



Mark Scheme

Summer 2025

Pearson Edexcel
In GCE History (9HI0/35)
Advanced

Paper 3: Themes in breadth with aspects in depth

Option 35.1: Britain: losing and gaining an empire, 1763-1914

Option 35.2: The British experience of warfare, c1790-1918

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Generic Level Descriptors: Section A

Target: AO2: Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.

Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	• Demonstrates surface level comprehension of the source material without analysis, selecting some material relevant to the question, but in the form of direct quotations or paraphrases. • Some relevant contextual knowledge is included, with limited linkage to the source material. • Evaluation of the source material is assertive with little or no supporting evidence. Concepts of reliability or utility may be addressed, but by making stereotypical judgements.
2	4–7	• Demonstrates some understanding and attempts analysis of the source material by selecting and summarising information and making undeveloped inferences relevant to the question. • Contextual knowledge is added to information from the source material to expand, confirm or challenge matters of detail. • Evaluation of the source material is related to the specified enquiry but with limited support for judgement. Concepts of reliability or utility are addressed mainly by noting aspects of source provenance and judgements may be based on questionable assumptions.
3	8–12	• Demonstrates understanding of the source material and shows some analysis by selecting key points relevant to the question, explaining their meaning and selecting material to support valid inferences • Deploys knowledge of the historical context to explain or support inferences as well as to expand, confirm or challenge matters of detail. • Evaluation of the source material is related to the specified enquiry and explanation of utility takes into account relevant considerations such as nature or purpose of the source material or the position of the author. Judgements are based on valid criteria but with limited justification.
4	13–16	• Analyses the source material, interrogating the evidence to make reasoned inferences and to show a range of ways the material can be used, for example by distinguishing between information and claim or opinion, although treatment of the two enquiries may be uneven. • Deploys knowledge of the historical context to illuminate and/or discuss the limitations of what can be gained from the content of the source material, displaying some understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn. • Evaluation of the source material uses valid criteria which are justified and applied, although some of the evaluation may be weakly substantiated. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement.
5	17–20	• Interrogates the evidence of the source in relation to both enquiries with confidence and discrimination, making reasoned inferences and showing a range of ways the material can be used, for example by distinguishing between information and claim or opinion, • Deploys knowledge of the historical context to illuminate and/or discuss the limitations of what can be gained from the content of the source material, displaying secure understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn. • Evaluation of the source material uses valid criteria which are justified and fully applied. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement and, where appropriate, distinguishes between the degree of certainty with which aspects of it can be used as the basis for claims.

Sections B and C

Target: AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	- Simple or generalised statements are made about the topic. - Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question. - The overall judgement is missing or asserted. - There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.
2	4–7	- There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the focus of the question. - Mostly accurate and relevant knowledge is included, but lacks range or depth and has only implicit links to the demands and conceptual focus of the question. - An overall judgement is given but with limited substantiation and the criteria for judgement are left implicit. - The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.
3	8–12	- There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included. - Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth. - Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation. - The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.
4	13–16	- Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven. - Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands. - Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported. - The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.
5	17–20	- Key issues relevant to the question are explored by a sustained analysis of the relationships between key features of the period. - Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands. - Valid criteria by which the question can be judged are established and applied and their relative significance evaluated in the process of reaching and substantiating the overall judgement. - The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity and precision.

Section A: indicative content

Option 35.1: Britain: losing and gaining an empire, 1763-1914

Question	Indicative content
1	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Candidates must analyse and evaluate the source to consider its value for revealing the objectives of Dalhousie as Governor-General in India and the methods he had used in carrying out his policies. Dalhousie is in the specification. - The following points could be made about the origin and nature of the source and applied when giving weight to information and inferences: - Dalhousie was a very experienced administrator and had spent seven years in his current post - He was clearly not content with the way he had been treated at the end of his term of office. He may be seeking to justify himself - He is writing in his private diary and therefore expressing himself very directly and candidly. - The following inferences and significant points of information could be drawn and supported from the source: The objectives of Dalhousie as Governor-General in India: - He states that he aimed to 'improve the state of India.'. He also states his intention of 'extending the positive influence of the Company'. There may be a suggestion that the interests of the Company came first - It provides evidence that he was determined to make optimum use of the resources of India, 'its fertile soil is now used more efficiently.'. He makes clear his intention to improve communication and develop trade - It suggests that he was aware of the need to look to the future and make better use of the human resources of India, 'train the students to take India forward.'. The methods he had used in carrying out his policies: - The tone of the opening sentence suggests that Dalhousie had an autocratic approach, '...taking my leave of those whom I ruled.' - It provides evidence that he was prepared to use all devices to implement policy, 'not hesitated to use the legal powers open to me', 'if required, military force was used.' - It suggests that he believed that 'a progressive policy' was necessary and that he would look critically at all traditional Indian institutions, 'remove crumbling native dynasties' - It suggests that he was comfortable with the methods he used and was prepared to ignore opposition, 'always acted for the purest of motives', and that he has no self doubt, 'what I know, are the right principles'. 3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the value of the source in revealing the effectiveness of the source for revealing the objectives of Dalhousie as Governor-General in India and the methods he had used in carrying out his policies. Relevant points may include: - Dalhousie did not introduce the 'Doctrine of Lapse', it was established in 1841, but he employed it far more frequently than previously - During Dalhousie's term, 2,000 miles of roads, 5,000 miles of railway and 4,000 miles of telegraph cables were established

Question	Indicative content
	• He sent a fully armed force of over a thousand to enforce his will in Awadh.

Option 35.2: The British experience of warfare, c1790-1918

Question	Indicative content
2	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Candidates must analyse and evaluate the source to consider its value for revealing the military situation in the Boer War in January 1900 and the relations between Buller and Roberts. The authors of both letters appear in the specification. - The following points could be made about the origin and nature of the source and applied when giving weight to information and inferences: - The exchange of messages took place at a crucial stage in the War - Both authors were senior commanders and write with authority about the situation, albeit from different perspectives - Both sources are very clearly expressed and the tone suggests an undercurrent of ill feeling between the two commanders. - The following inferences and significant points of information could be drawn and supported from the source: The military situation in the Boer War in early 1900 - Buller expresses fears about potential defeat at Ladysmith, 'unless I receive reinforcements.' - Buller suggests the Boers have shown great military strengths, '...Boers can predict my arrival...superior forces.' - Roberts provides evidence of his reservations about Buller's military capacity after the losses the forces he commanded had sustained, 'The repeated loss of men in Natal without satisfactory results.' - Roberts indicates that he is determined to take a positive line, '...take Bloemfontein before the end of February'. The relations between Buller and Roberts - Buller indicates that he feels let down, 'I assumed that I would be sent more troops.' - It suggests that Buller has doubts about Robert's ability to achieve success, 'I hope your forecast will prove correct but I have my doubts' - The tone of Robert's response suggests that he is determined to assert himself, 'about any matter that should concern you.', 'You will act strictly on the defensive until I can see ...' - Roberts suggests his impatience with Buller, 'At no time...have you given an indication that you might need additional forces...'. His reference to Buller's communication with Sir George White suggests contempt. 3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the value of the source in revealing the military situation in the Boer War in early 1900 and the relations between Buller and Roberts. Relevant points may include: - Roberts had decided on an offensive strategy, using the extra forces to move forward into Boer areas with the initial target of taking Bloemfontein - Buller had presided over three defeats during Black Week in late 1899 and failure continued into 1900 with the disastrous defeat at Spion Kop

Question	Indicative content
	• Buller had communicated to Sir George White that the position in Ladysmith was hopeless. This had played a key part in undermining Buller's position.

Section B: indicative content

Option 35.1: Britain: losing and gaining an empire, 1763-1914

Question	Indicative content
3	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement about the accuracy of the statement that the revolt in Lower Canada (1837-38) posed a significant threat to British control. Arguments and evidence supporting the statement that the revolt in Lower Canada (1837-38) posed a significant threat to British control should be analysed and evaluated. Relevant points may include: • There was frustration at the lack of political reform and a wish to reduce the direct control of the London parliament. An increasing number argued for Responsible Government with an elected legislative assembly • The success of Republican revolts in countries like France and, even more, America, increased the feeling that reform was possible and increased the apprehension in London • A charismatic leader and campaigner emerged in Papineau, who was particularly supported by the increasingly large French speaking group. He based his campaign on reducing British control • There had been a serious harvest failure in 1836, which had a particular impact on the poorer people who felt that change had to come and that they must have more control over their own affairs. Arguments and evidence challenging the statement that the revolt in Lower Canada (1837-38) posed a significant threat to British control should be analysed and evaluated. Relevant points may include: • The reform campaigners did not all agree on a clear agenda so the movement lacked unity • There was some apprehension that the French-speaking group would become dominant and that reform would not benefit other groups. The radical French-Canadian leader, Chenier, alienated potential supporters • There was some feeling that more moderate reforms, like those proposed by Robert Baldwin in Upper Canada, had more chance of success • The Government of the United States declared neutrality and, although there was some support from Vermont in particular, it was very limited. Other relevant material must be credited.

Question	Indicative content
4	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement about the accuracy of the statement that Sir Evelyn Baring's policies as Consul-General of Egypt showed a lack of understanding of the needs of Egypt. Arguments and evidence supporting the statement that Sir Evelyn Baring's policies as Consul-General of Egypt showed a lack of understanding of the needs of Egypt should be analysed and evaluated. Relevant points may include: • It was widely known in Egypt that Baring had a background in, and strong links to, the financiers in the City of London and that he developed economic policies in Egypt that were in Britain's financial interests • It was felt by critics of Baring that the tax burden on the people was too high and there was resentment that a significant proportion of the revenue was not being used in the interests of Egypt • It was felt that Baring did not feel that the Egyptian people had the capacity to govern themselves and, therefore, could not understand that nationalism was becoming an increasing force in Egypt • Baring did not believe that educational provision beyond an elementary level was necessary for the mass of Egyptian children. This held the country back and created great frustration. Arguments and evidence challenging the statement that Sir Evelyn Baring's policies as Consul-General of Egypt showed a lack of understanding of the needs of Egypt should be analysed and evaluated. Relevant points may include: • Baring understood the vital importance of the Nile flood plain to Egypt and invested in irrigation projects. This increased the harvest and had a beneficial impact on the diet of ordinary families • Baring had financial experience and understood the importance of a stable economy. He also used his links with the City of London to encourage some investment, e.g. in transport infrastructure • Baring did provide some basic education for ordinary children, especially for families of the <i>fellahin</i> • Baring had an eye for talent and identified and established an administrative structure that provided opportunities for Egyptians to play a part in government. Other relevant material must be credited.

Option 35.2: The British experience of warfare, c1790-1918

Question	Indicative content
5	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement about the accuracy of the statement that the work of Florence Nightingale in improving the health care of wounded soldiers in the made the most positive contribution to this issue during the Crimean War. Arguments and evidence supporting the statement that the work of Florence Nightingale in improving the health care of wounded soldiers made the most positive contribution to this issue during the Crimean War should be analysed and evaluated. Relevant points may include: • Florence Nightingale was a highly efficient manager and trainer of nurses and played a key part in establishing the hospital at Scutari • She was a pioneer in the analysis and presentation of data, which aided the making of medical judgements • She understood the importance of improving hygiene and living standards and played a part in arranging a visit from the Sanitary Commission to the Crimea • Her work in the Crimean War showed her to be a role model for the development of more professional nursing and the role women could play • She gained the support of people of influence, e.g. the War Minister Sidney Herbert, which enabled her to access more resources. Arguments and evidence challenging the statement that the work of Florence Nightingale in improving the health care of wounded soldiers made the most positive contribution to this issue during the Crimean War should be analysed and evaluated. Relevant points may include: • The campaigns of <i>The Times</i> newspaper and their editor Delane raised awareness of the appalling conditions and its fund provided finance • The Sanitary Commission inquiry led to the McNeill-Tulloch report. This made a series of recommendations about medical conditions and the diet required for serving soldiers • There is some evidence that the survival rate of wounded soldiers sent to Scutari declined during Nightingale's time there • A prefabricated hospital was constructed by Brunel and its innovative design provided better ventilation and sanitation facilities. It was supervised by Dr Edmund Parkes and had a lower death rate than Scutari • Mary Seacole made a very positive impact with her compassion and establishment of the British hotel, a self-funded hospital, and her pioneering work on the treatment of dysentery and cholera. Other relevant material must be credited.

Question	Indicative content
6	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement about the accuracy of the statement that the failure of the British army to make a decisive breakthrough on the Western Front by the end of 1916 was the consequence of the poor leadership of the senior commanders. Arguments and evidence supporting the statement that the failure of the British army to make a decisive breakthrough on the Western Front by the end of 1916 was the consequence of the poor leadership of the senior commanders should be analysed and evaluated. Relevant points may include: • Sir John French did not establish a good working relationship with the senior French commanders, which led to a lack of coordination in dealing with the advancing German forces • The lessons of the Boer War did not appear to have been learned and commanders continued to order frontal assaults on heavily-defended German positions • At the Battle of Loos (1915), disputes between commanders led to the failure to send forward the reserve force to exploit a potential breakthrough. This failing led to French being replaced by Haig • There were disputes between senior commanders, e.g. Haig and Rawlinson, about tactics adopted in the Battle of the Somme. Arguments and evidence challenging the statement that the failure of the British army to make a decisive breakthrough on the Western Front by the end of 1916 was the consequence of the poor leadership of the senior commanders should be analysed and evaluated. Relevant points may include: • The size of the British Army was small compared to the German and there was a continuing reliance on voluntary enlistment • The Germans developed very strong defensive positions with effective linear defence and high rates of machine gun fire • The French were unable to play their anticipated role in the Somme offensive in 1916 because of the demands of the Verdun campaign • There was a lack of heavy artillery as well as inadequate shells, which limited the firepower available to the commanders • The Gallipoli campaign took considerable potential resources from the Western Front. Other relevant material must be credited.

Section C: indicative content

Option 35.1: Britain: losing and gaining an empire, 1763-1914

Question	Indicative content
7	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement about the accuracy of the statement that the impact of the Americas on the expansion of British trade in the years 1776 -1914 was limited. Arguments and evidence supporting the statement that the impact of the Americas on the expansion of British trade in the years 1776-1914 was limited should be analysed and evaluated. Relevant points may include: • During, and in the immediate aftermath of, the War of Independence, trade links declined • British Government policies, e.g. the adoption of Free Trade in the 1840s, were a stimulus to overall levels of trade • The development of <i>entrepôts</i> and new trade routes, e.g. the acquisition of Singapore in 1819 and the taking of Hong Kong in 1842, opened up commercial opportunities in the Far East • In the 1870s, the purchase of a controlling interest in the Suez Canal shortened journey times to the East and stimulated trade • Trade with Germany became increasingly important in the years up to 1914 as both a market (Britain's second biggest) and a source of goods. Arguments and evidence challenging the statement that the impact of the Americas on the expansion of British trade in the years 1776-1914 was limited should be analysed and evaluated. Relevant points may include: • In the 1790s, 40% of US imports came from Britain and large quantities of raw cotton were sent to the Lancashire textile industry • In the 1820s, Britain exported manufactured goods to Latin American countries, which had gained independence from Spain and Portugal and were seeking new trading contacts • From the 1850s, Britain was importing increasing amounts of meat and grain from South America; Scottish engineers had designed and constructed the deep-water port at Rosario in Argentina • Although, in the late nineteenth century, the USA began to produce more manufactured goods, 20% of their trade was still with Britain and, in 1914, the USA remained Britain's leading trade partner. Other relevant material must be credited.

Question	Indicative content
8	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement about the accuracy of the statement that gaining control of Cyprus in 1878 was the most significant development in the acquisition of key naval bases. Arguments and evidence supporting the statement that gaining control of Cyprus in 1878 was the most significant development in the acquisition of key naval bases should be analysed and evaluated. Relevant points may include: • Disraeli's leasing of Cyprus in the Cyprus Convention of 1878 marked a new departure in British policy with his determination to constrain the territorial ambitions of other powers, in this case Russia • The Royal Navy established a base that enabled them to monitor and counter Russian expansion. The British were determined to deny Russia open access to the Mediterranean • The new base on Cyprus provided a link in the chain of ports that provided staging posts and added security on the route to India, which now passed through the eastern Mediterranean with the opening of the Suez Canal • Cyprus was significant in protecting interests in Egypt that became even more significant after Britain gained control of the Suez Canal. Arguments and evidence challenging the statement that gaining control of Cyprus in 1878 was the most significant development in the acquisition of key naval bases should be analysed and evaluated. Relevant points may include: • In 1763, Britain gained control of naval bases in Menorca, Jamaica and Nova Scotia, which facilitated control of key areas of British interest • Control of Gibraltar was vital to Britain as it controlled access to the Mediterranean • In 1815, Britain took control of Ceylon from the Dutch, which gave control of the spice trade and also provided a strategically-important base in the Indian Ocean • In 1815, Cape Town was taken and established as a key staging post <i>en route</i> to the East Indies and to India and China • Gaining control of Aden in 1839 countered Russian expansion into Persia and, from the 1870s, guarded routes between the Suez Canal and Bombay. Other relevant material must be credited.

Option 35.2: The British experience of warfare, c1790-1918

Question	Indicative content
9	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement about the accuracy of the judgement that Admiral Fisher's period at the Admiralty brought about the most significant improvement of the Royal Navy as a fighting force in the years 1815-1918. Arguments and evidence supporting the judgement that Admiral Fisher's period at the Admiralty brought about the most significant improvement of the Royal Navy as a fighting force in the years 1815-1918 should be analysed and evaluated. Relevant points may include: • Admiral Fisher identified Germany as the greatest threat and that the Royal Navy required reform to counter this. He understood that it was not the number of ships but their firepower and effectiveness that mattered • To achieve his objectives, he scrapped over 100 ships to focus resources on the new classes of ship that he knew modern war demanded. He also reorganised the deployment of fleets, scrapping the South Atlantic fleet • He developed the Battlecruiser class and commissioned over 20 Dreadnoughts, which, having more efficient steam turbine engines, were faster, more heavily armed and equipped with range-finding technology • He focused on officer training and insisted that, as well as the traditional skills of navigation, all officers had a clear understanding of the new technology vital to modern war • He knew that developing increased firepower was vital and appointed a Head of Naval Ordnance to ensure the required standards permeated the Royal Navy • He was enthused by the potential of submarine warfare and established a new training base at Gosport to develop this aspect. Arguments and evidence challenging the judgement that Admiral Fisher's period at the Admiralty brought about the most significant improvement of the Royal Navy as a fighting force in the years 1815-1918, should be analysed and evaluated. Relevant points may include: • After the French Wars, the size of the Royal Navy was cut and adapted to be more flexible in order to cope with its responsibilities for protecting trade routes and dealing with piracy and slave trading • In the 1830s, Graham recognised there had been neglect, which had to be addressed. He realised the Navy needed to adjust to new technology and commissioned the first operational steamship, HMS Medusa • There were significant developments in naval gunnery with the establishment of HMS Excellent, and this work was continued by Percy Scott later in the century • The French threat re-emerged in mid-century and the first ironclad, HMS Warrior, was built. It proved an effective deterrent • The Battlecruisers did not prove to be effective because they were too thinly armoured as was shown in the First World War. Other relevant material must be credited.

Question	Indicative content
10	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement about the accuracy of the statement that the key developments that created an organised home front did not come until the First World War. Arguments and evidence supporting the statement the key developments that created an organised home front did not come until the First World War should be analysed and evaluated. Relevant points may include: • The Defence of the Realm Act introduced by the Government four days into the First World War gave the Government unprecedented powers to act in the national interest during the conflict and control the home front • The introduction of conscription and the vast size of the forces meant that more people, especially women, had to be organised to work in industry, particularly as munitions workers • There were powers to maintain security and civilian morale, e.g. censorship and custodial sentences for contrary opinions that might have an adverse effect on morale. A War Office Press Bureau was established • The Government had wide-ranging powers to requisition buildings or land that was needed for the national interest. The communications infrastructure was tightly regulated with control of ports and railways • There was concern that industrial unrest might have an effect on wartime production and powers were used against militant groups, e.g. the Clydeside Workers' Committee • To guard against shortages of food and maintain supplies, rationing was introduced in the latter stages of the War. Arguments and evidence challenging the statement that the key developments that created an organised home front did not come until the First World War should be analysed and evaluated. Relevant points may include: • The blockades used by the French from the 1790s led to the country needing to become more self-sufficient in food production and farming became more intensive • In the French Wars, the fear of invasion led to the establishment of citizen's militias, especially in coastal areas • The massive costs of warfare meant that it was necessary for taxation to rise with a massive impact on almost all civilians, e.g. Pitt introduced Income Tax (1798), Gladstone levied higher rates of tax (1854-56) • During the Crimean War, medical services were greatly expanded on the Home Front, e.g. the military hospital at Netley, which was completed in 1856 and this process was continued during the Boer War. Other relevant material must be credited.