



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 2025

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

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.

© OCR 2025

This document has 19 pages

MARKING INSTRUCTIONS

PREPARATION FOR MARKING RM ASSESSOR

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: RM 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 available in RM Assessor
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, email or via the RM Assessor messaging system.
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

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.)

Multiple-Choice Question Responses

When a multiple-choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).

When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.

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 the annotation 'SEEN' to confirm that the work has been seen and mark any responses using the annotations in section 11.
7. There is a NR (No Response) option. Award NR (No Response):

- if there is nothing written at all in the answer space
- OR if there is a comment which does not in any way relate to the question (e.g., 'can't do', 'don't know')
- OR if there is a mark (e.g., a dash, a question mark) which is not an attempt at the question.

Note: Award 0 marks – for an attempt that earns no credit (including copying out the question).

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.
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

J410/10

Mark Scheme

June 2025

11. Annotations

Stamp	Ref No.	Annotation Name	Description
	311	Level 1	Level 1
	321	Level 2	Level 2
	331	Level 3	Level 3
	341	Level 4	Level 4
	441	Level 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

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.

J410/10

Mark Scheme

June 2025

1. Describe **two** features of IRA campaigns during the period 1969 to 1994.

[4]

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 impact. A second mark can be awarded for supporting detail. All content is indicative only and any other correct examples should also be credited.

Levels	Indicative content	Marks
N/A Points marking Maximum of 1 mark for one or more general points such as <i>'the IRA carried out terrorist attacks'</i>.	The IRA tried to kill as many members of the British forces/RUC/Ulster paramilitaries as possible.[1] It attacked Protestant businesses in Northern Ireland [1]. From 1973 it attacked targets on the British mainland. [1]. For example, in 1984 it almost succeeded in killing Margaret Thatcher in the Brighton bombing [2] OR it targeted shopping centres and pubs that soldiers used [2] OR it launched mortar bombs at Downing Street in 1991 [2]. It used bombings [1] to assassinate prominent British figures, such as Lord Mountbatten [2] It used guerilla warfare techniques [1] of having small cells of activists [2] It built up a political wing called Sinn Fein [1] to speak for it. This was led by Gerry Adams [2]. Many campaigns were planned in the Irish republic. [1]. When imprisoned, IRA members went on hunger strike and demanded to be treated as political prisoners [2].	4

J410/10

Mark Scheme

June 2025

2. Explain the impact that the Viking raids and invasions had on England.

[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 - 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.	Level 4 answers will typically explain two or more impacts on England of the Viking raids/invasions e.g. <i>One impact of the Vikings was destruction, especially during their early raids. Viking raids on England started in the 790s which resulted in the destruction of the abbey of Lindisfarne. In the next few years, they also attacked the monastery of Jarrow and even Iona in Scotland. At this time the Vikings were not Christians and so they attacked monasteries for the wealth that they often contained. They had no plans to settle and so were just raiding for any treasure or wealth they could find.</i> <i>Another impact was the establishment of the Danelaw. This was an area covering the north and east of England which was occupied by the Vikings after many raids and invasions. In this part of England Viking laws were used rather than English ones. Land was divided up using the Viking wapentake and about half the population were sokemen which gave them quite a lot of freedom – more than in other parts of England.</i>	7–8
Level 3 Response demonstrates accurate knowledge and understanding that is relevant to the question.	Level 3 answers will typically explain one impact of the Viking raids/invasions e.g. <i>One long term impact of the Vikings is on place names in areas of England where they settled such as Yorkshire and East Anglia. The Viking influence can be seen in names like Grimsby and Kirby. The by is Scandinavian for a town or a settlement. The use of by in placenames like these shows the Vikings must have settled there and named their</i>	5–6

Levels	Indicative content	Marks
This is linked to an analysis and explanation, using second order historical concepts, of the issue in the question.	<i>settlements. Another way in which placenames were influenced by the Vikings is in placenames ending in Thorpe like Newthorpe. This was used for secondary settlements.</i>	
Level 2 - 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.	Level 2 answers will typically identify and/or describe at least one impact but fail to explain it/them properly e.g. <i>The Viking raids had a big impact. The Vikings were good fighters and attacked monasteries in England.</i> <i>They attacked and stole from the abbey of Lindisfarne and the monastery of Jarrow. They murdered everyone they came across and left the monasteries in ruins.</i> <i>They shared out the land of Northumbria and settled.</i> <i>They settled and introduced the Danelaw.</i> <i>Many Anglo-Saxons were taken by the Vikings as slaves.</i> <i>They intermarried with the English.</i> <i>People were afraid of the raids and so buried their wealth in the ground.</i> <i>Tin coins have been found because the Vikings had taken the gold and silver.</i> <i>The English united against the 'Northmen'.</i> <i>King Alfred worked hard to make Britain militarily stronger. Burhs were built and he organised an army to make sure he could always call on men to defend.</i> <i>A united Anglo-Saxon culture emerged.</i> <i>Another impact the Vikings had was to destroy many buildings in England such as monasteries.</i> <i>The raids had a psychological impact, as the Vikings were pagans.</i> <i>The raids created fear, because of the murder and violence.</i>	3–4
Level 1 - 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	Level 1 answers will typically contain description of events linked to the raids/invasions, or unspecific points e.g. <i>The Vikings attacked in longships.</i> <i>They had a positive/big/negative/long-term impact.</i> <i>One impact was destruction.</i> <i>There was fear.</i> <i>The Viking raids caused many problems in England. Many places were looted and people were killed.</i>	1–2

J410/10

Mark Scheme

June 2025

Levels	Indicative content	Marks
historical concepts are not used explicitly, but some very basic understanding of these is apparent in the answer.		
Level 0 No response or no response worthy of credit.		0

J410/10

Mark Scheme

June 2025

3. How significant was war for medieval society in the period 1066 to 1450?

[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.

Levels	Indicative content	Marks
Level 4 - 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.	Level 4 answers will typically assess the significance of war for medieval society, making at least one explained point e.g. <i>The Norman Conquest of England by William in 1066 was very significant because it led to the Normans setting up the feudal system in England. This lasted for hundreds of years and affected all levels of society. It was set up to help William have control of the people and land in England. Land was taken from all the Anglo-Saxon landowners and now belonged to William. He gave much of this to his Norman noblemen who would support the king and help him raise an army when needed. Peasants worked on their land. Some of them were made freemen and some were villeins and so their lives were changed enormously. These changes mattered because they affected everyone's lives. Everyone was now part of William's hierarchy that covered all of English society. England had a new Norman ruling class and peasants had few rights and were under the control of the landowners.</i> <i>Another way in which war was significant for English society was that its cost led to significant political changes. Edward I's wars in Wales and Scotland required a more professional army than could be raised by the feudal system. Edward's armies also required specialists like carpenters and blacksmiths, and engineers for his siege equipment. This required huge expenditure, and this led to a turning point in the history of Parliament. In 1295, Edward summoned the Model Parliament, which included knights to represent the counties and burgesses to represent the towns. This was a significant turning point because it established the pattern that the King would listen to grievances expressed in Parliament before Parliament would grant him taxation. This was a significant point in the development of Parliament and its role in taking part in the governing of the country, but it would not have happened in the same way without the impact of Edward's wars.</i>	11–14

Levels	Indicative content	Marks
	NB: Two explanations of significance 13-14 marks; One explanation of significance 11-12 marks. NB: Alternatively, candidates may assess why example given is of limited significance.	
Level 3 - 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 understanding that is relevant to the question.	Level 3 answers will typically explain one or more examples of change/impact of war at this time e.g. <i>One example of war having an impact on English society was when everything got changed because of William introducing the feudal system after he had defeated Harold at the Battle of Hasting in 1066. Land in England was taken from its Anglo-Saxon owners and belonged to King William. He divided much of it between his leading supporters from Normandy. They swore to defend and support the king in return for securing control over their land. This meant there was a new ruling class in England. They further divided the land and gave it to knights who had to promise to fight for the lord and the king when needed. The people at the bottom of the system were the peasants who worked on the land and had little freedom.</i> NB: Two changes/impacts explained 9-10 marks One change/impact explained 7-8 marks.	7–10
Level 2 - 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.	Level 2 answers will typically identify changes/impacts but not explain it/them e.g. <i>One way in which war was significant was the introduction of the feudal system after William won the battle of Hastings. William gave his supporters lots of land as a reward. In return they would swear loyalty to the king and help him keep the country under control.</i> <i>The Anarchy wasn't that significant as it only led to changes and destruction where the fighting took place. Many areas weren't damaged.</i> <i>The Baron's War was significant because it led to the introduction of Magna Carta.</i> <i>Edward I's wars were significant because they led to massive destruction of areas of Scotland/led to Parliament becoming more important/increased a sense of national identity.</i> <i>The Hundred Year War was significant as it led to such great changes in warfare.</i>	4–6

J410/10

Mark Scheme

June 2025

Levels	Indicative content	Marks
	<i>Wars helped shape national identity throughout Britain (in England, Scotland, Wales and Ireland)</i> <i>Wars led to the growth in importance of Parliament.</i> <i>Chevauchees hurt local people massively.</i> <i>The 100 Years War led to the end of feudalism</i> <i>The Norman Conquest of England by William in 1066 was very significant because it led to the Normans setting up the feudal system in England. This lasted for hundreds of years and affected all levels of society.(6)</i> NB: For candidates who identify a change/impact and make a valid comment about the significance without development award 6 marks. NB: Award higher marks in the level for more examples.	
Level 1 - 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.	Level 1 answers will typically contain general points or description of events e.g. <i>The medieval period was full of wars. There was the Norman Conquest when the Normans landed at Hastings and defeated the Anglo-Saxons under Harold at the Battle of Hastings in 1066.</i> <i>The Anarchy didn't change a lot.</i> <i>The 100 Years War changed warfare.</i> <i>King John's war changed life for many.</i>	1–3
Level 0 No response or no response worthy of credit.		0

J410/10

Mark Scheme

June 2025

4. 'Between 1500 and 2010, wars had a major impact on government and politics in Britain.' How far do you agree?

[24]

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 - 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.	Level 5 answers will typically explain at least three examples; BOTH a balanced argument and coverage of both periods are required. e.g. <i>It could be argued that wars did not have a major impact on government and politics before 1750 because nothing major changed politically because of the Jacobite wars of the 1700s. The Jacobite wars of 1715 and 1745 did not change government and politics because each of the rebellions were defeated without achieving their aims of dissolving the Union with England and restoring a separate Scottish king. The Scottish rebels were defeated at Sheriffmuir in 1715 and Culloden in 1745. In 1715 the British government did not see the rebellion as a major threat which shows that things hadn't changed. And in 1745, when the Jacobites were more of a threat, the crushing defeat at Culloden ensured no major change happened.</i> (Alternatively, candidates may argue the opposite and mention the reduction of the power of the clans, the increased influence of lowland Scots, and the end of the Jacobite threat. Candidates may also show how little change politically during Elizabeth's wars) <i>However, the Civil Wars of the 1640s had a major impact on government and politics in Britain. Before the Civil Wars, parliament had a certain amount of power, but it could not easily overrule the king. But by 1651, parliament had executed Charles I and was the official ruler of England. Parliament and the army replaced monarchy as the ruling forces, a change which impacted the lives of ordinary people as laws became stricter. It is also true that the horror of these wars encouraged new political ideas to spread such as those</i>	19–24

	<i>of the Levellers who argued for a more equal society. People were questioning existing ideas because of the warfare around them, and they now wanted a fairer system.</i> <i>It can also be argued that wars in the 20th century had a major impact on government and politics. Due to the sacrifices ordinary people were making during the Second World War, the government realised that they would need to make Britain a better country for its citizens. They would need to reduce inequalities. The government started this project by commissioning the Beveridge Report which identified evils affecting society such as poverty and disease. The report suggested setting up a welfare state, something that was acted upon at the end of the war with the creation of things like the NHS. The government was now expected to take on a greater role in people's lives, which was a major impact of the war.</i> <i>However, it could be argued that other wars have not had a major impact on government and politics, even if they have altered it slightly. For example, the 2003 Iraq War did not alter the political system in Britain. It may have made people slightly less trusting of governments, but this was not a major impact as there was only limited trust anyway. Unlike the Second World War, the Iraq War, being so far away, and affecting far fewer British people, did not alter the government majorly or the relationship between the government and the people.</i> <i>Overall, wars have often had a major impact on government and politics in Britain in this period. Not all wars have done so, but the impact of certain wars has been considerable. For example, wars in the 20th century led to governments making major changes in society, such as granting women the vote and laying the foundations of the Welfare State through the Beveridge Report. Without the impact of war, major changes to government and politics would have been much less likely to have happened.</i> NB: 21-23 marks for four explained examples (2-2 or 3-1) 19-21 marks for three explained examples (2-1 or 1-2) Add an additional mark for a clinching argument.	
Level 4 The response has a full explanation and analysis of the	Level 4 answers typically explain at least two examples; EITHER a balanced argument from one period OR balanced/unbalanced argument covering both periods.	14–18

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.	<i>The Civil Wars of the 1640s had a major impact on government and politics in Britain. Before the Civil Wars, parliament had a certain amount of power, but it could not easily overrule the king. But by 1651, parliament had executed Charles I and was the official ruler of England. Parliament and the army replaced monarchy as the ruling forces, a change which impacted the lives of ordinary people as laws became stricter. It is also true that the horror of these wars encouraged new political ideas to spread such as those of the Levellers who argued for a more equal society. People were questioning existing ideas because of the warfare around them, and they now wanted a fairer system.</i> <i>It can also be argued that wars in the 20th century had a major impact on government and politics. Due to the sacrifices ordinary people were making during the Second World War, the government realised that they would need to make Britain a better country for its citizens. They would need to reduce inequalities. The government started this project by commissioning the Beveridge Report which identified evils affecting society such as poverty and disease. The report suggested setting up a welfare state, something that was acted upon at the end of the war with the creation of things like the NHS. The government was now expected to take on a greater role in people's lives, which was a major impact of the war.</i> 15 marks is the default for two explained examples; award extra marks for development. Add an additional mark for a clinching argument.	
Level 3 - 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. - This is supported by accurate knowledge and	Level 3 answers will typically either agree or disagree with the statement by explaining one (or more) example(s) from one period e.g. <i>Wars in the 20th century had a major impact on government and politics. Due to the sacrifices ordinary people were making during the Second World War, the government realised that they would need to make Britain a better country for its citizens. They would need to reduce inequalities. The government started this project by commissioning the Beveridge Report which identified evils affecting society such as poverty and disease. The report suggested setting up a welfare state, something that was acted upon at the end of the war with the creation of things like the NHS. The government was now expected to take on a greater role in people's lives, which was a major impact of the war.</i>	10–13

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>	NB: 11-13 marks for two or more explanations 10-12 marks for one explanation	
Level 2 - 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>	Level 2 answers will typically identify and/or describe valid examples e.g Elizabeth's official powers didn't really change because of the wars she fought. The King was executed during the Civil Wars, and parliament and the army took over. The Jacobite wars did not change much as the Union was maintained. The end of the Jacobite wars saw the power of the clans decreased. The Jacobites were defeated at Culloden. Women gained the vote because of the First World War The Second World War changed government's relationship with the people as a welfare state was created. The Seven Years War impacted on the economy and made Britain globally powerful, but did not change British politics. The Boer War led to changes in politics as it showed how poorly nourished working-class people were. NB: Award higher marks in the level for more examples.	6–9
Level 1 The response has a basic explanation about the historical events and periods in the	Level 1 answers will typically demonstrate simple knowledge or make assertions e.g. <i>Britain was involved in lots of wars between 1500 and 2010 like fighting against France or against Germany in the two world wars and this had an impact on government and politics. Some wars changed things like the First World War, and others didn't.</i>	1–5

J410/10

Mark Scheme

June 2025

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 relevant to the time period specified and the topic of the question. • <i>The information is communicated in a basic/unstructured way.</i>	<i>Governments became more powerful.</i> <i>Governments had the same power.</i>	
Level 0 No response or no response worthy of credit.		0

Need to get in touch?

If you ever have any questions about OCR qualifications or services (including administration, logistics and teaching) please feel free to get in touch with our customer support centre.

Call us on

01223 553998

Alternatively, you can email us on

support@ocr.org.uk

For more information visit



ocr.org.uk/qualifications/resource-finder



ocr.org.uk



Twitter/ocrextams



/ocrextams



/company/ocr



/ocrextams



CAMBRIDGE
UNIVERSITY PRESS & ASSESSMENT

OCR is part of Cambridge University Press & Assessment, a department of the University of Cambridge.

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored. © OCR 2025 Oxford Cambridge and RSA Examinations is a Company Limited by Guarantee. Registered in England. Registered office The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA.

Registered company number 3484466. OCR is an exempt charity.

OCR operates academic and vocational qualifications regulated by Ofqual, Qualifications Wales and CCEA as listed in their qualifications registers including A Levels, GCSEs, Cambridge Technicals and Cambridge Nationals.

OCR provides resources to help you deliver our qualifications. These resources do not represent any particular teaching method we expect you to use. We update our resources regularly and aim to make sure content is accurate but please check the OCR website so that you have the most up-to-date version. OCR cannot be held responsible for any errors or omissions in these resources.

Though we make every effort to check our resources, there may be contradictions between published support and the specification, so it is important that you always use information in the latest specification. We indicate any specification changes within the document itself, change the version number and provide a summary of the changes. If you do notice a discrepancy between the specification and a resource, please [contact us](#).

Whether you already offer OCR qualifications, are new to OCR or are thinking about switching, you can request more information using our [Expression of Interest form](#).

Please [get in touch](#) if you want to discuss the accessibility of resources we offer to support you in delivering our qualifications.