Paper 1: Thematic study and historic environment (1HI0/12)

Option 12: Warfare and British society, c1250–present

and

London and the Second World War, 1939–45

London and the Second World War, 1939–45

Question	
1	Describe **two** features of the process of evacuation from London. **Target**: knowledge of key features and characteristics of the period. **AO1**: 4 marks.

Marking instructions

Award 1 mark for each valid feature identified up to a maximum of two features. The second mark should be awarded for supporting information.

e.g.

- *Children and pregnant women were sent away from the city* ***(1)****. It was thought they would be safer in the countryside* ***(1)****.*
- *Travel was arranged centrally for children in school groups* ***(1)****. They did not know where they were going* ***(1)****.*
- *The children could only take a small suitcase with them* ***(1)****. Lists were issued telling them what clothes to pack* ***(1)****.*

Accept other appropriate features and supporting information.

Question		
2 (a)		How useful are Sources A and B for an enquiry into the impact of bombing on daily life in London? Explain your answer, using Sources A and B and your knowledge of the historical context. **Target**: Analysis and evaluation of source utility. **AO3**: 8 marks.
Level	**Mark**	**Descriptor**
	0	No rewardable material.
1	**1–2**	• A simple judgement on utility is given, and supported by undeveloped comment on the content of the sources and/or their provenance[1]. Simple comprehension of the source material is shown by the extraction or paraphrase of some content. Limited contextual knowledge is deployed with links to the sources.
2	**3–5**	• Judgements on source utility for the specified enquiry are given, using valid criteria. Judgements are supported by developed comment related to the content of the sources and/or their provenance[1]. Comprehension and some analysis of the sources is shown by the selection and use of material to support comments on their utility. Contextual knowledge is used directly to support comments on the usefulness of the content of the sources and/or their provenance.
3	**6–8**	• Judgements on source utility for the specified enquiry are given, applying valid criteria with developed reasoning which takes into account how the provenance[1] affects the usefulness of the source content. The sources are analysed to support reasoning about their utility. Contextual knowledge is used in the process of interpreting the sources and applying criteria for judgements on their utility.

Notes
1. Provenance = nature, origin, purpose.

Marking instructions

Markers must apply the descriptors above in line with the general marking guidance.

No credit may be given for contextual knowledge unless it is linked to evaluation of the sources.

No credit may be given for generic comments on provenance which are not used to evaluate source content.

Indicative content guidance

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited. The grouping of points below does not imply that this is how candidates are expected to structure their answers.

Source A

The usefulness could be identified in terms of the following points which could be drawn from the source:

- Source A is useful because it shows that bombing had an impact on daily life by destroying housing, leaving people homeless, without clothes or food and dependent on others.
- The details of what happened show that the impact of bombing on daily life was exacerbated by the fact that the organisations which should have provided help did not always do so.
- The end of the source is useful because it shows there was a community spirit that helped to alleviate the impact of bombing on daily life.

The following points could be made about the authorship, nature or purpose of the source and applied to ascribe usefulness to material drawn from it:

- This example of an individual's experience during the Blitz was publicised in a national magazine, suggesting that the impact of bombing on daily life was important enough to need national attention.
- He is clearly frustrated but the details of places and organisations are likely to be accurate, suggesting that this is a useful insight into people's experiences of the impact of bombing.

Knowledge of the historical context should be deployed to support inferences and/or to assess the usefulness of information. Relevant points may include:

- This is from the early stages of the Blitz; the situation later could have been different because further bombing would affect the resources available to help and the community spirit and, therefore, later bombing could have had a greater impact on daily life.
- Official help for those who had been bombed out was limited but voluntary organisations such as the Red Cross provided clothing and help.

Source B

The usefulness could be identified in terms of the following points which could be drawn from the source:

- The photograph illustrates the impact of bombing on daily life by showing evidence of damaged roofs and windows.
- Source B is useful because it shows that there was help available to repair bomb damage so that people could return to their homes.

The following points could be made about the authorship, nature or purpose of the source and applied to ascribe usefulness to material drawn from it:

- The fact that the photograph was taken for the Ministry of Information suggests it was used for propaganda purposes to maintain morale by suggesting normal aspects of daily life could continue.
- The photograph shows just one incident in 1944 and may be unrepresentative, as it is possible that such well-organised help had not been available during earlier bombing campaigns.

Knowledge of the historical context should be deployed to support inferences and/or to assess the usefulness of information. Relevant points may include:

- The bombing campaigns caused damage to houses, shops and transport so that many aspects of daily life were affected.
- It was important to maintain morale as a result of a new campaign in 1944 by the Germans, using terrifying V1 flying bombs unleashed on London and the south-east.

Question	
2 (b)	How could you follow up Source A to find out more about the impact of bombing on daily life in London? In your answer, you must give the question you would ask and the type of source you could use. **Target**: Source analysis and use (the ability to frame historical questions). **AO3**: 4 marks.

Marking instructions

Award 1 mark for selecting a detail in Source A that could form the basis of a follow-up enquiry and 1 mark for a question which is linked to it.

e.g.

- *Detail in Source A that I would follow up: the references to the Food Centre / the district centre for rationing / the Unemployed Assistance Board/ the Public Assistance Committee.'* ***(1)***
- *Question I would ask: What were these organisations supposed to do?* ***(1)***

(No mark for a question that is **not** linked to following up Source A, e.g. '*because it would be an interesting question to ask*'.)

Award 1 mark for identification of an appropriate source and 1 mark for an answer that shows how it might help answer the chosen follow-up question.

e.g.

- *What type of source I would look for: Financial records for the local branch of this organisation.* ***(1)***
- *How this might help answer my question: Such records would show how they used the money they had available to help people who had been bombed out.* ***(1)***

Accept other appropriate alternatives.

Warfare and British society, c1250–present

Question		
3		Explain one way in which the role of the mounted knight in medieval warfare was similar to the role of the tank in modern warfare. **Target**: Analysis of second order concepts: similarity [AO2]; Knowledge and understanding of features and characteristics of the period [AO1]. **AO2:** 2 marks. **AO1:** 2 marks.
Level	**Mark**	**Descriptor**
	0	No rewardable material.
1	**1–2**	• Simple or generalised comment is offered about a similarity [AO2] • Generalised information about the topic is included, showing limited knowledge and understanding of the periods. [AO1]
2	**3–4**	• Features of the period are analysed to explain a similarity. [AO2] • Specific information about the topic is added to support the comparison, showing good knowledge and understanding of the periods. [AO1]

Marking instructions

Markers must apply the descriptors above in line with the general marking guidance.

Performance in AO1 and AO2 is interdependent. An answer displaying **no** qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge *and* understanding.

Indicative content guidance

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited.

Relevant points may include:

- The role of the mounted knight in medieval warfare was to lead a charge and break through enemy ranks; similarly, the tank was intended to lead an attack and break through enemy opposition.
- Both the mounted knight and the tank were heavily armoured and could survive attack while providing cover for those advancing behind.

Question		
4		Explain why the impact of war on civilians changed in the period c1900–present. You may use the following in your answer: • conscription • evacuation You **must** also use information of your own. **Target**: Analysis of second order concepts: causation/change [AO2]; Knowledge and understanding of features and characteristics [AO1]. **AO2**: 6 marks. **AO1**: 6 marks.
Level	**Mark**	**Descriptor**
	0	No rewardable material.
1	**1–3**	• A simple or generalised answer is given, lacking development and organisation. [AO2] • Limited knowledge and understanding of the topic is shown. [AO1]
2	**4–6**	• An explanation is given, showing limited analysis and with implicit or unsustained links to the conceptual focus of the question. It shows some development and organisation of material, but a line of reasoning is not sustained. [AO2] • Accurate and relevant information is included, showing some knowledge and understanding of the period. [AO1] *Maximum 5 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.*
3	**7–9**	• An explanation is given, showing some analysis, which is mainly directed at the conceptual focus of the question. It shows a line of reasoning that is generally sustained, although some passages may lack coherence and organisation. [AO2] • Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1] *Maximum 8 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.*
4	**10–12**	• An analytical explanation is given which is directed consistently at the conceptual focus of the question, showing a line of reasoning that is coherent, sustained and logically structured. [AO2] • Accurate and relevant information is precisely selected to address the question directly, showing wide-ranging knowledge and understanding of the required features or characteristics of the period studied. [AO1] *No access to Level 4 for answers which do not go beyond aspects prompted by the stimulus points.*

Marking instructions

Markers must apply the descriptors above in line with the general marking guidance.

Performance in AO1 and AO2 is interdependent. An answer displaying **no** qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge *and* understanding.

The middle mark in each level may be achieved by stronger performance in either AO1 or AO2.

Indicative content guidance

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited.

Relevant points may include:

- The impact of war on men changed in 1916 because conscription was introduced, which meant that joining the army became compulsory.
- During the First and Second World Wars, government control over women's lives was extended because they were needed to work in munitions factories or the Land Army.
- New measures which affected the daily life of civilians were introduced during the First and Second World Wars because civilians were seen as a legitimate target and therefore children were evacuated, people slept in shelters etc.
- The nature of total war had an impact on civilians as they needed to take on duties such as Air Raid Wardens, Fire Watchers etc. to help deal with the problems of bombing raids in the Second World War.
- War began to have an impact on civilians in peace time because National Service was introduced after the Second World War.
- Civilians were affected by fears of a nuclear attack in the later twentieth century and many campaigned against the siting of nuclear weapons on British soil as it was felt this made British civilians a target.

Question		
5		'The development of new weapons was the main reason for changes in recruitment and training in the years c1250-c1700.' How far do you agree? Explain your answer. You may use the following in your answer: • longbow • New Model Army You **must** also use information of your own. **Target**: Analysis and evaluation of second order concepts: causation / significance [AO2]; Knowledge and understanding of features and characteristics [AO1]. **AO2**: 10 marks. **AO1**: 6 marks. **Spelling, punctuation, grammar and the use of specialist terminology (SPaG)**: up to 4 additional marks.
Level	**Mark**	**Descriptor**
	0	No rewardable material.
1	**1–4**	• A simple or generalised answer is given, lacking development and organisation. [AO2] • Limited knowledge and understanding of the topic is shown. [AO1] • The overall judgement is missing or asserted. [AO2]
2	**5–8**	• An explanation is given showing limited analysis and with implicit or unsustained links to the conceptual focus of the question. It shows some development and organisation of material, but a line of reasoning is not sustained. [AO2] • Accurate and relevant information is included, showing some knowledge and understanding of the period. [AO1] • The overall judgement is given but its justification is asserted or insecure. [AO2] *Maximum 7 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.*
3	**9–12**	• An explanation is given, showing some analysis, which is mainly directed at the conceptual focus of the question. It shows a line of reasoning that is generally sustained, although some passages may lack coherence and organisation. [AO2] • Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1] • The overall judgement is given with some justification, but some criteria selected for the required judgement are left implicit or not validly applied. [AO2] *Maximum 11 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.*
4	**13–16**	• An analytical explanation is given which is directed consistently at the conceptual focus of the question, showing a line of reasoning that is coherent, sustained and logically structured. [AO2] • Accurate and relevant information is precisely selected to address the question directly, showing wide-ranging knowledge and understanding of the required features or characteristics of the period studied. [AO1] • Criteria for the required judgement are justified and applied in the process of reaching the overall judgement. [AO2] *No access to Level 4 for answers that do not go beyond aspects prompted by the stimulus points.*

Marks for SPaG		
Performance	**Mark**	**Descriptor**
	0	• The learner writes nothing. • The learner's response does not relate to the question. • The learner's achievement in SPaG does not reach the threshold performance level, e.g. errors in spelling, punctuation and grammar severely hinder meaning.
Threshold	**1**	• Learners spell and punctuate with reasonable accuracy. • Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall. • Learners use a limited range of specialist terms as appropriate.
Intermediate	**2–3**	• Learners spell and punctuate with considerable accuracy. • Learners use rules of grammar with general control of meaning overall. • Learners use a good range of specialist terms as appropriate.
High	**4**	• Learners spell and punctuate with consistent accuracy. • Learners use rules of grammar with effective control of meaning overall. • Learners use a wide range of specialist terms as appropriate.

Marking instructions

Markers must apply the descriptors above in line with the general marking guidance.

Performance in AO1 and AO2 is interdependent. An answer displaying **no** qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge *and* understanding.

The first two bullet points *[AO1 and AO2]* account for 3 of the 4 marks in the level and are equally weighted; the third bullet point *[AO2]* accounts for the remaining mark. Once the level has been found, there are two steps to follow to determine the mark within the level:

- Markers should consider bullet points 1 and 2 together. Strong performance (for the level) in both would be awarded all 3 marks, while 2 marks may be achieved by stronger performance in either bullet point; weak performance would be awarded 1 mark.
- The fourth mark in each level is allocated to the bullet point 3 and should be considered independently of the award of the other marks.

Indicative content guidance

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Relevant points that support the statement may include:

- Increasing use of the longbow meant that recruitment began to target trained archers as it needed skill which could not be provided by short-term training; Edward III's Archery Law in 1363 ordered adult males to practise archery on Sundays in order to create a pool of trained archers.
- Firing a musket and its use in combination with pikes needed training.
- Recruitment of mercenaries increased when cannon began to be used since this required specialist training.
- The development of muskets and their use by dragoons mean that infantry needed to be trained to be more flexible in their tactics.
- The development of muskets reduced the need for the mounted knight in armies, affecting both recruitment and training.

Relevant points to counter the statement may include:

- The New Model Army was the first standing army – this change in recruitment was a result of the circumstances rather than new weapons.
- Strict training was introduced for the New Model Army but this was a result of Cromwell's desire for discipline rather than a result of new weapons.
- Recruitment based on the feudal system was unsatisfactory, e.g. the period of service was limited.

<table>
<tr><th colspan="2">Question</th><th></th></tr>
<tr><td colspan="2">6</td><td>There was little change in the nature of warfare in the years c1700–1900.

How far do you agree? Explain your answer.

You may use the following in your answer.
• the role of cavalry
• mass production of weapons
You must also use information of your own.

Target: Analysis and evaluation of second order concepts: change and continuity [AO2];
Knowledge and understanding of features and characteristics [AO1].
AO2: 10 marks
AO1: 6 marks.
Spelling, punctuation, grammar and the use of specialist terminology (SPaG): up to 4 additional marks.</td></tr>
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Relevant points that support the statement may include:

- Cavalry continued to be used in attack throughout the period, e.g. the charge of the Light Brigade.
- Wars continued to be fought mainly at close range, often including hand to hand fighting.
- For most of this period there was little change in the use of small arms until c1850.

Relevant points to counter the statement may include:

- New tactics were developed, such as the infantry squares used by Wellington at Waterloo.
- Heavy barrages of cannon or rifle fire became possible because of the industrial scale production of standardised weapons.
- Siege and trench warfare began to develop during the Crimean War as a result of the use of heavy artillery and early machine guns.
- Cardwell's army reforms led to the professionalisation of the army.
- Larger armies and the mass production of weapons made prolonged engagements possible.