



# Mark Scheme (Results)

Summer 2022

Pearson Edexcel  
In GCE History (9HI0/35)

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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Question Paper Log Number P69345

Publications Code 9HI0\_35\_2206\_MS

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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>

Level	Mark	Descriptor
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> </ul>

Level	Mark	Descriptor
		<ul style="list-style-type: none"> <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>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 issues that concerned the Reform Movement in Upper Canada and the attitudes it took towards reform. The author of the source is not named in the specification but candidates should be aware of the context of reform.</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>• This is a confidential message sent by Robert Baldwin to the colonial secretary. He had travelled to London to express his frustration with the actions of the Lieutenant Governor of Upper Canada</li> <li>• Robert Baldwin was an experienced politician and writes with the authority of a former member of the Executive Council, citing specific evidence to back up his points</li> <li>• Robert Baldwin expresses his determination to achieve reform very clearly and directly.</li> </ul> <p>2. The following inferences and significant points of information could be drawn and supported from the source:</p> <ul style="list-style-type: none"> <li>• <b>The issues that concerned the Reform Movement in Upper Canada:</b> <ul style="list-style-type: none"> <li>• It provides evidence that members of the Reform Movement believed that the political structure needed fundamental reform, 'The government of Upper Canada must work harmoniously... policy.'</li> <li>• It suggests that the Reform Movement believed that the system was geared to the advantage of the privileged sections of society, 'represents vested interests'</li> <li>• It suggests there was discrimination in favour of one religion, the Anglican, which caused resentment</li> <li>• It suggests that the Reform Movement believed there needed to be fundamental changes in economic policy, 'lack of investment in infrastructure'</li> <li>• It provides evidence that there was a need for land reform, the neglect of 'indigenous people'.</li> </ul> </li> <li>• <b>The attitudes it took towards reform:</b> <ul style="list-style-type: none"> <li>• It suggests that Robert Baldwin was very frustrated by the situation that led him to travel to London and that he wanted peaceful reform with a 'harmonious' relationship</li> <li>• It provides evidence that Baldwin recognised that the British were determined to retain Upper Canada as a colony and was seeking reform, not revolution</li> <li>• It suggests that the Reform Movement had a constructive attitude and wished to lay foundations for the future, e.g. establishing a Constitutional Convention</li> <li>• It provides evidence that Robert Baldwin was aware that not all reformers were moderate ('will lead the way to conflict'). Baldwin wished to avoid this.</li> </ul> </li> </ul>

Question	Indicative content
	<p data-bbox="320 237 1394 376">3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the value of the source in revealing the issues that concerned the Reform Movement and the attitudes it took towards reform. Relevant points may include:</p> <ul data-bbox="368 394 1410 853" style="list-style-type: none"><li data-bbox="368 394 1410 495">• There was increasing concern that moderate voices for reform were not being listened to and that this could lead to more extreme groups gaining support, e.g. William Lyon Mackenzie</li><li data-bbox="368 512 1410 613">• Unrest in Upper Canada intensified with the appointment of a new Lieutenant Governor, who removed Upper Canadian representatives from the Executive Council, which led to frustration with rule from London</li><li data-bbox="368 631 1410 732">• Robert Baldwin had played a key part in developing the concept of 'Responsible Government' and was consulted by Lord Durham when he was preparing his report</li><li data-bbox="368 750 1410 853">• There was apprehension in London that the Reform Movement might follow the example of the American colonists in the late eighteenth century and seek independence.</li></ul> <p data-bbox="320 871 831 904">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 nature of the French threat and Rear-Admiral Nelson's qualities as a commander. The author of the source is named in the specification.</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>• Rear-Admiral Nelson is the commander of the task force and provides an authoritative account of his intentions. He is writing to the Earl of St Vincent, Commander of the Mediterranean Fleet, who selected him</li> <li>• The tone of the source suggests that Nelson has no self-doubt</li> <li>• The source is designed to make clear Nelson's plan and to emphasise his confidence in his tactics and in his subordinate commanders.</li> </ul> <p>2. The following inferences and significant points of information could be drawn and supported from the source:</p> <p><b>The nature of the French threat:</b></p> <ul style="list-style-type: none"> <li>• It provides evidence that British power, which was largely based on the supremacy of the Royal Navy, was being challenged by 'the presence of French ships in the Eastern Mediterranean.'</li> <li>• It provides evidence that British commercial interests would be threatened if the French were able to establish control of Egypt and use this as a springboard to threaten British interests in India</li> <li>• It suggests that Britain was concerned that France would become dominant on the mainland of Europe if Britain did not, 'show our resolve to other European states.'</li> <li>• It provides evidence of the wide geographical range of the French threat.</li> </ul> <p><b>Rear-Admiral Nelson's qualities as a commander:</b></p> <ul style="list-style-type: none"> <li>• It suggests that Nelson had a clear strategy and recognised the importance of communicating this to his subordinate commanders, 'I have met with my captains'</li> <li>• It provides evidence that Nelson recognised the importance of careful reconnaissance and intelligence, e.g. the fact that a gap had been left on the landward side of the French fleet</li> <li>• It provides evidence that Nelson has built up a team of captains that had great personal qualities and that he had trust in</li> <li>• It provides evidence of Nelson's tactical skill, e.g. attack at sunset in order to avoid bombardment from the shore. He also ensured the safety of his own ships by having lamps attached to the masts.</li> </ul>

Question	Indicative content
	<p data-bbox="323 141 1326 241">3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the value of the source in revealing the nature of the French threat and Nelson's qualities as a commander. Points may include:</p> <ul data-bbox="368 259 1370 600" style="list-style-type: none"><li data-bbox="368 259 1370 360">• The Royal Navy was conscious of the need to respond to French initiatives and to establish their supremacy. Hence, St Vincent's selection of Nelson who had shown aggression in previous campaigns</li><li data-bbox="368 378 1370 479">• The battle confirmed the supremacy of the Royal Navy, out of 17 French warships only 4 were not destroyed or seriously damaged. The blowing up of <i>L'Orient</i> showed Nelson's attention to detail</li><li data-bbox="368 497 1370 600">• Bonaparte had invaded Egypt in 1798 with the specific objective of attacking British commerce and threatening the trade routes to India and the East Indies.</li></ul> <p data-bbox="323 669 836 698">Other relevant material must be credited.</p>

## 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 military failings of Burgoyne in 1777 were the principal cause of the British defeat in the war against the American colonies.</p> <p>Arguments and evidence supporting the statement that the military failings of Burgoyne in 1777 were the principal cause of the British defeat in the war against the American colonies should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Burgoyne failed to sustain the strategic objective of his march south, to rendezvous with Howe's army and cut off New England, the hub of the American rebels, from the other colonies</li> <li>• Burgoyne lacked attention to detail and did not plan his route thoroughly. He strayed into the forested areas of Vermont, which suited the rebel forces with their knowledge of the area</li> <li>• Burgoyne made poor strategic decisions, e.g. deciding to take Fort Ticonderoga, which meant he left at least a fifth of his force to secure and guard it</li> <li>• Burgoyne did not organise his supplies and had to resort to foraging, which alienated the local population and led to some loyalists turning against him</li> <li>• The surrender at Saratoga was a key moment in the war. It was a humiliation for the British, a boost to the colonists and encouraged French intervention.</li> </ul> <p>Arguments and evidence challenging the statement that the military failings of Burgoyne in 1777 were the principal cause of the British defeat in the war against the American colonies should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The British Army was depleted by the massive cuts in budget following the Seven Years War, a force of over 200,000 was cut to under 50,000</li> <li>• General Gage, the commander in chief at the outbreak of the conflict, did not act decisively in the early stages of the rebellion, and his replacement, Howe, was slow to act in 1776</li> <li>• The minister responsible for the war in London, Lord George Germain, underestimated the threat and lacked competence</li> <li>• Washington, the American commander in chief, showed a grasp of strategy and understood that the key objective was to prevent Howe's and Burgoyne's forces linking up</li> <li>• The distance from London, an eight-week voyage, made communications, supply and the sending of forces difficult</li> <li>• There was significant opposition to the war in Parliament and a reluctance to sanction the additional expenditure required</li> <li>• The French intervention, especially in the naval conflict, was significant, e.g. the Royal Navy temporarily lost control of the coastal waters, which proved critical in the Yorktown campaign.</li> </ul> <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 the crossing of the Blue Mountains in 1813 was the most significant development in the spreading impact of British rule in Australia in the years 1788-1829.</p> <p>Arguments and evidence supporting the statement that the crossing of the Blue Mountains in 1813 was the most significant development in the spreading impact of British rule in Australia in the years 1788-1829 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The crossing released the colony from the limits of the coastal plain. Macquarie developed a highway that stimulated settlement in rich grazing country and established the wool industry as pre-eminent</li> <li>• The success of the initial expedition stimulated surveys by Blaxland and Evans, which identified the potential of the interior, e.g. sites where coal and slate could be mined to broaden out the economy</li> <li>• The inland rivers system made more fertile land available to settlers. The grasslands south of the Murray River provided grazing for over 100,000 sheep by 1820 and a million by 1830</li> <li>• In the 1820s, large numbers of young British farmers emigrated to the area beyond the Blue Mountains, bringing 5,000 prime Merino sheep, which they crossed with native sheep to produce wool of high quality</li> <li>• British settlers developed salmon fishing in the Snake River, which provided a valuable source of food for the increasing population of the coastal area of New South Wales as well as for the settlers in the interior</li> <li>• The British developed a number of urban settlements in the interior, e.g. Bathurst, which acted as hubs for business development and investment.</li> </ul> <p>Arguments and evidence challenging the statement that the crossing of the Blue Mountains in 1813 was the most significant development in the spreading impact of British rule in Australia in the years 1788-1829 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Arthur Phillip, the first Governor, stayed in post for five years providing stability and firm but fair government. He developed civil administration and a system of emancipating convicts with land grants</li> <li>• Phillip realised that Botany Bay was not suited to development and settled at Port Jackson in Sydney Bay, a superb harbour with access to fresh water. In 1791, a farm was established at Paramatta with 1,500 acres</li> <li>• Lachlan Macquarie, Governor 1810-22, established a bank and a currency. He developed a programme of public works, e.g. roads, bridges and lighthouses</li> <li>• Settlements in Western Australia (1826) facilitated trade with India and China. The Swan River Company was established, which helped to create a free rather than a slave state encouraging investment and enterprise.</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>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 effect of the writings of Winston Churchill and Emily Hobhouse had the most significant impact in influencing the attitudes of the public in Britain to the Boer War.</p> <p>Arguments and evidence supporting the statement that the effect of the writings of Winston Churchill and Emily Hobhouse had the most significant impact in influencing the attitudes of the public in Britain to the Boer War should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Churchill, a war correspondent, wrote a graphic account of the Battle of Spion Kop, exposing the confusion of command on the hill, which led to very heavy losses and increased doubt about Buller's competence</li> <li>• Churchill's military experience, and his heroic escape from captivity, promoted wide interest in his opinions. He wrote that a change in military strategy was essential, which aroused popular support for Roberts</li> <li>• Emily Hobhouse reported on camps in which over 20,000 Boer civilians died. This included photographic evidence, which had considerable impact on the attitudes of public figures and the British people</li> <li>• The Hobhouse report made people realise that the conditions reflected badly on Britain: 'When children are dying in this way, we are arousing the passions of the human heart against British rule in Africa.'</li> <li>• Hobhouse influenced prominent politicians, e.g. Campbell Bannerman and a committee of inquiry, chaired by Millicent Fawcett, confirmed her writings, convincing many of the public of the severity of the crisis.</li> </ul> <p>Arguments and evidence challenging the statement that the effect of the writings of Winston Churchill and Emily Hobhouse had the most significant impact in influencing the attitudes of the public in Britain to the Boer War should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• A team of journalists, led by Leo Amery, produced wide-ranging analysis and description of military failings. This came to a head in 1900 after the failures of Black Week</li> <li>• The setbacks of 1899, and early 1900, led to pressure on Buller from both politicians and the media and many campaigned for his replacement by the popular imperial commanders, Roberts and Kitchener</li> <li>• Many newspapers, e.g. the <i>Daily Mail</i> and the <i>Daily Express</i> continued to take a strong pro-imperial line and their reports on successes, e.g. the relief of Mafeking, triggered a more optimistic mood and huge celebrations</li> <li>• There was consistent opposition from some radical members of the Liberal Party, e.g. Lloyd George</li> <li>• Large sections of the electorate remained in favour of the war and Salisbury's government won a decisive election victory in the Khaki Election of 1900.</li> </ul> <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 the British Army failed to adjust effectively to the changing nature of warfare on the Western Front in the years 1914-16.</p> <p>Arguments and evidence supporting the statement that the British Army failed to adjust effectively to the changing nature of warfare on the Western Front in the years 1914-16 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Despite the experiences of the Boer War, the British Army failed to adjust to the need to counter strong defensive positions, which were equipped with massive firepower</li> <li>• There was a widespread failure to recognise the potential of using aerial reconnaissance to identify enemy positions and to assist artillery spotting, which limited the effectiveness of the artillery in weakening defences</li> <li>• There was a failure to recognise the importance of training programmes for the British Army, especially for junior officers</li> <li>• Commanders failed to understand that massive bombardments before infantry assaults alerted the enemy to an offensive and often created obstacles to advance by destroying the natural drainage of the soil</li> <li>• The quality of intelligence and communications was poor, with new technology neglected and cases of reliance on cavalry patrols for intelligence in the early stages</li> <li>• There was a lack of recognition of the importance of linking the use of artillery effectively with an infantry assault.</li> </ul> <p>Arguments and evidence challenging the statement that the British Army failed to adjust to the changing nature of warfare on the Western Front in the years 1914-16 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The British Army did recognise the potential of the use of gas in making a breakthrough and attempted to deploy it in the Battle of Loos in 1915. There was some initial success</li> <li>• The British Army recognised the need to break through the strong linear defensive systems established by the Germans and developed tanks, which showed their potential in the campaigns of 1916, e.g. at Flers</li> <li>• The British Army began to develop and issue new weaponry, e.g. the Stokes trench mortar in 1915 and the Lewis light machine gun, which was widely deployed by the end of that year</li> <li>• Haig, who became British commander on the Western Front in late 1915, recognised the potential importance of the RFC, working closely with Trenchard and encouraging the use of technology, e.g. short-wave radio</li> <li>• Rawlinson and Plumer argued for more flexible and imaginative tactics, e.g. the creeping barrage. These began to be used towards the end of 1916</li> <li>• In 1916, Fuse 106, which employed a sensitive percussion device exploding on impact, was deployed making bombardments of enemy positions more effectively.</li> </ul>

	Other relevant material must be credited.
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## 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 opening up of Shanghai to trade in 1842 was the most significant event in the development of British trade routes in the years 1763-1890.</p> <p>Arguments and evidence supporting the statement that the opening up of Shanghai to trade in 1842 was the most significant event in the development of British trade routes in the years 1763-1890 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Shanghai was ideally situated at the mouth of the Yangtze River providing a navigable waterway of over 1,000 miles for ocean going ships. This opened up the interior of China to British ships</li> <li>• Shanghai was a focus of the silk and cotton trade from the hinterland and, as a result of the Treaty of Nanjing, trade in silk increased more than twenty times, benefitting Britain</li> <li>• The demand from Britain for tea and porcelain was enormous and imports from China increased more than five times</li> <li>• The Treaty of Nanjing opened up Shanghai to international trade and overturned the monopoly previously held by Canton. Duties were fixed at a low level and later the British gained control of customs revenues</li> <li>• In 1854, France and the United States established an International Settlement that facilitated investment and boosted the prosperity of the port, which indirectly benefitted Britain</li> <li>• The fleet of gunboats established at Shanghai insulated it against the impact of the Taiping rebellion, which weakened China and enabled the British to develop a stronger hold on trade.</li> </ul> <p>Arguments and evidence challenging the statement that the opening up of Shanghai to trade in 1842 was the most significant event in the development of British trade routes in the years 1763-1890 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• In 1773, Calcutta was established as the headquarters of the East India Company and the ports of Surat and Bombay developed on the west coast to cope with the vast expansion of trade</li> <li>• The acquisition of Singapore (1819) demonstrated the benefits of a tariff free entrepôt as a staging post for trade with India and China. It challenged the Dutch dominance of the Malay peninsula</li> <li>• The acquisition of Hong Kong (1842) opened access to the river network, which facilitated the expanding market for Chinese goods. It had a deep- water harbour and was a free port that developed a banking system</li> <li>• The purchase of Suez Canal shares (1875) had a major impact on long-distance trade routes. Steam ships became competitive on Asian trade routes and trade more than doubled by the end of the 1870s</li> </ul>



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|  | <ul style="list-style-type: none"><li>• The acquisition of Zanzibar (1890) led to the development of an entrepôt on routes between India and Europe. Zanzibar was also significant as a hub where goods, e.g. rubber and ivory from East Africa, could be loaded.</li></ul> |
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Other relevant material must be credited.

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 attack on Algiers (1816) was the most significant example of the Royal Navy defending British interests in the years 1763-1878.</p> <p>Arguments and evidence supporting the statement that the attack on Algiers (1816) was the most significant example of the Royal Navy defending British interests in the years 1763-1878 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Trade routes linking China, the East Indies, India and Britain were vital economically. The Barbary pirates, based in Algiers were a threat and the action showed determination to protect global trade</li> <li>• The scale of the action taken by Admiral Pellew showed the commitment of the Navy to the defence of the British commercial interests. 50,000 cannon shot were fired and 40 pirate ships destroyed</li> <li>• Pellew followed up military action with diplomacy and agreements were concluded with local rulers who agreed to stop giving any shelter or support to the pirates</li> <li>• The settlement enforced on the local rulers also involved the repayment of all ransom money and the release of over 3,000 slaves</li> <li>• The incident showed the Royal Navy was prepared to take decisive action to guarantee the freedom of the seas and to protect the victims of lawlessness.</li> </ul> <p>Arguments and evidence challenging the statement that the attack on Algiers (1816) was the most significant example of the Royal Navy defending British interests in the years 1763-1878 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• There were still recurring problems with piracy and a further operation at Algiers was required in 1820. The issue was not fully resolved until the French took control of Algiers in 1830</li> <li>• The Royal Navy developed a network of bases enabling them to act against threats to British interests, e.g. at Barbados in 1763, which guarded against the French in an area rich in sugar plantations</li> <li>• Cook's voyage to Australasia in 1768-71, which was sponsored by the Royal Navy, laid the foundations for colonial development whilst forestalling the ambitions of other states, e.g. France</li> <li>• The Straits of Malacca were a hotbed of piracy and in 1824 the Royal Navy and the Dutch agreed to establish a joint force based in Singapore</li> <li>• The Royal Navy intervened to protect the interests of the East India Company in China establishing control of Hong Kong and controlling the port of Canton as a result of the 2<sup>nd</sup> Opium War in 1857</li> <li>• In 1878, Disraeli's government established a Royal Navy base in Cyprus to counter a potential Russian threat in the Eastern Mediterranean now more important because of the opening of the Suez Canal.</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>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 introduction of conscription (1916) was the most significant change in the recruitment of the fighting forces in the years c1790-1918.</p> <p>Arguments and evidence supporting the statement that the introduction of conscription (1916) was the most significant change in the recruitment of the fighting forces in the years c1790-1918 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The Military Service Act of January 1916 introduced compulsory conscription for men between the age of 18 and 41. The compulsory nature of this measure broke with the concept of a volunteer army</li> <li>• The Military Service Acts recognised the controversial nature of this measure and established tribunals where appeals for exemption could be made, e.g. by conscientious objectors</li> <li>• In its first year, conscription led to a million men enlisting and by the end of the War the figure rose to two and a half million. This created the largest fighting force Britain had ever sent into action.</li> </ul> <p>Arguments and evidence challenging the statement that the introduction of conscription (1916) was the most significant change in the recruitment of the fighting forces in the years c1790-1918 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• In the French Wars, the military needed to increase to compete with the mass continental forces. Conscription was considered politically impossible</li> <li>• The Navy, in the French Wars, relied on impressment in coastal areas to man the vastly expanded Navy. This was a form of conscription</li> <li>• After 1815, forces reduced in size and increasingly large numbers of native troops were recruited, e.g. the sepoys in India. This reduced the demand for recruitment in Britain</li> <li>• Terms and conditions of service improved as a result of the McNeill-Tulloch reports (1850s) and the Cardwell reforms (1860s). The abolition of the Purchase System provided a career structure with focus on merit</li> <li>• The level of recruitment was related to economic and social conditions. In times of downturn, e.g. in the 1840s, there was an upturn and many Irish joined the forces</li> <li>• The Haldane Reforms (1906-12) focused on the need for an expanded Expeditionary Force and created a trained reserve system to support it. By the beginning of 1910, a territorial force of c270,000 had been established</li> <li>• The Haldane Reforms created the OTCs, which facilitated the recruitment of junior officers into the army in the early stages of the First World War</li> <li>• In 1914, the voluntary system of enlistment produced a flood and by the end of 1914 there were over a million volunteers. This swamped the capacity to provide effective training and adequate equipment.</li> </ul> <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 the key role of the populace in the war effort in the years c1790-1918 was in providing finance.</p> <p>Arguments and evidence supporting the statement that the key role of the populace in the war effort in the years c1790-1918 was in providing finance should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The cost of the French Wars was huge, involving paying for the military and in funding the maintenance of the coalition. This led to the introduction of Income Tax (1799)</li> <li>• In 1854, Gladstone's budget advanced the principle that taxation should be raised to fund specific wars</li> <li>• The Government raised money by selling Bonds that were an attractive investment to businessmen. This was widely used during the Crimean War</li> <li>• As a result of the massive cost of the First World War, special war bonds were made available to the public, leading to significant investment by a broader section of the populace</li> <li>• In the First World War, the rates of Income Tax rose from 3.75% in 1914 to 30% by the end. There was also a Business Profits tax of 80%.</li> </ul> <p>Arguments and evidence challenging the statement that the key role of the populace in the war effort in the years c1790-1918 was in providing finance should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• In the French Wars, significant numbers of camp followers provided food, some medical services and specialist support to the troops, e.g. cutlers</li> <li>• In the French Wars, vast numbers of men were recruited to join the military forces and to work in the dockyards to service the expansion of the Royal Navy</li> <li>• There were reductions in imports, e.g. of grain, because of blockades and this led to higher outputs from agricultural workers, aided by improved methods of husbandry fostered by the Board of Agriculture (1793)</li> <li>• To counter the threat of French invasion, militia units were developed, especially in coastal counties in the 1790s and, again, in the 1850s</li> <li>• Women played an increasing role, taking total responsibility for the family when husbands were at war and playing a vital role in the provision of improved medical services during the Crimean War</li> <li>• During the First World War, women played a vital role: a million women were employed in munitions production and the Women's Land Army made a huge contribution to agriculture</li> <li>• DORA changed the relationship between the Government and the people, with special powers provided to deal with food shortages and to control social behaviour, e.g. regulation of pubs.</li> </ul> <p>Other relevant material must be credited.</p>