



Pearson

Mark Scheme

Summer 2018

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

Unit 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

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk. Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

Summer 2018

Publications Code 9H10_35_1806_MS

All the material in this publication is copyright

© Pearson Education Ltd 2018

General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if **the candidate's response is not worthy of credit** according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a **candidate's response, the team leader must be consulted.**
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.
- Mark schemes will indicate within the table where, and which strands of QWC, are being assessed. The strands are as follows:

i) ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear

ii) select and use a form and style of writing appropriate to purpose and to complex subject matter

iii) organise information clearly and coherently, using specialist vocabulary when appropriate.

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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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.

Level	Mark	Descriptor
4	13–16	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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.

Level	Mark	Descriptor
		<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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.	<p>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.</p> <p>Candidates must analyse and evaluate the source to consider its value for revealing the causes of the Indian Rebellion of 1857 and the nature of the British response to it. Candidates should be aware of the context of this event, which is named in the specification.</p> <p>The following points could be made about the origin and nature of the source and applied when giving weight to information and inferences:</p> <ul style="list-style-type: none"> • The source is from a newspaper that was known to be prepared to take a radical view • The source deals with up-to-date information that has become available because of the telegraph, which was a new development in communications technology • It aims to persuade, making a case through argument as well as evidence • It suggests that newspapers were becoming aware of their potential to encourage debate and help develop opinion. <p>The following inferences and significant points of information could be drawn and supported from the source:</p> <p>The causes of the rebellion:</p> <ul style="list-style-type: none"> • It indicates that there has been some 'provocation' and 'traditions' have not been respected. It cites the 'ruthless application of the doctrine of lapse' • It indicates there have been serious concerns in the native population about religious issues with references to 'ill-advised statements' and 'over-zealous missionaries' • It indicates the specific example of the hog's fat issue, which provided provocation • It suggests that those in authority have been insufficiently sensitive to the beliefs and traditions of the natives. <p>The nature of the British response:</p> <ul style="list-style-type: none"> • It indicates that a hard line against violence is entirely appropriate and that 'pitiless murder' and 'barbarous acts' cannot be tolerated. This is especially significant because of the liberal sympathies of the newspaper • It indicates that the authorities, and the readers of the article, need to 'reflect' on the incidents • It emphasises that power brings the responsibility for thinking through actions and attitudes and being aware of the possible consequences. <p>Knowledge of historical context should be deployed to support and develop inferences and to confirm the value of the source in revealing the causes of the Indian rebellion and the nature of the British response to it. Relevant points may include:</p>

Question	Indicative content
	<ul style="list-style-type: none">• There was now detailed reporting of facts and opinions about war. British newspapers took different views about the causes of the rebellion and the appropriate response• Many British families had members who had been or were directly involved in India so the events caused much shock and interest• There was shock that the British civilian community had been attacked• There was an increasing realisation that the Empire brought responsibility as well as wealth and power• The Indian Rebellion did not spread to all areas of India. <p>Other relevant material must be credited.</p>

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

Question	Indicative content
2	<p>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.</p> <p>Candidates must analyse and evaluate the source to consider its value for revealing the tactics used by the Boers and the deficiencies of the British forces in Black Week, December 1899. Candidates can be expected to be aware of the events of Black Week.</p> <p>The following points could be made about the origin and nature of the source and applied when giving weight to information and inferences:</p> <ul style="list-style-type: none"> • The report comes from a newspaper that had established a reputation for reporting on conflict • The data for analysis was collected by reporters who were on the spot • It aims to provide the evidence from which readers could draw conclusions • It makes use of facts available after the battle, notably the damming of the river. <p>The following inferences and significant points of information could be drawn and supported from the source:</p> <p>Tactics used by the Boers:</p> <ul style="list-style-type: none"> • It indicates that the Boers made optimum use of the landscape in positioning their defences • It indicates an effective system of communication with systematic use of signalling • It suggests tactics had been carefully planned • It suggests a high level of discipline with the Boers remaining quiet and not responding during the British bombardment • It indicates the Boers were in possession of the latest technology, e.g. smokeless powder. <p>Deficiencies of the British army:</p> <ul style="list-style-type: none"> • It suggests a lack of reconnaissance with no awareness of the positions the Boers had taken up • It suggests a disciplined and drilled force but not one that was suited to the nature of the campaign • It suggests an underestimation of the quality of the Boer forces. <p>Knowledge of historical context should be deployed to support and develop inferences and to confirm the value of the source in revealing the tactics used by the Boers and the deficiencies of the British forces in Black Week, December 1899. Relevant points may include:</p> <ul style="list-style-type: none"> • The battle was the third of a series of defeats during what became known as Black Week • There had been a very strong reaction in Britain to the events with much debate in the newspapers • The source does not comment on the controversy about the commanders and the changes that took place as a consequence of Black Week.

Question	Indicative content
	Other relevant material must be credited.

Section B: indicative content

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

Question	Indicative content
3	<p>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.</p> <p>Candidates are expected to reach a judgement about the accuracy of the statement that the lack of effective British military leadership, in the years 1776–83, was the primary cause of the loss of the American colonies.</p> <p>Arguments and evidence supporting the statement that the lack of effective British military leadership, in the years 1776–83, was the primary cause of the loss of the American colonies should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • There were critical mistakes by Army commanders, e.g. the failure of Burgoyne and Clinton to coordinate their forces during the Saratoga campaign • The naval commanders failed to maintain an effective blockade of the coastline • There was ineffective leadership from the War department in London, e.g. Lord George Germain • There was a failure to establish effective links with the American loyalist groups. <p>Arguments and evidence supporting the statement that other factors, not the lack of effective British military leadership, in the years 1776–1783, were the primary cause of the loss of the American colonies should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The British Government provided inadequate military resources, at the outbreak of the conflict only 8,000 troops were stationed in America • The Royal Navy was in the process of re-equipment after the Seven Years War • The quality of American leadership, e.g. by Washington, exceeded expectations • The role of the French and Spanish forces was important, e.g. in breaking the blockade and during the campaign leading up to Yorktown • The sheer scale of the area to be covered made campaigning difficult. <p>Other relevant material must be credited.</p>

Question	Indicative content
4	<p>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.</p> <p>Candidates are expected to reach a judgement about the accuracy of the statement that Lachlan Macquarie made a very positive contribution to the development of the state of New South Wales.</p> <p>Arguments and evidence supporting the statement that Lachlan Macquarie made a very positive contribution to the development of the state of New South Wales should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • He encouraged further exploration, e.g. of the Blue Mountains, which opened up new grazing lands promoting the expansion of agriculture • He had high moral standards and tackled the increasingly severe problem of alcohol consumption • He established a stable currency, e.g. with the introduction of sterling silver coins in 1812 • He developed an extensive Public Works programme, e.g. the new town plan for Sydney, which provided jobs and improved the infrastructure • He took a more constructive attitude to convicts, setting up a system of pardons and land grants. <p>Arguments and evidence supporting the statement that Lachlan Macquarie's contribution was not very positive should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The autocratic line he took alienated many settlers, e.g. his authorisation of physical punishment for colonists who transgressed his strict code • His proposals to improve the contribution of ex-convicts by pardons and land grants did not meet with approval from many and there was increasing tension between emancipists and exclusives • There was the feeling that he was increasingly arrogant and was usurping the authority of the Westminster Parliament. This led to the setting up of the Bigge inquiry • He took an increasingly hard line against native peoples and ordered three regiments to take action culminating in the Appin Massacre of 1816 • He did not work well with subordinates, e.g. the judge advocate Ellis Bent. <p>Other relevant material must be credited.</p>

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

Question	Indicative content
5	<p>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.</p> <p>Candidates are expected to reach a judgement about whether Nelson's qualities of leadership were the primary reason for his success as a naval commander in the years 1793–1805.</p> <p>Arguments and evidence that support the view that Nelson's qualities of leadership were the primary reason for his success as a naval commander in the years 1793– 1805 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • He devised tactics appropriate to each campaign that would make optimum use of British naval strengths, e.g. close quarters gunnery with use of carronades • He understood the importance of reconnaissance and of getting accurate information about the enemy quickly, e.g. in his use of frigates outside Cadiz during the Trafalgar campaign • He briefed his captains thoroughly before each engagement, often holding dinners where he would also be able to form judgements about them • He allowed and encouraged his captains to use their initiative within the overall plan that he put forward. He emphasised at Trafalgar that any captain who engaged the enemy could not go far wrong • He chose his subordinate commanders very well, e.g. Collingwood at Trafalgar, and made it clear he had total confidence in them. <p>Arguments and evidence that counter the view that Nelson's qualities of leadership were the primary reason for his success as a naval commander in the years 1793–1805 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Nelson was not a tactical innovator. He adapted ideas, such as crossing the line, which had been devised by other commanders, e.g. Rodney • He was able to take advantage of mistakes by the French, notably at the Nile and Trafalgar, e.g. the lack of trust between Napoleon and Villeneuve • He was able to exploit the advances made in the quality of British ships, e.g. the coppering of the fleet • Other commanders, e.g. Collingwood, made notable contributions • The sheer size and professionalism of the British Navy gave it a huge advantage. <p>Other relevant material must be credited.</p>

Question	Indicative content
6	<p>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.</p> <p>Candidates are expected to reach a judgement about the accuracy of the statement that developments in technology enabled the Royal Flying Corps to play an increasingly important role on the Western Front in the years 1914–18.</p> <p>Arguments and evidence supporting the statement that developments in technology enabled the Royal Flying Corps to play an increasingly important role on the Western Front in the years 1914–18 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Improvements in communication, e.g. the Sterling lightweight radio, made it possible to use the aircraft to send back information about range finding and enemy positions • The artillery on the planes became more effective and facilitated aerial combat • Mass production techniques enabled a vast increase in the manufacture of aircraft • Cameras were developed that could take effective photographs for interpretation • Bombs were developed that could weaken and isolate the enemy positions by being deployed against ammunition dumps and transport links. <p>Arguments and evidence supporting the statement that other factors, not improvements in technology, were the main reasons that enabled the Royal Flying Corps to play an increasingly important role on the Western Front in the years 1914–18 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Individual heroism was still a key factor and the fatality rate amongst pilots remained very high throughout the war • Haig was very aware of the value of the RFC and gave considerable support to its leaders, e.g. Trenchard • Increasing government investment and the development of a large workforce enabled the scale of production of aircraft to be increased. <p>Other relevant material must be credited.</p>

Section C: indicative content

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

Question	Indicative content
7	<p>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.</p> <p>Candidates are expected to reach a judgement about the accuracy of the statement that the acquisitions of Singapore in 1819 and Hong Kong in 1842 made the most significant contribution to the development of British commercial interests in the years 1763–1890.</p> <p>Arguments and evidence supporting the statement that the acquisitions of Singapore in 1819 and Hong Kong in 1842 made the most significant contributions to the development of British commercial interests in the years 1763–1890 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The acquisition of Singapore helped to coordinate trade with China. There was a growing demand in England for Chinese products, e.g. tea, silk and porcelain • Singapore developed as a free trade hub with no taxes and no tariffs and it served as an example for later developments • The acquisition of Hong Kong provided direct access to Chinese trade and ports • Hong Kong was a deep-water port and provided an ideal and secure location for ocean going vessels. <p>Arguments and evidence supporting the statement that other factors, not the acquisitions of Singapore in 1819 and Hong Kong in 1843, were significant in developing British commercial interests in the years 1763–1890. Relevant points may include:</p> <ul style="list-style-type: none"> • There had been previous gains, notably the strategic bases opened up as a result of the settlement of 1815 that included Malta, which was a perfect staging post for British convoys, e.g. those trading with the Levant • British interests in the Atlantic and Indian oceans were consolidated with the acquisition of the Falklands in 1834 and Aden in 1839 • The purchase of the Suez Canal shares in 1875 provided a shorter sea route to India and the Far East • The gaining of the Cape and the domination of Shanghai by the British commercial community stimulated trade • The acquisition of Zanzibar in 1890 provided a perfect entrepot between India and Europe and also provided access to trade in ivory, rubber and spices from the East African interior • Expanding trade with the United States became increasingly significant • The retention and development of Gibraltar in 1783 was a key factor in encouraging trade. <p>Other relevant material must be credited.</p>

Question	Indicative content
8	<p>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.</p> <p>Candidates are expected to reach a judgement about the accuracy of the statement that the repeal of the Navigation Acts in 1849 was the most important contribution of government policy to the development of the prosperity of the British Empire in the years 1763–1914.</p> <p>Arguments and evidence supporting the statement that the repeal of the Navigation Acts in 1849 was the most important contribution of government policy to the development of the prosperity of the British Empire 1763–1914 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The policies had been the root of tension and conflict, e.g. in North America and Ireland while the removal of the restrictions acted as a stimulus to trade • The policy had stifled trade and Britain, which could mass produce goods more cheaply, benefited from an expanded market • The repeal was welcomed in many key industrial areas of Britain, e.g. Lancashire which benefited from the direct supply of raw materials from the USA and elsewhere • The abolition of the Slave Trade in 1807 had a short-term negative impact on ports such as Bristol and Liverpool but that trade was already in decline and they benefited from the opening up of trade with less protectionism. <p>Arguments and evidence supporting the statement that factors, other than the Navigation Acts, were more important contributions of government policy to the development of the prosperity of the British Empire and/or the Navigation Acts were not important should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The repeal of the Corn Laws in 1846 had a significant impact on living standards, which helped to stimulate the economy • Consumer demand was boosted by Peel's reduction and removal of over 1,000 import duties in the early 1840s • The Navigation Acts were often ignored in practice anyway and the official repeal regularised the situation • The government followed a policy of acquiring naval bases to boost prosperity and protect British economic interests, e.g. Malta, Ceylon and Cape Town in 1815, Weihaiwei in 1898 • The purchase of the Suez Canal shares in 1875 was a boost to British commercial interests in the East. <p>Other relevant material must be credited.</p>

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

Question	Indicative content
9	<p>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.</p> <p>Candidates are expected to reach a judgement about the accuracy of the statement that developments in artillery transformed the effectiveness of the British Army in the years 1815–1918.</p> <p>Arguments and evidence supporting the statement that developments in artillery transformed the effectiveness of the British Army in the years 1815–1918 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Artillery, e.g. rockets, were used in some campaigns in the 1820s, e.g. the First Burma war. This had a considerable shock effect on the defenders • In the 1850s William Armstrong introduced the breech-loading artillery piece which increased the range, accuracy and rate of fire making artillery more effective • The Boer War revealed the effectiveness of artillery and the British developed a railway network to transport heavy guns and supply shells • In the First World War major developments took place and the firepower, accuracy and mobility of artillery made it central to tactical deployment, e.g. the creeping barrage. <p>Arguments and evidence not supporting the proposition that developments in artillery transformed the effectiveness of the British Army in the years 1815–1918 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Wellington continued to have considerable influence on the British Army and artillery was not central to his concept of war, so there was a lack of investment and development in this area in the 30 years after 1815 • The Crimean War saw renewed interest in the role of artillery but this was not sustained after the war when defence spending was cut back • The British Army found itself specialising in colonial conflicts where more traditional infantry and cavalry tactics generally proved effective in battles such as Omdurman and Tel el Kebir • In the Boer War the British deployed artillery but in many battles they still relied on frontal assaults. <p>Other relevant material must be credited.</p>

Question	Indicative content
10	<p>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.</p> <p>Candidates are expected to reach a judgement about the accuracy of the statement that in the years 1790–1918 the most significant reform of the British army was the Haldane reforms (1905–12).</p> <p>Arguments and evidence supporting the statement that in the years 1790–1918 the most significant reform of the British army was the Haldane reforms (1905–12) should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The Haldane measures implemented the recommendations of the Esher committee establishing a permanent secretariat and an Army Council operating from a War Office, coordinating the services for the first time • Haldane initiated a fundamental restructuring of the British Army, e.g. the setting up of the Territorial Army and ensuring a striking force could be raised in the event of a protracted conflict • Haldane established the OTC, which would focus on improved training of officers and be based in universities and the public schools • Haldane focused on improving training and planning, appointing Haig and Wilson to key roles, e.g. Haig wrote a series of training manuals. <p>Arguments and evidence challenging the statement that in the years 1790–1918 the most significant reform of the British army was the Haldane reforms (1905–12) should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • There were significant improvements in officer training during the French Wars, e.g. the establishment of Sandhurst • Haldane's measures were held back by financial constraints on spending on the army. Neither the Territorials nor the OTCs reached their proposed size. Kitchener decided to disband the Territorials in 1914 • The McNeill/Tulloch report proposed reform in the light of experiences in the Crimean War and improvements were made, e.g. to the Commissariat and medical services • The Cardwell reforms of the 1870s made significant changes notably to the conditions of service and the command structure of the army. Purchase was abolished and the need for reservists was established • The Childers reforms of the 1880s addressed the uneven size and effectiveness of many regiments by restructuring on a geographical basis. <p>Other relevant material must be credited.</p>

Pearson Education Limited. Registered company number 872828
with its registered office at 80 Strand, London, WC2R 0RL, United Kingdom