

CONFERENCE VERSION – 12/11/18

CONFIDENTIAL



GCSE MARKING SCHEME

SUMMER 2019

GCSE (NEW)

HISTORY

UNIT 3: THEMATIC STUDY

**3C. THE DEVELOPMENT OF WARFARE, c.1250 TO
THE PRESENT DAY**

3100UL0-1

INTRODUCTION

This marking scheme was used by WJEC for the 2019 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

MARK SCHEME SUMMER 2019

UNIT 3: THEMATIC STUDY

3C. THE DEVELOPMENT OF WARFARE c.1250 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	AO2	AO3	AO4
6	6			

Question: e.g. **Describe medieval siege technology.** [6]

This is the question and its mark tariff.

Band descriptors and mark allocations

AO1 6 marks		
BAND 3	Demonstrates detailed knowledge to fully describe the issue set within the appropriate historical context.	5-6
BAND 2	Demonstrates knowledge to partially describe the issue.	3-4
BAND 1	Demonstrates limited knowledge to describe the issue.	1-2

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:

- *most medieval wars involved sieges of castles or fortified towns. As time passed a type of arms race developed. Attackers used ever more sophisticated weapons to try to capture castles while defenders developed counter-measures to stop them;*
- *besieging armies had a range of siege machines. Trebuchets and mangonels fired stones to break down walls (or animal parts to spread disease); ballistas (giant crossbows); battering rams and cats and weasels (to loosen stone in the walls); sows (filling in moats); siege towers (belfries) and scaling ladders to get over walls. Attackers also built tunnels to undermine walls. Often, however, it was a case of wait until the garrison's food supplies ran out;*
- *in response castles developed ever more complex defences, with concentric castles being the most sophisticated in terms of design. Castles could be held by a relatively small garrison. There were many obstacles to attackers – a deep, wide moat to prevent undermining, layers of thick, high walls, punctuated with towers and machicolations; wide moats, well-protected and heavily defended entrances (barbican gates with drawbridge' portcullis and murder holes). Arrow slit windows protected defenders, while giving them a wide-ranging view of the enemy.*

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

UNIT 3: THEMATIC STUDY

3C. THE DEVELOPMENT OF WARFARE c.1250 TO THE PRESENT DAY

Question 1

<i>Mark allocation:</i>	<i>AO1</i>	<i>AO2</i>	<i>AO3</i>	<i>AO4</i>
4	4			

Award one mark for each correct response:

- a. *Spanish armada/armada/the Spanish*
- b. *Civil War*
- c. *Tank*
- d. *Cold War*

Question 2

<i>Mark allocation:</i>	AO1	AO2	AO3	AO4
4		2	2	

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

Band descriptors and mark allocations

	AO2 2 marks		AO3 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 infantry forming a square; in B and C they are using rifles.

Differences – A (and B) show soldiers in open ground, whereas C shows men in trenches; in A (and B) there are cavalry soldiers shown, as well as infantry, whereas C shows infantry only.

Question 3

Mark allocation:	AO1	AO2	AO3	AO4
6	6			

Question: **Describe medieval siege technology.** [6]

Band descriptors and mark allocations

AO1 6 marks		
BAND 3	Demonstrates detailed knowledge to fully describe the issue set within the appropriate historical context.	5-6
BAND 2	Demonstrates knowledge to partially describe the issue.	3-4
BAND 1	Demonstrates limited knowledge to describe 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:

- *most medieval wars involved sieges of castles or fortified towns. As time passed a type of arms race developed. Attackers used ever more sophisticated weapons to try to capture castles while defenders developed counter-measures to stop them;*
- *besieging armies had a range of siege machines. Trebuchets and mangonels fired stones to break down walls (or animal parts to spread disease); ballistas (giant crossbows); battering rams and cats and weasels (to loosen stone in the walls); sows (filling in moats); siege towers (belfries) and scaling ladders to get over walls. Attackers also built tunnels to undermine walls. Often, however, it was a case of wait until the garrison's food supplies ran out;*
- *in response castles developed ever more complex defences, with concentric castles being the most sophisticated in terms of design. Castles could be held by a relatively small garrison. There were many obstacles to attackers – a deep, wide moat to prevent undermining, layers of thick, high walls, punctuated with towers and machicolations; wide moats, well-protected and heavily defended entrances (barbican gates with drawbridge' portcullis and murder holes). Arrow slit windows protected defenders, while giving them a wide-ranging view of the enemy.*

Question 4

Mark allocation:	AO1	AO2	AO3	AO4
6	6			

Question: **Describe the key features of Harlech castle.** [6]

Band descriptors and mark allocations

AO1 6 marks		
BAND 3	Demonstrates detailed knowledge to fully describe the issue set within the appropriate historical context.	5-6
BAND 2	Demonstrates knowledge to partially describes the issue.	3-4
BAND 1	Demonstrates limited knowledge to describe 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:

- *Edward built at Harlech because of its superb natural defensive position – the Harlech dome. Harlech Castle is a good example of a concentric castle. It was built as part of a defensive ring of castles designed to help strengthen English control over Wales;*
- *it had an outer and inner wall for layers of defence. These walls are 12 metres high and several metres thick in places. Harlech was almost symmetrical in shape, with four huge round towers on each corner;*
- *the main entrance on the land side was over a stone bridge. The gatehouse to the castle is flanked by two massive D-shaped towers. It also has 3 portcullises and two heavy wooden doors;*
- *the seaward side was protected by steep cliffs. However, there was a flight of steps down to the sea (protected by high walls), so food and supplies could easily be delivered by ship to the castle, if it came under siege. (During the 15th century it was able to withstand a five year siege.);*
- *it was so well designed that it needed a garrison of only 36 men, at most.*

Question 5

Mark allocation:	AO1	AO2	AO3	AO4
12	2	10		

Question: **Explain why the Royal Navy was important in the defeat of Napoleon by 1815.** [12]

Band descriptors and mark allocations

		AO1 2 marks		AO2 10 marks		
				BAND 4	Fully explains the issue with clear focus set within the appropriate historical context.	9-10
				BAND 3	Explains the issue set within the appropriate historical context.	6-8
BAND 2	Demonstrates detailed knowledge and understanding of the key features in the question.	2		BAND 2	Partially explains the issue with some reference to the appropriate historical context.	4-5
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.	1-3

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 navy played an important and vital role in the defeat of Napoleon. During the wars with France from 1793 to 1815 the navy had a number of roles to fulfil;
- it protected Britain from possible French invasion. To achieve this it more than doubled in size (500 ships in 1793 to 950 by 1805 – over 260 of them captured French ships); manpower increased from 45,000 to 120,000; dockyards were refitted to keep more ships at sea; and constant gunnery practice kept crews at their peak;
- the channel was kept clear and Britain's trade routes protected. Wealth continued to flow into Britain to help pay for the war. French and Dutch territories e.g. Trinidad, Tobago and Ceylon were captured and provided extra revenue. The ports of France and her allies were blockaded, weakening their economies;
- a policy of attack at every opportunity led to many victories - Cape St. Vincent and Camperdown in 1797 ended French plans for an invasion of Ireland; the Nile in 1804 left Britain in control of the Mediterranean; Trafalgar in 1805 ended Napoleon's dream of an invasion of Britain. After this Britain was unchallenged at sea;
- by concentrating resources on the navy, Britain could defend itself and strike at the enemy. Britain therefore needed only a relatively small, highly mobile, professional army which could be sailed to where it was needed e.g. the Peninsula War and supported by the navy with bombardment, supplies and reinforcement. The Navy could also cut off enemies' sea-borne supplies, as with Napoleon's army in Egypt.

Question 6

Mark allocation:	A01	A02	A03	A04
12	2	10		

Question: **How significant was the role of women on the Home Front during the First World War?** [12]

Band descriptors and mark allocations

	AO1 2 marks			AO2 10 marks	
			BAND 4	Fully explains the significance of the issue with clear focus set within the appropriate historical context.	9-10
			BAND 3	Explains the significance of the issue set within the appropriate historical context	6-8
BAND 2	Demonstrates detailed knowledge and understanding of the key features in the question.	2	BAND 2	Partially explains the significance of the issue with some reference to the appropriate historical context.	4-5
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 significance of the issue.	1-3

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:

- *women played a significant role during WWI, more so than in any previous wars. Women took on many roles during WWI;*
- *they were vital in the workforce as they replaced men who went to war. An estimated 2 million women came forward. As well as working in traditional female areas of employment e.g. textile factories, they also went to work in traditionally male occupations e.g. transport and engineering. This was necessary to replace the large numbers of men who either volunteered or were conscripted;*
- *they were essential in keeping the armed forces supplied with materials. Nearly 1 million women worked as “munitionettes”. By 1917 80% of weapons and ammunition were being produced by women, often handling dangerous materials (1918 Chilwell munition factory, Nottingham, an explosion killed 134, mainly women.) It also affected health. Those who worked with TNT were known as canaries because their hair and skin turned yellow;*
- *they did important work on farms helping to maintain Britain’s food supply – over 250,00 of them. In 1917, 23,00 joined the Women’s Land Army;*
- *they supported the armed forces in various roles. Many became nurses. The QUAINS expanded from 300 to 10,000. Other women joined the FANY and VAD. Though some served in military hospitals abroad, most hospitals were in the UK. 50,000 women also joined the WAAC – though some of these women served abroad many were based in the UK – as telephonists, drivers, mechanics and caterers.*

Question 7

Mark allocation:	AO1	AO2	AO3	AO4	SPaG
20	6	10			4

Question: **To what extent have the methods of training and recruitment of troops changed over time?** [16+4]

Band descriptors and mark allocations

	AO1 6 marks		AO2 10 marks	
BAND 4	Demonstrates very detailed knowledge and understanding of the key issue in the question including clear and detailed references to the Welsh context.	5-6	Fully analyses the importance of the key issue. There will be a clear analysis of the extent of that change and its relative impact set within the appropriate historical context.	8-10
BAND 3	Demonstrates detailed knowledge and understanding of the key issue in the question including clear references to the Welsh context.	3-4	Partially analyses the key issue along with a consideration of the extent of that change in the historical context.	5-7
BAND 2	Demonstrates some knowledge and understanding of the key issue in the question.	2	Basic analysis while giving some consideration to the extent of change and its impact.	3-4
BAND 1	Generalised answer displaying basic knowledge and understanding of the key issue in the question.	1	Offers a generalised response with little analysis of the extent of change and its impact.	1-2

Use 0 for incorrect or irrelevant answers.

This question requires candidates to draw upon the Welsh context in their responses. This is assessed in AO1 and candidates who do not draw upon the Welsh context cannot be awarded band 3 or band 4 marks for this assessment objective. Candidates who do not draw upon the Welsh context may, however, be awarded band 3 or band 4 marks for AO2, for an appropriately detailed analysis of the key issue.

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 Army has traditionally relied on volunteer recruits, the only exceptions being during the latter part of the First World War, and then again during the Second World War (and for fifteen years after it) when conscription was enacted;*
- *in the late medieval period candidates may consider the recruitment and training of medieval armies. Even by 1250 kings' reliance on the feudal levy was changing. As tactics changed kings needed fewer knights. Though the nobility still provided cavalry, there was a wider recruitment of infantry (especially after the Black Death). Scutage allowed kings flexibility to pay for the men they needed on contracts for the duration of a campaign e.g. Welsh longbowmen in France. These men were ready-trained professionals who provided their own equipment. Kings could also make use of the Assize of Arms (all freemen 16 to 60 to serve if called for)– from each county;*

- during the early modern era there were further changes in recruitment and training. Early Tudor armies were like late medieval – a mix of nobles and paid soldiers. However, Tudor kings, worried by the power of the nobles during the Wars of the Roses, began to develop the Assize of Arms into the muster which meant a large force could be raised quickly, though not well-trained. From 1573 Trained Bands appeared – hand-picked men trained to use newer weapons e.g. pike and musket. Officers still tended to be drawn from the higher ranks of society. The Civil War saw major changes - the “New Model Army”, a trained, disciplined and paid professional army, with promotion based on ability not birth. It was disbanded in 1660, but Charles II created the first modern regiments e.g. Coldstream Guards (part Royalist, part NMA). Recruiting parties, led by officers, visited local fairs and markets to find volunteers. Also a wide use of foreign mercenaries e.g. Hannoverians;
- candidates may observe that there was little change in terms of recruitment and training until the late 19th century. The navy relied heavily on press gangs to man its ships, particularly in war. Many pressed men were merchant seamen who needed little training to sail boats (though gun crews did). Recruitment patterns changed in the mid-19th century. In 1853 the navy introduced continuous service contracts, with a pension; 1860s Cardwell’s army reforms created fixed 12 year terms; purchase of commissions was ended; 1872 regiments reorganized in localities; the result was a constant supply of troops and better officers;
- in the 20th and 21st centuries candidates may show that further changes were introduced. In 1914 the small British army was increased rapidly by volunteers. Propaganda helped persuade over 2.5 million recruits to volunteer for “Kitchener’s Army” (recruitment offices, 54 million posters, 8 million letters, 20,000 speeches); many joined Pals Battalions having at least 3 months training before going to the front. In 1916 with fewer volunteers, for the first time conscription was introduced – (by war’s end 2.5 million conscripts). WWII also saw conscription, introduced in May 1939 (first peacetime conscription); all men 18-40 became eligible. In 1948 after WWII National Service of 18 months was introduced, (conscription by another name): ended in 1960 when Britain returned to a smaller, volunteer, standing army. The modern army is more selective – with recruits serving up to 22 years. Basic training is 14 weeks, followed by a year of specialist training – a far cry from previous centuries;
- to access AO1 Bands 3 and 4 candidates will need to make reference to the Welsh context e.g. Welsh longbowmen recruited to fight in Scotland and France in the Middle Ages; Wales as “the nursery of the king’s infantry” during the Civil War; recruitment to the first Welsh regiments e.g. Lord Herbert’s Regiment of Foot; the pals battalions of World War I e.g. the Rhondda Pals, or any other relevant Welsh national or local references.

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 language 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.

Band	Marks	Performance descriptions
<i>High</i>	4	<ul style="list-style-type: none"> • Learners spell and punctuate with consistent accuracy • Learners use rules of grammar with effective control of meaning overall • Learners use a wide range of specialist terms as appropriate
<i>Intermediate</i>	2-3	<ul style="list-style-type: none"> • Learners spell and punctuate with considerable accuracy • Learners use rules of grammar with general control of meaning overall • Learners use a good range of specialist terms as appropriate
<i>Threshold</i>	1	<ul style="list-style-type: none"> • Learners spell and punctuate with reasonable accuracy • Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall • Learners use a limited range of specialist terms as appropriate
	0	<ul style="list-style-type: none"> • The learner writes nothing • The learner's response does not relate to the question • The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning