



GCSE MARKING SCHEME

SUMMER 2022

HISTORY

COMPONENT 2: THEMATIC STUDY

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 2022 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.

GCSE HISTORY – COMPONENT 2: THEMATIC STUDY

2G. THE DEVELOPMENT OF WARFARE IN BRITAIN, C.500 TO THE PRESENT DAY

SUMMER 2022 MARK SCHEME

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:

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

Question: e.g. **Describe the role of women on the Home Front during the First World War.** [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 a weak, generalised description of 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:

- *the concept of Total War meant that everyone and everything was directed at the war which would include women in many important roles;*
- *between 1914-18 an estimated two million women were absorbed into the civilian workforce in order to replace volunteer and conscripted men;*
- *women took on roles in male dominated industries and also worked alongside men in reserved occupations and in coalmines;*
- *nearly one million women worked as “munitionettes” in munitions factories where conditions were hazardous;*
- *women were also needed for vital agricultural work and over 260,000 volunteered to work as farm labourers and 23,000 joined the Women’s Land Army (WLA) which was set up in February 1917;*
- *women also played a role in the propaganda of the time and some were active in the “white feather” campaign designed to put pressure on men to sign up;*
- *on the military front women served as nurses in the QAINS, FANY and the VAD along with branches of the Red Cross;*
- *more direct support to the military came from the Women’s Army Auxiliary Corps, the Royal Flying Corps and the Royal Naval Air Services;*
- *women also had to carry out their role as homemakers.*

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.

Question 1

<i>Mark allocation:</i>	AO1	AO2	AO3(a)	AO4
4		2	2	

Question: **Use Sources A, B and C to identify one similarity and one difference in methods of recruiting troops 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 enforced recruitment
C shows legitimate recruitment while B infers it
A and C show the recruitment of young men, B shows mostly young men
B and C show the need for men to attend at local offices*

*Differences – A shows recruitment for the navy/marines whereas B shows recruitment for the army
B shows voluntary recruitment whereas A and C show men being pressed or forced
C shows national recruitment whereas A and B are localised
A shows a woman trying to stop the pressing of men.*

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 the causes of war 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 part of a speech by Pope Urban II at the Council of Clermont where he called for Christians to take up arms against the Turks in the defence of Jerusalem in return for the forgiveness of their sins. The cause of the Crusades in Source D is clearly religious and driven by the desire to expel the Turks from Jerusalem;
- to assess the reliability of the authorship there should be reference to it being a first-hand account of Pope Urban's speech by a chronicler who is driven by the need to record the circumstances surrounding the call to arms. As an eyewitness to the events, he would have based his work on his own knowledge and observations together with his personal interpretations of events. He would be clearly driven by his own faith and religious zeal along with the fears of Christian Europe in the face of aggression from the Turks. The speech played an important propaganda role in spreading the appeal of the Crusades;

- *Source E is reliable to a degree as it is from a speech by Republican politician John Foster Dulles in the 1952 presidential election. In the early Cold War era the Democrat President Truman advocated the containment of communism throughout the world but during the presidential election of 1952 the Republicans called for a more aggressive policy against the Soviet Union to “roll back” the advance of communism and reclaim as many nations as they could for the Western capitalist system. The main cause of the Cold War was the political clash between the forces of capitalism and communism;*
- *to assess the reliability of the authorship there should be reference to the stance of the Republicans in pushing for a more aggressive foreign policy against the Soviet Union while discrediting Democrat policy. Dulles wanted the Republicans to appear to be the champions of the free world at a time of heightened Cold War tension as part of the drive to win the 1952 election.*

There should be reference to the time and circumstances under which the sources were produced.

Question 3

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

Question: **Describe the role of women on the Home Front during the First World War.** [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:

- *the concept of Total War meant that everyone and everything was directed at the war which would include women in many important roles;*
- *between 1914-18 an estimated two million women were absorbed into the civilian workforce in order to replace volunteer and conscripted men;*
- *women took on roles in male dominated industries and also worked alongside men in reserved occupations and in coalmines;*
- *nearly one million women worked as “munitionettes” in munitions factories where conditions were hazardous;*
- *women were also needed for vital agricultural work and over 260,000 volunteered to work as farm labourers and 23,000 joined the Women’s Land Army (WLA) which was set up in February 1917;*
- *women also played a role in the propaganda of the time and some were active in the “white feather” campaign designed to put pressure on men to sign up;*
- *on the military front women served as nurses in the QAINS, FANY and the VAD along with branches of the Red Cross;*
- *more direct support to the military came from the Women’s Army Auxiliary Corps, the Royal Flying Corps and the Royal Naval Air Services;*
- *women also had to carry out their role as homemakers.*

Question 4

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

Question: **Explain why the English navy developed during the Tudor period.** [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 Tudor period witnessed significant changes that would lead to the establishment of a regular force which laid the foundations for what was to become the Royal Navy;
- Henry VII began a programme of ship building and invested heavily in the development of dockyards in Southampton and Portsmouth;
- Henry VIII set out to build a fleet that was strong enough to compensate for his lack of manpower on land;
- the Mary Rose and the Great Harry exemplified advances in ship design and represented the beginning of English naval superiority;
- by 1540 the English navy consisted of 45 ships which had increased to 80 ships by 1545;
- the marriage of Mary Tudor to Phillip II of Spain led to increased contact with Spain and to the copying of some of the features of Spanish ship building;
- Elizabeth I made the development of the navy a top priority and planned to increase its size;
- the new ships were at the cutting edge of technology at the time and represented a departure from the heavy, clumsy Spanish design that was to prove vital during Spain's attempt to invade in 1588;
- the fully-rigged ship represented one of the most important technological advances of the 16th century and had a lasting impact;

- *the use of standardised gun sizes and shot and the advantage of four wheeled gun carriages;*
- *in 1573 the innovative Dreadnought was launched which was faster and more manoeuvrable and as a result tactics at sea began to change and rather than sail close and board enemy ships there would be a stand-off and ships would fire broad-sides at distance to damage and destroy enemy vessels;*
- *at the time of the Armada the English had superior commanders in Drake, Frobisher, Hawkins and Howard;*
- *the high point of Elizabeth's reign was the defeat of the Spanish Armada in 1588.*

Question 5

Mark allocation:	AO1 (a+b)	AO2	AO3	AO4	SPaG
16	6	10			

Question: **Outline how developments in technology changed the nature of warfare from c.500 to the present day. [16]**

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 developments in technology 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:

- *in the medieval era besieging a castle or fortified town was a key feature of warfare and played a vital role in military strategy and technology as armies developed sophisticated siege machines; fortifications became stronger especially with the introduction of concentric castles; besiegers developed siege weaponry such as siege towers, trebuchets and mangonels, battering rams, the introduction of gunpowder and cannon in Europe transformed warfare; the development of the crossbow, handbow; the development of early firearms such as the mass-produced arquebus in the 15th century which made bows obsolete; rifling increased the accuracy of firearms; early cannons in the early 14th century were made of wood or stone but were replaced by cannon cast in bronze and also cast iron and the introduction of trunnions on wooden carriages allowed the barrel to be raised or lowered;*

- *in the early modern era field artillery by the 16th century became smaller, lighter and so easier to transport; the arquebus was replaced by matchlock and flintlock muskets in the mid-16th century though they were clumsy, slow to load and only effective when fired in a volley; the impact of this increased use of firearms was to reduce the incidence of pitched battles and offensive tactics from the mid-16th century as cavalry charges were less likely to succeed and the number of casualties increased greatly; developments in the period saw the advantage swing back towards defence; although new technologies emerged warfare was largely a continuance of developments in the latter medieval period and it can be argued that the early modern era saw more advancement in naval warfare;*
- *in the modern era firepower was improved hugely with the introduction of the Land Pattern Musket or “Brown Bess” in 1722 which remained in service until 1838; the Industrial Revolution transformed the production of weaponry and changed the nature of warfare; railways and steam ships meant that armies and supplies could be transported quickly; from the mid-19th century the breech-loading rifle and later the repeating rifle replaced the musket and revolutionised warfare; the Maxim machine gun massively increased firepower which was seen with devastating effect during the First World War and muzzle-loading, cast iron guns were replaced by breech-loading rifle cannon; both world wars saw advances in weaponry when tanks, aircraft, submarines, air-craft carriers and helicopters would be used with devastating effect; Radio Detecting and Ranging made for more precision targeting of sites; the development of the atomic bomb projected the world into the atomic age; the impact of computerisation and hi-tech weaponry.*

Question 6 (a)

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

Question: **Describe the two sieges of Dover Castle in 1216-17 and 1265.** **[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. The following two factors should be described:

- the siege of 1216-17 - the end of King John's reign was marked by the rebellion of a large part of his baronage who offered Louis, son of the King of France, the Crown of England; Louis landed in England in May 1216 and John fled, after entering London in triumph he turned his attention to besieging Dover Castle, which was key to protecting his lines of communication with France; the siege began in mid-July with Louis dividing his forces by moving half to a camp on the hill in front of the castle with the rest staying in the town; a siege tower was built and great catapults were brought in, but they had little effect on the strong stone walls; Louis ordered digging under the barbican on the uncompleted north wall, which caused the North Tower to fall, allowing large numbers of French soldiers to enter the castle; the defenders resisted, and a counterattack by the castle garrison repulsed the French; Louis decided to strike a truce when news reached him that John had died and that nine-year old Henry, was proclaimed king; Hubert de Burgh pledged his loyalty to the new king and refused to surrender the castle, and after three months at Dover, Louis abandoned the camp and left for London; by May 1217, Louis was back at Dover Castle but with only half his army and again, Louis attempted to employ siege machinery but again it proved ineffectual; the rest of the French army suffered a heavy defeat at Lincoln which forced Louis and his army to leave Dover and return to London; Louis sent for reinforcements from France, but in August, Hubert de Burgh set sail with a small fleet and inflicted a crushing defeat on the French ships; Louis had no option but to give up his attempt to seize the English crown and return to France; Dover did not surrender which gave rise to its description as the "key to England";*
- the Siege of 1265 – a number of English barons had become discontented with Henry III's rule which resulted in a period of conflict between 1264 and 1267, later known as the Second Barons' War; in October 1265, the castle was besieged by Prince Edward (later Edward I), the son of Henry III; holding the castle was Eleanor de Montfort, the king's sister and widow of rebel baron Simon de Montfort; Dover Castle was under royal control and Eleanor moved there, where she hoped she could influence the important Cinque Ports; as an influential member of the overthrown regime and in possession of Dover Castle, a key strategic location, she was naturally a target; fourteen royalist prisoners whom Eleanor was holding in the Great Tower convinced their guards to release them, and they fortified the tower against Eleanor; when Prince Edward found out, he besieged the castle attacking from both within and without; Eleanor negotiated an honourable settlement, after which she was exiled to the continent.*

Question 6 (b)

Mark allocation:	AO1	AO2	AO3	AO4
12		12		

Question: **Explain why Dover Castle is important in showing how castles adapted to meet the changing nature of warfare over time.** **[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 castle development set within the appropriate historical context.	10-12
BAND 3	Offers a reasoned explanation and analysis of the historic site in showing changes in castle development set within the appropriate historical context.	7-9
BAND 2	Offers some explanation and analysis of the historic site in showing changes in castle development 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 castle development.	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:

- *the strategic importance of Dover Castle and how it became the “key to England” and “the guard-post of England” over time;*
- *the early siting of an Iron Age hillfort and a Saxon fortified settlement;*
- *William the Conqueror’s building of a wall enclosed wooden tower with earthworks and the recognition of the importance of the castle in securing control of the south-east coast in order to maintain access to the continent;*
- *extensive work under Henry II with the addition of the inner ward and outer baileys, stone keep or Great Tower and the concentric towered walls which represented a high point in medieval military architecture. The emphasis that England was now the power base for the Angevin Empire;*
- *improvements by King John and Henry III in face of the threat from France with the addition of D-shaped towers to the outer wall, the siege of 1216-17 and the subsequent repair of the damage along with a strengthening programme of upgrades by Henry III;*
- *the castle during the siege of 1265;*
- *the development of the medieval tunnels to improve the castle’s defensive capabilities during the Napoleonic era and later the Second World War;*

- *the strengthening of the castle in the 18th century as Britain became the leading European and imperial power in the face of Napoleon's planned invasion;*
- *the castle during the First World War when Dover became "Fortress Dover" with the conversion of the harbour into an Admiralty Harbour as a base for the Royal Navy and how the castle housed the command centre for naval operations during the Second World War;*
- *how the castle's buildings and defences have been adapted to meet the changing demands of warfare over time and how the site provides a valuable record of the castle during the medieval, early modern and modern periods.*