



GCSE

History A Explaining the Modern World

J410/10: War and British Society c.790 to c.2010

General Certificate of Secondary Education

Mark Scheme for June 2024

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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MARKING INSTRUCTIONS

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PREPARATION FOR MARKING
RM ASSESSOR

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor assessor Online Training*; *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **required number of** standardisation responses.

MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the RM Assessor 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the RM Assessor messaging system, or by email.
5. **Crossed Out Responses**
Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

Rubric Error Responses – Optional Questions

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Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will select the highest mark from those awarded. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

Contradictory Responses

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

Short Answer Questions (requiring only a list by way of a response, usually worth only **one mark per response**)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

Short Answer Questions (requiring a more developed response, worth **two or more marks**)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

Longer Answer Questions (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add a tick to confirm that the work has been seen.

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7. Award No Response (NR) if:

- there is nothing written in the answer space

Award Zero '0' if:

- anything is written in the answer space and is not worthy of credit (this includes text and symbols).

Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.

8. The RM Assessor **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**

If you have any questions or comments for your team leader, use the phone, the RM Assessor messaging system, or e-mail.

9. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.

10. For answers marked by levels of response:

- To determine the level** – start at the highest level and work down until you reach the level that matches the answer
- To determine the mark within the level**, consider the following:












Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

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11. Annotations

<i>Stamp</i>	<i>Ref No.</i>	<i>Annotation Name</i>	<i>Description</i>
	311	Tick 1	Level 1
	321	Tick 2	Level 2
	331	Tick 3	Level 3
	341	Tick 4	Level 4
	441	Tick 5	Level 5
	811	SEEN	Noted but no credit given
	501	NAQ	Not answered question
	1371	H Wavy Line	Incorrect/muddled/unclear
	1681	BP	Blank page
	151	Highlight	Part of the response which is rewardable (at one of the levels on the MS)
	11	Tick	Tick

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12. Subject-specific Marking Instructions**INTRODUCTION**

Your first task as an Examiner is to become thoroughly familiar with the material on which the examination depends. This material includes:

- the specification, especially the assessment objectives
- the question paper and its rubrics
- the mark scheme.

You should ensure that you have copies of these materials.

Please ask for help or guidance whenever you need it. Your first point of contact is your Team Leader/PE.

INFORMATION AND INSTRUCTIONS FOR EXAMINERS

- 1 The practice and standardisation scripts provide you with *examples* of the standard of each band. The marks awarded for these scripts will have been agreed by the PE and Senior Examiners.
- 2 The specific task-related indicative content for each question will help you to understand how the band descriptors may be applied. However, this indicative content does not constitute the mark scheme: it is material that candidates might use, grouped according to each assessment objective tested by the question. It is hoped that candidates will respond to questions in a variety of ways. Rigid demands for 'what must be a good answer' would lead to a distorted assessment.
- 3 Candidates' answers must be relevant to the question. Beware of seemingly prepared answers that do not show the candidate's thought and which have not been adapted to the thrust of the question. Beware also of answers where candidates attempt to reproduce interpretations and concepts that they have been taught but have only partially understood.

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1. Describe two events of the Jacobite War that started in 1745.

Assessment Objectives	AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. [4]
Additional Guidance	One mark for identification of an event. A second mark can be awarded for description/supporting detail of the event. All content is indicative only and any other correct examples should also be credited.

Levels	Indicative content	Marks
<p>N/A</p> <p>Points marking</p> <p>Max 1 mark for one or more general points e.g. There was a rebellion from Catholics who wanted to put their leader on the throne.</p>	<p>Charles Edward Stuart (Bonnie Prince Charlie) led an army that invaded England in 1745. [1] He captured Carlisle Castle. [2]</p> <p>Charles Stuart landed in Scotland in Aug 45 to try and regain crown for his father. [1]</p> <p>The Jacobite army reached Derby [1] but then they retreated back to Scotland due to a lack of support from English Catholics. [2]</p> <p>Charles Stuart retreated to Scotland because only 300 English Catholics joined his forces. [1] He had also received no support from France, which had been promised to him. [2]</p> <p>Charles Stuart defeated an English force at Prestonpans. [1] He won a minor victory at Falkirk [1] but then retreated to the Highlands. [2]</p> <p>The English recalled their troops from abroad to fight Charles at the Battle of Culloden. [2]</p> <p>He experienced a bitter defeat at the Battle of Culloden [1] in Apr 1746. [2]</p>	<p>4</p>

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2. Explain the British public's response to the 2003 war in Iraq.

[8]

Assessment Objectives	AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. [4] AO2: Explain and analyse historical events and periods studied using second order historical concepts. [4]
Additional Guidance	The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response. The 'Indicative content' shown is not a full exemplar answer, but exemplifies the sophistication expected at each level. No reward can be given for wider knowledge of the period that remains unrelated to the topic in the question.

Levels	Indicative content	Marks
Level 4 <ul style="list-style-type: none"> Response demonstrates a range of accurate knowledge and understanding that is fully relevant to the question. This is used to develop a full explanation and convincing analysis, using second order historical concepts, of the issue in the question. 	<p>Level 4 answers will typically explain two or more public responses to the war e.g.</p> <p><i>One response to the war in Iraq in 2003 was to criticise the decision by Prime Minister Blair to invade. His critics were concerned that Britain was only following the USA in choosing to invade and it made Britain appear weak. Critics believed that the war was possibly illegal because it had not been sanctioned by the United Nations. There was concern about how Britain would be seen by the international community.</i></p> <p><i>Amongst the general public, there was outrage by some. When the war started, there were mass demonstrations in London. Many of the public were convinced that the war was unjustified and that Blair was like a puppet controlled by President Bush in the USA. However, surveys that were carried out during the first few months of the war showed that there was a majority of people in the country who were in favour of the war. This support waned when it was clear that Iraq did not possess weapons of mass destruction.</i></p>	7–8
Level 3 <ul style="list-style-type: none"> Response demonstrates accurate knowledge and understanding that is relevant to the question. This is linked to an analysis and explanation, using second order historical concepts, of 	<p>Level 3 answers will typically explain one public response to the war in Iraq e.g.</p> <p><i>One response to the war in Iraq in 2003 was some people in Britain protesting at the country's involvement in the war. There were mass demonstrations in London in February 2003 because people there believed that Britain should not be going to war. Many of the protestors felt that the reasons for going to war (the presence of chemical or biological weapons in Iraq) were wrong and that Britain was being too submissive to the desire for war by President Bush in the USA.</i></p>	5–6

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Levels	Indicative content	Marks
the issue in the question.		
Level 2 <ul style="list-style-type: none"> Response demonstrates some knowledge and understanding that is relevant to the question. This is used to attempt a basic explanation, using second order historical concepts, of the issue in the question. 	<p>Level 2 answers will typically identify and/or describe at least one response but fail to explain it/them, e.g.</p> <ul style="list-style-type: none"> <i>There were many protests in Britain when the war started in 2003. There was a big one outside of Parliament.</i> <i>People in Britain were supportive of the war when it started as they thought that Iraq had WMDs and that Hussein was a dictator.</i> <i>There were concerns over the reasons for going to war as some critics of Blair thought we were just following the USA.</i> <i>The United Nations had not sanctioned the war, so there were concerns in Britain that the war was illegal.</i> <i>One response was to doubt the intelligence services because they had been wrong about Iraq.</i> <p>NB: Award higher marks in the level for more examples.</p>	3–4
Level 1 <ul style="list-style-type: none"> Response demonstrates basic knowledge that is relevant to the topic of the question. There is an attempt at a very basic explanation of the issue in the question, which may be close to assertion. Second order historical concepts are not used explicitly, but some very basic understanding of these is apparent in the answer. 	<p>Level 1 answers will typically contain description of events linked to the war or unspecific points, e.g.</p> <p><i>Peoples views were mixed/positive/negative.</i></p> <p><i>Britain went to war with Iraq in 2003 because of the War on Terror which had been started by the USA. Afghanistan had been attacked and then the USA turned on Iraq and Saddam Hussein.</i></p> <p><i>Iraq was believed to have weapons of mass destruction so the USA and Britain went to war to stop them from using the weapons.</i></p>	1–2
Level 0 No response or no response worthy of credit.		0

3. How significant was the impact of the First World War on life in Britain?

[14]

Assessment Objectives	AO2: Explain and analyse historical events and periods studied using second order historical concepts. [10] AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. [4]
Additional Guidance	The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response. The 'Indicative content' shown is not a full exemplar answer, but exemplifies the sophistication expected at each level. No reward can be given for wider knowledge of the period that remains unrelated to the topic in the question. Note: Impacts that continued after the War should be credited.

Levels	Indicative content	Marks
Level 4 <ul style="list-style-type: none"> The response has a full, well-developed explanation and thorough, convincing analysis of historical events/period in terms of the second order historical concept(s) in the question. This is supported with a range of accurate knowledge and understanding that is fully relevant to the question. 	<p>Level 4 answers will typically assess the significance of at least one explained point e.g.</p> <p><i>The First World War was significant for a number of reasons. One main reason was the increased government control over people. An example of this can be seen in 1916 when conscription was introduced. This meant that able-bodied men aged between 18 and 41 had to be available to serve in the armed forces. This was significant because nationwide conscription had never happened before. Up until 1916, the British armed forces had always relied on volunteers, but the impact of the war and the losses suffered meant that the government had to resort to conscription [12].</i></p> <p><i>Another significant impact of the war was it provided women with the opportunity they needed to prove themselves. With men away at war, women stepped into their positions in factories and were hugely important in the manufacture of munitions like shells, guns and mortars. This massively changed many of their lives. However, what makes this significant is that when the war was over, the government had no choice but to accept their demand for the vote. Suffragists had been campaigning for this for years, but it was the war that forced it to happen, and at last politically made men and women equal, which they are still today. [14]</i></p> <p>NB: Two explanations of significance 13-14 marks; One explanation of significance 11-12 marks. NB Alternatively, candidates may assess why a point given is of limited significance</p>	11–14
Level 3 <ul style="list-style-type: none"> The response has a full explanation and analysis of the historical events/period in terms of the second order historical concept(s) in the question. This is supported by accurate knowledge and 	<p>Level 3 answers will typically explain one or more examples of change/impact as a result of the First World War e.g.</p> <p><i>The First World War had a significant impact on the life of people in Britain because of the use of propaganda. This was where the government issued posters and information that showed that the Germans were evil and that the British were doing the right thing. This was important because it was one reason why two million men had volunteered to fight in the first two years of the war.</i></p> <p><i>Another impact of the war was on jobs and industry. The government took control of coal mining and had their own armaments factories. This meant that industry could be turned towards the war effort. Men leaving jobs to go and fight also created opportunities for women to take on roles in the workplace, which was liberating for many of them.</i></p>	7–10

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Levels	Indicative content	Marks
understanding that is relevant to the question.	NB: Two or more changes explained 8-10 marks; One change explained 7-8 marks.	
Level 2 <ul style="list-style-type: none"> The response has an explanation and simple analysis of the historical events/period in terms of the second order historical concept(s) in the question. This is supported by some knowledge and understanding that is mostly relevant to the question. 	<p>Level 2 answers will typically identify changes/impacts but not explain it/them e.g.</p> <ul style="list-style-type: none"> <i>The First World War saw the introduction of conscription for all men aged between 18 and 41.</i> <i>The war changed life for people because rationing had been introduced in 1917.</i> <i>Women were able to get jobs in industry such as making ammunition for soldiers on the front line.</i> <i>Newspapers and publications which were pacifist were closed down during the war.</i> <i>Some people objected to the war and were known as conscientious objectors and they were often badly treated because of their point of view.</i> <p>NB: For candidates who identify an impact and make a valid comment about the significance (without enough development for L4) should be awarded 6 marks.</p>	4–6
Level 1 <ul style="list-style-type: none"> The response has a basic explanation about the historical events/period in terms of the second order historical concept(s) in the question. The response includes limited basic knowledge that is relevant to the topic of the question. 	<p>Level 1 answers will typically contain general points or description of events e.g.</p> <ul style="list-style-type: none"> <i>Everybody was affected</i> <i>Women went out to work</i> <i>People's lives were restricted.</i> <i>Loved ones were lost</i> <p>OR</p> <p><i>Britain went to war in 1914 to fight against the Germans, who were believed to be acting aggressively and invaded Belgium. The British Expeditionary Force travelled over to France in the late summer of 1914 and many people believed that the war would be over by Christmas.</i></p>	1–3
Level 0 No response or no response worthy of credit.		0

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4. 'Between 790 and 1750, war united more than it divided the people of Britain.' How far do you agree?

Assessment Objectives	AO2: Explain and analyse historical events and periods studied using second order historical concepts. [16] AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. [8]
Additional Guidance	The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response. The 'Indicative content' shown is not a full exemplar answer, but exemplifies the sophistication expected at each level. No reward can be given for wider knowledge of the period that remains unrelated to the topic in the question.

Levels	Indicative content	Marks
Level 5 <ul style="list-style-type: none"> The response has a full explanation and thorough analysis of historical events and periods, which uses relevant second order historical concepts, and is developed to reach a convincing, substantiated conclusion in response to the question. This is supported by a range of accurate knowledge and understanding, appropriately selected from across the time period specified, that is fully relevant to the question. There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured. 	<p>Level 5 answers will typically explain at least three examples; BOTH a balanced argument and BOTH periods.</p> <p><i>Overall, I disagree with this statement, although I accept that there are reasons why the people were united during war.</i></p> <p><i>My first reason for disagreeing with this statement is that wars had a negative impact on people and caused a great deal of division. An example of this from the medieval period would be the Norman invasion. Taking control of England by force made many people in the country resentful of William and his followers. There were rebellions against his rule every year from 1067 to 1075, which shows that the people of this country were not united by war, but divided.</i></p> <p><i>An example which shows that the people were divided by war in the early modern period can be seen in the Civil Wars of the 1640s. The country was clearly divided in this conflict between those who supported King Charles I and those who were on the side of Parliament. This war was significant and showed that there were deep divisions in the country, over religion, power, control and society, with many Catholics fighting for Charles and Puritans for Parliament. The war lasted for years and even people from within the same family or village may have supported one side over the other, showing real division across the country.</i></p> <p><i>However, there were times where warfare did have a unifying effect on the people of this country. An example of this would be during the wars waged by Elizabeth I against Spain. The people were shown propaganda in the form of portraits, which created an image of Elizabeth being brave and successful. The wars against Spain were seen by the people as a Protestant crusade against the evil Spanish Catholics. Pamphlets, poems, songs and plays were used to portray Elizabeth positively and to demean the Spanish. This had a unifying effect and allowed Elizabeth to wage her wars knowing that the people were in support of her.</i></p> <p><i>This idea of controlling what the people understood was also used during The Hundred Years' War, when stories were going around the country that the French were planning to invade and destroy the English language. These stories were not denied by the ruling classes and created a situation where the war was seen as a national struggle for English identity. It saw the end of French as the language of the nobility and created more of a national culture.</i></p> <p><i>Although there are clear points to support both sides, my overall opinion is that war was more divisive than unifying during these centuries. Even within unifying wars there were still divisions, such as the bitter opposition to Ship Money to pay for Elizabeth's wars. This shows how destructive and divisive war really is, especially beneath the propaganda.</i></p>	19–24

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	<p>NB: 21-23 marks: four explained examples (2:2) or (3:1)</p> <p>19-21 marks: three explained examples (2:1)</p> <p>Add an additional mark for a clinching argument.</p>	
<p>Level 4</p> <ul style="list-style-type: none"> The response has a full explanation and analysis of the historical events and periods, which uses relevant second order historical concepts, and is used to develop a fully supported answer to the question. This is supported by a range of accurate knowledge and understanding, covering the time period specified, that is fully relevant to the question. There is a well-developed line of reasoning which is clear, relevant and logically structured. 	<p>Level 4 answers will typically explain at least two examples; EITHER a balanced argument from one period, OR balanced/unbalanced argument from both periods.</p> <p><i>There are many examples of how the nation was united by war. In the medieval period, the Hundred Years' war against the French saw the creation of what we now refer to as the English identity. The war was no longer seen as a conflict between the royal houses of the two countries, but as a war which threatened the way of life in England. People were told that the French were ready to invade and that the English language would be destroyed. This brought the people together and enabled support for the war to continue. It became a war of identity for the people, as much as anything else.</i></p> <p><i>In the early modern period, war was also seen as a way of uniting the people. The people of this country were united during the wars against Spain during Elizabeth I's reign. Plays and posters which showed Elizabeth as heroic and the Spanish as villains created a positive energy in support of the wars and increased anti-Spanish sentiment. Successfully defeating the Armada also helped unite people in support of war. This shows that war united the people more than it divided them during the period 790 to 1750.</i></p> <p>OR</p> <p><i>The country was clearly united during the reign of Elizabeth I as the people were influenced by a considerable amount of prop aganda. Pamphlets were distributed which showed the Spanish as evil Catholic aggressors and the English as brave and heroic. The same applied to portraits of Elizabeth, which were shown around the country. It galvanised the people in support of her and made the wars out to be almost like a crusade against the Catholics. This is a clear example of how war united the people in the face of an enemy such as Spain.</i></p> <p><i>However, there is also evidence that war divided the people rather than united them. For example, during the Norman Conquest after 1066, there were rebellions against the Norman rule for every year from 1067 to 1075. Some of these rebellions, such as the one in York in 1069, showed that not everyone was content with the takeover of England by the Normans. This rebellion had to be severely put down by William and further increased division of the people.</i></p> <p>15 marks is the default for two explained examples, award extra marks for development.</p> <p>Add an additional mark for a clinching argument.</p>	14–18
<p>Level 3</p> <ul style="list-style-type: none"> The response has an analysis and explanation of the historical events and periods, which uses relevant second order historical concepts, and is used to give a supported answer to the question. 	<p>Level 3 answers will typically explain one or more examples from one period agreeing or disagreeing with the statement, e.g</p> <p><i>War had a clear divisive impact on the people of this country during the English Civil Wars of the 1640s. The fact that a civil war took place shows that the country was truly divided. Parliament and Charles I went to war over who was to control the country, and people supported either side, depending on their religion, wealth or for other reasons. For examples Catholics largely supported King Charles, and Puritans Parliament. Even people from the same families chose different sides, and the many battles and skirmishes ripped families and generations apart.</i></p> <p>12-13 for two or more explanations</p>	10–13

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<ul style="list-style-type: none"> This is supported by accurate knowledge and understanding, from the time period specified, that is relevant to the question. <i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i> 	<p>10-11 for one explanation</p> <p>The quality of explanation will determine the overall mark within the level.</p>	
<p>Level 2</p> <ul style="list-style-type: none"> The response has an explanation about the historical events and periods, which uses relevant second order historical concepts, and gives an answer to the question set. This is supported by some knowledge and understanding, from the time period specified, that is relevant to the question. <i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i> 	<p>Level 2 answers will typically identify and/or describe valid examples e.g</p> <ul style="list-style-type: none"> People were angry at the defeat of Harold at Hastings in 1066 and united against William of Normandy. People were united during the Hundred Years' War because people were fighting their old French enemy. People were divided during the Jacobite rebellions as people in Scotland were prepared to invade England to put a Stuart on the English throne. People were united during the wars against Spain during Elizabeth's reign as they were bombarded with propaganda which made them support the monarch. There was a civil war in the 1130s to 1150s when Stephen and Matilda fought for control of the country. This divided people. <p>NB: Award higher marks in the level for more examples.</p>	6–9
<p>Level 1</p> <ul style="list-style-type: none"> The response has a basic explanation about the historical events and periods in the question, though the specific question may be answered only partially or the answer may be close to assertion that is not supported by the preceding explanation. Second order historical concepts are not used explicitly, but some very basic understanding of these is apparent in the answer. There is basic knowledge and understanding that is 	<p>Level 1 answers will typically demonstrate simple knowledge or make assertions e.g.</p> <p><i>There have been many wars that have taken place between 790 and 1750 such as the Viking invasions, the Norman Conquest and the Civil War. Lots of people have died and some people would be unhappy about this.</i></p> <p><i>Elizabeth's wars united people. They were fought about religion.</i></p> <p><i>Civil wars always divide.</i></p> <p><i>The Viking invasions united people.</i></p> <p><i>The Normans invaded and introduced a feudal system</i></p>	1–5

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<p>relevant to the time period specified and the topic of the question.</p> <ul style="list-style-type: none"> • <i>The information is communicated in a basic/unstructured way.</i> 		
<p>Level 0</p> <p>No response or no response worthy of credit.</p>		0

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