

# Specimen papers

Paper 1  
British Thematic Study  
with Historic Environment

**GCSE (9-1) History**

**Pearson Edexcel Level 1/Level 2 GCSE (9-1) in History (1HI0)**

## General marking guidance

- All candidates must receive the same treatment. Examiners must mark the last candidate in exactly the same way as they mark the first.
- 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.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- 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.

## How to award marks when level descriptions are used

### 1. Finding the right level

The first stage is to decide which level the answer should be placed in. To do this, use a 'best-fit' approach, deciding which level most closely describes the quality of the answer. Answers can display characteristics from more than one level, and where this happens markers must use the guidance below and their professional judgement to decide which level is most appropriate.

For example, one stronger passage at L4 would not by itself merit a L4 mark, but it might be evidence to support a high L3 mark, unless there are substantial weaknesses in other areas. Similarly, an answer that fits best in L3 but which has some characteristics of L2 might be placed at the bottom of L3. An answer displaying some characteristics of L3 and some of L1 might be placed in L2.

### 2. Finding a mark within a level

After a level has been decided on, the next stage is to decide on the mark within the level. The instructions below tell you how to reward responses within a level. However, where a level has specific guidance about how to place an answer within a level, always follow that guidance.

#### Levels containing two marks only

Start with the presumption that the work will be at the top of the level. Move down to the lower mark if the work only just meets the requirements of the level.

#### Levels containing three or more marks

Markers should be prepared to use the full range of marks available in a level and not restrict marks to the middle. Markers should start at the middle of the level (or the upper-middle mark if there is an even number of marks) and then move the mark up or down to find the best mark. To do this, they should take into account how far the answer meets the requirements of the level:

- If it meets the requirements *fully*, markers should be prepared to award full marks within the level. The top mark in the level is used for answers that are as good as can realistically be expected within that level
- If it only *barely* meets the requirements of the level, markers should consider awarding marks at the bottom of the level. The bottom mark in the level is used for answers that are the weakest that can be expected within that level
- The middle marks of the level are used for answers that have a *reasonable* match to the descriptor. This might represent a balance between some characteristics of the level that are fully met and others that are only barely met.

## Indicative content

Examiners are reminded that indicative content is provided as an illustration to markers of some of the material that may be offered by students. It does not show required content and alternatives should be credited where valid.

Specimen 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, 1939–45**

## London and the Second World War, 1939–45

Question	
1	<p>Describe <b>two</b> features of the government's use of propaganda during the Blitz in the Second World War.</p> <p><b>Target:</b> knowledge of key features and characteristics of the period.  <b>AO1:</b> 4 marks</p>
Marking instructions	
<p>Award 1 mark for each valid feature identified up to a maximum of two features. The second mark should be awarded for supporting information.</p> <p>e.g.</p> <ul style="list-style-type: none"> <li>• It was used to keep up morale <b>(1)</b>. There was an emphasis in posters and the media on maintaining community spirit during the Blitz <b>(1)</b>.</li> <li>• Propaganda was used to encourage people to be safe <b>(1)</b>. Propaganda encouraged mothers to send their children away from London <b>(1)</b>.</li> <li>• The government used propaganda to persuade people to play a role on the Home Front <b>(1)</b>. There was a particular emphasis on the role of an ARP or fire watcher during the Blitz <b>(1)</b>.</li> </ul> <p>Accept other appropriate features and supporting information.</p>	

Question		
2 (a)		How useful are Sources A and B for an enquiry into the effects of bombs falling on London? Explain your answer, using Sources A and B and your 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.
1	1–2	<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>
2	3–5	<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>
3	6–8	<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:

- The source is useful as it shows the number of bombs dropped in one night and indicates the scale of the damage.
- The source shows different types of buildings damaged by the bombs; this would be useful to demonstrate the impact on society in the area.
- The fact that Source A mentions different types of bombs is useful because it suggests there was a variety of effects.

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 this was compiled from the records of the fire brigades who attended these incidents suggests it is an accurate reflection of the situation.
- It is not clear whether this was a typical night, so this cannot be assumed to be representative of the overall situation.

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

- This was the start of the Blitz, when German bombers targeted London for several months, but this level of bombing did not continue throughout the war.
- The Blitz affected residential areas and social life but the main targets were factories and the docks in order to cripple the war effort.

**Source B**

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

- Source B is useful because it gives an idea of the wider impact of bombs on the community when key buildings were affected.
- The effects of bomb damage were not always as extensive as seemed at first and that some things were recoverable, as is suggested by Source B.
- Source B is visual proof of the way people tried to clear the damage after a bomb and carry on as normally as possible.

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:

- Source B is a photograph and should be an accurate record of how the hospital tried to cope after the bombs but a single photograph does not give an overview or timescale and cannot show whether Lewisham Hospital was able to run effectively immediately afterwards.
- Source B may have been intended for use in a newspaper to show community spirit as it does not show the dead and injured patients and staff.

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

- A bomb hitting a hospital had a big impact on the community as the casualties caused by other bombs had to be transported elsewhere; the government set up the Emergency Medical Service in 1939 to coordinate these demands.
- The main periods of the Blitz were September 1940–May 1941 and January–May 1944; from June 1944 V1 flying bombs began to be used.

Question	
<b>2 (b)</b>	<p>How could you follow up Source A to find out more about the effects of bombs falling on London? 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 that is linked to it.</p> <p>e.g.</p> <ul style="list-style-type: none"> <li>• Detail in Source A that I would follow up: the comment about a private house being severely damaged. <b>(1)</b></li> <li>• Question I would ask: What happened to people in London whose houses were damaged? <b>(1)</b>            (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'.)</li> </ul> <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>• What type of source I would look for: personal accounts in the Mass Observation records. <b>(1)</b></li> <li>• How this might help answer my question: Since the accounts were written anonymously, these would provide me with personal and probably reliable accounts of where people moved to and what help was offered to people whose houses were bombed. <b>(1)</b></li> </ul> <p>Accept other appropriate alternatives.</p>	

## Warfare and British society, c1250–present

Question		
3		<p>Explain <b>one</b> way in which the composition of the army in the nineteenth century was similar to the composition of the army in the modern period.</p> <p><b>Target:</b> Analysis of second order concepts: similarity [AO2];            Knowledge and understanding of features and characteristics of the period [AO1].  <b>AO2:</b> 2 marks  <b>AO1:</b> 2 marks</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none"> <li>• Simple or generalised comment is offered about a similarity [AO2]</li> <li>• Generalised information about the topic is included, showing limited knowledge and understanding of the periods. [AO1]</li> </ul>
2	3–4	<ul style="list-style-type: none"> <li>• Features of the period are analysed to explain a similarity. [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).</p> <p>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>• In the nineteenth century there was a move to professionalise the army through changes in the terms of service, such as Cardwell's reforms, and the army in the modern period is professionally trained.</li> <li>• In both the nineteenth century and the modern period, the army is composed of different specialist groups such as engineers and artillery.</li> </ul>		

Question		
4		<p>Explain why the role of the tank in warfare changed in the period since its introduction during the First World War to the present day.</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 Battle of the Somme (1916)</li> <li>• the Iraq War (2003).</li> </ul> <p>You <b>must</b> 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 that 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:

- Generals did not see the value of the tank at first since they were slow and often broke down – the tank had little impact at the Battle of the Somme.
- Better use of tanks in the Battle of Cambrai showed the potential of the tank to break through enemy lines.
- New tactics developed to use tanks to reduce casualties by protecting troops in an advance as well as capturing fortified positions.
- Improvements to tank design made them faster, which was more suited to modern, mobile war.
- Different types of tank developed, including light tanks, which could be used for reconnaissance and small-scale operations, and heavy tanks which could play an important role in battle.

The role played by tanks has become more decisive, shown by the key role of tanks in the Battle of Basra.

Question		
5		<p>'The role of Edward I was more important for the outcome of the Battle of Falkirk than the role of Cromwell was for the outcome of the Battle of Naseby.' 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 archers</li> <li>• the New Model Army</li> </ul> <p>You <b>must</b> also use information of your own.</p> </div> <p><b>Target:</b> Analysis and evaluation of second order concepts: significance/consequence [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
	0	<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	1	<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	2–3	<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	4	<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:

- Edward I's recruitment of a large army contributed to victory at Falkirk, whereas in the victory at Naseby Cromwell had less control over recruitment as he was not in overall command.
- Edward showed good leadership in the innovative use of a large number of English and Welsh archers, equipped with the new longbow and iron-tipped arrows; Cromwell used fairly standard tactics.
- Edward I's cavalry found it difficult to deal with Wallace's schiltrons but he overcame them by good use of archers; Cromwell's cavalry did not face difficult weapons or unusual formations so his leadership skills were less important.
- Edward's tactical use of archers and cavalry enabled him to win the battle, whereas Cromwell's tactics such as sending Okey's dragoons to harass the Royalists had limited impact on the outcome of the battle.

Relevant points to counter the statement may include:

- Edward's role was less important than Wallace's problems, for example some Scottish nobles failed to join the battle at a point when their cavalry could have had an impact on the battle.
- The New Model Army's contribution to victory was the result of the role Cromwell played in training them and enforcing a high level of discipline.
- Cromwell's leadership was important because the New Model Army remained on the battlefield, where they played a key role in victory.
- In both battles, the cavalry and archers were key components of the army and essential for victory.

Question		
6		<p>'Warfare had a greater impact on civilians in the period c1700–c1900 than 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>• requisitioning</li> <li>• war reporting.</li> </ul> <p>You <b>must</b> also use information of your own.</p> </div> <p><b>Target:</b> Analysis and evaluation of second order concepts: comparison/change and continuity [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
	0	<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	1	<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	2–3	<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	4	<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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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:

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### Indicative content guidance

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Relevant points that support the statement may include:

- The impact of war was felt more by civilians in the late nineteenth century because war reporting in newspapers gave details of the injured and dead, whereas in the period c1500–c1700 many people were not literate and would not have had access to such details.
- The impact of war was felt more by civilians in the late nineteenth century because war photography made the horrors of war clear to everyone, whereas before few people would have witnessed this.
- The need for larger armies in the period c1700–c1900 than in the period c1500–c1700 meant that more men joined the army, which would have had an impact on the family and society.
- The need for industrialised weapons and supplies meant that wars during the period c1700–c1900 had a greater impact on the economy than in the period c1500–c1700.

Relevant points to counter the statement may include:

- The English Civil Wars were fought in Britain, meaning that people would be affected by requisitioning, whereas this would not apply to the overseas wars of the period c1700–c1900.
- The English Civil Wars were fought in Britain, meaning that people would be directly affected by the passage of troops and battles being fought on farmland; this was less common in the period c1700–c1900.
- In the period c1700–c1900 soldiers were mainly volunteers or criminals who joined the army in preference to gaol but in the sixteenth and early seventeenth centuries there was often the expectation that men would follow their local lord, so they had less choice about joining the army.