



# Mark Scheme (Results)

Summer 2024

Pearson Edexcel  
In GCE History (9HI0/35)  
Advanced

Paper 3: Themes in breadth with aspects in depth

Option 35.1: Britain: losing and gaining an empire, 1763-1914

Option 35.2: The British experience of warfare, c1790-1918

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## General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

## How to award marks when level descriptions are used

### 1. Finding the right level

The first stage is to decide which level the answer should be placed in. To do this, use a 'best-fit' approach, deciding which level most closely describes the quality of the answer. Answers can display characteristics from more than one level, and where this happens markers must use the guidance below and their professional judgement to decide which level is most appropriate.

For example, one stronger passage at L4 would not by itself merit a L4 mark, but it might be evidence to support a high L3 mark, unless there are substantial weaknesses in other areas. Similarly, an answer that fits best in L3 but which has some characteristics of L2 might be placed at the bottom of L3. An answer displaying some characteristics of L3 and some of L1 might be placed in L2.

### 2. Finding a mark within a level

After a level has been decided on, the next stage is to decide on the mark within the level. The instructions below tell you how to reward responses within a level. However, where a level has specific guidance about how to place an answer within a level, always follow that guidance.

#### Levels containing two marks only

Start with the presumption that the work will be at the top of the level. Move down to the lower mark if the work only just meets the requirements of the level.

#### Levels containing three or more marks

Markers should be prepared to use the full range of marks available in a level and not restrict marks to the middle. Markers should start at the middle of the level (or the upper-middle mark if there is an even number of marks) and then move the mark up or down to find the best mark. To do this, they should take into account how far the answer meets the requirements of the level:

- If it meets the requirements *fully*, markers should be prepared to award full marks within the level. The top mark in the level is used for answers that are as good as can realistically be expected within that level
- If it only *barely* meets the requirements of the level, markers should consider awarding marks at the bottom of the level. The bottom mark in the level is used for answers that are the weakest that can be expected within that level
- The middle marks of the level are used for answers that have a *reasonable* match to the descriptor. This might represent a balance between some characteristics of the level that are fully met and others that are only barely met.

### Indicative content

Examiners are reminded that indicative content is provided as an illustration to markers of some of the material that may be offered by students. It does not show required content and alternatives should be credited where valid.

## Generic Level Descriptors: Section A

**Target:** AO2: Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.

Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	<ul style="list-style-type: none"> <li>• Demonstrates surface level comprehension of the source material without analysis, selecting some material relevant to the question, but in the form of direct quotations or paraphrases.</li> <li>• Some relevant contextual knowledge is included, with limited linkage to the source material.</li> <li>• Evaluation of the source material is assertive with little or no supporting evidence. Concepts of reliability or utility may be addressed, but by making stereotypical judgements.</li> </ul>
2	4–7	<ul style="list-style-type: none"> <li>• Demonstrates some understanding and attempts analysis of the source material by selecting and summarising information and making undeveloped inferences relevant to the question.</li> <li>• Contextual knowledge is added to information from the source material to expand, confirm or challenge matters of detail.</li> <li>• Evaluation of the source material is related to the specified enquiry but with limited support for judgement. Concepts of reliability or utility are addressed mainly by noting aspects of source provenance and judgements may be based on questionable assumptions.</li> </ul>
3	8–12	<ul style="list-style-type: none"> <li>• Demonstrates understanding of the source material and shows some analysis by selecting key points relevant to the question, explaining their meaning and selecting material to support valid inferences</li> <li>• Deploys knowledge of the historical context to explain or support inferences as well as to expand, confirm or challenge matters of detail.</li> <li>• Evaluation of the source material is related to the specified enquiry and explanation of utility takes into account relevant considerations such as nature or purpose of the source material or the position of the author. Judgements are based on valid criteria but with limited justification.</li> </ul>
4	13–16	<ul style="list-style-type: none"> <li>• Analyses the source material, interrogating the evidence to make reasoned inferences and to show a range of ways the material can be used, for example by distinguishing between information and claim or opinion, although treatment of the two enquiries may be uneven.</li> <li>• Deploys knowledge of the historical context to illuminate and/or discuss the limitations of what can be gained from the content of the source material, displaying some understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn.</li> <li>• Evaluation of the source material uses valid criteria which are justified and applied, although some of the evaluation may be weakly substantiated. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement.</li> </ul>
5	17–20	<ul style="list-style-type: none"> <li>• Interrogates the evidence of the source in relation to both enquiries with confidence and discrimination, making reasoned inferences and showing a range of ways the material can be used, for example by distinguishing between information and claim or opinion,</li> <li>• Deploys knowledge of the historical context to illuminate and/or discuss the limitations of what can be gained from the content of the source material, displaying secure understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn.</li> <li>• Evaluation of the source material uses valid criteria which are justified and fully applied. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement and, where appropriate, distinguishes between the degree of certainty with which aspects of it can be used as the basis for claims.</li> </ul>

## Sections B and C

**Target:** AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	<ul style="list-style-type: none"> <li>Simple or generalised statements are made about the topic.</li> <li>Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question.</li> <li>The overall judgement is missing or asserted.</li> <li>There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.</li> </ul>
2	4–7	<ul style="list-style-type: none"> <li>There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the focus of the question.</li> <li>Mostly accurate and relevant knowledge is included, but lacks range or depth and has only implicit links to the demands and conceptual focus of the question.</li> <li>An overall judgement is given but with limited substantiation and the criteria for judgement are left implicit.</li> <li>The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.</li> </ul>
3	8–12	<ul style="list-style-type: none"> <li>There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included.</li> <li>Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth.</li> <li>Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation.</li> <li>The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.</li> </ul>
4	13–16	<ul style="list-style-type: none"> <li>Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven.</li> <li>Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands.</li> <li>Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported.</li> <li>The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.</li> </ul>
5	17–20	<ul style="list-style-type: none"> <li>Key issues relevant to the question are explored by a sustained analysis of the relationships between key features of the period.</li> <li>Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands.</li> <li>Valid criteria by which the question can be judged are established and applied and their relative significance evaluated in the process of reaching and substantiating the overall judgement.</li> <li>The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity and precision.</li> </ul>

## Section A: indicative content

### Option 35.1: Britain: losing and gaining an empire, 1763-1914

Question	Indicative content
1.	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates must analyse and evaluate the source to consider its value for revealing the problems faced by the Lieutenant-Governor of Upper Canada in the years 1837-38 and the attitude he took to his role. The author of the source is not named in the specification but candidates should be aware of the context.</p> <p>1. The following points could be made about the origin and nature of the source and applied when giving weight to information and inferences:</p> <ul style="list-style-type: none"><li>• The author was Lieutenant-Governor of Upper Canada and speaks with authority about the situation</li><li>• The author has resigned his post as the result of fundamental disagreements with the British Government over policy and may be seeking to justify his position</li><li>• His tone is very self-assured and he writes clearly and directly about his experiences and his feelings</li><li>• He cites specific examples to illustrate the points he is making.</li></ul> <p>2. The following inferences and significant points of information could be drawn and supported from the source:</p> <p><b>Problems faced by the Lieutenant-Governor of Upper Canada:</b></p> <ul style="list-style-type: none"><li>• It indicates that he faced a very complex set of problems ('conflicting interests in Upper Canada. '), which erupted into open conflict in the 1837 rebellion</li><li>• It provides evidence that leaders of interest groups had radical ideas and expressed themselves strongly ('William Lyon Mackenzie ... threat to stable government.... aggressive attitude.')</li><li>• It suggests that the Lieutenant Governor was frustrated at the lack of support from the London government ('Lord Glenelg...who had appointed me...not sympathetic to my policies').</li></ul> <p><b>The attitude he took to his role:</b></p> <ul style="list-style-type: none"><li>• It indicates that he was acting without any influence from political considerations ('totally unconnected to any political party')</li><li>• It provides evidence that he held very strong views: he referred to US democracy as 'detestable' and hypocritical because of its acceptance of slaves. It suggests that he is not a man given to compromise</li><li>• It indicates that he had total belief in the British Constitution and felt that the law should be applied ('Two death sentences...I saw to it that they were carried out.')</li><li>• It provides evidence that he was prepared to listen to a range of views, appointing three of the Reform Group to the Council but makes clear that he believed that they were there in a purely 'consultative' role.</li></ul> <p>3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the value of the source in revealing the effectiveness of the source in revealing the problems faced by the Lieutenant-Governor of Upper Canada in the years 1837-38 and the attitude he took to his role. Relevant points may include:</p>

Question	Indicative content
	<ul style="list-style-type: none"> <li data-bbox="368 136 1251 197">• The Lieutenant-Governor had very little previous experience of Government business</li> <li data-bbox="368 210 1378 309">• His attitude to Robert Baldwin, who was essentially moderate, created a feeling in London that Head did not have the flexibility required to deal with the situation in Upper Canada</li> <li data-bbox="368 322 1374 383">• Head was removed to allow the appointment of the Earl of Durham who produced a report that introduced a form of Responsible Government.</li> </ul>



**Option 35.2: The British experience of warfare, c1790-1918**

Question	Indicative content
<b>2</b>	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates must analyse and evaluate the source to consider its value for revealing the tactics used by Wellington at the Battle of Waterloo and the qualities he showed as a commander. The author appears in the specification and candidates will be aware of the context.</p> <p>1. The following points could be made about the origin and nature of the source and applied when giving weight to information and inferences:</p> <ul style="list-style-type: none"><li>• The Duke of Wellington was an experienced commander and is writing about his first-hand experiences</li><li>• Wellington is writing the day after the battle and providing an update to his political superior</li><li>• The tone of the source is very calm and it identifies the key points that determined the outcome of the battle.</li></ul> <p>2. The following inferences and significant points of information could be drawn and supported from the source:</p> <p><b>The tactics used by Wellington:</b></p> <ul style="list-style-type: none"><li>• It provides evidence that Wellington made a tactical decision to 'fall back and establish a strong position', which would force the French to attack uphill against interlinked defensive positions</li><li>• It provides evidence that Wellington understood that success would depend on coordinating with Blücher ('I maintained contact with him') and ensuring that the Prussian forces would make a decisive intervention</li><li>• It suggests that Wellington understood Napoleon's battle plans and the role of the artillery in preparing the way for the decisive assault. He countered this by use of the reverse slope ('less vulnerable...massive bombardment')</li><li>• It provides evidence that Wellington made effective tactical use of squares, which broke the impetus of the French cavalry assault and that he would adopt defensive tactics until it was opportune to launch a decisive assault.</li></ul> <p><b>Wellington's qualities as a commander:</b></p> <ul style="list-style-type: none"><li>• The source indicates that Wellington was confident in his subordinate commanders ('my officers worked very well...officers from...Hanover.') and in the ability of Blücher and his force to play a vital role in the battle</li><li>• It provides evidence that Wellington carried out careful reconnaissance and selected specific buildings on the slopes that could be fortified and 'make the French vulnerable to crossfire', which hampered the French advance</li><li>• It suggests that Wellington was concerned about the number of inexperienced troops and carefully linked them with veterans of his successful Peninsular War campaigns</li><li>• It provides evidence that Wellington maintained close contact with his political superiors to ensure that he retained their confidence and that he would receive full support.</li></ul> <p>3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the value of the source in revealing the effectiveness of tactics employed by Wellington and his qualities as a commander. Relevant points may include:</p>

Question	Indicative content
	<ul style="list-style-type: none"> <li>• After the success in the Peninsular War, Wellington's army broke up, with many being posted to North America during the 1812 conflict. This meant that Wellington needed to rebuild his force for the 1815 campaign</li> <li>• In the Peninsular War, Wellington had established the reputation of being a firm and decisive commander who prepared thoroughly for his battles and earned the respect of his subordinates</li> <li>• Napoleon had defeated the Prussians at Ligny but the force he sent to eliminate the threat of Blücher failed to do so and did not win a decisive victory at Wavre, allowing a Prussian force to intervene at Waterloo</li> <li>• The weather conditions, heavy rain from the early hours, delayed the French offensive and made conditions difficult for an attacking force fighting uphill.</li> </ul>

## Section B: indicative content

### Option 35.1: losing and gaining an empire, 1763-1914

Question	Indicative content
3	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about the accuracy of the statement that the superior military skills of the rebel Americans played the biggest part in Britain's loss of their American colonies.</p> <p>Arguments and evidence supporting the statement that the superior military skills of the rebel Americans played the biggest part in Britain's loss of their American colonies should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• George Washington was an effective leader who had the total confidence of the Continental Congress. He showed especial skill in leading a combined American-French force against Cornwallis at Yorktown in 1781</li><li>• Washington learned from his years serving in the British army. In particular, he recognised the effectiveness of the irregular warfare employed by the Native Americans in the Indian Wars</li><li>• The rebel forces made effective use of terrain. Forces could melt away and then re-form</li><li>• There was no rebel base that the British could focus their campaign against and the rebels avoided conventional pitched battles</li><li>• The rebel forces were not a professional force but were committed ideologically. Many of them were farmers who were adept at using German hunting rifles.</li></ul> <p>Arguments and evidence challenging the statement that the superior military skills of the rebel Americans played the biggest part in Britain's loss of their American colonies should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Washington was not always successful in his military campaigns and was defeated at Philadelphia in 1777</li><li>• The British commanders lacked competence and there was a lack of co-ordination, e.g. between Burgoyne, Howe and Clinton during the Saratoga campaign</li><li>• The British Army's supply lines were stretched and they were rarely able to use the rivers for transportation. The scale of the British military presence in the colonies at the beginning of the conflict was low, 8,000</li><li>• There was a lack of effective leadership from the War Department in London, which was largely the responsibility of the ineffectual Lord George Germain</li><li>• Many politicians and influential writers in Britain, e.g. Edmund Burke and Tom Paine had sympathy for the rebels' point of view, which led to a lack of unity in the attitudes in Britain</li><li>• The British failed to establish links with American Loyalist groups. Some estimates believe these groups contained at least a third of the population. This was a significant loss of potential support</li><li>• The French navy played a vital role under de Grasse. They prevented the British from controlling the coastline and played a key role in the defeat of Cornwallis at Yorktown.</li></ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
4	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about whether the decision to establish a settlement in Western Australia was primarily motivated by economic and commercial considerations.</p> <p>Arguments and evidence supporting the judgement that the decision to establish a settlement in Western Australia was primarily motivated by economic and commercial considerations should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The area was rich in farming land that was ideal for growing a range of crops and fruit ideally suited to the Mediterranean climate of Western Australia. There was also rich grazing land</li> <li>• The area offered the opportunity for young people from Britain, especially younger sons, to emigrate to an area of economic potential. In 1828, Captain Stirling persuaded the Government to provide land grants</li> <li>• The Swan River was easily navigable after the initial stretch, and this encouraged further exploration and development of the interior where, later in the century, important mineral resources were discovered</li> <li>• Timber was available in vast quantities and would enable good quality homes to be built for a developing population</li> <li>• The port, on a site selected by Captain Fremantle in 1829, was intended to be a staging post on routes to the Far East and to forestall French trading links with the Far East.</li> </ul> <p>Arguments and evidence challenging the statement that the decision to establish a settlement in Western Australia was primarily motivated by economic and commercial considerations should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The Admiralty was concerned that the French were actively considering establishing a base which would have strategic implications. There was a major French expedition in 1800-03</li> <li>• The Royal Navy felt that Western Australia would be an ideal base to defend British interests in the Pacific and was attracted by vast quantities of timber for construction and repairs and salt beef for food</li> <li>• In 1827, Stirling began a series of expeditions using the Swan River to explore the interior. These, led by the botanist Charles Fraser, were motivated by scientific considerations</li> <li>• Stirling was an idealist and wanted to develop a free state, which was not, like New South Wales, used to house surplus prisoners from Britain.</li> </ul> <p>Other relevant material must be credited.</p>

**Option 35.2: The British experience of warfare, c1790-1918**

Question	Indicative content
5	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about the accuracy of the statement that the strengths of the Boer forces account for their consistent success against the British military up to the relief of Ladysmith (February 1900)</p> <p>Arguments and evidence supporting the statement that the strengths of the Boer forces account for their consistent success against the British military up to the relief of Ladysmith (February 1900) should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The Boers developed a conscript army of farmers who were committed to their cause and were often both excellent horsemen and good shots</li><li>• The Boers had effective commanders, e.g. Cronje, who instilled discipline and effective use of guerrilla tactics. They were given the title commando and showed speed in attack and the readiness to withdraw if necessary</li><li>• There was effective communication during battles, e.g. the use of lamps, for signalling orders quickly and silently</li><li>• The Boers used German Mauser rifles with a range of 2,000 yards and a rapid rate of fire. These were superior to the British Lee-Enfield rifles. The use of smokeless powder helped to conceal the Boers' position</li><li>• The Boers used their knowledge of the terrain and were able to conceal forces to surprise the enemy. They also used their knowledge of the landscape to execute outflanking movements.</li></ul> <p>Arguments and evidence challenging the statement that the strengths of the Boer forces account for their consistent success against the British military up to the relief of Ladysmith (February 1900) should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The British did not have sufficient forces in South Africa, only 50,000 at the outbreak of war, to deter or to resist effectively the Boer offensive</li><li>• Sir George White, the initial commander, was ineffective in the early stages and his replacement, Sir Redvers Buller, had no experience of overall command</li><li>• The British Army, with the exception of the Crimean War, had been involved, post 1815, in colonial campaigns in which it relied on frontal assaults. They were not prepared for the tactical astuteness of the Boers</li><li>• The British public and political leaders believed that relieving the sieges, e.g. at Ladysmith, was the priority, rather than a direct attack on Pretoria. This forced Buller to disperse his forces rather than focus on one campaign</li><li>• There was some evidence that Boer morale could be brittle under pressure.</li></ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
6	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about the accuracy of the statement that the use of new technology was the principal cause of the war on the Western Front becoming a war of attrition rather than a war of movement in the years 1914-18.</p> <p>Arguments and evidence supporting the statement that the use of new technology was the principal cause of the war on the Western Front becoming a war of attrition rather than a war of movement in the years 1914-18 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The development of machine guns made the defence more formidable. The guns could fire up to 500 rounds a minute and teams of soldiers could be trained to use them more easily than to use conventional rifles</li> <li>• The development of air power made it possible for defenders to see troop movements and target their artillery accordingly to inhibit advance. Planes began to be equipped with radios to improve their link to headquarters</li> <li>• The artillery bombardments of enemy positions before the infantry assault were counterproductive. They destroyed natural drainage and warned the enemy that there would be no assault until the bombardment ceased</li> <li>• At Passchendaele in 1917, the German commander Lossberg developed defence in depth by placing multiple machine guns in mutually supporting pill boxes. This had a devastating impact on the advancing infantry</li> <li>• The impact of the intervention of the United States and the failure of the Germans to sustain their Spring Offensive led to the massive campaigns of the autumn of 1918.</li> </ul> <p>Arguments and evidence challenging the statement that the use of new technology was the principal cause of the war on the Western Front becoming a war of attrition rather than a war of movement in the years 1914-18 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The mindset of commanders had a very significant impact on the conduct of campaigns and the inflexibility of commanders, e.g. French at Loos in 1915 certainly frustrated a more mobile campaign</li> <li>• The introduction of fuse 106 made shells more effective during the bombardment of fixed defensive positions and the deployment of tanks had a significant shock effect, e.g. at Cambrai (1917)</li> <li>• The pressure that the Royal Navy were able to apply to the Baltic coast had an increasing impact on the domestic situation in Germany and began to undermine the German war effort on the Western Front</li> <li>• Plumer used mines to break through enemy defences, e.g. at Messines. He developed all-arms tactics coordinating artillery, infantry and armour and developed the use relatively brief and focused opening bombardments</li> <li>• Air reconnaissance became more effective and the use of radio enabled accurate information about defensive positions to be transmitted to advancing forces who were then given significant air support</li> <li>• Allied infantry became better equipped as military technology developed, e.g. the introduction of the Lewis gun, which gave more firepower and mobility when engaging the enemy as it could be carried by individuals Haig was able to coordinate the different branches of the force available to him and develop all-arms warfare, which facilitated the decisive breakthrough in 1918.</li> </ul> <p>Other relevant material must be credited.</p>

## Section C: indicative content

### Option 35.1: Britain: losing and gaining an empire, 1763-1914

Question	Indicative content
7	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about the accuracy of the statement that the power of the Royal Navy was the most significant stimulus to Britain's commercial success in the years 1763-1878.</p> <p>Arguments and evidence supporting the statement that the power of the Royal Navy was the most significant stimulus to Britain's commercial success in the years 1763-1878 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The successes of Royal Navy, in the Seven Years War, meant that in 1763 Britain gained control of significant parts of the Caribbean from the French. The sugar plantations brought particular commercial advantage</li><li>• The focus on exploration and improvements in cartography from the 1770s, especially the work of Cook, led to the discovery and development of areas with great commercial potential, notably in the Pacific</li><li>• The acquisition and retention of key strategic bases, e.g. Gibraltar (1783), Cape Town (1815), Cyprus (1878). These provided a network of staging posts and bases from which commercial routes could be protected</li><li>• The power of the Royal Navy enabled it to counter the threat of piracy, e.g. at Algiers in 1816, which provided essential security to the passage of commerce</li><li>• The development of faster and more heavily-armed ships, from the 1840s, enabled Britain to expand its commercial interests in the Far East, e.g. Hong Kong from 1842.</li></ul> <p>Arguments and evidence challenging the statement that the power of the Royal Navy was the most significant stimulus to Britain's commercial success in the years 1763-1878 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The British development of industry from the mid-18<sup>th</sup> century produced surpluses, which manufacturers were keen to export often in return for raw materials</li><li>• The rising British population throughout the period led to an increased demand for the importation of food. The development of refrigerated ships was also significant in this respect</li><li>• Changing policies of the British Government, e.g. the introduction of Free Trade, encouraged commerce and the growth of the economy</li><li>• Britain had developed a very large merchant marine, which facilitated increasing commercial success</li><li>• The developing financial power of the City of London and the huge capacity of the Port of London was a positive stimulus to commerce by providing investment.</li></ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
8	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about the accuracy of the statement that developments in the Americas, rather than developments in the Far East, had a more significant impact on the pattern of trade in the years 1763-1898.</p> <p>Arguments and evidence supporting the statement that developments in the Americas, rather than developments in the Far East, had a more significant impact on the pattern of trade in the years 1763-1898 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• After victory in the Seven Years War (1763) Britain had more commercial interests in the Caribbean, e.g. controlling sugar plantations, which boosted trade, especially for the port of Glasgow</li> <li>• From the 1820s, the British began to export increasing amounts of manufactured goods to Latin American countries that had gained independence from Spain and Portugal</li> <li>• The development of refrigerated ships led to significant importation of meat from Argentina. In the 1860s, 200,000 tons of meat a year were imported and 10% of exports went to Latin America</li> <li>• By 1880, trade with the USA had recovered from the impact of the American Civil War and 40% of US imports came from Britain, with large quantities of raw cotton going to Britain.</li> </ul> <p>Arguments and evidence challenging the statement that developments in the Americas, rather than developments in the Far East, had a more significant impact on the pattern of trade in the years 1763-1898 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• In 1773, Calcutta became the headquarters of the East India Company. The ports of Surat and Bombay were developed and Britain began to dominate trade to and from India</li> <li>• The War against the American colonies disrupted the pattern of trade, especially in raw cotton. It led to greater demand for Indian cotton</li> <li>• In 1815, Britain gained control of Ceylon from the Dutch, which gave them control of the lucrative spice trade. It also gave them a significant base in the Indian Ocean, which facilitated commercial developments</li> <li>• In 1819, Britain gained control of Singapore and developed an entrepôt, which became a vital staging post for increased trade with India and China</li> <li>• In 1830, tea plantations began to be developed in Assam, which became the main supplier of tea to Britain</li> <li>• In 1842, Britain gained control of Hong Kong with its deep-water harbour. This opened up access to the Chinese interior. A banking system was also established that facilitated commercial developments</li> <li>• In 1875, the purchase of a controlling interest in the Suez Canal speeded up the journey to the East very considerably and boosted trade</li> <li>• In 1898, Britain acquired additional commercial rights in Northern China and additional territory near Hong Kong.</li> </ul> <p>Other relevant material must be credited.</p>



**Option 35.2: The British experience of warfare, c1790-1918**

Question	Indicative content
9	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about the accuracy of the statement that the Haldane Army Reforms were most significant in identifying the issues that the British Army faced and in advancing solutions in the years c1800-1912.</p> <p>Arguments and evidence supporting the statement that the Haldane Army Reforms were most significant in identifying the issues that the British Army faced and in advancing solutions in the years c1800-1912 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• It was recommended that the administrative structure needed to be more effective. A permanent secretariat was established and an Army Council set up. This produced a more efficient and co-ordinated system</li><li>• Setbacks in colonial campaigns, in the late 19<sup>th</sup> century, led Haldane to focus on army organisation, recruitment and military planning</li><li>• An Expeditionary Force of 150,000 was established, which provided the basis of the capacity to deal with threats</li><li>• It was recognised that Britain might need a rapid expansion of its forces to deal with any emerging problem. A Territorial Army was established to provide basic military training and broaden the potential pool of recruits</li><li>• It was clear that a larger army would require more junior officers with the potential for further promotion. OTCs were established in schools and universities</li><li>• It was clear that the quality of training needed to be improved and specific manuals written, Haig was commissioned to compile one for the Army. Haig also began a programme of manoeuvres to improve the process.</li></ul> <p>Arguments and evidence challenging the statement that the Haldane Army Reforms were most significant in identifying the issues that the British Army faced and in advancing solutions in the years c1800-1912, should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• It became clear in the early 19<sup>th</sup> century that the quality of officer training needed to be improved and Sandhurst was established in 1801</li><li>• By the middle of the 19<sup>th</sup> century, it was evident that there were problems in terms of supplies and medical services. The McNeill-Tulloch report was commissioned to investigate the situation and made specific proposals</li><li>• It became clear that the command system in the Army required fundamental reform and the Purchase System was abolished. The Cardwell Reforms also recommended the establishment of a reserve force</li><li>• The Cardwell reforms addressed serious concerns about recruitment. They improved conditions of service, e.g. removing corporal punishment in peacetime and made the system of promotion more meritocratic</li><li>• The Childers Report (1880) re-organised the geographical structure of regiments as it was recognised that recruitment would benefit from the development of more local regiments.</li></ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
<b>10</b>	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about the accuracy of the statement that it was changes in ship types that were the most significant factor in the development of the Royal Navy as a fighting force in the years c1790-1918.</p> <p>Arguments and evidence supporting the statement that it was changes in ship types that were the most significant factor in the development of the Royal Navy as a fighting force in the years c1790-1918 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The shift from sail to steam brought great benefits. The speed of ships was increased and they were no longer reliant on weather conditions. A network of coaling stations was established for refuelling</li> <li>• The technology of engines improved radically with the development of the screw propeller (first installed on HMS Ajax in 1845) and later turbines</li> <li>• In the mid-nineteenth century, Armstrong introduced more advanced artillery which, despite some initial resistance, increased the fire power of ships</li> <li>• In 1860, the Warrior was launched as the first British iron-clad battleship that was designed to counter the threat of France</li> <li>• The development of the Dreadnoughts by Fisher, from 1906, brought larger, faster and more heavily-armed ships equipped with swivel turrets and a more effective loading and fire control system</li> <li>• The development of submarines added a new dimension to the fighting capability of the Royal Navy.</li> </ul> <p>Arguments and evidence challenging the statement that it was changes in ship types that were the most significant factor in the development of the Royal Navy as a fighting force in the years c1790-1918 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The work of Middleton in the 1790s, e.g. the coppering of ships, made the existing fleet more seaworthy</li> <li>• There were tactical advances under Rodney and Nelson in the late eighteenth and early nineteenth centuries</li> <li>• The work of Cook, and others under the leadership of Barrow from the early 19<sup>th</sup> century, led to a great improvement in cartography, which improved the efficiency of the Royal Navy</li> <li>• After the French Wars, the number of warships was cut from 700 to 120 and the focus was on developing existing smaller ships, e.g. frigates, which protected trade routes and countered piracy</li> <li>• Graham's reforms, e.g. the establishment of HMS Excellent, improved artillery training, e.g. the new techniques developed and taught by Hastings. This work was developed by Percy Scott from the 1880s</li> <li>• Fisher's reforms at the Admiralty improved recruitment and training, e.g. with the increased recognition of the value of engineering expertise.</li> </ul> <p>Other relevant material must be credited.</p>