

Mark scheme

Sample assessment materials for  
first teaching September 2015

GCE History (9HI0/35)  
Advanced

Paper 3: Themes in breadth with  
aspects in depth

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

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

## 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>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 in revealing attitudes of the Canadians to the Empire and the approaches of the British government to the governing of Canada before this Report. The author of the extract is named in the specification, and candidates can therefore be expected to know about him and should be aware of the context, namely the Canadian Revolt and this report.</p> <ol style="list-style-type: none"> <li>The following points could be made about the origin and nature of the source and applied when giving weight to information and inferences: <ul style="list-style-type: none"> <li>The authoritative position of the author as an experienced politician who has served as Governor General of Canada</li> <li>It was written in the immediate aftermath of his service in Canada, addressing the issue of rebellion and how to avoid a repetition</li> <li>He did not serve in Canada for long and had difficulty in gaining an overview of Canada as he was based in Quebec with only a small staff</li> <li>He had clearly-pronounced Liberal political views, which could influence his judgement and the nature of the report.</li> </ul> </li> <li>The following inferences and significant points of information could be drawn and supported from the source: <p><b>Attitudes:</b></p> <ul style="list-style-type: none"> <li>It claims there is a strong sentiment of loyalty to the crown and Empire</li> <li>It claims that their resentments of failings in the past administrations are overridden by more powerful sentiments of loyalty, indicating its strength</li> <li>It claims that their loyalty is in part explained in terms of helping to define them against their much larger Republican neighbour to the south, namely the USA</li> <li>The observation about loyalty is qualified by reference to the 'English population'.</li> </ul> <p><b>Approaches:</b></p> <ul style="list-style-type: none"> <li>It claims that the British approach has not been wise and popular</li> <li>It claims that there has been 'irritating interference' in the internal affairs of the colony, which was not necessary in terms of British interests</li> <li>It claims that the choice of administrators has not always been beneficial for those living in Canada</li> <li>It claims that the government has involved too great a military expense, i.e. too much force had to be deployed to execute government.</li> </ul> </li> <li>Knowledge of historical context should be deployed to support and develop inferences and to confirm the value of the source in revealing the attitude of Canadians to British power and the approaches of the British authorities hitherto. Relevant points may include: <ul style="list-style-type: none"> <li>Arrangements for the administration of colonial government of Canada</li> <li>Causes of the rebellions which led to Durham's appointment</li> <li>Ways in which the rebellions were overcome: Lower Canada crushed by British troops; Upper Canada overcome by the patriotism of loyalists</li> </ul> </li> </ol>

Question	Indicative content
	<ul style="list-style-type: none"><li data-bbox="379 136 1262 170">• The reasons why many Canadians disliked and feared the USA</li><li data-bbox="379 181 1369 248">• The significance of his nickname 'Radical Jack' and its influence on the tone and content of the report.</li></ul>

### 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 in revealing the problems in supplying the troops in the Crimea, and the attitudes of those in command and control. The author is not named in the specification; candidates cannot therefore be expected to know about him, but should be aware of the context, namely the Crimean campaign.</p> <ol style="list-style-type: none"> <li>1. The following points could be made about the origin and nature of the source and applied when giving weight to information and inferences: <ul style="list-style-type: none"> <li>• The author had been fighting in the Crimea for over six months and could be expected to be knowledgeable about the experiences of his men</li> <li>• The source is part of a private letter, written without expectation of publication, and so could be expected not to be coloured by the expectation of publication</li> <li>• As a relatively junior officer, the author would not have an overview of the conduct of the war, hence limiting the generalisations possible from his experiences.</li> </ul> </li> <li>2. The following inferences and significant points of information could be drawn and supported from the source: <p><b>Problems in supplying the troops:</b></p> <ul style="list-style-type: none"> <li>• It claims that there is a failure to unload provisions from the ships</li> <li>• It provides evidence that once unloaded, supplies are badly stored</li> <li>• It claims the soldiers have to buy supplies they should have had for free</li> <li>• It suggests that <i>The Times</i> is alerting the public to the situation.</li> </ul> <p><b>Attitudes of those in command and control:</b></p> <ul style="list-style-type: none"> <li>• It provides evidence that officers in charge of supplies are indifferent to the needs of the soldiers</li> <li>• It provides evidence that Lord Raglan is well looked after and claims he may be indifferent to the needs of the soldiers he commands.</li> <li>• It suggests that Lord Raglan may be unaware of the plight of the sick and injured under his command</li> <li>• The fact that the letter is written by a captain provides evidence that some officers are sympathetic to the plight of ordinary soldiers.</li> </ul> </li> <li>3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the value of the source in revealing the problems involved in supplying the troops in the Crimea, and the attitudes of soldiers to those in command and control. Relevant points may include: <ul style="list-style-type: none"> <li>• Roger Fenton and William Russell were reporting back to London about conditions in the Crimea</li> <li>• Growing understanding in Britain about the supplies problem led <i>The Times</i> to set up a 'Crimea Fund' to which the public contributed over £7,000</li> <li>• Adequate supplies reached Crimea, but much was destroyed off-shore in the great storm of 14 November 1854</li> <li>• Lack of coordination between different government and army departments contributed to the apparent chaos and confusion involved in supplying the army in the Crimea</li> <li>• Raglan's frequent warnings to the government of conditions in the Crimea and his requests for supplies were frequently lost in muddled bureaucracy.</li> </ul> </li> </ol>

## 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 how accurate it is to say that it was French intervention in the War of American Independence that determined British defeat by 1783.</p> <p>Arguments and evidence that support the proposition about the importance of French intervention should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The French intervention massively extended the war and stretched British resources</li> <li>• French intervention led to Spain's participation against Britain, opening up fresh areas of conflict</li> <li>• The French sent troops that played a part in forcing the surrender at Yorktown</li> <li>• The French fleet under d'Estaing and de Grasse was vital in denying Britain naval supremacy at crucial times</li> <li>• The French provided crucial financial help, which became vital by 1781–82</li> <li>• The British were divided by 1782 as to whether to focus on the USA or France.</li> </ul> <p>Arguments and evidence that counter the proposition about the importance of French intervention should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The British had regained naval supremacy by 1782 and France was desperate for peace</li> <li>• The task of controlling the vast area of the Thirteen Colonies was beyond the limited military resources of Britain or most other powers in this period</li> <li>• The British made a series of strategic errors and the quality of British military leadership was mediocre</li> <li>• There was considerable opposition to the war in Britain.</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 extent to which it was Britain's fears of European rivals that led it to occupy the Nile Valley in the years 1882–98.</p> <p>Arguments and evidence that support the proposition should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Fear of sole French influence in Egypt, a key strategic point, ensured British involvement in 1882</li> <li>• There was a real fear in the late 1890s that French power would reach the upper Nile from the west of Africa</li> <li>• France and Russia played a part in aiding the Ethiopians against Italy in 1896, and there was a fear of a move from there to the upper Nile Valley</li> <li>• Salisbury's government decided to occupy the Sudan to counter these threats.</li> </ul> <p>Arguments and evidence that contradict the proposition should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• It was originally intended that Britain would occupy Egypt in cooperation with the French, but the French withdrew</li> <li>• The British government under Gladstone consistently insisted that Britain was in Egypt as the representative of the European powers</li> <li>• Gladstone set up the International Debt Commission to oversee Egyptian finances, handing diplomatic levers to other European nations and making British government of Egypt more difficult; local circumstances and fear of anarchy often drew the British into involvement that they did not seek</li> <li>• The actions of individuals on the spot, like Gordon, often generated greater involvement</li> <li>• British public opinion and financial interests could exert pressure for action, as they did in 1882 and 1885.</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 how far the second Boer War demonstrated that the British Army was a poor fighting machine.</p> <p>Arguments and evidence that support the view that the second Boer War demonstrated that the British army was a poor fighting machine should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Recruitment into the ranks was increasingly from the poorer and less physically fit elements of society, making a fighting force less efficient</li> <li>• Lack of knowledge of Boer skills and tactics resulted in insufficient British forces being deployed in southern Africa</li> <li>• British troops and Cecil Rhodes were cut off in Kimberley by a Boer force under General Cronje</li> <li>• Sir George White, after suffering some minor reverses, managed to get himself cut off in Ladysmith, together with a large British force in excess of 10,000 soldiers</li> <li>• The three defeats of 'Black Week' demonstrated ineptitude on the part of the army's tactics in trying to relieve Kimberley and Ladysmith.</li> </ul> <p>Arguments and evidence that counter the view that the second Boer War demonstrated that the British army was a poor fighting machine should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The efficiency with which British volunteers and troops from the Empire were shipped to southern Africa and integrated into the forces already there</li> <li>• The out-maneuvring of Boer besiegers by Field Marshal Roberts, who relieved Kimberley on 15 February 1900</li> <li>• On 27 February 1900, Cronje and 4,000 Boers surrendered to British forces at Paardeberg, following Sir John French's tactics in cutting the Boer supply lines</li> <li>• On 28 February 1900, General Sir Redvers Buller relieved Ladysmith after a well-planned and methodical attack</li> <li>• In 1901, the scorched earth tactics employed by Field Marshal Horatio Kitchener eventually overcame the guerrilla tactics of Boers.</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 on the suggestion that the British commanders' conduct of the war on the Western Front could be characterised as 'lions led by donkeys'.</p> <p>Arguments and evidence that support the characterisation of British commanders' conduct of the war on the Western Front as being 'lions led by donkeys' should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Sir John French's poor control of the BEF in the long retreat from Mons to the Marne</li> <li>• The failure of Sir John French at Loos, which was sufficiently significant to lose him the support of government and army; General Sir Douglas Haig replaced him as commander of the BEF in December 1915</li> <li>• The failure of Haig to realise that the bombardment preceding the Battle of the Somme (1916) was inadequate, resulting in a disastrous infantry attack on 1st July</li> <li>• Haig's insistence on continuing, until 1918, with big pushes rather than a series of coordinated attacks at different points.</li> </ul> <p>Arguments and evidence that counter the characterisation of 'lions led by donkeys' should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The British commanders were facing industrial warfare of an unprecedented kind, for which neither their training nor experience had prepared them</li> <li>• The shell shortage of 1915 left the British commanders with too few armaments</li> <li>• Haig's readiness to utilise new technology: the tank, fuse 106</li> <li>• General Herbert Plumer's capture of the Messines Ridge, June 1917</li> <li>• August 1918: Haig's part in the Hundred Days' Offensive and eventual victory.</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>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 on how far the acquisition of strategic bases in 1815 can be seen as the most significant development in the growth of Britain's global maritime power in the years 1763–1914.</p> <p>Arguments and evidence that support the proposition should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The acquisition of Cape Town from the Dutch gave Britain a vital staging post, controlling movement from the Atlantic to the Indian Oceans</li> <li>• The acquisition of Malta confirmed and facilitated Britain's naval domination of the Mediterranean</li> <li>• The acquisition of Ceylon provided a fine naval base at Colombo and promoted control in an area of growing commercial importance to Britain</li> <li>• The change from sail to steam made the holding of large numbers of coaling stations vital and these three were particularly important in this respect by the later nineteenth century.</li> </ul> <p>Arguments and evidence that contradict the proposition should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• There had been previous periods of significant gains, notably the acquisition and retention of Gibraltar</li> <li>• Throughout the nineteenth century, later significant acquisitions strengthened control further such as Aden (1839) and the Falklands (1834), consolidating the hold on the Indian and Atlantic oceans</li> <li>• The acquisition of Singapore (1819) and later Hong Kong (1842) gave Britain control of the South China Seas, which was a growing area of changing commercial importance</li> <li>• The opening of the Suez Canal changed the geographical focus of control and the acquisition of Alexandria (1882) and Cyprus (1878) were important in relation to this and might be considered of more significance.</li> </ul> <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 on the suggestion that the power of the Royal Navy was a key factor in the growth of British trade throughout the world in the years 1763–1914.</p> <p>Arguments and evidence that support the proposition that the power of the Royal Navy was a key factor in these years should be analysed and evaluated. Relevant points may include</p> <ul style="list-style-type: none"> <li>• The importance of the Royal Navy in exploration and mapping, such as Cook in the 1770s</li> <li>• The importance of the Royal Navy in suppressing piracy and protecting trade</li> <li>• The role of the Royal Navy in acquiring trading stations, e.g. Hong Kong in 1842</li> <li>• The role of the Royal Navy in protecting British merchants, e.g. in China.</li> </ul> <p>Arguments and evidence that contradict the proposition should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The large growth in Britain's industrial base drove changing trade patterns and massively increased the quantity of goods for export</li> <li>• The increasing need to import food to feed the expanding urban population of Britain</li> <li>• The growth in the cotton industry in Lancashire drove a massive increase in trade with the southern states of the USA</li> <li>• The growing population in Britain led to massive emigration and a big increase in human cargos to be carried.</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 extent to which Cardwell's army reforms were the key turning point in reforming the military in the years 1815–1918.</p> <p>Arguments and evidence that Cardwell's army reforms were the key turning point in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Various military departments were combined into one: the War Office</li> <li>• The country was divided into local regimental districts</li> <li>• Length of overseas service was cut from 12 years to six</li> <li>• The purchase of commissions was abolished and replaced by a system of promotion through merit</li> <li>• The Commander-in-Chief was answerable to the Secretary for War and through him to parliament</li> <li>• The flogging of ordinary soldiers in peacetime was forbidden.</li> </ul> <p>Arguments and evidence that Cardwell's army reforms were <i>not</i> the key turning point in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Cardwell's reforms were purely administrative and did not directly affect the military as a fighting force</li> <li>• The McNeill-Tulloch report (1855) was key in initiating moves to bring the army under the control of parliament and less under the control of the crown and generals, as in the earlier years of the nineteenth century</li> <li>• Fisher's reforms at the Admiralty (1904–10) created a more competent navy equipped for modern warfare at sea</li> <li>• Haldane's army reforms created the BEF with a permanent peacetime organisation and full complement of supporting troops, and an Officer Training Corps in public schools and universities.</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 how far Fisher's reforms at the Admiralty marked the most significant change in preparing the military for war in the years 1815–1918.</p> <p>Arguments and evidence that Fisher's reforms at the Admiralty marked the most significant change in these years should be analysed and evaluated.</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The removal, in 1904, of 150 ships on active service, which were no longer appropriately useful</li> <li>• Fisher introduced the newly-developed torpedo boat destroyers intended for defence against submarines</li> <li>• He was responsible for authorising the construction of HMS Dreadnought, the first all-big-gun battleship</li> <li>• He supported the introduction of turbine engines, which were much more efficient than the reciprocating designs currently in use</li> <li>• He introduced more efficient oil fuelling to replace coal fired engines</li> <li>• He introduced daily baked bread on board ships to replace weevil-infested hard biscuit.</li> </ul> <p>Arguments and evidence that Fisher's reforms at the Admiralty did not mark the most significant change in these years should be analysed and evaluated.</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Fisher's reforms applied to the navy only, not the entire military</li> <li>• The advent of steam engines to power ships in the 1820s, heralding the move from sail to the more efficient and manageable steam power</li> <li>• The McNeill-Tulloch report (1855) was key in initiating moves to bring the army under the control of parliament</li> <li>• Cardwell's army reforms (1870–71) resulted in a more efficient army</li> <li>• Haldane's army reforms created a significant change to the BEF with a permanent peacetime organisation and full complement of supporting troops, and an Officer Training Corps in public schools and universities.</li> </ul> <p>Other relevant material must be credited.</p>