**MARK SCHEME**

**Component 2: THEMATIC PAPER**
**2G. The Development of Warfare in Britain, c.500 to the present day**

**Instructions for examiners of GCSE History when applying the mark scheme**

**Positive marking**

It should be remembered that learners are writing under examination conditions and credit should be given for what the learner writes, rather than adopting the approach of penalising him/her for any omissions. It should be possible for a very good response to achieve full marks and a very poor one to achieve zero marks. Marks should not be deducted for a less than perfect answer if it satisfies the criteria of the mark scheme.

**GCSE History mark schemes are presented in a common format as shown below:**

This section indicates the assessment objective(s) targeted in the question

| Mark allocation: | AO1(a) | AO2 | AO3 | AO4 |
|---|---|---|---|---|
| **5** | **5** | | | |

Question:  e.g. **Describe the main changes in technology in warfare in the medieval period.** **[5]**

This is the question and its mark tariff.

**Band descriptors and mark allocations**

| | **AO1(a)  5 marks** | |
|---|---|---|
| **BAND 3** | **Offers detailed knowledge to fully describe the issue set within the appropriate historical context.** | **4-5** |
| **BAND 2** | **Offers knowledge to partially describes the issue.** | **2-3** |
| **BAND 1** | **Offers a weak, generalised description of the issue.** | **1** |

Use 0 for incorrect or irrelevant answers.

This section contains the band descriptors which explain the principles that must be applied when marking each question. The examiner must apply this when applying the marking scheme to the response. The descriptor for the band provides a description of  the performance level for that band. The band descriptor is  aligned with the Assessment Objective(s) targeted in the question.

***Indicative content***
This content is not prescriptive and candidates are not expected to refer to all the material identified below.
*Some of the issues to consider are:*
- *the changes in the use of technology in warfare can be described with reference to several historical features:*
- *the introduction of new weapons prompted new defensive technologies;  the introduction of the cross-bow led to the adoption of plate armour;*
- *improvements in castle design and building were met by the use of technology to breach walls by tunnelling and scaling;*
- *the development of siege machinery was also needed to tackle improved castle design;*
- *other technological developments were quickly adapted to military purposes such as biological warfare and the transition to gunpowder warfare.*

This section contains indicative content (see below under banded mark schemes Stage 2). It may be that the indicative content will be amended at the examiner's conference after actual scripts have been read. The indicative content is not prescriptive and includes some of the points a candidate might include in their response.

**Banded mark schemes**

Banded mark schemes are divided so that each band has a relevant descriptor. The descriptor for the band provides a description of the performance level for that band. Each band contains marks. Examiners should first read and annotate a learner's answer to pick out the evidence that is being assessed in that question. Once the annotation is complete, the mark scheme can be applied. This is done as a two stage process.

**Banded mark schemes Stage 1 – Deciding on the band**

When deciding on a band, the answer should be viewed holistically. Beginning at the lowest band, examiners should look at the learner's answer and check whether it matches the descriptor for that band. Examiners should look at the descriptor for that band and see if it matches the qualities shown in the learner's answer. If the descriptor at the lowest band is satisfied, examiners should move up to the next band and repeat this process for each band until the descriptor matches the answer.

If an answer covers different aspects of different bands within the mark scheme, a 'best fit' approach should be adopted to decide on the band and then the learner's response should be used to decide on the mark within the band. For instance if a response is mainly in band 2 but with a limited amount of band 3 content, the answer would be placed in band 2, but the mark awarded would be close to the top of band 2 as a result of the band 3 content. Examiners should not seek to mark learners down as a result of small omissions in minor areas of an answer.

**Banded mark schemes Stage 2 – Deciding on the mark**

Once the band has been decided, examiners can then assign a mark. During standardising (marking conference), detailed advice from the Principal Examiner on the qualities of each mark band will be given. Examiners will then receive examples of answers in each mark band that have been awarded a mark by the Principal Examiner. Examiners should mark the examples and compare their marks with those of the Principal Examiner.

When marking, examiners can use these examples to decide whether a learner's response is of a superior, inferior or comparable standard to the example. Examiners are reminded of the need to revisit the answer as they apply the mark scheme in order to confirm that the band and the mark allocated is appropriate to the response provided.

Indicative content is also provided for banded mark schemes. Indicative content is not exhaustive, and any other valid points must be credited. In order to reach the highest bands of the mark scheme a learner need not cover all of the points mentioned in the indicative content but must meet the requirements of the highest mark band.

Where a response is not creditworthy, that is contains nothing of any significance to the mark scheme, or where no response has been provided, no marks should be awarded.

# MARK SCHEME

## Component 2: THEMATIC PAPER

### 2G. The Development of Warfare in Britain, c.500 to the present day

**Question 1**

| Mark allocation: | AO1 | AO2 | AO3(a) | AO4 |
|---|---|---|---|---|
| **4** | | 2 | 2 | |

Question**:** **Use Sources A, B and C above to identify one similarity and one difference in the use of tactics in battle over time.** **[4]**

**Band descriptors and mark allocations**

| | | **AO2  2 marks** | | **AO3(a)  2 marks** | |
|---|---|---|---|---|---|
| **BAND 2** | Identifies clearly one similarity and one difference. | 2 | Uses the sources to identify both similarity and difference. | 2 |
| **BAND 1** | Identifies either one similarity or one difference. | 1 | Uses the sources to identify either similarity or difference | 1 |

Use 0 for incorrect or irrelevant answers.

*Indicative content*

This content is not prescriptive and candidates are not expected to refer to all the material identified below.

Some of the issues to consider are:

*Similarities - A and B show soldiers engaged in battle with the use of cavalry/axes/armour; B and C show the use of firearms*

*Differences - C shows the use of trenches in a war of attrition whereas A shows an open battlefield; C shows soldiers in uniform/no body armour whereas A shows the use of body armour; A shows the use of spears and axes whereas B shows the use of guns*

**Question 2**

| Mark allocation: | AO1 (b) | AO2 | AO3 (a+b) | AO4 |
|---|---|---|---|---|
| 6 | 2 | | 4 | |

Question:  **Which of the two sources is the more reliable to an historian studying methods of recruitment into the armed forces over time?** **[6]**

**Band descriptors and mark allocations**

| | AO1(b)  2 marks | | AO3 (a+b)  4 marks | |
|---|---|---|---|---|
| | | | Fully analyses and evaluates the reliability of both sources. There will be analysis of the content and authorship of both sources, producing a clear, well substantiated judgement set within the appropriate historical context. | 3-4 |
| BAND 2 | Demonstrates detailed understanding of the key feature in the question. | 2 | Partial attempt to analyse and evaluate the reliability of both sources. There will be some consideration of the content and authorship of both sources with an attempt to reach a judgement set within the appropriate historical context. | 2 |
| BAND 1 | Demonstrates some understanding of the key feature in the question. | 1 | Generalised answer which largely paraphrases the sources with little attempt at analysis and evaluation. | 1 |

Use 0 for incorrect or irrelevant answers.

***Indicative content***

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *Source D is reliable to an historian for several reasons: it is from a recruitment sergeant who was directly involved in the activities of press gangs; it is from the period of the Napoleonic wars which makes it more reliable; the source describes the actions of press gangs targeting eligible sea-faring men in a naval town; there may be reference to the reasons for impressments and to voluntary recruitment in the nineteenth century;*
- *to assess the reliability of the authorship there should be reference to Source A being a first-hand account of the use of dubious recruitment methods; it may be exaggerated as press officers were subject to fines for trickery but I does provide a candid account of the activities of press gangs.*
- *Source E is reliable to an historian for several reasons: it shows an early First World War recruitment poster; this was produced to encourage men to enlist in the army; posters such as this were highly effective in the months following the outbreak of war;*
- *to assess the reliability of the authorship there should be reference to the emotional, patriotic appeal of such posters being used and using propaganda as a recruiting method.*

**Question 3**

| Mark allocation: | AO1 (a) | AO2 | AO3 | AO4 |
|---|---|---|---|---|
| **5** | **5** | | | |

Question**:** **Describe the main changes in technology in warfare in the medieval period.** **[5]**

**Band descriptors and mark allocations**

| | **AO1(a)  5 marks** | |
|---|---|---|
| **BAND 3** | **Demonstrates detailed knowledge to fully describe the issue set within the appropriate historical context.** | **4-5** |
| **BAND 2** | **Demonstrates knowledge to partially describes the issue.** | **2-3** |
| **BAND 1** | **Demonstrates limited knowledge to describe the issue.** | **1** |

Use 0 for incorrect or irrelevant answers.

***Indicative content***

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *the changes in the use of technology in warfare in the medieval period can be described with reference to several historical features:*
- *the introduction of new weapons prompted new defensive technologies; the introduction of the cross-bow led to the adoption of plate armour;*
- *improvements in castle design and building were met by the use of technology to breach walls by tunnelling and scaling;*
- *the development of siege machinery was also needed to tackle improved castle design;*
- *other technological developments were quickly adapted to military purposes such as biological warfare and the transition to gunpowder warfare.*

**Question 4**

| Mark allocation: | AO1 (a+b) | AO2 | AO3 | AO4 |
|:---:|:---:|:---:|:---:|:---:|
| 9 | 2 | 7 | | |

Question:   **Explain why changes in English naval technology and tactics led to the defeat of the Spanish Armada in 1588.**

**[9]**

**Band descriptors and mark allocations**

| | AO1(a+b)  2 marks | | | AO2  7 marks | |
|---|---|:---:|---|---|:---:|
| | | | **BAND 3** | Fully explains the issue with clear focus set within the appropriate historical context. | 5-7 |
| **BAND 2** | Demonstrates detailed knowledge and understanding of the key features in the question. | 2 | **BAND 2** | Partially explains the issue within the appropriate historical context. | 3-4 |
| **BAND 1** | Demonstrates some knowledge and understanding of the key features in the question. | 1 | **BAND 1** | Mostly descriptive response with limited explanation of the issue. | 1-2 |

Use 0 for incorrect or irrelevant answers.

***Indicative content***

This content is not prescriptive and candidates are not expected to refer to all the material identified below.

Some of the issues to consider are:

- *English naval technology and tactics played a huge role in the defeat of the Spanish Armada;*
- *investment in and major expansion of the English fleet during the Tudor period;*
- *the advantages of fully rigged ships;*
- *improved tactics and designs;*
- *the Dreadnought and the transformation of naval warfare;*
- *the beginning of broadside tactics;*
- *the use of standardised gun sizes and shot and the advantage of four wheeled gun carriages;*
- *superior leadership; tactics and the use of fireships.*

**Question 5**

| Mark allocation: | AO1 (a+b) | AO2 | AO3 | AO4 | SPaG |
|---|---|---|---|---|---|
| **20** | **6** | **10** | | | **4** |

Question: **Outline how the main causes of war have changed from c.500 to the present day.** **[16+4]**

**Band descriptors and mark allocations**

| | **AO1(a+b)  6 marks** | | **AO2  10 marks** | |
|---|---|---|---|---|
| **BAND 4** | Demonstrates very detailed knowledge and understanding of the key issue in the question. | 5-6 | Provides a fully detailed, logically structured and well organised narrative account. Demonstrates a secure chronological grasp and clear awareness of the process of change. | 8-10 |
| **BAND 3** | Demonstrates detailed knowledge and understanding of the key issue in the question. | 3-4 | Provides a detailed and structured narrative account. Demonstrates chronological grasp and awareness of the process of change. | 5-7 |
| **BAND 2** | Demonstrates some knowledge and understanding of the key issue in the question. | 2 | Provides a partial narrative account. Demonstrates some chronological grasp and some awareness of the process of change. | 3-4 |
| **BAND 1** | Generalised answer displaying basic knowledge and understanding of the key issue in the question. | 1 | Provides a basic narrative account. Demonstrates limited chronological grasp and limited awareness of the process of change. | 1-2 |

Use 0 for incorrect or irrelevant answers.

***Indicative content***

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *the process of change in the main causes of war over time will be explored through the creation of a narrative covering the three historical eras in this theme. Answers will demonstrate structured and well organised narrative accounts of the major changes in the main causes of war across the whole period covered;*
- *in relation to the medieval era candidates may stress that wars were mainly caused by political factors or religious factors or a combination of both; to illustrate the narrative there will be reference to political factors in conflicts such as the dynastic Wars of the Roses and religious factors in causing the Crusades; some candidates may mention that conquest and expansion were causes of conflict especially in the western and northern parts of Britain;*
- *in the early modern era candidates may stress that the main causes of war continued to be connected with politics and religion; to illustrate this part of the narrative there will be reference to the power struggle between King and Parliament that led to the English Civil War which had both political and religious causes;*

- *in the modern era candidates may stress that politics and power continued to be main causes of crime but that the causes now appear to become more varied; there will be reference to economic and geographical factors such as those that caused the Crimean War; there should also be reference to the growth of nationalism and expansionism as causes of both World Wars; some candidates may refer to the ideological issues at stake in conflicts such as the Cold War.*

After awarding a band and a mark for the response, apply the performance descriptors for spelling, punctuation and the accurate use of grammar (SPaG) and specialist terms that follow.

In applying these performance descriptors:
- learners may only receive SPaG marks for responses that are in the context of the demands of the question; that is, where learners have made a genuine attempt to answer the question
- the allocation of SPaG marks should take into account the level of the qualification.
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| Band | Marks | Performance descriptions |
|---|---|---|
| *High* | 4 | • Learners spell and punctuate with consistent accuracy<br>• Learners use rules of grammar with effective control of meaning overall<br>• Learners use a wide range of specialist terms as appropriate |
| *Intermediate* | 2-3 | • Learners spell and punctuate with considerable accuracy<br>• Learners use rules of grammar with general control of meaning overall<br>• Learners use a good range of specialist terms as appropriate |
| *Threshold* | 1 | • Learners spell and punctuate with reasonable accuracy<br>• Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall<br>• Learners use a limited range of specialist terms as appropriate |
| | 0 | • The learner writes nothing<br>• The learner's response does not relate to the question<br>• The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning |

**Question 6 (a)**

| Mark allocation: | AO1 (a) | AO2 | AO3 | AO4 |
|---|---|---|---|---|
| **8** | **8** | | | |

Question:    **(a)  Describe two main features of the bombing of London during the Second World War.**          **[8]**

**Band descriptors and mark allocations**

| | **AO1(a)  8 marks** | |
|---|---|---|
| **BAND 3** | **Offers detailed knowledge to fully describe two main features of the historic site set within its appropriate historical context.** | **6-8** |
| **BAND 2** | **Offers some knowledge to describe two main features of the historic site set within its historical context.** | **3-5** |
| **BAND 1** | **Offers a generalised description with limited knowledge of two main features of the historic site.** | **1-2** |

*Indicative content*

This content is not prescriptive and candidates are not expected to refer to all the material identified below. *Any two of the following features could be described:*

- *the extent of damage to London: over 20,000 deaths and nearly 100,000 casualties; destruction of individual sites and housing stock; damage to railway lines and roads; many historic buildings were destroyed;*
- *the types of bombs used in the attack on London: the actual Blitz bombing lasted from September 1940 to May 1941; explosive bombs and incendiary devices were used;*
- *methods of protecting people during the bombing of London: the authorities took great care to protect the population using methods such as evacuation and air raid shelters; other methods included barrage balloons and ant-aircraft guns; many people sheltered in underground stations and communal shelters; a blackout was used extensively in London.*

**Question 6 (b)**

| Mark allocation: | AO1 | AO2 | AO3 | AO4 |
|---|---|---|---|---|
| **12** | | **12** | | |

Question: **(b) Explain why the bombing of London during the Second World War was significant in showing changes in the development of warfare in the twentieth century.** **[12]**

**Band descriptors and mark allocations**

| | | AO2  12 marks | |
|---|---|---|---|
| **BAND 4** | Offers a sophisticated and reasoned explanation and analysis of the historic site and its relationship with historic events and developments. The answer fully addresses the position of the historic site in showing changes in warfare set within the appropriate historical context. | | **10-12** |
| **BAND 3** | Offers a reasoned explanation and analysis of the historic site in showing changes in warfare set within the appropriate historical context. | | **7-9** |
| **BAND 2** | Offers some explanation and analysis of the historic site in showing changes in warfare set within the appropriate historical context. | | **4-6** |
| **BAND 1** | Offers a generalised explanation and analysis of the historic site with limited reference to changes in warfare. | | **1-3** |

*Indicative content*

**This** content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *analysis of the historic bombing of London during the Second World War shows that it played a significant role in changes in warfare in the twentieth century;*
- *analysis of the historic bombing of London shows that it was one of the first major attempts to use aerial bombing to defeat an enemy; strategic aerial bombing was a new kind of warfare and was designed to bludgeon the enemy into submission; this tactic was used after the battle of Britain;*
- *strategic aerial bombing was designed to hit the civilian population as well as important installations destroying morale in the process; mass civilian casualties would lead the British government to capitulate;*
- *the historic bombing of London during the Second World War was also significant because it revealed the limitations of strategic aerial bombing of civilian sites; strategic bombing led to an increase in morale in the form of the Blitz spirit and contributed to Germany's defeat in the long-term; the bombing of London during the Second World War was significant in showing how it was not possible to win wars with this strategy alone;*
- *in these ways, the study of the historic site of London during the Second World War shows that the nature of warfare had changed significantly, in particular the targeting of civilian populations. It also anticipated the type of wars fought later in the century, despite the limitations of this strategy revealed during the Second World War.*