GCSE MARKING SCHEME

SUMMER 2022

GCSE

HISTORY
UNIT 3: THEMATIC STUDY

3C. THE DEVELOPMENT OF WARFARE, c.1250 TO THE PRESENT DAY
3100UL0-1

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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.

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MARK SCHEME SUMMER 2022

UNIT 3: THEMATIC STUDY

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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*	*AO2*	*AO3*	*AO4*
6	6			

Question: e.g. **Describe the New Model Army of the 1640s.** **[6]**

This is the question and its mark tariff.

Band descriptors and mark allocations

	AO1 6 marks	
BAND 3	**Demonstrates detailed knowledge to fully describe the issue set within the appropriate historical context.**	**4-6**
BAND 2	**Demonstrates knowledge to partially describes the issue.**	**3-4**
BAND 1	**Demonstrates limited knowledge to describe the issue.**	**1-2**

Use 0 for incorrect or irrelevant answers.

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.

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 New Model Army was created by the Parliamentary side during the Civil War. It was a major departure in terms of recruitment, training and organization. It was a full-time professional force that could be sent to fight in any area of the UK;*
- *discipline was strict and training was thorough. Promotion was based on ability rather than on social position. (One of the leading officers was an ex- butcher.) This made the NMA open to new ideas;*
- *many men in the NMA were, like Cromwell, devout Puritans who believed that God was on their side. This reinforced their discipline and self-belief;*
- *it consisted of 22,000 soldiers -11 cavalry regiments (600 men each), 12 infantry regiments (1200 each) and 1,000 dragoons. Its commander-in-chief was General Fairfax with Oliver Cromwell in charge of the cavalry. The speed of the cavalry attack was the key to the success of the NMA, hitting the enemy hard and moving on to the next phase of the battle. Prince Rupert nick-named them the Ironsides as they seemed to cut through the enemy with ease;*
- *the first real test of the NMA was at the Battle of Naseby (June 1645) where the Royalist army was severely beaten. Nearly 1,000 Royalist soldiers were killed and 4,500 were taken prisoner. The NMA also captured most of the king's guns and ammunition. The Royalists never recovered from this defeat and after Naseby, Charles was always on the retreat. The NMA had proven its worth.*

This section contains indicative content (see below under banded mark schemes Stage 2). It may be that the indicative content will be amended at the examiner's conference after actual scripts have been read. The indicative content is not prescriptive and includes some of the points a candidate might include in their response.

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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.

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MARK SCHEME

UNIT 3: THEMATIC STUDY

3C. THE DEVELOPMENT OF WARFARE, c.1250 TO THE PRESENT DAY

Question 1

Mark allocation:	*AO1*	*AO2*	*AO3*	*AO4*
4	**4**			

Award one mark for each correct response:

a. *castles/fortifications/fortified towns*

b. *Owain Glyndwr*

c. *French/Napoleonic navy*

d. *National Service*

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Question 2

Mark allocation:	*AO1*	*AO2*	*AO3*	*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 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 B show women in medical roles/nursing roles; in B and C they are wearing helmets for protection; in B and C (also in A) they are in uniform; in B and C (also arguably in A) they are working in war zones.

Differences – A and B show women in medical roles/support roles, whereas C shows a combat role/a female soldier on patrol; in B and C they are wearing helmets for protection but in A they are wearing a nurse's cap/scarf; A shows women inside a hospital ward/behind the lines, while B (and C) show women out of doors in or near the front line.

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Question 3

Mark allocation:	*AO1*	*AO2*	*AO3*	*AO4*
6	**6**			

Question: **Describe the New Model Army of the 1640s. [6]**

Band descriptors and mark allocations

	AO1 6 marks	
BAND 3	**Demonstrates detailed knowledge to fully describe the issue set within the appropriate historical context.**	**5-6**
BAND 2	**Demonstrates knowledge to partially describe the issue.**	**3-4**
BAND 1	**Demonstrates limited knowledge to describe 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 New Model Army was created by the Parliamentary side during the Civil War. It was a major departure in terms of recruitment, training and organization. It was a full-time professional force that could be sent to fight in any area of Great Britain;*
- *discipline was strict and training was thorough. Promotion was based on ability rather than on social position. (One of the leading officers was an ex-butcher.) This made the NMA open to new ideas;*
- *many men in the NMA were, like Cromwell, devout Puritans who believed that God was on their side. This reinforced their discipline and self-belief;*
- *it consisted of 22,000 soldiers -11 cavalry regiments (600 men each), 12 infantry regiments (1200 each) and 1,000 dragoons. Its commander-in-chief was General Fairfax with Oliver Cromwell in charge of the cavalry. The speed of the cavalry attack was the key to the success of the NMA, hitting the enemy hard and moving on to the next phase of the battle. Prince Rupert nick-named them the Ironsides as they seemed to cut through the enemy with ease;*
- *the first real test of the NMA was at the Battle of Naseby (June 1645) where the Royalist army was severely beaten. Nearly 1,000 Royalist soldiers were killed and 4,500 were taken prisoner. The NMA also captured most of the king's guns and ammunition. The Royalists never recovered from this defeat and after Naseby, Charles was always on the retreat. The NMA had proven its worth.*

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Question 4

Mark allocation:	*AO1*	*AO2*	*AO3*	*AO4*
6	**6**			

Question: **Describe the role of the Royal Navy during the First World War.** **[6]**

Band descriptors and mark allocations

	AO1 6 marks	
BAND 3	**Demonstrates detailed knowledge to fully describe the issue set within the appropriate historical context.**	**5-6**
BAND 2	**Demonstrates knowledge to partially describes the issue.**	**3-4**
BAND 1	**Demonstrates limited knowledge to describe 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 Royal Navy had enjoyed control of the seas for most of the 19th century. However, the German naval build up in the years before the war and its development of Dreadnought battleships and U-boats meant that the navy had to adapt its role and tactics during World War I to maintain its control of the seas;*
- *control of the North Sea was seen as essential. Most of the Royal Navy's large ships were stationed in Scotland (Scapa Flow and Rosyth) to prevent any large-scale breakout attempt by the German navy, with other ships at different points along the coast. The Grand Fleet was also used to blockade supplies to German ports in order to weaken Germany's economy;*
- *the Mediterranean fleet also had a key role. It was vital in keeping open links with the empire which provided men and supplies for the war effort;*
- *British strategy was generally effective. The German navy broke out once in May 1915. In the Battle of Jutland, though Britain lost more ships and men than the Germans, the enemy returned to port and never ventured out again in force. Therefore, it was seen as a victory by the British commanders because it reinforced the idea that Britain had command over the North Sea;*
- *after Jutland the navy's main focus was the battle against the U-boats, which were a serious threat particularly to merchant ships bringing war supplies and food to Britain. It was not until the autumn of 1917 that the threat was reduced when Britain began a system of defended convoys.*

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Question 5

Mark allocation:	*AO1*	*AO2*	*AO3*	*AO4*
12	**2**	**10**		

Question: **Explain the reasons why Edward I built Harlech Castle.** **[12]**

Band descriptors and mark allocations

	AO1 2 marks			**AO2 10 marks**	
			BAND 4	**Fully explains the issue with clear focus set within the appropriate historical context.**	**9-10**
			BAND 3	**Explains the issue set within the appropriate historical context.**	**6-8**
BAND 2	**Demonstrates detailed knowledge and understanding of the key features in the question.**	**2**	**BAND 2**	**Partially explains the issue with some reference to the appropriate historical context.**	**4-5**
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.**	**1-3**

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:

- *Harlech was started in 1283 after Llewelyn had risen against Edward for the second time. Edward was determined to bring Wales completely under his control and to prevent further rebellion. Harlech was one of Edward I's "iron ring" of seven castles in North Wales, which were designed to demonstrate his power and royal authority;*
- *castles like Harlech could act as bases for his army in case the Welsh rose up again. Harlech could protect English soldiers but also be a base from which they could control the surrounding area, even though they were fairly small in number. It also protected the bastide (planned new town) of English settlers which grew up in its shadow;*
- *Edward chose Harlech as the site for one of his castles because of its superb natural defensive position – the Harlech dome. It gave him enough space to build one of his new designs of concentric castle. The solid rock beneath the castle allowed him to build the layered defences that he wanted;*
- *Harlech also overlooked the sea and could be supplied by boat, so laying siege was not easy (as demonstrated during the siege by Madog ap Llywelyn in 1294).*

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Question 6

Mark allocation:	*AO1*	*AO2*	*AO3*	*AO4*
12	**2**	**10**		

Question: **How significant was ideology as a cause of the Cold War? [12]**

Band descriptors and mark allocations

	AO1 2 marks			**AO2 10 marks**	
			BAND 4	**Fully explains the significance of the issue with clear focus set within the appropriate historical context.**	**9-10**
			BAND 3	**Explains the significance of the issue set within the appropriate historical context**	**6-8**
BAND 2	**Demonstrates detailed knowledge and understanding of the key features in the question.**	**2**	**BAND 2**	**Partially explains the significance of the issue with some reference to the appropriate historical context.**	**4-5**
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 significance of the issue.**	**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:

- *differences in ideology between the USA and the USSR were a very significant cause of the Cold War. These differences were buried during World War II as the need to defeat the Axis powers took precedence, but as the war came to a close the different ideologies became a source of friction, particularly in Europe;*
- *The Cold War was a clash between capitalism (the USA) and communism (the USSR). Capitalism believes in a free market economy with private ownership, whereas communism advocated a planned state-run economy with property held by the state. In capitalism the idea of individual rights was central while in communism the citizen was subordinate to the state. While communist USSR strove for an equal distribution of wealth, in capitalist states variations in wealth were acceptable. These ideological differences helped create mutual suspicion between President Truman and Stalin (and later leaders) which made compromise difficult;*
- *by 1945 Soviet troops had advanced across eastern Europe into Germany. The countries they occupied e.g. Poland and Czechoslovakia were forced to accept communist governments. This heightened tension. The USA was concerned that communism would spread further. It began to support the states of Western Europe via the Truman Doctrine and the Marshall Plan, to make sure that they did not fall to communism;*
- *by 1948 Europe was divided along ideological grounds by the "Iron Curtain", with Germany and Berlin, in particular, at the centre of these ideological tensions (Berlin Airlift and Berlin Wall). Conflict also broke out in other parts of the world e.g. Korea and Vietnam, as both sides tried to demonstrate that their ideology was superior.*

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Question 7

Mark allocation:	*AO1*	*AO2*	*AO3*	*AO4*	*SPaG*
20	**6**	**10**			**4**

Question: **To what extent has technology changed the nature of warfare over time? [16+4]**

Band descriptors and mark allocations

	AO1 6 marks		**AO2 10 marks**	
BAND 4	**Demonstrates very detailed knowledge and understanding of the key issue in the question including clear and detailed references to the Welsh context.**	**5-6**	**Fully analyses the importance of the key issue. There will be a clear analysis of the extent of that change and its relative impact set within the appropriate historical context.**	**8-10**
BAND 3	**Demonstrates detailed knowledge and understanding of the key issue in the question including clear references to the Welsh context.**	**3-4**	**Partially analyses the key issue along with a consideration of the extent of that change in the historical context.**	**5-7**
BAND 2	**Demonstrates some knowledge and understanding of the key issue in the question.**	**2**	**Basic analysis while giving some consideration to the extent of change and its impact.**	**3-4**
BAND 1	**Generalised answer displaying basic knowledge and understanding of the key issue in the question.**	**1**	**Offers a generalised response with little analysis of the extent of change and its impact.**	**1-2**

Use 0 for incorrect or irrelevant answers.

This question requires candidates to draw upon the Welsh context in their responses. This is assessed in AO1 and candidates who do not draw upon the Welsh context cannot be awarded band 3 or band 4 marks for this assessment objective. Candidates who do not draw upon the Welsh context may, however, be awarded band 3 or band 4 marks for AO2, for an appropriately detailed analysis of the key issue.

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

- *candidates may take the view that in the late Middle Ages, the technology of warfare was similar to that of previous centuries but change was beginning. In sieges of castles fairly sophisticated weapons e.g. mangonels, trebuchets, siege towers, battering rams etc were built and fired by engineers (while castle designs became more complex in an effort to foil attacks). The result was a medieval technological arms race. Battle weapons like swords and armour also changed in design e.g. from chainmail to plate armour. A new weapon, the crossbow, also appeared alongside the long bow. Though skill and training were needed to use most of these weapons, strength was also equally essential;*

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- *candidates may observe that the introduction of gunpowder and cannon in the late Middle Ages began to revolutionise the technology of warfare. The first guns (arquebus) were slow to load and not very accurate. By the 17th century they had been replaced by flintlock guns which were far more devastating. Cannon, which had first been used at the Battle of Crecy in 1346, were also much more common by the late 16th century. Initially, because they were heavy they were used more for sieges and at sea (Spanish Armada), rather than land battles. In the 17th century cannon became lighter and more manuoevrable and accurate and played a greater role in land battles. However, battles still tended to be decided by foot soldiers (pikemen and musketeers) and cavalry;*
- *candidates may consider that during the period of the Industrial Revolution Britain was almost constantly at war. War became industrialised, which changed the nature of war. Mass production of standardized parts meant that weapons could be produced rapidly and cheaply.e.g. the Lee Enfield rifle. Steamships and the railway speeded up the movement of troops and supplies and the telegraph allowed rapid communications. By the late 19th century technology was producing ever more destructive weapons e.g the machine gun (Gatling Gun) was adopted by the army in 1871. The breech loading cannon designed by Sir William Armstrong in 1887 revolutionised artillery – faster to load and protected its crew;*
- *in the 20th and 21st centuries candidates may show that further technological changes were introduced. World War I saw the introduction of a whole new range of weapons, on land, sea and, for the first time, in the air. Aircraft, tanks and submarines transformed warfare, making it even more destructive. During both world wars citizens (particularly women) were mobilised in large numbers to mass produce weapons and munitions. By World War II these weapons had become even more powerful. Long range bombing by aircraft led to the development of radar to detect enemy with ASDIC and SONAR for submarines. Technology had produced weapons that allowed wars to be fought over ever greater distances, though battles between soldiers on the ground still ultimately decided wars;*
- *candidates may point out that since World War II technology has continued to develop and weapons have become ever more destructive. The use of nuclear bombs to end the war against Japan led to a nuclear arms race. Initially carried by long range bomber aircraft, by the 1960s both the USA and USSR had ICBMs. For the first time technology had produced weapons capable of destroying the world (MAD). In the 1960s therefore the USA and USSR (and their allies) began to negotiate to reduce this threat. More recent innovations in technology have tried to pinpoint attacks. GPS drones (UAVs) and smart bombs can be used to locate enemy soldiers and attack specific targets with precision. Their operators do not need to be in the warzone to do this. While some developments in technology have allowed war to be fought over wider and wider distances, the bulk of fighting in recent wars e.g. Iraq and Afghanistan is still carried out by troops on the ground (though they do have a huge amount of technology as support);*
- *to access AO1 Bands 3 and 4 candidates will need to make reference to the Welsh context e.g. the Welsh longbow and its impact in the Middle Ages; the bombardment with cannon of Harlech by Prince Henry in 1408; Swansea copper for Royal Navy ships; the role of the Cyfarthfa works in the Napoleonic Wars; ROF Bridgend, Britain's largest wartime ordnance factory; RAF Brawdy – a V-bomber base and submarine listening station (SOSUS); or any other relevant Welsh national or local references.*

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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 language 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
High	4	• 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
Intermediate	2-3	• 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
Threshold	1	• 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	• 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

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