

Sample assessment materials for first  
teaching September 2016

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

**Option 12: Warfare and British  
society, c1250–present  
and London and the Second World  
War, 1939–1945**



## London and the Second World War, 1939–1945

Question	
<b>1</b>	Describe <b>two</b> features of the East End of London that made it a target for the German Blitz. <b>Target:</b> knowledge of key features and characteristics of the period. <b>AO1:</b> 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. <ul style="list-style-type: none"><li>• <i>London's docks were in the East End (1). Over a third of Britain's trade passed through the port of London (1).</i></li><li>• <i>It was an area where materials were stored (1). This included coal supplies for the war effort (1).</i></li><li>• <i>It was a heavily populated part of the capital (1). A high casualty rate in this area would affect morale in the capital (1).</i></li></ul> Accept other appropriate features and supporting information.	

Question		
<b>2(a)</b>		How useful are Sources A and B for an enquiry into what was done to protect civilians in London from bombing raids? Explain your answer, using Sources A and B and your own knowledge of the historical context.  <b>Target:</b> Analysis and evaluation of source utility. <b>AO3:</b> 8 marks.
Level	Mark	Descriptor
	0	No rewardable material.
<b>1</b>	<b>1–2</b>	<ul style="list-style-type: none"> <li>A simple judgement on utility is given, and supported by undeveloped comment on the content of the sources and/or their provenance<sup>1</sup>. 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.</li> </ul>
<b>2</b>	<b>3–5</b>	<ul style="list-style-type: none"> <li>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<sup>1</sup>. 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.</li> </ul>
<b>3</b>	<b>6–8</b>	<ul style="list-style-type: none"> <li>Judgements on source utility for the specified enquiry are given, applying valid criteria with developed reasoning which takes into account how the provenance<sup>1</sup> 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.</li> </ul>

#### Notes

1. Provenance = nature, origin, purpose.

#### Marking instructions

Markers must apply the descriptors above in line with the general marking guidance (page 3).

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 important in the way it suggests that there were not enough public air-raid shelters or that they were not all accessible, therefore people looked for an alternative.
- The information in Source A is useful because it gives an insight into how people adapted their family routines during the Blitz. However, it relates to night time and does not provide information about precautions taken during daytime air raids.

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 comment comes from a woman being interviewed for a book published in 1989 – the interviewer may have prompted Constance Holt to provide a positive slant on her comments or may have selected an unrepresentative comment, making it less useful.
- The woman is not speaking of times when an air raid was happening, so this positive view of calm might be unrealistic and therefore of limited use.

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

- Stations were fitted with bunks for thousands of people and shelter marshals were appointed to keep order. Approximately 170,000 people sheltered in the tunnels and stations during the war but Balham underground station was hit in 1940, showing that people were not always safe using the underground stations as shelters.
- The comment suggests that social activities, such as theatre trips, continued as normal, but there is no mention of the blackout or of the role of black-out wardens, air-raid wardens, fire watchers etc. that affected people's activities.

### **Source B**

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

- Source B is useful for the way it shows the scale of the provision being made to allow people to stay in their own home.
- Source B gives a useful insight into the situation at the start of the war as this was clearly planned and organised even before war began.
- Source B is useful because it indicates the dimensions of the Anderson shelters and suggests they would have been cramped.

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:

- As a photograph it is likely to be accurate although we do not know if the distribution of Anderson shelters was carried out on a wide scale or even if this photograph was staged for propaganda purposes.
- This photograph is useful because it shows that large numbers of Anderson shelters were available before the start of the war which suggests that the government anticipated bombing raids and wanted to help people protect themselves.

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

- Anderson shelters were provided free to low-income families and could be bought by others. They needed to be dug into earth, so Morrison shelters were also developed to provide safety within the home for those who did not have gardens. A building programme to provide public shelters, able to contain 50 people, was also begun in 1940.
- The government also anticipated gas attacks and provided gas masks for everyone, which people were supposed to carry with them at all times.

Question	
<p><b>2 (b)</b></p>	<p>How could you follow up Source A to find out more about what was done to protect civilians in London from bombing raids? In your answer, you must give the question you would ask and the type of source you could use.</p> <p><b>Target:</b> Source analysis and use (the ability to frame historical questions).  <b>AO3:</b> 4 marks.</p>
Marking instructions	
<p>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.</p> <p>e.g.</p> <ul style="list-style-type: none"> <li>• <i>Detail in Source A that I would follow up: The fact that bunks were put up along the platform. (1)</i></li> <li>• <i>Question I would ask: How were these bunks provided? (1)</i></li> </ul> <p>(No mark for a question that is <b>not</b> linked to following up Source A, e.g. 'because it would be an interesting question to ask'.)</p> <p>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.</p> <p>e.g.</p> <ul style="list-style-type: none"> <li>• <i>What type of source I could use: Records from London Underground showing how the bunks were first used. (1)</i></li> <li>• <i>How this might help answer my question: To see if this was an official arrangement and the bunks were provided by the government or London Underground or whether this was done by the people themselves as they began to use the underground stations each night. (1)</i></li> </ul> <p>Accept other appropriate alternatives.</p>	

## Warfare and British Society, c1250–present

Question		
<b>3</b>		<p>Explain <b>one</b> way in which the reporting of war in Britain was different in the coverage of the Crimean War and the Iraq War (2003).</p> <p><b>Target:</b> Analysis of second order concepts: difference [AO2];            Knowledge and understanding of features and characteristics [AO1].  <b>AO2:</b> 2 marks.  <b>AO1:</b> 2 marks.</p>
	Mark	Descriptor
	0	No rewardable material.
<b>1</b>	<b>1–2</b>	<ul style="list-style-type: none"> <li>• Simple or generalised comment is offered about a difference. [AO2]</li> <li>• Generalised information about the topic is included, showing limited knowledge and understanding of the periods. [AO1]</li> </ul>
<b>2</b>	<b>3–4</b>	<ul style="list-style-type: none"> <li>• Features of the period are analysed to explain a difference. [AO2]</li> <li>• Specific information about the topic is added to support the comparison, showing good knowledge and understanding of the periods. [AO1]</li> </ul>
<p><b>Marking instructions</b></p> <p>Markers must apply the descriptors above in line with the general marking guidance (page 3). Performance in AO1 and AO2 is interdependent. An answer displaying <b>no</b> 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 <i>and</i> understanding.</p> <p><b>Indicative content guidance</b></p> <p>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.</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• During the Crimean War, photographs and articles were printed in the newspapers whereas during the Iraq War there were also television reports showing action directly.</li> <li>• During the Crimean War there was a delay in the news reaching Britain but during the Iraq War coverage was almost immediate.</li> </ul>		

Question		
4		<p>Explain why recruitment to the army in Britain has changed so much since 1900.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>• conscription</li> <li>• National Service</li> </ul> <p>You must also use information of your own.</p> </div> <p><b>Target:</b> Analysis of second order concepts: causation/change [AO2]; Knowledge and understanding of features and characteristics [AO1].  <b>AO2:</b> 6 marks.  <b>AO1:</b> 6 marks.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	<ul style="list-style-type: none"> <li>• A simple or generalised answer is given, lacking development and organisation. [AO2]</li> <li>• Limited knowledge and understanding of the topic is shown. [AO1]</li> </ul>
2	4–6	<ul style="list-style-type: none"> <li>• An explanation is given, showing limited analysis and with implicit or unsustainable 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]</li> <li>• Accurate and relevant information is included, showing some knowledge and understanding of the period. [AO1]</li> </ul> <p><i>Maximum 5 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
3	7–9	<ul style="list-style-type: none"> <li>• 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]</li> <li>• Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1]</li> </ul> <p><i>Maximum 8 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
4	10–12	<ul style="list-style-type: none"> <li>• 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]</li> <li>• 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]</li> </ul> <p><i>No access to Level 4 for answers which do not go beyond aspects prompted by the stimulus points.</i></p>

### **Marking instructions**

Markers must apply the descriptors above in line with the general marking guidance (page 3).

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:

- In 1900, recruitment to the army was voluntary but the size of the army needed to increase once the First World War started and therefore propaganda campaigns targeted different groups or different reasons to encourage men to join the army.
- The policy of attrition meant that the army needed to be continuously replenished so conscription in 1916 was initially of single men aged 18–41 but was quickly extended to include married men.
- After the end of the Second World War, a large permanent army was no longer needed so conscription was ended and replaced with national service.
- During the First and Second World Wars, women were recruited in auxiliary positions but as equality for women developed, recruitment also focused on recruiting women directly.
- The development of high-tech warfare has led to the need for recruitment to more specialised groups within the army.
- Developments in technology and media have led to propaganda and recruitment making use of the internet, film and television and social media as well as the more traditional methods of posters and articles.

Question		
5		<p>'The creation of the New Model Army (1645) was a turning point in the composition of the army in Britain in the period c1500–c1700.' How far do you agree? Explain your answer.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>• a standing army</li> <li>• the use of cavalry, c1500-c1700</li> </ul> <p>You must also use information of your own.</p> </div> <p><b>Target:</b> Analysis and evaluation of second order concepts: significance/change [AO2];  Knowledge and understanding of features and characteristics [AO1].  <b>AO2:</b> 10 marks.  <b>AO1:</b> 6 marks.  <b>Spelling, punctuation, grammar and the use of specialist terminology (SPaG):</b> up to 4 additional marks.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	<ul style="list-style-type: none"> <li>• A simple or generalised answer is given, lacking development and organisation. [AO2]</li> <li>• Limited knowledge and understanding of the topic is shown. [AO1]</li> <li>• The overall judgement is missing or asserted. [AO2]</li> </ul>
2	5–8	<ul style="list-style-type: none"> <li>• An explanation is given showing limited analysis and with implicit or unsustainable 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]</li> <li>• Accurate and relevant information is included, showing some knowledge and understanding of the period. [AO1]</li> <li>• The overall judgement is given but its justification is asserted or insecure. [AO2]</li> </ul> <p><i>Maximum 7 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
3	9–12	<ul style="list-style-type: none"> <li>• 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]</li> <li>• Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1]</li> <li>• The overall judgement is given with some justification, but some criteria selected for the required judgement are left implicit or not validly applied. [AO2]</li> </ul> <p><i>Maximum 11 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
4	13–16	<ul style="list-style-type: none"> <li>• 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]</li> <li>• 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]</li> <li>• Criteria for the required judgement are justified and applied in the process of reaching the overall judgement. [AO2]</li> </ul> <p><i>No access to Level 4 for answers that do not go beyond aspects prompted by the stimulus points.</i></p>

Marks for SPaG		
Performance	Mark	Descriptor
	<b>0</b>	<ul style="list-style-type: none"> <li>The learner writes nothing.</li> <li>The learner's response does not relate to the question.</li> <li>The learner's achievement in SPaG does not reach the threshold performance level, e.g. errors in spelling, punctuation and grammar severely hinder meaning.</li> </ul>
Threshold	<b>1</b>	<ul style="list-style-type: none"> <li>Learners spell and punctuate with reasonable accuracy.</li> <li>Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall.</li> <li>Learners use a limited range of specialist terms as appropriate.</li> </ul>
Intermediate	<b>2–3</b>	<ul style="list-style-type: none"> <li>Learners spell and punctuate with considerable accuracy.</li> <li>Learners use rules of grammar with general control of meaning overall.</li> <li>Learners use a good range of specialist terms as appropriate.</li> </ul>
High	<b>4</b>	<ul style="list-style-type: none"> <li>Learners spell and punctuate with consistent accuracy.</li> <li>Learners use rules of grammar with effective control of meaning overall.</li> <li>Learners use a wide range of specialist terms as appropriate.</li> </ul>

### Marking instructions

Markers must apply the descriptors above in line with the general marking guidance (page 3).

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

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.

Relevant points that support the statement may include:

- The New Model Army has been described as Britain's first professional standing army with regular pay, a uniform and weapons.
- Before 1645 many individual commanders raised and equipped their troops; the New Model Army was a standing army, created by parliament; later standing armies continued to be funded by parliament.
- The composition of the New Model Army included not only cavalry but also a separate force of mounted infantry as dragoons, which became a feature in later armies.

Relevant points to counter the statement may include:

- The cavalry continued to be an important section within the army throughout the period, and was often drawn from the upper classes who could provide their own horses.
- Throughout the period 1500–1700, infantry continued to be largely untrained and often poorly equipped.
- The creation of the New Model Army, under the command of Fairfax, with Cromwell as his second-in-command and lieutenant-general of horse, was unusual; throughout the rest of period 1500–1700, armies tended to fight as separate components, under their individual commanders.
- Before 1645, command within the army depended on social status. The New Model Army demonstrated a new approach to promotion based on merit but this was temporary.

Question		
6		<p>'The use of artillery was the main reason why warfare changed during the period c1700–c1900.' How far do you agree? Explain your answer.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>You may use the following in your answer.</p> <ul style="list-style-type: none"> <li>• the use of infantry squares during the Battle of Waterloo</li> <li>• the use of artillery during the Crimean War</li> </ul> <p>You must also use information of your own.</p> </div> <p><b>Target:</b> Analysis and evaluation of second order concepts: causation/change [AO2]; Knowledge and understanding of features and characteristics [AO1].  <b>AO2:</b> 10 marks.  <b>AO1:</b> 6 marks.  <b>Spelling, punctuation, grammar and the use of specialist terminology (SPaG):</b> up to 4 additional marks.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	<ul style="list-style-type: none"> <li>• A simple or generalised answer is given, lacking development and organisation. [AO2]</li> <li>• Limited knowledge and understanding of the topic is shown. [AO1]</li> <li>• The overall judgement is missing or asserted. [AO2]</li> </ul>
2	5–8	<ul style="list-style-type: none"> <li>• 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]</li> <li>• Accurate and relevant information is included, showing some knowledge and understanding of the period. [AO1]</li> <li>• The overall judgement is given but its justification is asserted or insecure. [AO2]</li> </ul> <p><i>Maximum 7 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
3	9–12	<ul style="list-style-type: none"> <li>• 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]</li> <li>• Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1]</li> <li>• The overall judgement is given with some justification, but some criteria selected for the required judgement are left implicit or not validly applied. [AO2]</li> </ul> <p><i>Maximum 11 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
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Marks for SPaG		
Performance	Mark	Descriptor
	<b>0</b>	<ul style="list-style-type: none"> <li>The learner writes nothing.</li> <li>The learner's response does not relate to the question.</li> <li>The learner's achievement in SPaG does not reach the threshold performance level, e.g. errors in spelling, punctuation and grammar severely hinder meaning.</li> </ul>
Threshold	<b>1</b>	<ul style="list-style-type: none"> <li>Learners spell and punctuate with reasonable accuracy.</li> <li>Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall.</li> <li>Learners use a limited range of specialist terms as appropriate.</li> </ul>
Intermediate	<b>2–3</b>	<ul style="list-style-type: none"> <li>Learners spell and punctuate with considerable accuracy.</li> <li>Learners use rules of grammar with general control of meaning overall.</li> <li>Learners use a good range of specialist terms as appropriate.</li> </ul>
High	<b>4</b>	<ul style="list-style-type: none"> <li>Learners spell and punctuate with consistent accuracy.</li> <li>Learners use rules of grammar with effective control of meaning overall.</li> <li>Learners use a wide range of specialist terms as appropriate.</li> </ul>

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Relevant points that support the statement may include:

- Artillery could be used at long range and therefore decreased the effectiveness and importance of the cavalry.
- Cannon were often deployed at the corners of infantry squares, making them a key component of the army.
- In the Crimean War, the use of cannon led to the development of trench warfare, involving more sieges and defensive tactics.

Relevant points to counter the statement may include:

- Cannon could be ineffective in wet weather and in the early years they were often unreliable, and so they did not lead to immediate changes in warfare.
- Cannon were effective only at a distance, once the armies were in close contact, cannon had little impact, and so many tactics did not change.
- The new tactic of infantry squares was a very effective way of withstanding cavalry charges at Waterloo and therefore led to changes in both deployment and combat.
- Warfare changed because the development of a permanent army allowed a greater emphasis on training and drill and therefore a greater range of tactics in battle.
- Warfare changed because of army reforms and changes to recruitment and promotion which all changed the nature of the army to a more professional standing.