MARK SCHEME

UNIT 3: THEMATIC PAPER

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 the main changes in technology in warfare in the medieval period.** **[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 describes 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:
The use of technology in warfare increased in the medieval period due several factors: 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.

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.

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UNIT 3: THEMATIC PAPER

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

Question 1

Mark allocation:	AO1	AO2	AO3	AO4
4	**4**			

Award one mark for each correct response:

    a. Glyndwr

    b. Napoleon

    c. One

    d. Conscription (allow press-ganging)

Question 2

Mark allocation:	AO1	AO2	AO3	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 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 – Sources A and B both show soldiers engaged in battle with the use of weapons such as axes; in both the soldiers are protected by the wearing of armour; in both sources the armies are using horses; these sources show that some of the tactics used in battle over time did not change that much; another similarity is seen in Sources B and C as they are both showing the use of firearms as a method

Differences – the more recent Source C shows many differences in tactics; it shows the use of trenches as protection instead of armour; it shows that some wars have become wars of attrition; Source C shows soldiers wearing uniform with no body armour.

Question 3

Mark allocation:	AO1	AO2	AO3	AO4
6	**6**			

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

Technology in warfare in the medieval period can be described with reference to several historical features; the use of technology in warfare increased greatly in the medieval period; the introduction of new weapons prompted new defensive technologies; the introduction of the crossbow 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 the transition to gunpowder warfare.

Question 4

Mark allocation:	AO1	AO2	AO3	AO4
6	**6**			

Question: **Describe the role played by women on the Home Front during the Second World War.** **[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:

The role played by women on the Home Front during the Second World War can be described with reference to several historical features: women were encouraged to join the war effort in factories, farms and the forces; the biggest demand for female labour came from the new munitions factories; in Wales the largest such factories were in Hirwaun, Glascoed and Bridgend which alone employed over 60,000 people between them, the majority of whom were women; many women worked as 'land girls', sent to work on farms; in 1943, 55 percent of Welsh war workers were female, the highest percentage anywhere in Britain; the experience of working was not all positive; leaving home could be traumatic, especially for Welsh speakers sent to English factories; munitions work could turn women's hair and skin yellow, the hours in factories were long and the work itself monotonous. hard physical work and the isolation of rural farms were all common complaints among land girls; credit candidates who refer to the roles of women as mothers, housewives and volunteers, helping with everything from dealing with air raids and evacuees to cooking and cleaning for the troops.

Question 5

Mark allocation:	AO1	AO2	AO3	AO4
12	**2**	**10**		

Question: **Explain why changes in English naval technology and tactics led to the defeat of the Spanish Armada in 1588.**
[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.	8-10
			BAND 3	Explains the issue 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 with some reference to 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:

There are a number of changes in naval technology that can be used in an explanation: 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.

GCSE HISTORY Sample Assessment Materials 52

Question 6

Mark allocation:	AO1	AO2	AO3	AO4
12	**2**	**10**		

Question: **How effective was the use of propaganda in recruiting soldiers during World War I?** [12]

Band descriptors and mark allocations

	AO1 2 marks			AO2 10 marks	
			BAND 4	**Offers a sophisticated and reasoned explanation and analysis of the set issue. The answer fully addresses the effectiveness of the set issue within the appropriate historical context.**	**9-10**
			BAND 3	**Offers a reasoned explanation and analysis of the effectiveness of the set issue within the appropriate historical context.**	**6-8**
BAND 2	**Demonstrates detailed knowledge and understanding of the key features in the question.**	**2**	**BAND 2**	**Offers some explanation and analysis of the effectiveness of the set issue within the appropriate historical context.**	**4-5**
BAND 1	**Demonstrates some knowledge and understanding of the key features in the question.**	**1**	**BAND 1**	**Offers a generalised analysis of the set issue with limited reference to any historical context.**	**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 effectiveness of the the use of propaganda in recruiting soldiers during World War I can be assessed with reference to several historical features: there was a surge in volunteering for the army in the early months of the war; there were several reasons for this but one of them was the issue of a series of memorable recruiting posters designed by leading graphic artists of the day; expect reference here to posters and slogans that have been studied and can be used as illustration; these were published in both the English language and in Welsh; the propaganda posters helped to back up the spirit of adventure and patriotism that was seen at the time; the posters were effective because they had an emotional and patriotic appeal; the effectiveness may be also assessed by pointing out that though over 2,400,000 men joined the British army voluntarily between August 1914 and December 1915, even this enormous total was insufficient to fight a modern industrialised war; even propaganda lost its influence and declining recruiting totals led to increasing calls for compulsory military service which came in early 1916.

Question 7

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

Question: **To what extent have political factors always been the main cause of war 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 other factors and their 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 impact of other factors in the historical context.	5-7
BAND 2	Demonstrates some knowledge and understanding of the key issue in the question.	2	Basic analysis while considering some other factors and their 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 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 argument that political factors have always been the main cause of war over time will be explored through a narrative of the three historical eras covered in this theme. Answers will demonstrate the extent to which political factors were the major cause of crime across the whole period covered. In relation to political factors there should be reference to the political causes of conflicts such as the desire for territory that can be illustrated by the Edwardian conquest of Wales, struggles for independence such as the campaigns of Owain Glyndwr at the end of the fourteenth century; the power struggle that led to the English Civil War and Britain's nationalistic campaign in the Falklands in 1982.

Political factors were crucial in many conflicts but the argument can be made that other factors have had more impact as causes of wars that have involved Britain; these could include economic and geographical factors such as the American War of Independence and the Crimean War; nationalism and expansionism as causes of both World Wars; religious factors in causing the Crusades and ideological issues at stake in conflicts such as the Cold War of the 1950s and 1960s. Answers may concede that political factors must present in nearly all wars that Britain has been involved in, but often these are not the main cause; there will be an appreciation that wars over time have been always been caused by a combination of factors.

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
High	4	• 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
Intermediate	2-3	• 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
Threshold	1	• 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	• 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