iii		
2	5-8	<p><b>Statements are developed with support from material which is mostly relevant and accurate.</b></p> <p>Answer provides examples of technology used to provide water or remove sewage or example of other factor, e.g. role of government.</p> <p><i>e.g. the use of pipes and conduits in towns, the use of pumps, Bazalgette's sewer system, describes the work of Sir Hugh Myddleton; describes 1875 Public Health Act etc.</i></p> <p>Writing communicates ideas using a limited range of historical terminology and showing some skills of selection and organisation of material, but passages lack clarity and organisation. The student spells, punctuates and uses some of the rules of grammar with general accuracy.</p>
QWC i-ii-iii		

<p>3</p> <p><b>QWC i-ii-iii</b></p>	<p>9-12</p>	<p><b>The response shows understanding of the focus of the question and deploys sufficient accurate and relevant material to support the points the student makes.</b></p> <p>Answer analyses the role of technology showing its importance or its limitations or shows importance of other factor(s).</p> <p><i>e.g. explains use of technology for pumping/filtering water or in the construction of sewers by Bazalgette; Explains how lack of finance/overall planning/understanding of the importance of hygiene, limited the role of technology.</i></p> <p>Writing communicates ideas using historical terms accurately and showing some direction and control in the organising of material. The student uses some of the rules of grammar appropriately and spells and punctuates with considerable accuracy, although some spelling errors may still be found.</p>
<p>4</p> <p><b>QWC i-ii-iii</b></p>	<p>13-16</p>	<p><b>A sustained analysis is supported by precisely selected and accurate material and with sharply focused development of points made. The answer as a whole will focus well on the question.</b></p> <p>Answer evaluates the importance of technology through either a thorough analysis of strengths and limitations or by comparison with other factors.</p> <p><i>e.g. uses examples as in Level 3 to show both positive and negative effects of technology and to reach a judgement on its importance; uses examples as in Level 3 to effects of technology in order to compare technology with another factor and assess relative importance.</i></p> <p>Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. The student spells, punctuates and uses the rules of grammar with considerable accuracy, although some spelling errors may still be found.</p> <p><b>NB Reserve top mark for answers which reach an overall conclusion.</b></p>

Write your name here

Surname

Other names

Centre Number

Candidate Number

**Edexcel GCSE**

## **History B (Schools History Project)**

**Unit 1: Schools History Project Development Study**

**Option 1B: Crime and Punishment**

**Additional Sample Assessment Material**

**Time: 1 hour 15 minutes**

Paper Reference

**5HB01/1B**

**You do not need any other materials.**

Total Marks

### **Instructions**

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer Questions 1 and 2, **EITHER** Question 3 **OR** 4 and then **EITHER** Question 5(a) and 5(b) **OR** 6(a) and 6(b).
- Answer the questions in the spaces provided  
– *there may be more space than you need.*

### **Information**

- The total mark for this paper is 50.
- The marks for **each** question are shown in brackets  
– *use this as a guide as to how much time to spend on each question.*
- Questions labelled with an **asterisk** (\*) are ones where the quality of your written communication will be assessed  
– *you should take particular care with your spelling, punctuation and grammar, as well as the clarity of expression, on these questions.*

### **Advice**

- Read each question carefully before you start to answer it.
- Keep an eye on the time.
- Check your answers if you have time at the end.

Turn over ►

S37272A

©2010 Edexcel Limited.

1/1/1



**edexcel**   
advancing learning, changing lives

**Answer Question 1 AND Question 2.**

**Question 1**

Study Sources A and B.

**Source A:** A painting by G. Morland from 1793, showing smugglers unloading their goods.



**Source B:** From the Birmingham Airport guide, October 2008.

A new body scanner 'strips' anyone suspected of smuggling and reveals whether or not they have swallowed drugs. Trained officers can see instantly whether there are drugs concealed in the stomach.



**1** What can you learn from Sources A and B about changes in smuggling between 1793 and 2008?

Explain your answer, using these sources.

(4)

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

**(Total for Question 1 = 4 marks)**



2 The boxes below show two new ways of dealing with crime.

Choose **one** and explain its importance.

(9)

The creation of the Bow Street Runners in the eighteenth century.

The use of computers by the Police Force in the twentieth century.

A series of horizontal dotted lines for writing an answer.





(Total for Question 2 = 9 marks)



**Answer EITHER Question 3 OR Question 4.**

**EITHER**

**3** How far did attitudes to the police service change during the nineteenth and twentieth centuries?

(12)

You may use the following in your answer and any other information of your own.

- Robert Peel chose blue for the police uniform to be different from the army.
- 1856: it was made compulsory for all counties and boroughs to have a police force.
- 1985: the Police Complaints Authority was set up.

**(Total for Question 3 = 12 marks)**

**OR**

**4** How far did methods of punishment change in the period 1350–1750?

(12)

You may use the following in your answer and any other information of your own.

- Most villages in 1350 had a set of stocks or a pillory.
- In 1688, 50 crimes carried the death penalty.
- The Transportation Act was passed in 1719.

**(Total for Question 4 = 12 marks)**





Lined writing area with horizontal dotted lines.



Blank lined writing area with horizontal dotted lines.



**Answer EITHER Question 5 OR Question 6.**

**You must answer both parts of the question you choose.**

**EITHER**

**5 Crime and punishment from Roman Britain onwards.**

(a) Describe the part played by religion in the system of law and order during the Norman period and the Middle Ages. (9)

\*(b) How similar was the role played by the community in the enforcement of law and order in the Anglo-Saxon and Tudor periods? (16)

You may use the following in your answer and any other information of your own.

- Every free male, over the age of twelve, had to belong to a tithing in the Anglo-Saxon period.
- In the Anglo-Saxon period, all freemen had to attend a hundred court, which met every month.
- In the Tudor period, all the local Justices of the Peace met at the Quarter Sessions to hear serious cases.

**(Total for Question 5 = 25 marks)**

**OR**

**6 Changing views of the nature of criminal activity c1450 to the present day.**

(a) Describe the tests that could be carried out if someone was suspected of being a witch in the sixteenth and seventeenth centuries. (9)

\*(b) Why did domestic violence become a crime in 1976? (16)

You may use the following in your answer and any other information of your own.

- In 1928, women gained the vote on equal terms with men.
- In 1971, the charity Refuge opened the world's first women's refuge in London.
- In 1975, the Sex Discrimination Act was passed.

**(Total for Question 6 = 25 marks)**





((a) continued)

A series of horizontal dotted lines for handwritten notes, starting below the text '(a) continued)' and extending across the page.





(b) .....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....





((b) continued)

A series of horizontal dotted lines for writing.

**TOTAL FOR PAPER = 50 MARKS**



S 3 7 2 7 2 A 0 1 5 1 6

**BLANK PAGE**

Every effort has been made to contact the copyright holders where possible. In some cases, every effort to contact copyright holders has been unsuccessful and Edexcel will be happy to rectify any omissions of acknowledgement at the first opportunity.



# Mark Scheme

## Additional Sample Assessment Material

GCSE

GCSE History B (5HB01/1B)

## General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

### Placing a mark within a level mark band

- The instructions below tell you how to reward responses within a level. Follow these unless there is an instruction given within a level. However, where a level has specific guidance about how to place an answer within a level, **always** follow that guidance.
- **2 mark bands**  
Start with the presumption that the mark will be the higher of the two.  
An answer which is poorly supported gets the lower mark.
- **3 mark bands**  
Start with a presumption that the mark will be the middle of the three.  
An answer which is poorly supported gets the lower mark.  
An answer which is well supported gets the higher mark.
- Mark schemes will indicate within the table where, and which strands of QWC, are being assessed. The strands are as follows:
  - i) ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear*
  - ii) select and use a form and style of writing appropriate to purpose and to complex subject matter*
  - iii) organise information clearly and coherently, using specialist vocabulary when appropriate.*

## Unit 1: Schools History Project Development Study

### Option 1B: Crime and Punishment

Question Number		
1		What can you learn from Sources A and B about changes in smuggling between 1793 and 2008?  Explain your answer, using these sources.  Target: Inference about change (AO3: 4 marks )
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	<b>Simple statement</b>  Student provides general comment or relevant examples from the sources.  <i>e.g. the method of smuggling changed a lot; quantities smuggled are smaller in the 20<sup>th</sup> century; 18<sup>th</sup> century smuggling was by sea, goods in barrels were probably brandy; 20<sup>th</sup> century example is of smuggling by air and of drugs.</i>  Award 1 mark for each relevant detail.
2	3-4	<b>Developed statement</b>  An inference about change is made and supported, based on the use of both sources.  <i>e.g. different goods are smuggled; Goods are smuggled in different ways; Goods are smuggled using different transport.</i>

Question Number		
2		<p>The boxes below show two new ways of dealing with crime. Choose <b>one</b> and explain its importance.</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="border: 1px solid black; padding: 5px; width: 45%;"> <p>The creation of the Bow Street Runners in the eighteenth century.</p> </div> <div style="border: 1px solid black; padding: 5px; width: 45%;"> <p>The use of computers by the Police Force in the twentieth century.</p> </div> </div> <p>Target: Recall; analysis of importance (AO 1 &amp; 2: 9 marks)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	<p><b>Generalised answer is offered with little specific detail.</b></p> <p>Answer offers simple comment about importance that could apply to either example or limited detail.</p> <p><i>e.g. it helped to reduce crime; Bow St Runners chased criminals; the computer is a more efficient way of keeping police records.</i></p>
2	4-6	<p><b>Relevant details are offered but the link to the question is left implicit.</b></p> <p>Answer describes the development.</p> <p><i>e.g. describes the origins/work of the Bow St Runners; describes the uses of the computer in police work.</i></p>
3	7-9	<p><b>The link between the development and the way it affected crime is explicit.</b></p> <p>Answers show effects of the development and explains why it was important.</p> <p><i>e.g. shows the importance of the Bow St Runners as the first professional service to catch criminals; shows how the computer has allowed the police to build up a central reservoir of information available to all forces.</i></p>



Question Number		
3		<p>How far did attitudes to the police service change during the nineteenth and twentieth centuries?</p> <ul style="list-style-type: none"> <li>• Robert Peel chose blue for the police uniform to be different from the army.</li> <li>• 1856: it was made compulsory for all counties and boroughs to have a police force.</li> <li>• 1985: the Police Complaints Authority was set up.</li> </ul> <p>Target: Recall; analysis of change and continuity. (AO 1 &amp; 2: 12 marks)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	<p><b>Simple or generalised comment is offered, supported by some knowledge.</b></p> <p>Student may provide generalised answer with little supporting detail or relevant details on a very limited aspect of the question.</p> <p><i>e.g. says that the police were disliked but are now accepted; they were unpopular and were called 'blue lobsters'.</i></p>
2	5-8	<p><b>Statements are developed with support from material which is mostly relevant and accurate.</b></p> <p>Answer describes attitudes towards the police and identifies an example of change.</p> <p><i>e.g. provides examples of attitudes from both periods; identifies one change in the police service which would have an effect on attitudes, e.g. better training &amp; specialisation, introduction of women police, role of police in controlling demonstrations or fighting terror; the creation of 'new' crimes such as car crimes.</i></p>
3	9-12	<p><b>The response shows understanding of the focus of the question and deploys sufficient accurate and relevant material to support the points the student makes.</b></p> <p>Answer discusses nature/extent of change in attitudes towards the police.</p> <p><i>e.g. shows change from hostility to acceptance during 19th century; Shows changes in attitudes due to introduction of car crime; Makes comparison between attitudes in 19th century and in 20th century.</i></p> <p><b>NB Answers are equally valid suggesting attitudes are more, or less, favourable in 20<sup>th</sup> century than in 19<sup>th</sup> century, if the judgement is supported by relevant detail.</b></p>

Question Number		
4		<p>How far did methods of punishment change in the period 1350-1750?</p> <ul style="list-style-type: none"> <li>• Most villages in 1350 had a set of stocks or a pillory.</li> <li>• In 1688, 50 crimes carried the death penalty.</li> <li>• The Transportation Act was passed in 1719.</li> </ul> <p>Target: Recall; analysis of change and continuity. (AO 1 &amp; 2: 12 marks)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	<p><b>Simple or generalised comment is offered, supported by some knowledge.</b></p> <p>Student may provide generalised answer with little supporting detail or relevant details on a very limited aspect of the question.</p> <p><i>e.g. punishments became more severe; the death penalty was used more often; the use of physical punishment remained constant.</i></p>
2	5-8	<p><b>Statements are developed with support from material which is mostly relevant and accurate.</b></p> <p>Answer describes methods of punishment.</p> <p><i>e.g. describes the use of stocks/pillory or transportation; Describes the development of the Bloody Code.</i></p>
3	9-12	<p><b>The response shows understanding of the focus of the question and deploys sufficient accurate and relevant material to support the points the student makes.</b></p> <p>Analyses nature/extent of changes in the methods of punishment in order to reach a judgement.</p> <p><i>e.g. explains the increased severity and range of punishments in use by 1750; discusses the development of transportation as an alternative to the death penalty; shows the continuation of physical and public punishment; may show that the death penalty was not always applied so the Bloody Code was more harsh in theory than in practice.</i></p>

Question Number		
5(a)		Describe the part played by religion in the system of law and order during the Norman period and the Middle Ages.  Target: Recall; analysis; role of a factor (AO 1 & 2: 9 marks)
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	<b>Simple or generalised comment is offered, supported by some knowledge.</b>  Offers an unsupported comment or provides limited detail.  <i>e.g. religion was very important in trials; Offers some detail about Trial by Ordeal, Benefit of the Clergy, sanctuary etc.</i>
2	4-6	<b>Statements are developed with support from material which is mostly relevant and accurate.</b>  Answer provides an example of the role of religion.  <i>e.g. describes Trial by Ordeal/Benefit of the Clergy/Sanctuary etc. identifying the link to religion.</i>
3	7-9	<b>The response shows understanding of the focus of the question and deploys sufficient accurate and relevant material to support the points the student makes.</b>  Answer explains the way in which religious ideas influenced the organisation of law and order through a range of examples.  <i>e.g. the conduct of Trial by Ordeal/the principle of Benefit of the Clergy/principle of sanctuary.</i>

Question Number		
5(b)		<p>How similar was the role played by the community in the enforcement of law and order in the Anglo-Saxon and Tudor periods?</p> <ul style="list-style-type: none"> <li>• Every free male over the age of twelve, had to belong to a tithing in the Anglo-Saxon period.</li> <li>• In the Anglo-Saxon period, all freemen had to attend a hundred court, which met every month.</li> <li>• In the Tudor period, all the local Justices of the Peace met at the Quarter Sessions to hear serious cases.</li> </ul> <p>Target: Recall; analysis, evaluation of similarity. (AO 1 &amp; 2: 16 marks)</p> <p><b>QWC Strands i-ii-iii</b> Assessing QWC:</p> <ul style="list-style-type: none"> <li>• For the highest mark in a level <b>all</b> criteria for the level, including those for QWC must be met.</li> </ul>
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	<p><b>Simple or generalised comment is offered, supported by some knowledge.</b></p> <p>Answer offers brief general comment or limited detail.</p> <p><i>e.g. there was no police force and so the community was responsible for keeping law and order; local courts heard local cases; people in the tithing were responsible for each other.</i></p> <p>Writing communicates ideas using everyday language and showing some selection of material but the response lacks clarity and organisation. The student spells, punctuates and uses the rules of grammar with limited accuracy.</p> <p><b>NB Do not credit repetition of bullet points without development.</b></p>
QWC i-ii-iii		
2	5-8	<p><b>Statements are developed with support from material which is mostly relevant and accurate.</b></p> <p>Provides detail about the role of the community in policing/ punishing crime.</p> <p><i>e.g. describes the hue and cry, tithing, local courts, constables etc. Describes the local setting and humiliation involved in many low level punishments.</i></p> <p>Writing communicates ideas using a limited range of historical terminology and showing some skills of selection and organisation of material, but passages lack clarity and organisation. The student spells, punctuates and uses some of the rules of grammar with general accuracy.</p>
QWC i-ii-iii		

<p>3</p> <p><b>QWC i-ii-iii</b></p>	<p>9-12</p>	<p><b>The response shows understanding of the focus of the question and deploys sufficient accurate and relevant material to support the points the student makes.</b></p> <p>Answer analyses the role of the community, identifying points of similarity and/or difference.</p> <p><i>e.g. similarity in responsibility for the hue and cry, and punishments involving local humiliation; Differences in the role of the JP; increasing direction from the central government during the Tudor period through major trials being conducted by Assize judges.</i></p> <p>Writing communicates ideas using historical terms accurately and showing some direction and control in the organising of material. The student uses some of the rules of grammar appropriately and spells and punctuates with considerable accuracy, although some spelling errors may still be found.</p>
<p>4</p> <p><b>QWC i-ii-iii</b></p>	<p>13-16</p>	<p><b>A sustained analysis is supported by precisely selected and accurate material and with sharply focused development of points made. The answer as a whole will focus well on the question.</b></p> <p>Answer discusses similarity and difference in order to reach a judgement.</p> <p><i>e.g. evaluates aspects of similarity and difference [examples as in Level 3].</i></p> <p>Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. The student spells, punctuates and uses the rules of grammar with considerable accuracy, although some spelling errors may still be found.</p> <p><b>NB Reserve top mark for answers which evaluate the nature/extent of similarity and come to a conclusion.</b></p>

Question Number		
6(a)		Describe the tests that could be carried out if someone was suspected of being a witch in the sixteenth and seventeenth centuries.  Target: Recall; explanation of beliefs. (AO 1 & 2: 9 marks)
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	<b>Simple or generalised comment is offered, supported by some knowledge.</b>  Answer provides general comment or offers limited detail.  <i>e.g. the tests were often based on religion; Identifies possible tests such as swimming the witch, she was made to say prayers, she was searched for the Devil's Mark.</i>  <b>NB ducking was not a test for witchcraft.</b>
2	4-6	<b>Statements are developed with support from material which is mostly relevant and accurate.</b>  Answer describes the conduct of the test(s).  <i>e.g. describes the search of the Devil's Mark; the search for the witch's familiar; the inability to say the Our Father; the swimming test.</i>
3	7-9	<b>The response shows understanding of the focus of the question and deploys sufficient accurate and relevant material to support the points the student makes.</b>  Answer describes the conduct of at least 2 tests and explains the rationale to show why each test was believed to be the sign of a witch.  <i>e.g. explains the rationale behind the search for the Devil's Mark; the relationship between witch and familiar; the rationale behind the swimming test etc.</i>

Question Number		
6(b)		<p>Why did domestic violence become a crime in 1976?</p> <ul style="list-style-type: none"> <li>• In 1928, women gained the vote on equal terms with men.</li> <li>• In 1971, the charity Refuge opened the world's first women's refuge in London.</li> <li>• In 1975, the Sex Discrimination Act was passed.</li> </ul> <p>Target: Recall; analysis of causation (AO 1 &amp; 2: 16 marks)  <b>QWC Strands i-ii-iii</b>  Assessing QWC:</p> <ul style="list-style-type: none"> <li>• For the highest mark in a level <b>all</b> criteria for the level, including those for QWC must be met.</li> </ul>
Level	Mark	Descriptor
	<b>0</b>	No rewardable material
<b>1</b>	<b>1-4</b>	<p><b>Simple or generalised comment is offered, supported by some knowledge.</b></p> <p>Answer offers general reason or limited information.</p> <p><i>e.g. because women were demanding equality; because there was concern about violent crime.</i></p> <p>Writing communicates ideas using everyday language and showing some selection of material, but the response lacks clarity and organisation. The student spells, punctuates and uses the rules of grammar with limited accuracy.</p> <p><b>NB Do not credit repetition of bullet points without development.</b></p>
<b>QWC i-ii-iii</b>		
<b>2</b>	<b>5-8</b>	<p><b>Statements are developed with support from material which is mostly relevant and accurate.</b></p> <p>Answer describes changes in attitudes towards women or violent crime.</p> <p><i>e.g. places the act in the context of the campaign for equality; describes the legal changes in women's rights during the 20<sup>th</sup> century; describes the changing attitude towards violence or government action to protect social groups.</i></p> <p>Writing communicates ideas using a limited range of historical terminology and showing some skills of selection and organisation of material, but passages lack clarity and organisation. The student spells, punctuates and uses some of the rules of grammar with general accuracy.</p>
<b>QWC i-ii-iii</b>		

<p>3</p> <p><b>QWC i-ii-iii</b></p>	<p>9-12</p>	<p>The response shows understanding of the focus of the question and deploys sufficient accurate and relevant material to support the points the student makes.</p> <p>Answer explains reason(s) for the law being passed.</p> <p><i>e.g. shows that groups were campaigning to raise awareness of social problems; Discusses changing role of women in political issues; shows that the law needed to change to reflect changed attitudes about women’s equality &amp; women’s role within marriage; shows that there was a new understanding that domestic abuse was not specifically identified in the way crime statistics were collated and that it was more widespread than was thought; shows the changed attitude of the police towards crimes against women so that that police were more willing to intervene in domestic cases etc.</i></p> <p>Writing communicates ideas using historical terms accurately and showing some direction and control in the organising of material. The student uses some of the rules of grammar appropriately and spells and punctuates with considerable accuracy, although some spelling errors may still be found.</p>
<p>4</p> <p><b>QWC i-ii-iii</b></p>	<p>13-16</p>	<p>A sustained analysis is supported by precisely selected and accurate material and with sharply focused development of points made. The answer as a whole will focus well on the question.</p> <p>Analysis shows interaction of factors to produce change.</p> <p><i>e.g. shows how factors combined to put pressure on both society and parliament to recognise this crime, through the collection of statistics, legal equality for women, together with a change in attitude that made the police more willing to prosecute etc.</i></p> <p>Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. The student spells, punctuates and uses the rules of grammar with considerable accuracy, although some spelling errors may still be found.</p> <p><b>Reserve top mark for answers which show how various factors combined to bring about change in 1976.</b></p>



Write your name here

Surname

Other names

Centre Number

Candidate Number

**Edexcel GCSE**

# History B (Schools History Project)

**Unit 1: Schools History Project Development Study**

**Option 1C: The changing nature of warfare**

**Additional Sample Assessment Material**

**Time: 1 hour 15 minutes**

Paper Reference

**5HB01/1C**

**You do not need any other materials.**

Total Marks

## Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer Questions 1 and 2, **EITHER** Question 3 **OR** 4 and then **EITHER** Question 5(a) and 5(b) **OR** 6(a) and 6(b).
- Answer the questions in the spaces provided  
– *there may be more space than you need.*

## Information

- The total mark for this paper is 50.
- The marks for **each** question are shown in brackets  
– *use this as a guide as to how much time to spend on each question.*
- Questions labelled with an **asterisk** (\*) are ones where the quality of your written communication will be assessed  
– *you should take particular care with your spelling, punctuation and grammar, as well as the clarity of expression, on these questions.*

## Advice

- Read each question carefully before you start to answer it.
- Keep an eye on the time.
- Check your answers if you have time at the end.

Turn over ►

S37273A

©2010 Edexcel Limited.

1/1/



**edexcel**   
advancing learning, changing lives

## Answer Question 1 AND Question 2.

### Question 1

Study Sources A and B.

**Source A:** From a website on the history of Hull.

The final bomb attack of World War I on Hull came in March 1918 when a Zeppelin airship followed the railway line into the city. Six bombs were dropped on the city with six more falling in the fields. The one death of this raid was caused by shock.

**Source B:** A photograph of a computer-controlled 'smart' bomb being released. These were used during the First Gulf War, 1990–91.



1 What can you learn from Sources A and B about changes in bombing during the twentieth century?

Explain your answer, using these sources.

(4)

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

**(Total for Question 1 = 4 marks)**





(Total for Question 2 = 9 marks)



**Answer EITHER Question 3 OR Question 4.**

**EITHER**

**3** In what ways did developments in heavy artillery change the nature of warfare from the start of the English Civil War (1642) to the end of the First World War (1918)?

(12)

You may use the following in your answer and any other information of your own.

- The largest cannon used in the English Civil War needed a team of 16 horses to move them.
- Wellington had 157 artillery pieces at the Battle of Waterloo.
- 600,000 shells were fired by 1,500 guns on the first day of the Battle of the Somme in 1916.

**(Total for Question 3 = 12 marks)**

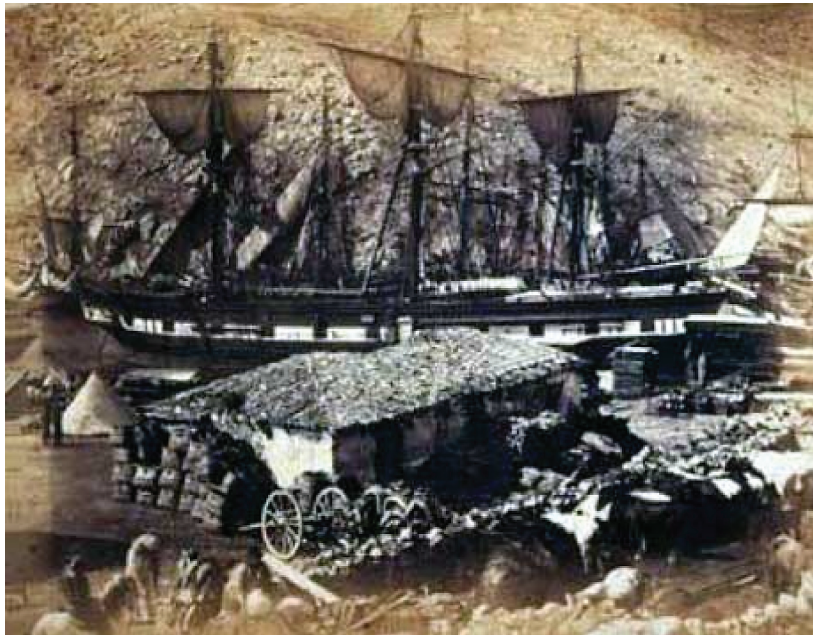
**OR**

**4** How successfully were the problems of the movement and the provisioning of the army dealt with during the Crimean War?

(12)

You may use the following in your answer and any other information of your own.

A painting showing supplies being moved from the British base at Balaclava.



**(Total for Question 4 = 12 marks)**





Handwriting practice area with 20 horizontal dotted lines.





Handwriting practice area with 25 horizontal dotted lines.



**Answer EITHER Question 5 OR Question 6.**

**You must answer both parts of the question you choose.**

**EITHER**

**5 The changing nature of warfare from Roman Britain onwards.**

(a) Explain how Harold and William recruited their armies for the Battle of Hastings in 1066. (9)

\*(b) How similar were the tactics of siege attack during the Norman period and the English Civil War? (16)

You may use the following in your answer and any other information of your own.

- King John's army included miners when he besieged Rochester castle in 1215.
- Trebuchets and siege towers were used in the siege of Kenilworth castle in 1266.
- Cannon and mortar bombs were used to attack Raglan castle during the English Civil War.

**(Total for Question 5 = 25 marks)**

**OR**

**6 Reasons for military conflict c1450 to the present day.**

(a) Describe how the 'Boston tea party' led to the American Declaration of Independence. (9)

\*(b) 'Both sides fighting in the English Civil War believed they were fighting for 'good' against 'evil'. Do you agree with this statement? Explain your answer. (16)

You may use the following in your answer and any other information of your own.

- The king tried to arrest five Members of Parliament in 1642.
- During the English Civil War, the parliamentarians described Charles I as a tyrant.
- Charles I believed in the Divine Right of Kings.

**(Total for Question 6 = 25 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 5**       **Question 6**

(a) .....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....



((a) continued) .....

.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....



(b) .....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....







**BLANK PAGE**

Edexcel Limited gratefully acknowledges the following source in preparation for this paper:  
Source B: US Air Force photo by Tech Sergeant Michael Ammons.

Every effort has been made to contact the copyright holders where possible. In some cases, every effort to contact copyright holders has been unsuccessful and Edexcel will be happy to rectify any omissions of acknowledgement at the first opportunity.





# Mark Scheme

## Additional Sample Assessment Material

GCSE

GCSE History B (5HB01/1C)

## General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

### Placing a mark within a level mark band

- The instructions below tell you how to reward responses within a level. Follow these unless there is an instruction given within a level. However, where a level has specific guidance about how to place an answer within a level, **always** follow that guidance.
- **2 mark bands**  
Start with the presumption that the mark will be the higher of the two.  
An answer which is poorly supported gets the lower mark.
- **3 mark bands**  
Start with a presumption that the mark will be the middle of the three.  
An answer which is poorly supported gets the lower mark.  
An answer which is well supported gets the higher mark.
- Mark schemes will indicate within the table where, and which strands of QWC, are being assessed. The strands are as follows:
  - i) ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear*
  - ii) select and use a form and style of writing appropriate to purpose and to complex subject matter*
  - iii) organise information clearly and coherently, using specialist vocabulary when appropriate.*

## Unit 1: Schools History Project Development Study

### Option 1C: The changing nature of warfare

Question Number		
1		<p>What can you learn from Sources A and B about changes in bombing during the twentieth century?</p> <p>Explain your answer, using these sources.</p> <p>Target: Inference about change (AO3: 4 marks)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	<p><b>Simple statement</b></p> <p>Student offers general comment or provides relevant examples from the source(s).</p> <p><i>e.g. bombing became more precise; bombs dropped from airship; computer controlled bombs used in Gulf War.</i></p> <p>Award 1 mark for each relevant detail.</p>
2	3-4	<p><b>Developed statement</b></p> <p>An inference about change is made and supported, based on the use of both sources.</p> <p><i>e.g. the use of technology allowed targeting to be more precise; using planes rather than airships meant that bombing could be carried out at a longer range by the end of the century.</i></p>

Question Number		
2		<p>The boxes below show two developments in warfare. Choose <b>one</b> and explain its importance.</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="border: 1px solid black; padding: 5px; width: 45%;"> <p>The use of muskets in the English Civil Wars, 1642-49.</p> </div> <div style="border: 1px solid black; padding: 5px; width: 45%;"> <p>The introduction of conscription in 1916 during the First World War.</p> </div> </div> <p>Target: Recall; analysis (AO 1 &amp; 2: 9 marks)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	<p><b>Generalised answer is offered with little specific detail.</b></p> <p>Answer provides comment that could apply to either example, or offers limited detail.</p> <p><i>e.g. it changed the way battles were fought; the musket could kill at 200 paces; conscription made the army much bigger.</i></p>
2	4-6	<p><b>Relevant details are offered but the link to the question is left implicit.</b></p> <p>Answer describes the development.</p> <p><i>e.g. describes the process by which muskets were fired or describes the placing of muskets in overall battle formation; describes conscription or explains why it was introduced.</i></p>
3	7-9	<p><b>The link between the development and the way war was fought is made explicit.</b></p> <p>Answer shows the impact of the development.</p> <p><i>e.g. explains how the musket needed relatively little experience to be used effectively; explains how muskets were slow to be reloaded and therefore needed to be used in combination with other weapons such as pikes; explains how conscription meant that soldiers were no longer professionals and had limited training; explains how conscription meant that a war of attrition could be fought.</i></p>

Question Number		
3		<p>In what ways did developments in heavy artillery change the nature of warfare from the start of the English Civil War (1642) to the end of the First World War (1918)?</p> <ul style="list-style-type: none"> <li>• The largest cannon used in the English Civil War needed a team of 16 horses to move them.</li> <li>• Wellington had 157 artillery pieces at the Battle of Waterloo.</li> <li>• 600,000 shells were fired by 1,500 guns on the first day of the Battle of the Somme in 1916.</li> </ul> <p>Target: Recall; analysis of the impact of change. (AO 1 &amp; 2: 12 marks)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	<p><b>Simple or generalised comment is offered, supported by some knowledge.</b></p> <p>Student may provide generalised answer with little supporting detail or relevant details on a very limited aspect of the question.</p> <p><i>e.g. armies could fire from a greater distance; castles &amp; houses were more vulnerable to attack; heavy artillery was used to create a barrage to weaken the army before an attack in the First World War.</i></p>
2	5-8	<p><b>Statements are developed with support from material which is mostly relevant and accurate.</b></p> <p>Answer describes the use of heavy artillery in warfare.</p> <p><i>e.g. explains the difficulty of withstanding cannon in siege warfare; explains various ways of using heavy artillery in battles, e.g. mortar bombs and the use of shrapnel.</i></p>
3	9-12	<p><b>The response shows understanding of the focus of the question and deploys sufficient accurate and relevant material to support the points the student makes.</b></p> <p>Answer explains the impact of heavy artillery on battle tactics.</p> <p><i>e.g. shows how cannon and heavy artillery affected the placement of troops and the tactics used; shows limitations of heavy artillery and changes made in response to the use of heavy artillery, e.g. the need for large numbers of horses to transport them, large numbers of them were required to be effective, by WW1 trenches and dugouts were used to provide shelter.</i></p>

Question Number		
4		<p>How successfully were the problems of the movement and the provisioning of the army dealt with during the Crimean War?</p> <p>Stimulus material - shows ship, goods unloaded on the dock, a railway with a cart of supplies, men and horses.</p> <p>Target: Recall; analysis; evaluation. (AO 1 &amp; 2: 12 marks)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	<p><b>Simple or generalised comment is offered, supported by some knowledge.</b></p> <p>Student may provide generalised answer with little supporting detail or relevant details on a very limited aspect of the question.</p> <p><i>e.g. says that everything had to be shipped over to the Crimea.</i></p>
2	5-8	<p><b>Statements are developed with support from material which is mostly relevant and accurate.</b></p> <p>Answer describes problems or actions taken in the Crimea.</p> <p><i>e.g. explains the problems of providing food, weapons, medical supplies etc from a distance; explains the difficulty of transporting things from the docks to the army.</i></p>
3	9-12	<p><b>The response shows understanding of the focus of the question and deploys sufficient accurate and relevant material to support the points the student makes.</b></p> <p>Answer explains the initial problems and shows how they were solved.</p> <p><i>e.g. explains how steamships meant supplies could reach the Crimea in less than 3 weeks; Shows that a military railway was built for the 25 miles from the coast to the trenches, which could carry 240 tons of food and supplies a day.</i></p> <p>Reserve top 2 marks for those answers which show that solutions evolved gradually.</p>

Question Number		
5(a)		<p>Explain how Harold and William recruited their armies for the Battle of Hastings in 1066.</p> <p>Target: Recall, analysis of key facts (AO 1 &amp; 2: 9 marks)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	<p><b>Simple or generalised comment is offered, supported by some knowledge.</b></p> <p>Answer provides general comment or limited detail.</p> <p><i>e.g. Harold's army was made up of the fyrd; William had called on his knights.</i></p>
2	4-6	<p><b>Statements are developed with support from material which is mostly relevant and accurate.</b></p> <p>Answer describes the composition or recruitment process of one army.</p> <p><i>e.g. Harold's army was a mixture of his bodyguard and the fyrd; William's army was a mixture of knights and mercenaries.</i></p>
3	7-9	<p><b>The response shows understanding of the focus of the question and deploys sufficient accurate and relevant material to support the points the student makes.</b></p> <p>Answer explains the composition and recruitment process for both armies.</p> <p><i>e.g. Harold's army included his bodyguards who were fulltime, professional soldiers, and the fyrd was landowners who owed military service; William's army included knights who owed him military service and mercenaries.</i></p>

Question Number		
5(b)		<p>How similar were the tactics of siege attack during the Norman period and the English Civil War?</p> <ul style="list-style-type: none"> <li>• King John’s army included miners when he besieged Rochester castle in 1215.</li> <li>• Trebuchets and siege towers were used in the siege of Kenilworth Castle in 1266.</li> <li>• Cannon and mortar bombs were used to attack Raglan castle during the English Civil War.</li> </ul> <p>Target: Recall; analysis of similarity (AO 1 &amp; 2: 16 marks)  <b>QWC Strands i-ii-iii</b>  Assessing QWC:</p> <ul style="list-style-type: none"> <li>• For the highest mark in a level all criteria for the level, including those for QWC must be met.</li> </ul>
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	<p><b>Simple or generalised comment is offered, supported by some knowledge.</b></p> <p>Answer offers general comment or limited detail.</p> <p><i>e.g. tactics were very similar - they both involved starving people out; limited details provided about siege attacks during the Norman period or Civil War.</i></p> <p>Writing communicates ideas using everyday language and showing some selection of material but the response lacks clarity and organisation. The student spells, punctuates and uses the rules of grammar with limited accuracy.</p> <p><b>NB Do not credit repetition of bullet points without development.</b></p>
QWC i-ii-iii		
2	5-8	<p><b>Statements are developed with support from material which is mostly relevant and accurate.</b></p> <p>Answer describes siege tactics.</p> <p><i>e.g. use of archers/cannon to kill defenders; scaling ladders &amp; siege towers to gain entry; catapults of various kinds and mines, to weaken the walls.</i></p> <p>Writing communicates ideas using a limited range of historical terminology and showing some skills of selection and organisation of material, but passages lack clarity and organisation. The student spells, punctuates and uses some of the rules of grammar with general accuracy.</p>
QWC i-ii-iii		



<p>3</p> <p><b>QWC i-ii-iii</b></p>	<p>9-12</p>	<p><b>The response shows understanding of the focus of the question and deploys sufficient accurate and relevant material to support the points the student makes.</b></p> <p>Answer identifies similarity/difference in tactics.</p> <p><i>e.g. makes a comparison between the weapons or strategy used in the Norman period and Civil War showing continued intention of killing defenders/ weakening the walls/gaining access or changes in mechanisms, often due to increased use of gunpowder.</i></p> <p>Writing communicates ideas using historical terms accurately and showing some direction and control in the organising of material. The student uses some of the rules of grammar appropriately and spells and punctuates with considerable accuracy, although some spelling errors may still be found.</p>
<p>4</p> <p><b>QWC i-ii-iii</b></p>	<p>13-16</p>	<p><b>A sustained analysis is supported by precisely selected and accurate material and with sharply focused development of points made. The answer as a whole will focus well on the question.</b></p> <p>Answer evaluates nature/extent of similarity and difference in order to reach a judgement.</p> <p><i>e.g. considers both similarity and difference [examples as in Level 3].</i></p> <p>Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. The student spells, punctuates and uses the rules of grammar with considerable accuracy, although some spelling errors may still be found.</p> <p><b>NB Reserve top mark for answers which reach an overall conclusion.</b></p>

Question Number		
6(a)		Describe how the 'Boston tea party' led to the American Declaration of Independence.  Target: Recall; analysis of key events. (AO 1 & 2: 9 marks)
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	<b>Simple or generalised comment is offered, supported by some knowledge.</b>  Answer offers general comment or limited detail.  <i>e.g. the Americans wanted fairer treatment; Americans dumped tea into the sea.</i>
2	4-6	<b>Statements are developed with support from material which is mostly relevant and accurate.</b>  Answer provides information about the situation 1773-1776.  <i>e.g. describes the Boston Tea Party; describes the grievances of the Americans.</i>
3	7-9	<b>The response shows understanding of the focus of the question and deploys sufficient accurate and relevant material to support the points the student makes.</b>  Answer explains how the Boston tea party acted as a catalyst.  <i>e.g. links the grievances of the Americans to the Boston Tea Party by explaining how the tax on tea was seen as symbolic of other injustices while the response of the British seemed uncaring and prompted further escalation of events.</i>

Question Number		
6(b)		<p>'Both sides fighting in the English Civil War believed they were fighting for 'good' against 'evil''. Do you agree with this statement? Explain your answer.</p> <ul style="list-style-type: none"> <li>• The king tried to arrest five Members of Parliament in 1642.</li> <li>• During the English Civil War, the parliamentarians described Charles I as a tyrant.</li> <li>• Charles I believed in the Divine Right of Kings.</li> </ul> <p>Target: Recall; analysis; evaluation. (AO 1 &amp; 2: 16 marks)  <b>QWC Strands i-ii-iii</b>  Assessing QWC:</p> <ul style="list-style-type: none"> <li>• For the highest mark in a level all criteria for the level, including those for QWC must be met.</li> </ul>
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	<p><b>Simple or generalised comment is offered, supported by some knowledge.</b></p> <p>Opinion is offered or limited detail.</p> <p><i>e.g. they both thought God was on their side; Charles I believed he was resisting rebels; parliamentarians believed Charles was abusing his authority.</i></p> <p>Writing communicates ideas using everyday language and showing some selection of material, but the response lacks clarity and organisation. The student spells, punctuates and uses the rules of grammar with limited accuracy.</p> <p><b>NB Do not credit repetition of bullet points without development.</b></p>
QWC i-ii-iii		
2	5-8	<p><b>Statements are developed with support from material which is mostly relevant and accurate.</b></p> <p>Answer describes the ideas and attitudes involved.</p> <p><i>e.g. describes events leading up the civil war; shows that religion was used in the Civil War by both sides to justify their actions.</i></p> <p>Writing communicates ideas using a limited range of historical terminology and showing some skills of selection and organisation of material, but passages lack clarity and organisation. The student spells, punctuates and uses some of the rules of grammar with general accuracy.</p>
QWC i-ii-iii		

<p>3</p> <p><b>QWC i-ii-iii</b></p>	<p>9-12</p>	<p><b>The response shows understanding of the focus of the question and deploys sufficient accurate and relevant material to support the points the student makes.</b></p> <p>Answer analyses the role of religion and morality in the motives of participants in the war, or offers other motives.</p> <p><i>e.g. explains how events leading up to the civil war were interpreted by each side; shows how the idea of good and evil was used to unite a side and justify their actions; analyses the motives of participants to consider the concept of good and evil; offers alternative motive, e.g. fighting for political control.</i></p> <p>Writing communicates ideas using historical terms accurately and showing some direction and control in the organising of material. The student uses some of the rules of grammar appropriately and spells and punctuates with considerable accuracy, although some spelling errors may still be found.</p>
<p>4</p> <p><b>QWC i-ii-iii</b></p>	<p>13-16</p>	<p><b>A sustained analysis is supported by precisely selected and accurate material and with sharply focused development of points made. The answer as a whole will focus well on the question.</b></p> <p>Answer evaluates importance of religious/moral motivation.</p> <p><i>e.g. analyses the significance of the concept of good and evil as for Level 3 but also considers other motives in order to reach a judgement on how important.</i></p> <p>Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. The student spells, punctuates and uses the rules of grammar with considerable accuracy, although some spelling errors may still be found.</p> <p><b>NB Reserve top mark for answers which reach a judgement.</b></p>