

Access to History Online Edexcel Unit 2 – C1 The Experience of Warfare in Britain: Crimea, Boer and the First World War, 1854–1929

<p>Edexcel – AS GCE Unit 2: British History Depth Studies Option C</p>	<p>C1 The Experience of Warfare in Britain: Crimea, Boer and the First World War, 1854–1929</p>	<p>SOURCES ACCOMPANYING EXEMPLAR QUESTIONS UNIT 2</p>
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<p>SOURCE 1</p>	<p>The death rate was very heavy, 10 dying in one night. Though some of the houses were comfortable, others were miserable sheds or stables, and one hovel was surely meant for a pig and yet a young girl, dangerously ill, lay in it. There is barely language too strong to express our opinion of sending a mass of disease to a healthy camp; but the cemetery tells of the price paid in lives for the terrible mistake.</p> <p><i>From the report of the Fawcett Commission to the House of Commons in 1902. This extract describes the conditions in one camp which had recently received a wave of internees suffering from measles</i></p>
<p>SOURCE 2</p>	<p>The authorities have no idea how to cope with the difficulty of providing clothes and accommodation for the people. They are ignorant, stupid and helpless. I rub as much salt into the sore places of their minds as I possibly can, because it is good for them; but I can't help melting a little when they are very humble and confess that the whole thing is a grievous mistake and gigantic blunder and presents an almost impossible problem and they don't know how to face it.</p> <p><i>From a letter by Emily Hobhouse to one of her family written in January 1901</i></p>
<p>SOURCE 3</p>	<p>Large refugee colonies were established in the Transvaal, the Orange Free State, Natal and Cape Colony. The refugees included those who entered the camps with their possessions for protection. The camps were staffed by superintendents, store keepers and medical officers. There was much criticism of the camps in Great Britain, especially as a result of a description published by Miss Hobhouse. A commission of ladies headed by Miss Fawcett visited the camps and made recommendations on how to improve their management. By October Lord Kitchener informed the Secretary of State for War that all of Miss Fawcett's proposals were adopted where circumstance permitted.</p> <p><i>From Edwin Sharpe, Lord Kitchener: His Life and Work for the Empire, published 1905</i></p>

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SOURCE 4	<p>A lot of hot air has been talked about the horror of Field Punishment Number 1, but I cannot see that it was so terrible. You were not lashed tightly to the wheel; you were never kept there for longer than an hour at a time; you were loosed if it got too hot or if it started to rain, so there was little physical discomfort. Presumably, it was the moral effect that was supposed to be the deterrent.</p> <p><i>From John Nettleton, The Anger of the Guns: An Infantry Officer on the Western Front, published 1979</i></p>
SOURCE 5	<p>There could be complaints about the monotony of the food or the absence of some favourites, but in general the British soldiers were well fed and in the case of many poor homes, better fed than at any time during their life hitherto. The daily tot of rum, introduced in October 1914 was much appreciated. Tobacco was widely and cheaply available.</p> <p><i>From Rosemary Rees and Geoff Stewart, The Experience of Warfare in Britain 1854–1929, published 2008</i></p>
SOURCE 6	<p>Many amongst us are now tired. To those I say that Victory will belong to the side which holds out the longest.</p> <p>There is no other course of action open to us but to fight it out. Every position must be held to the last man, there must be no retreat. With our backs against the wall and believing in the justice of our cause each one of us must fight to the end. The safety of our homes and the freedom of mankind depends on everyone of us at this critical moment.</p> <p><i>From Field Marshal Douglas Haig's Special Day Order, 11 April 1918</i></p>

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Examiner's Specific Advice

The Unit 2 Part (a) essay asks candidates to compare source material in order to evaluate a claim. This requires the following skills:

First, candidates need to comprehend the sources and understand the ways in which they support or challenge the view advanced in the question.

Secondly, candidates must compare details from the sources, drawing out points of similarity or difference.

Thirdly, candidates need to consider the provenance of each source, using this to explain the similarities or differences between sources and give weight to the evidence provided.

Finally, candidates must use this information to reach a judgement about how far the sources as a set support or challenge the view advanced in the question.

Exemplar Question

Study Sources 1, 2 and 3.

(a) How far do Sources 1, 2 and 3 agree that the people running the British concentration camps during the Boer War were responsible for the high death rates?

Explain your answer using Sources 1, 2 and 3.

[20 marks]

Planning Your Response

As this is a comparison question, it is important to consider not only how far each source agrees with the statement in the question, but also how far the sources agree with each other. This requires careful planning.

Source 1 gives a mixed report of the camps. On the one hand, it states that 'some houses were comfortable'. Yet at the same time it is critical of much of the accommodation provision, and the failure of measures to prevent disease. Notably, it does not blame any particular person or institution for these failings. Source 2 agrees with Source 1 that provision in the camps was inadequate. However, unlike Source 1, it is willing to attribute blame for this. Although the author of Source 2 does not

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suggest that the mismanagement was intentional, she does lay responsibility with the 'authorities' running the camps. Source 3 alludes to Sources 1 and 2, referring to 'much criticism of the camps in Great Britain'. But this source stresses that the camps were managed well, and that recommendations for improvement were implemented.

One possible way of structuring an answer to this question would be:

- Introduction: summarise how far the sources agree with the statement in the question
- Ways in which the people running the British concentration camps during the Boer War were responsible for the high death rates
- Ways in which the sources disagree that the people running the British concentration camps during the Boer War were responsible for the high death rates
- Conclusion

Examiner's Exemplar Answer 1

The concentration camps in the Boer War caused misery in South Africa and revulsion at home. They were established by Kitchener as part of his drive to win the guerrilla war which was the last phase of the Boer War. Death rates were high, particularly in 1901. But just how far were the people running the British concentration camps responsible for the high death rates (1)?

The camps were not intended to be death camps. They were originally set up by the British Army as places of refuge to provide refuge for civilians who had been forced to abandon their homes and farms. Kitchener's new anti-guerrilla tactics – his 'Scorched Earth' policy, which targeted farm land – led to a massive increase in the number of people seeking refuge and the camps could not cope and people started to die. The results are plain to see in Source 1 and Source 2 which tell of the great misery and high death rates in the camps.

Kitchener was the man behind the new policy which deliberately destroyed crops, slaughtered livestock, burned down homes and farms, and even went as far as poisoning wells. He intended to stop the Boer guerrillas from being able to live off the land. The unforeseen consequence of his policy was that tens of thousands of women and children were forced off the land and moved into the concentration camps.

(1) The introduction is factually accurate but does not mention the sources. 100% of the marks for Part (a) are based on source analysis and therefore this is not a good way to start.

There were attempts to organise the camps, as we can see in Source 3. However, the resources were inadequate and a poor diet led to malnutrition, and bad hygiene and overcrowding led to the outbreak of contagious diseases. Many died of typhoid and dysentery, or measles as said in Source 1 (2).

Emily Hobhouse, author of Source 2 was very critical of what was happening and complained to the government. But even she never accused the British of deliberately trying to kill thousands of women and children. Eventually, the Fawcett Commission, working with the British Army, made big changes which made life much better for those in the camps and the death rate declined. But it caused outrage in the country and in the long term led to the election of the Liberal government of 1906 (3).

Examiner's Assessment

The candidate clearly understands the question and has a detailed knowledge of the period. However, a Part (a) question focuses on analysis and comparison of the sources. As the candidate does not do this they cannot get a high mark. Nonetheless, in light of the fact that the student clearly understands the question they should be rewarded with some marks and the essay is awarded a mark at the bottom of Level 2.

Examiner's Exemplar Answer 2

Sources 1 and 2 agree that conditions in the camps were dire. But they do not suggest that this was deliberately caused by the British authorities. Moreover, Source 3 shows that the British did, rather belatedly, take steps to improve the conditions of those in the camps (4).

The most damning evidence that the people who ran the camps were to blame comes from Source 2. Emily Hobhouse, the author of the source, accuses the authorities of having no 'idea how to cope with the difficulty of providing clothes and accommodation for the people'. This is backed up

(2) The main body of the essay includes a good deal of detailed own knowledge. The sources are hardly used. The candidate has misunderstood the nature of a Part (a) question and therefore will not achieve a good mark for this essay.

(3) The conclusion is an intelligent response to the question. However, the judgement reached does not reflect source analysis and therefore will not score well.

(4) This is a focused summary of the sources. It would benefit from offering an overall judgement.

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to some extent by the findings of the Fawcett Commission in Source 1, which reports that the camps were largely inadequate. It described the housing that people were forced to occupy as 'miserable shed or stables' and hovels. However, Hobhouse goes much further than Fawcett. She describes the authorities as 'ignorant, stupid and helpless' (Source 2). The Fawcett Commission, on the other hand, notes the scale of the suffering without actually blaming anyone. This difference can be explained by the fact that Fawcett was appointed by the government after Hobhouse exposed the horrors of the camps. The government hoped that Fawcett would improve the situation without creating further bad publicity, and this seems to have been what she did in Source 1. Hobhouse on the other hand had no official position and therefore could say what she liked about the conditions in the camps.

Even so, not even Hobhouse claimed that the British deliberately caused the terrible suffering. She states that the horrors of the camps were caused by arrogance and stupidity not by an intention to kill thousands of innocent people. Edwin Sharp in Source 3 goes further stressing the good management that was in place in the camps. He says that the camps were there to protect the Boer women and children and that each was well staffed. Nonetheless, even Source 3 notes that there was room for improvement in the camps, referring to the findings of the Fawcett Commission. Significantly Source 3 does not acknowledge the level of criticism made by the Commission. Source 3 implies that the Commission's suggestions were rather minor, whereas we can see from Source 1 that the Commission's report exposed major failures in the camps. Judging by the title of Sharpe's book, it seems that the author wants to celebrate Kitchener and play down the failings of his policy in the Boer War and this is why it overlooks the suffering endured in the camps (5).

In conclusion, all three sources agree that there were problems in the camps, although Source 3 seems to suggest they were rather minor. Nonetheless, there is no agreement about who was to blame. Source 1 blames no one, Source 2 blames the administrators, and Source 3 praises Kitchener for doing a great job (6).

(5) The main body of the essay offers a detailed comparison of all three sources. What is more, it distinguishes between fault in the sense of mismanagement and fault in the sense of a deliberate policy to kill women and children. Finally, it uses the context of the sources to explain why they offer different accounts of the events in the camps.

(6) The conclusion reflects the analysis in the main body of the essay, but offers a summary rather than an overall judgement.

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Examiner’s Assessment

This essay presents a detailed analysis of the three sources. It selects and cross-references excellently and it uses the context of the sources to explain why they tell different stories. However, the conclusion is a summary of the argument of the sources, rather than a substantiated judgement. For this reason, it cannot achieve full marks, but would achieve a mark high in Level 4.

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(a) How far do Sources 1, 2 and 3 agree that the people running the British concentration camps during the Boer War were responsible for the high death rates?
[20 marks]

Target: AO2a

As part of an historical enquiry, analyse and evaluate a range of appropriate source material with discrimination.

Level 1	<p>Comprehends the surface features of the sources and selects material relevant to the question. Responses are direct quotations or paraphrases from one or more of the sources.</p> <p>Low Level 1: 1–2 marks The qualities of Level 1 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 1: 3–5 marks The qualities of Level 1 are securely displayed.</p>	(1–5)
Level 2	<p>Comprehends the sources and selects from them in order to identify their similarities and/or differences in relation to the question posed. There may be one developed comparison, but most comparisons will be undeveloped or unsupported with material from the sources. Sources will be used in the form of a summary of their information. The source provenance may be noted, without application of its implications to the source content.</p> <p>Low Level 2: 6–7 marks The qualities of Level 2 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 2: 8–10 marks</p>	(6–10)

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	The qualities of Level 2 are securely displayed.	
Level 3	<p>Comprehends the sources and focuses the cross-referencing on the task set. Responses will offer detailed comparisons, similarities/differences, agreements/disagreements that are supported by evidence drawn from the sources.</p> <p>Sources are used as evidence with some consideration of their attributes, such as the nature, origins, purpose or audience, with some consideration of how this can affect the weight given to the evidence. In addressing 'how far' there is a clear attempt to use the sources in combination, but this may be imbalanced in terms of the issues addressed or in terms of the use of the sources.</p> <p>Low Level 3: 11–12 marks The qualities of Level 3 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 3: 13–15 marks The qualities of Level 3 are securely displayed.</p>	(11–15)
Level 4	<p>Reaches a judgement in relation to the issue posed by the question supported by careful examination of the evidence of the sources. The sources are cross-referenced and the elements of challenge and corroboration are analysed. The issues raised by the process of comparison are used to address the specific enquiry. The attributes of the source are taken into account in order to establish what weight the content will bear in relation to the specific enquiry. In addressing 'how far' the sources are used in combination.</p> <p>Low Level 4: 16–17 marks The qualities of Level 4 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 4: 18–20 marks The qualities of Level 4 are securely displayed.</p>	(16–20)

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Examiner’s Specific Advice

The Unit 2 Part (b) essay asks candidates to cross-reference source material and own knowledge to test an interpretation.

First, candidates need to comprehend the sources and understand the ways in which they support or challenge the view advanced in the question.

Secondly, candidates must compare details from the sources, drawing out points of similarity or difference.

Thirdly, candidates need to consider the provenance of each source, using this to explain the similarities or differences between sources and give weight to the evidence provided.

Fourthly, candidates need to use their own knowledge to develop their argument. Own knowledge can be used to support or challenge information from the sources, or to give weight to the evidence in the sources.

Finally, candidates must reach a judgement about how far the interpretation in the question is accurate.

Exemplar Question

Study Sources 4, 5 and 6.

(b) Do you agree that morale of the British troops on the western front was sustained through inspiring leadership?

Explain your answer using Sources 4, 5 and 6 and your own knowledge.

[40 marks]

Planning Your Response

Unit 2 Part (b) questions can be planned in much the same way as Unit 2 Part (a) questions, but with the additional inclusion of the candidate’s own knowledge.

It is important that the sources and own knowledge are used as a set. Candidates need to consider not only how far the sources and their own knowledge agree with

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the interpretation in the question, but also how far they agree with each other. This requires careful planning.

Source 4 asserts that army discipline did not decrease morale during the First World War. This source makes no explicit reference to army leadership. However, as the leaders were responsible for discipline, it can be inferred that the author feels that, in this sense at least, army leadership was fair and just, if not inspiring. Source 5 focuses on the welcome impact of the food received by the soldiers. It makes reference to 'complaints', but suggests that these were minor. Again, there is no specific reference to leadership, but again, the factor discussed can be traced back to decisions made by the leaders of the army. Source 6 provides evidence of army leadership – in this case, Haig – seeking to inspire the soldiers by explaining the importance of their work. The wording is certainly motivational, but the source itself provides no indication of its level of effectiveness. Indeed, the reference to many soldiers being 'tired' perhaps suggests a lack of morale up to this point.

One possible way of structuring an answer to this question would be:

- Introduction: summarise the argument of the essay, integrating information from the sources and own knowledge
- The role of leadership
- The role of food and provisions
- The role of discipline
- Conclusion

Examiner's Exemplar Answer 1

The sources suggest that there were several reasons for high morale, punishments in Source 4, food and tobacco in Source 5 and inspirational leadership in Source 6 (1).

Punishment was clearly one reason for morale. Source 4 discusses 'Field Punishment Number 1'. Importantly, it indicates that the punishment was seen as fair. This implies that there was respect for the Army's leaders and the structure of the army. This is also evident from Source 6 which shows a good leader appealing to his troops' best instincts such as 'justice', 'freedom' and their homes. Source 5 also implies that the leadership was good due to the fact that they provided good food to all of the troops. This shows good organisation amongst the leadership. Source 4 is an eyewitness account which indicates that it is truthful, nonetheless, it was published in 1979 many years after and therefore the memories might have faded.

Good leadership was also a reason for high morale. Source 6 contains the most evidence for this. It is addressed to all of the men. It shows that the high-

(1) This introduction presents a brief summary of the sources, but does not actually answer the question.

up generals understood the way the troops were feeling. Also Haig appealed to their heroism by encouraging them to 'fight to the end.' Source 4 also implies that leadership was fair. The punishments were not too harsh, and the real way in which people were motivated was moral pressure: 'it was the moral effect that was supposed to be the deterrent.' This shows considerable wisdom on the part of the leadership and is therefore evidence that good leaders kept their troops' morale high. Sources 4 and 5 were written by historians and therefore they can be trusted (2).

Finally, food and supplies kept morale high. Importantly, Source 5 tells us that poor people were better fed in the army than they were in their normal lives. The availability of rum and tobacco clearly shows that the leaders of the army understood the wants of their men. However, neither of the other sources mention food and therefore it is not the most important reason for the high morale (3).

The sources discuss a series of reasons for high morale. However, all of the sources contain some indication that good leadership played the main part. The fairness of the punishment in Source 4, the provision of food and other comforts in Source 5 and the inspirational tone of Source 6 all indicate that the morale of the troops was high in World War One due to the leaders more than any other reason (4).

Examiner's Assessment

In terms of A01 the essay is well structured and broadly focused on the question. However, the essay does not consider a range of factors and more importantly the candidate offers practically no own knowledge and therefore cannot get a mark higher than Level 1 in A01.

Turning to A02, the essay uses all of the sources and uses them to create a detailed piece of cross referencing. The use of the sources is very good throughout the main body of the essay. Thus, it gains a mark in Level 4 for A02 but it cannot get maximum marks.

The big problem with this essay is that it includes

(2) The main body of the essay focuses on good leadership throughout. There is no real consideration of other possible factors. In this sense, the essay lacks balance and does not consider a range of different factors. What is more, there is almost no own knowledge in the essay.

(3) This paragraph mistakenly claims that, because only one source mentions food, it cannot be very important. Students should not assume that the evidence given in the sources is all the evidence available on the topic.

(4) The conclusion reflects the argument of the essay and concludes that good leadership was responsible for high morale. An essay with more accurate own knowledge would undoubtedly reach a different conclusion.

practically no own knowledge. This is a significant mistake as 60% of the marks available in the essay are available for A01. Indeed, the essay is more like an answer to Part (a) than an answer to Part (b)

Examiner's Exemplar Answer 2

Inspirational leadership is unlikely to be the reason for morale remaining high during World War One. Rather, soldiers continued to fight because they believed in duty and honour. Needless to say reasonable food and the threat of discipline also played their part (5).

Source 6 contains the most evidence that inspirational leadership played a key role in maintaining high morale. It is a *Special Day Order* from Haig, the most senior officer in the British Expeditionary Force. The message opens by showing he knows how the troops feel and goes on to appeal to their idealism, heroism and their desire to protect their loved-ones at home. However Haig was also the commander who was responsible for the Battle of the Somme, the worst tragedy in British military history resulting in 1.5 million casualties. The battle showed the troops that their commanders had made tactical mistakes because the bombardment had not weakened the German line. It showed that the leaders did not understand the battle they were fighting because they continued the assault for five months when the soldiers in the trenches knew it was pointless within days. Additionally, it showed they did not care how many ordinary soldiers they sacrificed. Clearly, Haig was not a good leader and therefore inspirational leadership cannot be the main cause of high morale (6).

Food, tobacco and rum, mentioned in Source 5, were certainly essential to good morale. Nonetheless, the food lacked 'some favourites' and was very repetitive. Indeed, soldiers lived on corn beef, tinned stew and biscuits for most of the time. The army was supposed to provide fresh meat once a day, but in reality this was not the case. Therefore although the food kept the men going it was not enough to lift their spirits. Indeed, it even caused grumbling. Soldiers on active service received 10F a week to spend in France. This meant that they could eat out at cafes when they were not

(5) This introduction directly answers the question.

(6) The first paragraph addresses good leadership, the factor stated in the question. This is a good approach as it means that the question is tackled early on. Remember an answer that does not address the stated factor will not get into the highest levels.

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on the front line. Tobacco and rum are more likely to lift people's spirits. However, the rum was only available when commanding officers judged that the weather was cold enough. In this sense the rum cancelled out the effects of bad weather rather than raising morale. Cigarettes were plentiful. The average soldier was paid 1s 6d a day, enough to buy 70 cigarettes. These things were essential to keeping soldiers going, but were not enough to lift morale because of the 'monotony' of the diet and the fact that rum was only available in cold weather.

Post was very important for morale. Contact with home reminded men of what they were fighting for. The army was very good with post. The Royal Engineers Postal Section organised a fast and efficient service. By 1917, they were handling 125,000 letters a day. Often, even at peak times, letters would travel from home to the front in a matter of days. In this way good organisation on the part of the leaders was important, but this is quite different from inspirational leadership.

Punishments were also part of army life. Of the 5,700,000 men who served only 346 were executed. This indicates that the army used the punishment infrequently. 'Field Punishment Number 1', mentioned in Source 4, was more common, especially for crimes such as drunkenness. Source 4 indicates that it was fair. However, this was not always the case and there are reports of soldiers protesting against it. Indeed, the fact that it was abolished in 1923, so soon after the war, shows that it was more controversial than Source 4 suggests. Source 4 is an account of a soldier, however the account was published in 1979 - many years after the war. Consequently, the soldier's recollection might not be perfect. What is more, the soldier is only speaking from his experience, which may not be widely representative. There were examples of miscarriages of justice, such as when Haig sentenced a man with shell shock to death for deserting. Punishments were part of keeping discipline tight rather than keeping morale high because punishment is a deterrent and it does not motivate in a positive way (7).

The spirit of the soldiers was what kept their morale up. In general they believed they had a duty to do their job. Many, thanks to the post, were continually reminded of what they were fighting for. Skillful propaganda, such as movies, also appealed

(7) This makes a very perceptive distinction between keeping the troops going and lifting their morale. This shows that the candidate is thinking intelligently about the meaning of the question.

(8) This paragraph shows detailed and relevant own knowledge which will score

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to their heroism. One particular film shows German soldiers raping Belgian women and implies that they would do the same to the wives and daughters of the British troops if they ever got across the channel. The continual reminder of home was much more significant than inspiring leadership in maintaining morale (8).

Most men never saw the leaders at the top due to the fact that they worked behind the lines. The leaders they experienced on a day-to-day basis played an important role, such as dishing out rum in cold weather and inspecting footwear to ward off trench foot. Their duties, like the food, were necessary, but not inspiring. Haig's *Special Day Order* is inspiring, but his actions often did more to reduce morale, such as the battle of the Somme. The soldiers who fought in the war were disciplined and self motivated, they wanted to get the job done and were prepared to sacrifice in order to see the job through, so it was self motivation rather than inspiration from the top that got the soldiers through (9).

Examiner's Assessment

Overall the essay is focused and contains a great deal of detailed own knowledge. However, the essay makes very little use of the sources, which means that the candidate will score less highly in A02.

In terms of A01 the essay is well structured and focused and the own knowledge is detailed, accurate, well deployed and integrated with the sources. Therefore, it gets a high mark in Level 4.

The essay is less strong in terms of A02. There is no cross-referencing. Nonetheless, all of the sources are used and there is evidence of good selection and analysis. Therefore, the essay is awarded a mark in Low Level 3 for A02.

highly in A01. However, it contains no reference to sources. Indeed, the essay as a whole does not make much use of the sources so the candidate risks losing out in A02.

(9) The conclusion puts forward a supported judgement that follows from what had been argued in the rest of the essay. However, in line with the rest of the essay, reference to the sources is minimal.

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(b) Do you agree that morale of the British troops on the western front was sustained through inspiring leadership?

[40 marks]

Target: AO1a & AO1b (24 marks)

Recall, select and deploy historical knowledge appropriately, and communicate knowledge and understanding of history in a clear and effective manner.

AO2b (16 marks)

Analyse and evaluate, in relation to the historical context, how aspects of the past have been interpreted and represented in different ways.

AO1a and AO1b (24 marks)

Level 1	<p>Candidates will produce mostly simple statements. These will be supported by limited factual material, which has some accuracy and relevance, although not directed analytically (i.e. at the focus of the question). The material will be mostly generalised. There will be few, if any, links between the simple statements.</p> <p>Low Level 1: 1–2 marks The qualities of Level 1 are displayed; material is less convincing in its range and depth.</p> <p>Mid Level 1: 3–4 marks As per descriptor.</p> <p>High Level 1: 5–6 marks The qualities of Level 1 are securely displayed; material is convincing in range and depth consistent with Level 1.</p> <p>The writing may have limited coherence and will be generally comprehensible, but passages will lack both clarity and organisation. The skills needed to produce effective writing will not normally be present. Frequent syntactical and/or spelling errors are likely to be present.</p>	(1–6)
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<p>Level 2</p>	<p>Candidates will produce a series of simple statements supported by some accurate and relevant factual material. The analytical focus will be mostly implicit and there are likely to be only limited links between simple statements. Material is unlikely to be developed very far or to be explicitly linked to material taken from sources.</p> <p>Low Level 2: 7–8 marks The qualities of Level 2 are displayed; material is less convincing in its range and depth.</p> <p>Mid Level 2: 9–10 marks As per descriptor.</p> <p>High Level 2: 11–12 marks The qualities of Level 2 are securely displayed; material is convincing in range and depth consistent with Level 2.</p> <p>The writing will have some coherence and will be generally comprehensible, but passages will lack both clarity and organisation. Some of the skills needed to produce effective writing will be present. Frequent syntactical and/or spelling errors are likely to be present.</p>	<p>(7–12)</p>
<p>Level 3</p>	<p>Candidates' answers will attempt analysis and show some understanding of the focus of the question. They may, however, include material which is either descriptive, and thus only implicitly relevant to the question's focus, or which strays from that focus. Factual material will be mostly accurate, but it may lack depth and/or reference to the given factor. At this level candidates will begin to link contextual knowledge with points drawn from sources.</p> <p>Low Level 3: 13–14 marks The qualities of Level 3 are displayed; material is less convincing in its range and depth.</p> <p>Mid Level 3: 15–16 marks As per descriptor.</p> <p>High Level 3: 17–18 marks The qualities of Level 3 are securely displayed; material is convincing in range and depth consistent with Level 3.</p> <p>The writing will be coherent in places but there are likely to be passages which lack clarity and/or proper organisation. Only some of the skills needed to produce convincing extended writing are likely to be present. Syntactical and/or spelling errors are likely to be present.</p>	<p>(13–18)</p>

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Level 4	<p>Candidates offer an analytical response which relates well to the focus of the question and which shows some understanding of the key issues contained in it. The analysis will be supported by accurate factual material, which will be mostly relevant to the question asked. There will be some integration of contextual knowledge with material drawn from sources, although this may not be sustained throughout the response. The selection of material may lack balance in places.</p> <p>Low Level 4: 19–20 marks The qualities of Level 4 are displayed; material is less convincing in its range and depth.</p> <p>Mid Level 4: 21–22 marks As per descriptor.</p> <p>High Level 4: 23–24 marks The qualities of Level 4 are securely displayed; material is convincing in range and depth consistent with Level 4.</p> <p>The answer will show some degree of direction and control but these attributes may not be sustained throughout the answer. The candidate will demonstrate the skills needed to produce convincing extended writing but there may be passages which lack clarity or coherence. The answer is likely to include some syntactical and/or spelling errors.</p>	(19–24)
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A02b (16 marks)

Level 1	<p>Comprehends the sources and selects material relevant to the representation contained in the question. Responses are direct quotations or paraphrases from one or more of the sources.</p> <p>Low Level 1: 1–2 marks The qualities of Level 1 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 1: 3–4 marks The qualities of Level 1 are securely displayed.</p>	(1–4)
Level 2	<p>Comprehends the sources and selects from them in order to identify points which support or differ from the representation contained in the question. When supporting the decision made in relation to the question the sources will be used in the form of a summary of their information.</p> <p>Low Level 2: 5–6 marks The qualities of Level 2 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 2: 7–8 marks The qualities of Level 2 are securely displayed.</p>	(5–8)

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<p>Level 3</p>	<p>The sources are analysed and points of challenge and/or support for the representation contained in the question are developed from the provided material. In addressing the specific enquiry, there is clear awareness that a representation is under discussion and there is evidence of reasoning from the evidence of the sources, although there may be some lack of balance. The response reaches a judgement in relation to the claim which is supported by the evidence of the sources.</p> <p>Low Level 3: 9–10 marks The qualities of Level 3 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 3: 11–12 marks The qualities of Level 3 are securely displayed.</p>	<p>(9–12)</p>
<p>Level 4</p>	<p>Reaches and sustains a conclusion based on the discriminating use of the evidence. Discussion of the claim in the question proceeds from the issues raised by the process of analysing the representation in the sources. There is developed reasoning and weighing of the evidence in order to create a judgement in relation to the stated claim.</p> <p>Low Level 4: 13–14 marks The qualities of Level 4 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 4: 15–16 marks The qualities of Level 4 are securely displayed.</p>	<p>(13–16)</p>

<p>Edexcel – AS GCE Unit 2: British History Depth Studies Option C</p>	<p>C1 The Experience of Warfare in Britain: Crimea, Boer and the First World War, 1854–1929</p>	<p>Chronology</p>
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Chronology: Key Events in *The Crimea, Boer and the First World War, 1854–1929*

Crimean War

Year	Month	Event
1853	November	Battle of Sinope
1854	May	British army lands at Verna
	June	British forces ordered to invade the Crimea
	September	Battle of Alma
		Beginning of the Siege of Sebastopol
		Florence Nightingale rejects Mary Seacole's application to join her team of nurses
		General Hospital established in the Crimea
	October	<i>The Times</i> 'Crimea Fund' established
		Battle of Balaclava: Charge of the Light Brigade
	November	Battle of Inkerman
		Florence Nightingale and her nurses arrive at Scutari
		'Great Storm' in the Crimea
		<i>The Times</i> publicises the administrative chaos in the Crimea
1855	January–March	Russian winter: severe weather conditions
	March	Sanitary Commission arrives in Scutari
		Roger Fenton arrives in Balaclava
		Mary Seacole's 'British Hotel' established near Balaclava
	June	Death of Lord Raglan
	September	End of the Siege of Sebastopol
	November	'Nightingale Fund' established
		McNeill–Tulloch Report published
1856	March	Treaty of Paris signed: end of the Crimean War
1857	July	<i>Wonderful Adventures of Mary Seacole in Many Lands</i> published
1860		Nightingale Training School for Nurses established at St Thomas' Hospital, London
1870		Entry to the Civil Service made competitive
1870–71		Cardwell's Army Reforms

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Boer War

Year	Month	Event
1882–84		Transvaal and Orange Free State granted independence by Britain
1897		Sir Alfred Milner becomes British High Commissioner in South Africa
1899	May	Talks between Milner and Kruger fail to solve the problem of the Uitlanders
	August	British army reinforcements despatched to South Africa
	October	Boer Republics declare war on the British
		Sieges of Kimberley, Ladysmith and Mafeking begin
	December	Black Week: British army suffers three major defeats
1900	January	Boers defeated at Spion Kop
	February	Relief of Kimberley and Ladysmith
	March	British army captures Bloemfontein
	May	Relief of Mafeking
		British army captures Johannesburg
	October	'Khaki' election: Conservative victory
1901	January	Guerrilla warfare
		British adopt 'scorched earth' policy and establish concentration camps
		Emily Hobhouse arrives in Bloemfontein
	June	Sir Henry Campbell-Bannerman describes the concentration camps as 'methods of barbarism'
	August–December	Fawcett Commission in South Africa
	December	Pro-war riot in Birmingham
1902	May	Peace of Vereeniging
1903	March	Committee of Imperial Defence created
1904		Esher Report published
		War Office reorganised
1906	January	General election: Liberal victory
		Free school meals introduced
1906–12		Haldane's army reforms
1907		Medical inspections in schools introduced
1911		National Health Insurance established

The First World War

Year	Month	Event
1914	August	Britain declares war on Germany: BEF sent to France
		Kitchener appointed Secretary of State for War
		Recruitment drive begins
		War Propaganda Bureau established under Charles Masterman
		Defence of the Realm Act (DORA)
		Intoxicating Liquor (Temporary Restriction) Act
	September	Miracle of the Marne
	October	First Battle of Ypres

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	December	'No Conscription Fellowship' formed
1915	January	First official investigation into 'shell-shock'
		<i>Report on Alleged German Outrages</i> published
	April	Second Battle of Ypres
		Gas employed as a weapon
	May	Sinking of the RMS <i>Lusitania</i>
		Munitions of War Act
	July	National Registration Act
		Miners' Strike
	September	Battle of Loos
	October	Derby Scheme established
		Edith Cavell accused of espionage and shot by the Germans
1916	February	Germany begins attack on Verdun
		First Military Service Act introduces conscription for unmarried men
	March	Non-Combatant Corps established
	May	Second Military Service Act introduces conscription of married men
	July	TUC resolution to support the war effort
	July–November	Battle of the Somme
	August	<i>Battle of the Somme</i> film released
	December	WAAC established
1917	April	Battle of Arras
	July–November	Battle of Passchendaele
	October	Trench Fever Commission established
	November	Battle of Cambrai
		WRNS established
1918	February	Ministry of Information established under Lord Beaverbrook
	March–May	German offensives
	April	WRAF established
	June	Representation of the People Act
	August	Battle of Amiens
	September	Allies break through the Hindenburg Line
	November	Armistice signed
1919	December	Sex Disqualification Removal Act

Teaching Activities

1. Make your own exam paper

Students should be shown a range of existing exam papers for this option. They should make a list of the key features of the exam papers. For example, they could note that the paper is divided into two sections, with the first section requiring comparison of three sources, and the second section requiring them to test a judgement using two sources and their own knowledge.

Students should then use their own knowledge and a copy of the specification to design their own Part (a) and Part (b) questions.

For the Part (a) question, they should select three sources from their textbook or other relevant books (additionally, they could be encouraged to use online libraries such as Google Books). At least two of these sources should be primary accounts. Having chosen the sources, students should write an appropriate question to accompany them. This question should focus on a comparison of the three sources.

For the Part (b) question, students should select two secondary sources, offering contrasting interpretations of a key event or process studied. Again, having chosen the sources, students should write an appropriate question to accompany them. This question must require them to test an interpretation.

Hints:

- Once the exam papers have been designed, students should swap papers with a partner, and plan their answers to the questions. They should return these to the person who designed the exam paper, who could mark them using the exam board mark scheme.
- Less able students could be given eight or nine sources from which to select their sources for each question.

2. Peer-revision

Divide students into groups of four. Students should number themselves 1–4, with the numbers corresponding to the four bullet-points of the Edexcel specification. Each student should then plan a ten-minute mini revision lesson for the other students in the group. The mini-lesson should be a recap of the content for the relevant bullet-point. Each mini-lesson should contain:

- a handout comprising one A4 side containing key information about the topics
- an activity designed to help students to learn the information
- a test to assess how well students have learnt the information.

In turn, each student should deliver their lesson to the other students in their group.

Hints:

- Students could also peer-assess each other's mini-lessons using the following template:

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	Mark out of 10
How well did the handout and mini-lesson cover the content in the bullet-point?	
How well did the activity help you to learn the content in the bullet-point?	
How effectively did the test highlight the strengths and weaknesses in your knowledge?	
Total:	

- It could be insisted that the test comprises three types of question:
 1. recall questions (e.g. When was the harsh winter during the Crimean War?)
 2. explain questions (e.g. Why was the winter particularly difficult for the British troops?)
 3. evaluative questions (e.g. How significant was the role of Lord Raglan in the failure of supplies during the harsh winter?)

Additional Sample Questions

Edexcel Unit 2 is a source-based paper. Therefore teachers (or students) will need to find two or three sources to be used in conjunction with each question.

Part (a)

1. How far do the sources suggest that the reporting of William Howard Russell changed attitudes to the Crimean War?
2. How far do the sources suggest that Buller's leadership was the major reason for British failures in the early part of the Boer War?
3. How far do the sources suggest that morale remained high in the British army during the First World War?
4. How far do the sources suggest that the First World War changed attitudes to women?

Part (b)

1. Do you agree with the view that leadership of the army during the Crimean War was characterised by incompetence?
2. Do you agree that there was widespread popular support for the Boer War in the period 1899–1902?
3. Do you agree with the view that the British army was highly effective on the Western Front during the First World War?
4. Do you agree that the British government successfully mobilised the home front during the First World War?

Resources

Gordon Corrigan, *Mud, Blood and Poppycock: Britain and the Great War* (Phoenix, 2004)

Gregory Fremont-Barnes, *The Boer War 1899–1902* (Osprey, 2003)

Michael Howard, *The First World War: A Very Short Introduction* (OUP, 2007)

Thomas Pakenham, *The Boer War* (Abacus, 1991)

Clive Ponting, *The Crimean War: The Truth Behind the Myth* (Pimlico, 2005)

John Sweetman, *Essential Histories: The Crimean War* (Osprey, 2001)