



## Mark Scheme (Results)

November 2021

Pearson Edexcel GCE  
In History (9HI0)

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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## 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.

## 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"> <li>• 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.</li> <li>• Some relevant contextual knowledge is included, with limited linkage to the source material.</li> <li>• 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.</li> </ul>
2	4–7	<ul style="list-style-type: none"> <li>• Demonstrates some understanding and attempts analysis of the source material by selecting and summarising information and making undeveloped inferences relevant to the question.</li> <li>• Contextual knowledge is added to information from the source material to expand, confirm or challenge matters of detail.</li> <li>• 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.</li> </ul>
3	8–12	<ul style="list-style-type: none"> <li>• 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</li> <li>• Deploys knowledge of the historical context to explain or support inferences as well as to expand, confirm or challenge matters of detail.</li> <li>• 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.</li> </ul>
4	13–16	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul>
5	17–20	<ul style="list-style-type: none"> <li>• 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,</li> <li>• 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.</li> <li>• 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.</li> </ul>

## 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"> <li>• Simple or generalised statements are made about the topic.</li> <li>• Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question.</li> <li>• The overall judgement is missing or asserted.</li> <li>• There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.</li> </ul>
2	4–7	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• An overall judgement is given but with limited substantiation and the criteria for judgement are left implicit.</li> <li>• The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.</li> </ul>
3	8–12	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation.</li> <li>• The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.</li> </ul>
4	13–16	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands.</li> <li>• 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.</li> <li>• 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.</li> </ul>
5	17–20	<ul style="list-style-type: none"> <li>• Key issues relevant to the question are explored by a sustained analysis of the relationships between key features of the period.</li> <li>• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands.</li> <li>• 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.</li> <li>• The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity and precision.</li> </ul>

## Section A: indicative content

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

Question	Indicative content
1.	<p><b>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.</b></p> <p>Candidates must analyse and evaluate the source to assess its value for revealing the tensions between the British Government and the American colonists and the attitude of King George III towards the situation. The author of the source is not named in the specification but candidates should be aware of the situation being discussed.</p> <p>1. 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"> <li>• The authoritative nature of the speech delivered by the King, making it clear that he speaks after consultation with his ministers</li> <li>• The King makes clear his increasing frustration and assessment of the importance of the issues</li> <li>• It aims to persuade, making a case about the potential consequences of the situation if it is not addressed</li> <li>• The tone of the speech is firm but it makes clear that the Government will act reasonably once the threat passes.</li> </ul> <p>2. The following inferences and significant points of information could be drawn and supported from the source:</p> <p>The tensions between the British government and the colonists:</p> <ul style="list-style-type: none"> <li>• It indicates that the increasing violence of the rebel colonists has, <b>'brought matters to a head' and that there have been, 'several disorderly acts'</b></li> <li>• It provides evidence that the British have stepped up their military preparations and suggests that decisive intervention has been prepared for, <b>'our finest commanders have been sent'</b></li> <li>• It indicates that the Colonists have tried to exert economic pressures, <b>'obstructed lawful trade'</b>.</li> </ul> <p>The attitude of King George III towards the situation:</p> <ul style="list-style-type: none"> <li>• It suggests that the King has thought through the potential consequences of the colonists being successful and that there is a need for a clear response</li> <li>• It suggests that the King is concerned about the attitudes of some politicians and activists in Britain</li> <li>• It suggests that he believes that the Colonists have been misled by, <b>'wicked men'</b></li> <li>• <b>It suggests the King is concerned about the 'threat to our Empire' and the status of Britain, 'Britain will become a poor island'.</b></li> </ul> <p>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. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• There had been an escalation of protests, e.g. <b>'Boston Tea Party'</b>, and increasingly violent confrontations</li> <li>• Radical politicians and writers in Britain had supported the rebels</li> <li>• The British were concerned about maintaining their authority in other parts of their Empire, e.g. in India.</li> </ul>

Question	Indicative content

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

Question	Indicative content
2	<p><b>Answers will be credited according to candidates' deployment of material</b> 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 assess its value for revealing the inadequacy of the defence system and the impact of air raids on public opinion in 1917. The author of the source is not named in the specification but candidates should be aware of the issues being referred to.</p> <p>1. 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"> <li>• The author of the source is a member of the community who was an eye witness to the events</li> <li>• The letter provides a graphic account of her experiences and of the reaction in the town</li> <li>• The content of the letter was considered by the censors to be inappropriate because of the graphic detail it contained and was returned to the author.</li> </ul> <p>2. The following inferences and significant points of information could be drawn and supported from the source:</p> <p>The inadequacy of the defence system:</p> <ul style="list-style-type: none"> <li>• It suggests the community itself did not have the resources to deal with a medical emergency, '<b>reliance on Canadian</b> doctors and nurses.'</li> <li>• It provides evidence that the British planes could not engage with the German bombers flying at higher altitude</li> <li>• It provides evidence that the communication and warning system was inadequate and that although close to a military base there was no siren for the town.</li> </ul> <p>The impact of the air raids on public opinion in 1917:</p> <ul style="list-style-type: none"> <li>• It indicates that the community was shocked that, despite being close to the military base, they had been left undefended and that innocent civilians had been victims</li> <li>• It suggests that there was a very strong reaction against the Germans and other enemies, e.g. the letter about the German war memorial</li> <li>• It suggests shock that preparations for an emergency had been neglected and that the community had to rely on support from the Canadian medics</li> <li>• It suggests that there were concerns about the mood in the town and an intensification of censorship, as indicated in the caption, to guard against spreading alarm and despondency.</li> </ul> <p>3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the value of the source in revealing the need for an improved defence system and the impact on public opinion. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The Germans had developed the Gotha aircraft, which had the capacity to carry a heavy bomb load and could fly higher than the planes of the RFC</li> </ul>



Question	Indicative content
	<ul style="list-style-type: none"><li>• The authorities had been slow to react to the new threat and modify their defensive systems appropriately</li><li>• The authorities were very concerned about the impact on morale and took appropriate action employing censors.</li></ul>

## Section B: indicative content

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

Question	Indicative content
3	<p><b>Answers will be credited according to candidates' deployment of material</b> 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 extent to which the East India Company successfully maintained British control of India in the years 1829-58.</p> <p>Arguments and evidence supporting the judgement that the East India Company successfully maintained British control of India, in the years 1829-58 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The Government of India Act (1833) gave the Company a de facto role in governing through the Governor General</li> <li>• The East India Company developed an administrative system which had control of taxation and the judicial system</li> <li>• The Indian army was controlled by the Company and maintained control after the decline of the Mughal rulers</li> <li>• Dalhousie (1848-56) introduced reform of the infrastructure and laid foundations of the railway network as well as introducing the telegraph and the penny post</li> <li>• Dalhousie tackled instability and was prepared to use or threaten force in areas, e.g. the Punjab.</li> </ul> <p>Arguments and evidence that challenge the judgement that the East India Company successfully maintained British control of India in the years 1829-58 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The EIC, driven by their perception of racial superiority, became less tolerant of local customs and religions. The drive to modernise India often alienated the people provoking opposition, e.g. to the Sleeman reforms</li> <li>• Despite being against their development, the EIC failed to counter the increasing impact of missionary groups. This caused considerable resentment and fuelled opposition</li> <li>• <b>Dalhousie's determination to bring</b> central India under greater control aroused bitter opposition, e.g. to the Doctrine of Lapse, which deeply offended Hindu tradition and played a part in sparking the events of 1857</li> <li>• The imposition of English as the official language <b>as part of Bentinck's</b> reforms aroused opposition</li> <li>• After the events of 1857 the role of the Governor General was replaced by that of Viceroy, removing the EIC's political control.</li> </ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
4	<p><b>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.</b></p> <p>Candidates are expected to reach a judgement about the extent to which General Gordon was primarily responsible for the failure of the British mission to Khartoum in the years 1884-85.</p> <p>Arguments and evidence supporting the judgement that General Gordon was primarily responsible for the failure of the British mission to Khartoum in the years 1884-85 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Gordon made a public statement soon after arriving in the Sudan that he would organise the evacuation of the Egyptian army. This led to the majority of tribal leaders declaring their support for the Mahdi</li> <li>• Gordon later announced a change in his position and subverted the policy of the British Government by stating that he had ordered a strengthening of the defences of Khartoum and was resolved to smash the Mahdi</li> <li>• Gordon had misjudged the resolve of Gladstone to seek to avoid commitments in the Sudan</li> <li>• Gordon appeared to be physically and mentally spent. His rank and reputation had carried him into the world of political management, which was unsuited to his capricious character.</li> </ul> <p>Arguments and evidence challenging the judgement that General Gordon was primarily responsible for the failure of the British mission to Khartoum in the years 1884-85 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The logistical challenges were immense, with 1,600 miles between Cairo and Khartoum</li> <li>• The Mahdi had been able to capitalise on Sudanese resentment about Egyptian taxes and authoritarian rule and his support grew rapidly</li> <li>• The Mahdist forces inexorably tightened their grip around the city and their blockade meant that food supplies began to run out. They were able to launch an overwhelming assault by a force of 50,000</li> <li>• Wolseley had played a significant part in backing the policy of direct action in the Sudan and in the appointment of Gordon to lead the original mission but he showed a lack of resolve when leading the relief forces</li> <li>• Gordon did not have the support of Baring and this undermined his position.</li> </ul> <p>Other relevant material must be credited.</p>

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

Question	Indicative content
5	<p><b>Answers will be credited according to candidates' deployment of material</b> 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 extent to which the photography of Roger Fenton and the reportage of William Russell were primarily responsible for changing the attitudes of the public in Britain to the conduct of the Crimean War.</p> <p>Arguments and evidence supporting the argument that the photography of Roger Fenton and the reportage of William Russell were primarily responsible for changing the attitudes of the public in Britain to the conduct of the Crimean War should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• <b>Roger Fenton's photographs</b> had a significant impact when they were exhibited in England in 26 locations. His 'valley of death' photograph, although not of an actual battle location, aroused deep concerns</li> <li>• <b>Fenton's photographs of the harbour at Balaklava and of the developing railway</b> illustrated very clearly the problem of supply</li> <li>• William Russell wrote eye-witness accounts of the battle of Alma and the siege of Sebastopol. He established close contact with junior officers, which exposed problems</li> <li>• The reports of Russell were published in the <i>Times</i> newspaper and became a key element in the campaigns of its editor Delane, who also published many letters expressing widespread public discontent.</li> </ul> <p>Arguments and evidence challenging the argument that the photography of Roger Fenton and the reportage of William Russell were primarily responsible for changing the attitudes of the public in Britain to the conduct of the Crimean War should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The invention of the electric telegraph enabled the public to read reports far more quickly and become aware of the reality of warfare in a way that official bulletins failed to do</li> <li>• Newspapers were becoming cheaper because of improved technology and the removal of duties. Many soldiers wrote letters expressing their concerns about the conduct of campaigns and their conditions</li> <li>• Delane launched a massive campaign against the inadequacies of Raglan and the aristocratic leadership of the war</li> <li>• There was a campaign in Parliament in January 1855, which led to the appointment of a commission of inquiry. The McNeill-Tulloch Report aroused considerable interest when it began to appear in 1855.</li> </ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
6	<p><b>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.</b></p> <p>Candidates are expected to reach a judgement about the extent to which General Sir Redvers Buller was primarily responsible for the failings of the British army in Black Week and the campaigns of early 1900.</p> <p>Arguments and evidence supporting the view that General Sir Redvers Buller was primarily responsible for the failings of the British army in Black Week and the campaigns of early 1900 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Buller had no experience of overall command of an army in the field and had not anticipated this responsibility. His promotions had been the result of his personal courage and ability as an administrator</li> <li>• Buller had originally intended to make a direct attack on Pretoria, the capital of the Transvaal, but was persuaded to divide his force into 3 sections to relieve the sieges of Ladysmith, Kimberley and Mafeking</li> <li>• Buller did not initially appreciate the vital importance of reconnaissance when fighting guerrilla forces in their native landscape and this showed itself in Black Week, e.g. at Colenso</li> <li>• Buller made bad choices of commanders, e.g. Sir Charles Warren at Spion Kop</li> <li>• Buller misjudged the political and public mood by sending Sir George White a message advocating evacuation. This suggested that Buller did not have the confidence or resolve to lead the campaign.</li> </ul> <p>Arguments and evidence challenging the view that General Sir Redvers Buller was primarily responsible for the failings of the British army in Black Week and the campaigns of early 1900 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The initial British force under Sir George White only consisted of 10,000 men from the Indian Army. This gave the Boers the opportunity to seize the initiative</li> <li>• <b>Buller's force of under 50,000 men</b> had been used to colonial campaigns and the British army had not confronted a force equipped with modern weaponry since the Crimean War</li> <li>• The Boers did not have a regular army but raised a civilian militia of 60,000 who formed commando units who were excellent horsemen equipped with Mauser rifles</li> <li>• The British force was very short of supplies including ammunition and the communication system was inadequate</li> <li>• The Intelligence and Staff branches of the British army was not sufficiently developed.</li> </ul> <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><b>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.</b></p> <p>Candidates are expected to reach a judgement about the significance of the development of trade with the Far East in the expansion of British trade in the years 1763-1890.</p> <p>Arguments and evidence supporting the significance of the development of trade with the Far East in the expansion of British trade in the years 1763-1890 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Singapore was established in 1819 as a tariff free trading hub on the model of Antwerp. Trade in tea, silk and porcelain expanded</li> <li>• In 1842 the Treaty of Nanjing led to the development of the port of Shanghai. Its location at the junction of many rivers, including the Yangtse, made it ideal for ship traffic</li> <li>• Hong Kong developed in the early 1840s in an ideal location where ocean going vessels could offload their cargo without tariffs and providing better access to the interior of China</li> <li>• The British developed their commercial interests in China and their determination to expand their interests is shown in the Opium Wars.</li> </ul> <p>Arguments and evidence suggesting that developments other than the developing trade with the Far East played a significant part in the expansion of British trade in the years 1763-1890 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• After the Seven Years War Britain gained control of Bengal. This provided new markets for British goods and provided Britain with tariff-free raw cotton</li> <li>• By the 1760s Britain dominated the triangular slave trade, sending finished goods to Africa and importing sugar from the Caribbean. This played a large part in the development of the ports of Liverpool and Bristol</li> <li>• In the 1820s Britain exported manufactured goods to Latin American countries which had gained independence from Spain and Portugal. By 1850, 7% of trade and significant meat imports came from Argentina</li> <li>• Government policies had increasing impact; the abolition of the slave trade and the adoption of free trade in the 1840s both led to diversification and the opening of new markets</li> <li>• The purchase of Suez Canal shares in 1875 provided a shorter sea route to India and boosted trade and investment</li> <li>• The acquisition of Zanzibar in 1890 provided a hub for ocean-going ships trading with the Middle East and India.</li> </ul>

Question	Indicative content
8	<p><b>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.</b></p> <p>Candidates are expected to reach a judgement about how far they agree with the view that the acquisition of Malta, Ceylon and Cape Town in 1815 was the most significant <b>development in Britain's</b> key strategic bases in the years 1763-1878.</p> <p>Arguments and evidence supporting the view that the acquisition of Malta, Ceylon and Cape Town in 1815 was the most significant <b>development in Britain's</b> key strategic bases in the years 1763-1878 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Initially Malta was valuable as a deep water port and its significance <b>increased when the opening of the Suez Canal placed it on Britain's main seaway to India</b></li> <li>• Ceylon was a strategically important naval base under the effective control of the East India Company. It provided access to very significant cinnamon plantations to augment those of India</li> <li>• Cape Town was significant as a staging post for shipping between Europe and the East Indies. Strategically it prevented potential enemies threatening vital trade routes</li> <li>• These ports asserted British supremacy over France in the aftermath of the French wars and gave the Royal Navy the ability to blockade France in the Mediterranean while safeguarding the routes to India.</li> </ul> <p>Arguments and evidence challenging the view that the acquisition of Malta, Ceylon and Cape Town was the most significant <b>development in Britain's</b> key strategic bases in the years 1763-1878 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Gibraltar, retained in 1783, provided a gateway for British ships to enter <b>the Mediterranean and put pressure on France's major port, Toulon</b>. It was a vital staging post for Britain in the Mediterranean</li> <li>• British control of the Falkland Islands from the 1830s enabled protection of the naval passage at Cape Horn and was well situated to protect growing British commercial interests in South America</li> <li>• Aden was controlled in 1839 and, as well as being a significant coaling station, guarded the Bombay to Egypt route. With the opening of the Suez Canal it was perfectly placed on the shipping route from India to Europe</li> <li>• The acquisition of Cyprus in 1878 provided a base in the East Mediterranean and also countered Russian expansionism.</li> </ul> <p>Other relevant material must be credited.</p>

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

Question	Indicative content
9	<p><b>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.</b></p> <p>Candidates are expected to reach a judgement about the accuracy of the statement that the development of the tank was the most significant turning point in the advances in British weaponry in the years 1815-1918.</p> <p>Arguments and evidence supporting the statement that the development of the tank was the most significant turning point in the advances in British weaponry in the years 1815-1918 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The tank was designed to enable the infantry to break through heavily-defended trench systems and it was refined in the light of battlefield experience, e.g. caterpillar tracks and rhomboid-shaped design</li> <li>• The work on tanks involved developing more efficient engines, which would increase speed and reliability, which was vital in order to counter linear defensive systems</li> <li>• The tank provided great shock effect. This was very evident in the German reaction to the deployment of 400 tanks at the battle of Cambrai in November 1917</li> <li>• The tanks were effective at clearing barbed wire and in supporting the infantry assault, with close range bombardment of German defensive positions</li> <li>• <b>The tank was a vital ingredient in the 'all arms warfare' employed by the British army in the final stages of the First World War.</b></li> </ul> <p>Arguments and evidence challenging the statement the development of the tank was the most significant turning point in the advances in British weaponry in the years 1815-1918 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• There were very significant initial technical issues with the tanks. They were prone to technical breakdown and there was no effective communication between the tanks and each other, or with HQ</li> <li>• The initial breakthrough at Cambrai was not sustained and technical issues and heavy fire from German armour-piercing guns meant that most of gains were not exploited</li> <li>• The quality of artillery improved from the early 19<sup>th</sup> century with the continued development of the carronade and the recognition of the need for more specialist training, e.g. Thomas Hastings and HMS Excellent</li> <li>• Armstrong, from the late 1850s, developed breech loading, which was far more effective and facilitated the development of 12 pounder cannon. In the Royal Navy it led to the development of turret-mounted guns</li> <li>• The development of the Maxim in the 1880s provided a machine gun with a reloading and water-cooling system capable of firing 600 rounds a minute. This was refined in the Vickers gun in the First World War.</li> </ul> <p>Other relevant material must be credited.</p>



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10	<p><b>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.</b></p> <p>Candidates are expected to reach a judgement about the accuracy of the statement that the Fisher reforms (1904-10) were the key turning point in the development of the Royal Navy in the years 1790-1918.</p> <p>Arguments and evidence supporting the statement that the Fisher reforms (1904-10) were the key turning point in the development of the Royal Navy in the years 1790-1918. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Fisher understood that his key responsibility was to respond to the threat posed by the development of German naval power and he developed the Dreadnought programme with the first being launched in 1906</li> <li>• Fisher understood the lessons of the Russo-Japanese war of 1905. An effective navy would need to focus on developing powerful long-range guns</li> <li>• Fisher recognised the need to revolutionise officer training by giving parity of esteem to expertise in engineering, e.g. his advancement of Percy Scott and John Jellicoe</li> <li>• Fisher saw the potential of the submarine and encouraged its development</li> <li>• Fisher supported the research and development of torpedoes and of torpedo boats which added to the flexibility and firepower of the fleet.</li> </ul> <p>Arguments and evidence challenging the view that the Fisher reforms (1904-10) were the key turning point in the development of the Royal Navy in the years 1790-1918. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• In the 1790s, the work done by Middleton on coppering was developed by the addition of iron and zinc to counter corrosion improving the speed and handling of the ships</li> <li>• After the French Wars the Royal Navy needed to adjust to a new role: protecting British trade routes, dealing with slavery and smuggling and policing a developing empire</li> <li>• The Royal Navy needed to adjust to technological change throughout the period, e.g. sail to steam</li> <li>• Graham, in the 1830s, recognised the need for reform. He ordered refits and commissioned new ships, e.g. HMS Medusa, the first steam-powered warship. He also modernised training establishing HMS Excellent</li> <li>• In the 1860s, the first Ironclad was commissioned, HMS Warrior and there was continued focus on gunnery reform, e.g. the work of Armstrong.</li> </ul> <p>Other relevant material must be credited.</p>