



GCSE MARKING SCHEME

SUMMER 2019

HISTORY

COMPONENT 2: THEMATIC PAPER

**2G. The Development of Warfare in Britain, c.500 to
the present day**

C100U70-1

INTRODUCTION

This marking scheme was used by WJEC for the 2019 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

MARK SCHEME SUMMER 2019

Component 2: THEMATIC PAPER

2G. The Development of Warfare in Britain, c.500 to the present day

Instructions for examiners of GCSE History when applying the mark scheme

Positive marking

It should be remembered that learners are writing under examination conditions and credit should be given for what the learner writes, rather than adopting the approach of penalising him/her for any omissions. It should be possible for a very good response to achieve full marks and a very poor one to achieve zero marks. Marks should not be deducted for a less than perfect answer if it satisfies the criteria of the mark scheme.

GCSE History mark schemes are presented in a common format as shown below:

This section indicates the assessment objective(s) targeted in the question

Mark allocation:	AO1(a)	AO2	AO3	AO4
5	5			

Question: e.g. **Describe the methods used by press gangs and recruitment parties in the 18th century.** [5]

This is the question and its mark tariff.

Band descriptors and mark allocations

AO1(a) 5 marks		
BAND 3	Demonstrates detailed knowledge to fully describe the issue set within the appropriate historical context.	4-5
BAND 2	Demonstrates knowledge to partially describe the issue.	2-3
BAND 1	Demonstrates limited knowledge to describe the issue.	1

This section contains the band descriptors which explain the principles that must be applied when marking each question. The examiner must apply this when applying the marking scheme to the response. The descriptor for the band provides a description of the performance level for that band. The band descriptor is aligned with the Assessment Objective(s) targeted in the question.

Use 0 for incorrect or irrelevant answers.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *impressment or “the press” was the act of forcing men into the military, usually the navy, by various means;*
- *Press gangs made up of 10/12 men would roam the streets of naval towns searching for “volunteers”. Men were plied with drink, beaten unconscious or forced/tricked into taking the king’s shilling as a reward for volunteering;*
- *recruitment parties consisted of groups of soldiers sent by their battalion to markets, fairs and ale-houses to induce men to volunteer;*
- *they were sanctioned by a Beating Order or warrant and consisted of an officer, one or two sergeants, a drummer and up to six private soldiers. The recruitment party operated on a commission basis;*
- *the party was allowed to recruit by the beat of a drum and the officer would proclaim the attractions of the regiment in order to attract volunteers.*

Banded mark schemes

Banded mark schemes are divided so that each band has a relevant descriptor. The descriptor for the band provides a description of the performance level for that band. Each band contains marks. Examiners should first read and annotate a learner's answer to pick out the evidence that is being assessed in that question. Once the annotation is complete, the mark scheme can be applied. This is done as a two stage process.

Banded mark schemes Stage 1 – Deciding on the band

When deciding on a band, the answer should be viewed holistically. Beginning at the lowest band, examiners should look at the learner's answer and check whether it matches the descriptor for that band. Examiners should look at the descriptor for that band and see if it matches the qualities shown in the learner's answer. If the descriptor at the lowest band is satisfied, examiners should move up to the next band and repeat this process for each band until the descriptor matches the answer.

If an answer covers different aspects of different bands within the mark scheme, a 'best fit' approach should be adopted to decide on the band and then the learner's response should be used to decide on the mark within the band. For instance if a response is mainly in band 2 but with a limited amount of band 3 content, the answer would be placed in band 2, but the mark awarded would be close to the top of band 2 as a result of the band 3 content. Examiners should not seek to mark learners down as a result of small omissions in minor areas of an answer.

Banded mark schemes Stage 2 – Deciding on the mark

Once the band has been decided, examiners can then assign a mark. During standardising (marking conference), detailed advice from the Principal Examiner on the qualities of each mark band will be given. Examiners will then receive examples of answers in each mark band that have been awarded a mark by the Principal Examiner. Examiners should mark the examples and compare their marks with those of the Principal Examiner.

When marking, examiners can use these examples to decide whether a learner's response is of a superior, inferior or comparable standard to the example. Examiners are reminded of the need to revisit the answer as they apply the mark scheme in order to confirm that the band and the mark allocated is appropriate to the response provided.

Indicative content is also provided for banded mark schemes. Indicative content is not exhaustive, and any other valid points must be credited. In order to reach the highest bands of the mark scheme a learner need not cover all of the points mentioned in the indicative content but must meet the requirements of the highest mark band.

Where a response is not creditworthy, that is contains nothing of any significance to the mark scheme, or where no response has been provided, no marks should be awarded.

MARK SCHEME

Component 2: THEMATIC PAPER

2G. The Development of Warfare in Britain, c.500 to the present day

Question 1

Mark allocation:	AO1	AO2	AO3(a)	AO4
4		2	2	

Question: **Use Sources A, B and C to identify one similarity and one difference in the role of women in war over time.**

[4]

Band descriptors and mark allocations

	AO2 2 marks		AO3(a) 2 marks	
BAND 2	Identifies clearly one similarity and one difference.	2	Uses the sources to identify both similarity and difference.	2
BAND 1	Identifies either one similarity or one difference.	1	Uses the sources to identify either similarity or difference	1

Use 0 for incorrect or irrelevant answers.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below.

Some of the issues to consider are:

*Similarities: A and C show women in combative roles
B and C show uniformed women*

*Differences: B shows women in non-combat roles
B shows women in ancillary roles
A shows women using basic weapons, C shows the use of hi-tech weaponry.*

Question 2

Mark allocation:	AO1 (b)	AO2	AO3 (a+b)	AO4
6	2		4	

Question: **Which of the two sources is the more reliable to an historian studying changes in technology in warfare over time?**

[6]**Band descriptors and mark allocations**

	AO1(b) 2 marks		AO3 (a+b) 4 marks	
BAND 3			Fully analyses and evaluates the reliability of both sources. There will be analysis of the content and authorship of both sources, producing a clear, well substantiated judgement set within the appropriate historical context.	3-4
BAND 2	Demonstrates detailed understanding of the key feature in the question.	2	Partial attempt to analyse and evaluate the reliability of both sources. There will be some consideration of the content and authorship of both sources with an attempt to reach a judgement set within the appropriate historical context.	2
BAND 1	Demonstrates some understanding of the key feature in the question.	1	Generalised answer which largely paraphrases the sources with little attempt at analysis and evaluation.	1

Use 0 for incorrect or irrelevant answers.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- Source *D* is reliable to a degree as it is from a discussion between Lord Kitchener, Secretary of State for War and the designers of the land battleship or tank in 1916. The designers were convinced that these new devices would break the stalemate and alter the nature of warfare resulting in victory for the allies. Kitchener would have been well briefed on the new invention but remained unconvinced;
- to assess the reliability of the authorship there should be reference to Kitchener's view which was shared by many traditionally minded officers that the machines were unfeasible which reflected the thinking at the time. Kitchener refers to the machines as foolish and absurd which is his own personally held opinion which ultimately was to be proved wrong;
- Source *E* is largely reliable as it is from a House of Commons report entitled *An Overview of Military Drones used by the UK Armed Forces produced in 2015*. It describes the capabilities of drones as *Remotely Piloted Aircraft* and makes a case for their use in the place of manned aircraft in warfare;
- to assess the reliability of the authorship there should be reference to the source as being largely reliable as the report was produced by the House of Commons making a case for the use of drones which should be free of bias. However the reference to "dirty tasks" might be an attempt to justify the use of these contentious weapons and their use in Iraq and Syria by the US led Coalition which was supported by the British government.

Question 3

Mark allocation:	AO1 (a)	AO2	AO3	AO4
5	5			

Question: **Describe the methods used by press gangs and recruitment parties in the 18th century.** [5]

Band descriptors and mark allocations

AO1(a) 5 marks		
BAND 3	Demonstrates detailed knowledge to fully describe the issue set within the appropriate historical context.	4-5
BAND 2	Demonstrates knowledge to partially describe the issue.	2-3
BAND 1	Demonstrates limited knowledge to describe the issue.	1

Use 0 for incorrect or irrelevant answers.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *impressment or “the press” was the act of forcing men into the military, usually the navy, by various means;*
- *Press gangs made up of 10/12 men would roam the streets of naval towns searching for “volunteers”. Men were plied with drink, beaten unconscious or forced/tricked into taking the king’s shilling as a reward for volunteering;*
- *recruitment parties consisted of groups of soldiers sent by their battalion to markets, fairs and ale-houses to induce men to volunteer;*
- *they were sanctioned by a Beating Order or warrant and consisted of an officer, one or two sergeants, a drummer and up to six private soldiers. The recruitment party operated on a commission basis;*
- *the party was allowed to recruit by the beat of a drum and the officer would proclaim the attractions of the regiment in order to attract volunteers.*

Question 4

Mark allocation:	AO1 (a+b)	AO2	AO3	AO4
9	2	7		

Question: **Explain why civil war broke out in England in 1642.** [9]

Band descriptors and mark allocations

	AO1(a+b) 2 marks			AO2 7 marks	
			BAND 3	Fully explains the issue with clear focus set within the appropriate historical context.	5-7
BAND 2	Demonstrates detailed knowledge and understanding of the key features in the question.	2	BAND 2	Partially explains the issue within the appropriate historical context.	3-4
BAND 1	Demonstrates some knowledge and understanding of the key features in the question.	1	BAND 1	Mostly descriptive response with limited explanation of the issue.	1-2

Use 0 for incorrect or irrelevant answers.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *the English Civil War was the result of a combination of economic, religious and political factors which divided the monarchy and parliament;*
- *Economic - a combination of a lavish lifestyle and a series of costly wars meant that Charles I was short of money. He resorted to raise money by forcing rich people to 'lend' him money and demanded that parliament raise customs duties on wine and other goods. Parliament's response was to issue the Petition of Right in 1628 which stated that the King could not levy taxes without the assent of parliament nor could he arrest people arbitrarily. In order to raise money Charles exploited Royal prerogative and imposed knighthood fees on landowners, sold monopolies to merchants and charged Ship Money to towns that were nowhere near the coast;*
- *religious – Charles had married Henrietta Maria, a French Catholic, and there were fears that the king and his children might convert to the Catholic faith. This would challenge the Protestant Religious Settlement which alarmed the Puritans. Concerns increased when Charles appointed William Laud as Archbishop of Canterbury who had little time for Puritans and set about making changes to church services and worship that smacked of Catholicism;*
- *political – a wealthy and powerful middle class was emerging at this time who wanted more of a say in the running of the country. This would challenge the power of the monarchy which had increased during the reigns of Henry VIII and Elizabeth I. There had been a breakdown in relations between monarchy and parliament during the reign of James I (father of Charles) and Charles inherited the same negative view of any interference by parliament to his own rule. Following the Petition of Right Charles dismissed parliament and went on to rule without them until 1639 in what he called his "Personal Rule" but what became known as "The Eleven Years Tyranny". Desperate to raise an army to defeat the Scots, Charles was forced to recall*

parliament but when they refused to grant him money he again dismissed them. After defeat, parliament was again recalled and "The Long Parliament" was to sit from 1640 to 1660. In 1641 John Pym a strict Puritan MP laid before parliament a list of the wrong-doings of the king in what was known as the Grand Remonstrance. The king, angered by this and with an armed guard, forced his way into the House of Commons to arrest Pym and four other rebel MPs. In doing this Charles had broken parliamentary privilege where MPs could not be arrested when sitting in the House of Commons. Underpinning this was the king's firm belief in the Divine Right of Kings that a monarch received power directly from God and could not be challenged. This cut across the view that there should be a limit to royal authority and that the people, through their representatives, should have more say in the running of the country. By 1642 the rift between monarchy and parliament had become too wide and on 22nd of August Charles declared war on parliament.

Question 5

<i>Mark allocation:</i>	<i>AO1 (a+b)</i>	<i>AO2</i>	<i>AO3</i>	<i>AO4</i>	<i>SPaG</i>
20	6	10			4

Question: **Outline how naval warfare changed from c.500 to the present day.** **[16+4]**

Band descriptors and mark allocations

	AO1(a+b) 6 marks		AO2 10 marks	
BAND 4	Demonstrates very detailed knowledge and understanding of the key issue in the question.	5-6	Provides a fully detailed, logically structured and well organised narrative account. Demonstrates a secure chronological grasp and clear awareness of the process of change.	8-10
BAND 3	Demonstrates detailed knowledge and understanding of the key issue in the question.	3-4	Provides a detailed and structured narrative account. Demonstrates chronological grasp and awareness of the process of change.	5-7
BAND 2	Demonstrates some knowledge and understanding of the key issue in the question.	2	Provides a partial narrative account. Demonstrates some chronological grasp and some awareness of the process of change.	3-4
BAND 1	Generalised answer displaying basic knowledge and understanding of the key issue in the question.	1	Provides a basic narrative account. Demonstrates limited chronological grasp and limited awareness of the process of change.	1-2

Use 0 for incorrect or irrelevant answers.

Indicative content

The process of change and continuity in naval warfare will be explored through the creation of a balanced narrative covering the three historical eras in this theme.

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *the Viking domination of the seas was due largely to advances in ship technology. Their longboats were the cutting edge in naval power and were troop/supplies carriers rather than fighting vessels as sea battles were rare at the time. The main aim of naval warfare was to board the opponents` vessel and engage in hand to hand combat before capturing it. The Norman longboat developed from its Viking predecessor but was faster and more manoeuvrable. The introduction of the stern rudder during the 12th century together with improvements in rigging meant that sails superseded oars. Ships were still used mainly for transportation and action at sea still involved boarding enemy vessels. Guns were introduced onto ships in the 14th century and gun-ports below deck were developed in the 15th century. Ships now had the capacity to sink their opponents` vessels;*
- *the early modern period witnessed significant change in naval warfare especially during the Tudor period. Henry VIII carried out a programme of ship building and invested in the construction of dockyards in Southampton and Portsmouth. Developments in the Tudor period were epitomised by vessels such as the “Mary Rose” and the “Great Harry” which at the time were the most powerful warships in Europe. The navy increased in size during the reign of Elizabeth I. The fully-rigged*

ship was the most important technological advance of the 16th century and vessels such as the “Dreadnought” (1573) dictated tactics at sea and were key to the defeat of the Spanish Armada in 1588. After the Civil Wars Cromwell increased the size of the navy and after the Restoration Charles II instigated the Royal Navy which was to become the most powerful maritime force in the world, playing a crucial role in victories at sea up to the mid-18th century;

- in the modern era dominance at sea continued and Britain became the greatest colonial power in the world. In 1765 the 100 gun first rate ship “Victory” became the bench mark for ships at the time proving crucial in the battles of the Nile and Trafalgar leading to the defeat of the French. British tactics were copied by naval commanders for many years after.

By the beginning of the 20th century Britain remained the world’s dominant naval force and the building of the “Dreadnought” was a turning point in naval design. During the First World War the need to protect merchant shipping was recognised along with the imperative of neutralising the threat of German U-Boats. The RN was instrumental in the defeat of Germany during the Second World War and the battle of Taranto which saw the first carrier borne attack and marked the ascendancy of naval aviation over the big guns of battleships. Significant technological advances included torpedoes with homing devices, centi-metric radar and radio detection. To date the RN continues to protect maritime trade, provide humanitarian assistance and as a member of NATO is committed to the prevention of conflict across the globe.

After awarding a band and a mark for the response, apply the performance descriptors for spelling, punctuation and the accurate use of grammar (SPaG) and specialist terms that follow.

In applying these performance descriptors:

- learners may only receive SPaG marks for responses that are in the context of the demands of the question; that is, where learners have made a genuine attempt to answer the question
- the allocation of SPaG marks should take into account the level of the qualification.

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

Question 6 (a)

Mark allocation:	AO1 (a)	AO2	AO3	AO4
8	8			

Question: **(a) Describe two main characteristics of the bombing of London during the Second World War. [8]**

Band descriptors and mark allocations

AO1(a) 8 marks		
BAND 3	Offers detailed knowledge to fully describe two main features of the historic site set within its appropriate historical context.	6-8
BAND 2	Offers some knowledge to describe two main features of the historic site set within its historical context.	3-5
BAND 1	Offers a generalised description with limited knowledge of two main features of the historic site.	1-2

Use 0 for incorrect or irrelevant answers.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. *Any two of the following features could be described:*

- *the extent of damage to London: over 20,000 deaths and nearly 100,000 casualties; destruction of individual sites and housing stock; damage to railway lines and roads; many historic buildings were destroyed;*
- *the types of bombs used in the attack on London: the actual Blitz bombing lasted from September 1940 to May 1941; explosive bombs and incendiary devices were used;*
- *methods of protecting people during the bombing of London: the authorities took great care to protect the population using methods such as evacuation and air raid shelters; other methods included barrage balloons and ant-aircraft guns; many people sheltered in underground stations and communal shelters; a blackout was used extensively in London.*

Question 6 (b)

<i>Mark allocation:</i>	AO1	AO2	AO3	AO4
12		12		

Question: **(b) Explain why the bombing of London during the Second World War was important in demonstrating the changing nature of warfare in the 20th century.**
[12]

Band descriptors and mark allocations

AO2 12 marks		
BAND 4	Offers a sophisticated and reasoned explanation and analysis of the historic site and its relationship with historic events and developments. The answer fully addresses the position of the historic site in showing changes in the nature of warfare set within the appropriate historical context.	10-12
BAND 3	Offers a reasoned explanation and analysis of the historic site in showing changes in the nature of warfare set within the appropriate historical context.	7-9
BAND 2	Offers some explanation and analysis of the historic site in showing changes in the nature of warfare set within the appropriate historical context.	4-6
BAND 1	Offers a generalised explanation and analysis of the historic site with limited reference to changes in the nature of warfare.	1-3

Use 0 for incorrect or irrelevant answers.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *analysis of the bombing of London during the Second World War shows that it played a significant role in changing the nature of warfare in the 20th century;*
- *analysis of the bombing of London shows that it was one of the first major attempts to use aerial bombing to defeat an enemy; strategic aerial bombing was a new kind of warfare and was designed to bludgeon the enemy into submission; this tactic was used after the Battle of Britain;*
- *strategic aerial bombing was designed to hit the civilian population as well as important installations destroying morale in the process; mass civilian casualties would lead the British government to capitulate;*
- *the bombing of London during the Second World War was also significant because it revealed the limitations of strategic aerial bombing of civilian sites; strategic bombing led to an increase in morale in the form of the Blitz spirit and contributed to Germany's defeat in the long-term; the bombing of London during the Second World War was significant in showing how it was not possible to win wars with this strategy alone;*
- *in these ways, the study of the historic site of London during the Second World War shows that the nature of warfare had changed significantly, in particular the targeting of civilian populations. It also anticipated the type of wars fought later in the century, despite the limitations of this strategy revealed during the Second World War.*