

# Mark Scheme (Results)

Summer 2013

GCSE History B (5HB01/1C)

Unit 1: Schools History Project  
Development Study

Option 1C: The Changing Nature  
of Warfare

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## 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.
- **4 mark bands**  
Start with a presumption that the mark will be the upper middle mark of the four.  
An answer which is poorly supported gets a lower mark.  
An answer which is well supported and shows depth or breadth of coverage 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.*

## Spelling, Punctuation and Grammar Marking Guidance

- The spelling, punctuation and grammar assessment criteria are common to GCSE English Literature, GCSE History, GCSE Geography and GCSE Religious Studies.
- All candidates, whichever subject they are being assessed on, must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Spelling, punctuation and grammar marking criteria should be applied positively. Candidates must be rewarded for what they have demonstrated rather than penalised for errors.
- Examiners should mark according to the marking criteria. All marks on the marking criteria should be used appropriately.
- All the marks on the marking criteria are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the marking criteria.
- Examiners should be prepared to award zero marks if the candidate's response is not worthy of credit according to the marking criteria.
- When examiners are in doubt regarding the application of the marking criteria 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.
- Handwriting may make it difficult to see if spelling, punctuation and grammar are correct. Examiners must make every effort to assess spelling, punctuation and grammar fairly and if they genuinely cannot make an assessment, the team leader must be consulted.
- Specialist terms do not always require the use of complex terminology but the vocabulary used should be appropriate to the subject and the question.
- Work by candidates with an amanuensis, scribe or typed script should be assessed for spelling, punctuation and grammar.
- Examiners are advised to consider the marking criteria in the following way:
  - How well does the response communicate the meaning?
  - What range of specialist terms is used?
  - How accurate is the spelling, punctuation and grammar?

## 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 the way the army provides food for the troops? Explain your answer, using these sources.</p> <div style="display: flex; justify-content: space-between;"> <div style="border: 1px solid black; padding: 5px; width: 45%;"> <p><b>Source A:</b> From a letter written by Private Wheeler in June 1813</p> <p>We are getting badly off for rations. It is now nine days since we had any bread issued to us. We are given wheat but we cannot cook it properly. We get meat every day but after all the marching, the cattle are just skin and bone.</p> </div> <div style="border: 1px solid black; padding: 5px; width: 45%;"> <p><b>Source B:</b> From an article published in the London <i>Metro</i> newspaper, 2009</p>  <p>Soldiers enjoy new ration packs</p> <p>Long gone are the days of bully beef and biscuit. New rations are designed to withstand extreme temperatures and provide a variety of meals to suit all tastes. Each ration pack includes a mixture of dry food and boil-in-the-bag pouches, as well as sachets of seasoning and</p> </div> </div> <p>Target: Inference (AO 3 : 4 marks)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	<p><b>Simple statement</b></p> <p>Student provides relevant details from the sources or makes generalised unsupported comment about change.</p> <p><i>Eg. In the 19<sup>th</sup> century supplies were basic; In the 19<sup>th</sup> century the army took live cattle with them; In 2009 a varied menu was provided; The modern army delivers a wider range of food.</i></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>Eg. Army food has changed from basic menu to a varied range; Supplies in A were unsuitable whereas in B the army caters for different situations.</i></p> <p>Reserve full marks for explicit reference to both sources.</p>

Question Number		
<b>2</b>		<p>The boxes below show two military commanders.</p> <p>Choose <b>one</b> and explain how successful his strategy was in that battle.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 10px; text-align: center;"> <p>Henry V in the Battle of Agincourt, 1415.</p> </div> <div style="border: 1px solid black; padding: 10px; text-align: center;"> <p>Haig in the Battle of the Somme, 1916.</p> </div> </div> <p>Target: Analysis of consequence (AO1 &amp; 2 : 9 marks)</p>
Level	Mark	Descriptor
	<b>0</b>	No rewardable material
<b>1</b>	<b>1-3</b>	<p><b>Generalised answer is offered with little specific detail.</b></p> <p>Answer offers general comment that could apply to either example, or simple comment about individual case.</p> <p><i>Eg. He won the battle; Henry V made good use of archers to defeat the French; Haig planned a frontal attack.</i></p>
<b>2</b>	<b>4-6</b>	<p><b>Relevant details are offered but the link to the question is left implicit.</b></p> <p>Answer offers information with limited commentary.</p> <p><i>Describes the battle strategy &amp; tactics planned by the commander; Describes the situation of the commander – Henry V fighting in the battle, Haig directing the battle from behind the lines; Describes the results of the battle.</i></p>
<b>3</b>	<b>7-9</b>	<p><b>Analysis of the success of strategy and tactics within the context of the battle.</b></p> <p>Answer analyses the success / failure of the strategy and tactics.</p> <p><i>Eg. Shows how Henry V's tactics contributed to success; Shows how Henry V's success was partly due to luck and the weaknesses of the French; Shows how Haig's plan for the Somme had many problems; Shows how the consequences of the Battle of the Somme weakened Germany and thus it had some strategic success.</i></p>

Question Number		
3		<p>How much did army training change in the period c1450-1900?</p> <ul style="list-style-type: none"> <li>• In the Middle Ages armies were often a mixture of feudal levies and mercenaries.</li> <li>• c1600: Firearms such as muskets were in use.</li> <li>• In the eighteenth century, soldiers practised drills regularly.</li> </ul> <p>Target: Evaluation of change and continuity (AO 1 &amp; 2 : 12 marks)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	<p><b>Simple 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>Eg. There was little training during the Middle Ages; Training improved as the army became more professional.</i></p>
2	5-8	<p><b>Statements are developed with support from material which is mostly relevant and accurate.</b></p> <p>Describes example(s) of training in the army.</p> <p><i>Eg. Feudal levies were untrained; Archers and knights needed constant practice to become skilled; The New Model Army was well trained, eg Cromwell's cavalry acted as a disciplined unit; Soldiers needed training to use new weapons such as cannon, muskets etc or to move into formation; The Woolwich Engineering and Military Academy was opened in 1741 to train officers.</i></p> <p>Reserve top of level for answers covering the whole period.</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>Reaches a judgement on nature / extent of change in training.</p> <p><i>Eg. Shows that developments in weapons and tactics meant that training became more important but then simplified weapons needed less skill while changes in tactics required training to manoeuvre effectively; Shows that shift from a mixture of independent units of feudal levies and professional mercenaries, to a permanent army allowed standardised training.</i></p> <p>Reserve top of level for answers covering the whole period.</p>



Question Number		
4		<p>Why did changes in technology lead to changes in strategy and tactics in the period c1600–1900?</p> <ul style="list-style-type: none"> <li>• c1600: Firearms such as muskets were in use.</li> <li>• 1815: Wellington arranged his soldiers in infantry squares at Waterloo.</li> <li>• 1854-55: The British dug trenches for the siege of Sebastopol.</li> </ul> <p>Target: Analysis of causation (AO 1&amp; 2 : 12 marks)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	<p><b>Simple 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>Eg. Changes in weapons meant that tactics had to change; The cavalry charge became less important.</i></p>
2	5-8	<p><b>Statements are developed with support from material which is mostly relevant and accurate.</b></p> <p>Describes changes in technology and / or changes in strategy and tactics.</p> <p><i>Eg. Describes the growing use of firearms or cannon; Describes the use of pikemen to protect musketeers; Describes the declining role of the cavalry charge; Describes the use of heavy cannon and the beginnings of trench warfare in the Crimea.</i></p> <p>Reserve top of level for answers covering the whole period.</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>Explains a range of reasons why changes in technology led to changes in strategy and tactics.</p> <p><i>Eg. Analyses the effect of the use of firearms and heavy artillery on the role of cavalry in a battle; Explains the changes in battle order as a result of the need to protect musketeers or the use of artillery to protect infantry squares; Explains why heavy artillery led to the beginnings of trench warfare in the Crimean War.</i></p> <p>Reserve top of level for answers covering the whole period.</p>

Question Number		
<b>5 (a)</b>		Describe the ways in which Richard I dealt with the problems he faced in the Siege of Acre, 1191.  Target: Recall; analysis of key features (AO 1 & 2 : 9 marks)
Level	Mark	Descriptor
	<b>0</b>	No rewardable material
<b>1</b>	<b>1-3</b>	<b>Simple or generalised comment is offered, supported by some knowledge.</b>  Answer offers very general comment or limited information.  <i>He used scaling ladders;</i> <i>He used siege engines.</i>
<b>2</b>	<b>4-6</b>	<b>Statements are developed with support from material which is mostly relevant and accurate.</b>  Answer provides information about the problem(s) and / or Richard's solution(s).  <i>Eg. Describes the city position and defences;</i> <i>Describes the problems of the crusader army;</i> <i>Describes the use of scaling ladders, siege engines, mines etc.</i>
<b>3</b>	<b>7-9</b>	<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 Richard developed tactics to solve the problems.  <i>Eg. Shows how 2 huge siege engines began to fracture the strong walls;</i> <i>Shows how sappers undermined the tower.</i>

Question Number		
<b>5 (b)</b>		<p>How different were the tactics used by the Romans in Boudicca's revolt and the Normans in the Battle of Hastings? Explain your answer.</p> <ul style="list-style-type: none"> <li>• Each Roman legionary carried two throwing spears.</li> <li>• Roman cavalry attacked the Celts from the sides and the rear.</li> <li>• The Norman army had 2,000 archers.</li> </ul> <p>Target: Evaluation of difference (AO 1 &amp; 2 : 16 marks)</p> <p><b>QWC Strands i-ii-iii</b> Assessing QWC: For the highest mark in a level <b>all</b> criteria for the level, including those for QWC must be met. <b>Spelling, punctuation and grammar (SPaG)</b>: up to 3 additional marks will be awarded for spelling, punctuation and grammar.</p>
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 very general comment or limited information.</p> <p><i>Eg. They were different because the Romans fought in formation; The Normans feigned a retreat at Hastings.</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>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 provides information about Roman and/or Norman tactics.</p> <p><i>Eg. Describes Roman weapons and formations; Describes Norman use of cavalry and archers Describes the battle of Watling St / Hastings</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>
		<b>QWC i-ii-iii</b>

<p style="text-align: center;"><b>3</b></p> <p style="text-align: center;"><b>QWC i-ii-iii</b></p>	<p style="text-align: center;"><b>9-12</b></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 similarities and / or differences.</p> <p><i>Eg. Roman throwing spears similar to Norman archers; Use of cavalry similar; Roman use of formation different from Norman attack; Norman feigned retreat different from Roman tactics.</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 style="text-align: center;"><b>4</b></p> <p style="text-align: center;"><b>QWC i-ii-iii</b></p>	<p style="text-align: center;"><b>13-16</b></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 differences in order to reach a judgement on nature / extent of difference.</p> <p><i>Eg. Weighs similarities / differences; Analyses differences in order to evaluate their significance.</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>

<b>Marks for SPaG</b>		
Performance	Mark	Descriptor
	<b>0</b>	Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question.
Threshold	<b>1</b>	Students spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
Intermediate	<b>2</b>	Students spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
High	<b>3</b>	Students spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

Question Number		
<b>6 (a)</b>		Describe the key events in the 1770s leading up to the American War of Independence.  Target: Recall; analysis of key features (AO 1 & 2 : 9 marks)
Level	Mark	Descriptor
	<b>0</b>	No rewardable material
<b>1</b>	<b>1-3</b>	<b>Simple or generalised comment is offered, supported by some knowledge.</b>  Answer offers very general comment or limited information.  <i>Eg. The Americans dumped tea in Boston Harbour; The Intolerable Acts were very harsh.</i>
<b>2</b>	<b>4-6</b>	<b>Statements are developed with support from material which is mostly relevant and accurate.</b>  Answer provides information about the Boston Tea Party and / or Intolerable Acts.  <i>Eg. British government allowed the East India Company to sell tea in the American colonies which affected the American smuggling of tea; Colonists dressed as native Indians and threw tea into Boston Harbour; Intolerable Acts closed Boston Harbour until compensation was paid; Intolerable Acts removed rights of self-government from Boston and quartered troops there.</i>  <b>NB Stamp Act was 1765 but accept valid comments about how this created resentment among the colonists.</b>
<b>3</b>	<b>7-9</b>	<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 identifies key events.  <i>Eg. Special privileges to British company threatened colonist lifestyle; Boston Tea Party was an act of rebellion against British authority; British government tightened control over Boston through the Intolerable Acts.</i>

Question Number		
<b>6 (b)</b>		<p>Why did Britain enter the First World War in 1914? Explain your answer.</p> <ul style="list-style-type: none"> <li>• 1839: In the Treaty of London, Britain promised to help protect Belgium's independence.</li> <li>• 1906: HMS <i>Dreadnought</i> was launched.</li> <li>• 1907: Britain, France and Russia signed the Triple Entente.</li> </ul> <p>Target: Analysis of causation (AO 1 &amp; 2 : 16 marks)</p> <p><b>QWC Strands i-ii-iii</b> Assessing QWC: For the highest mark in a level <b>all</b> criteria for the level, including those for QWC must be met. <b>Spelling, punctuation and grammar (SPaG)</b>: up to 3 additional marks will be awarded for spelling, punctuation and grammar.</p>
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 very general comment or limited information.</p> <p><i>Eg. Britain felt threatened by Germany; Britain was part of an alliance.</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 provides information about events leading up to the war.</p> <p><i>Eg. Describes the creation of alliances; Describes the arms race; Describes the rivalry for empires etc Describes the assassination of Franz Ferdinand.</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 style="text-align: center;"><b>3</b></p> <p style="text-align: center;"><b>QWC i-ii-iii</b></p>	<p style="text-align: center;"><b>9-12</b></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 explains reason(s) for Britain's involvement in the war.</p> <p><i>Eg. Explains how rivalry between Britain and Germany &amp; arms race led increased tension and aggression; Explains how alliance system made it likely that a war between two countries would become a major war involving Britain; Explains how Britain's guarantee to Belgium and German Schlieffen Plan led Britain into war.</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 style="text-align: center;"><b>4</b></p> <p style="text-align: center;"><b>QWC i-ii-iii</b></p>	<p style="text-align: center;"><b>13-16</b></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 analyses reasons for Britain's involvement in the war, showing interaction or prioritising them.</p> <p><i>Eg. Shows how rivalry led to increased tension and therefore search for security in alliance system; Establishes a hierarchy of importance, explaining reasoning.</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>

		<b>Marks for SPaG</b>
Performance	Mark	Descriptor
	<b>0</b>	Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question.
Threshold	<b>1</b>	Students spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
Intermediate	<b>2</b>	Students spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.

High	<b>3</b>	Students spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.
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