



Mark Scheme (Results)

Summer 2023

Pearson Edexcel GCE
In 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

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk. Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

Summer 2023

Question Paper Log Number P72266A

Publications Code 9HI0_35_2306_MS

All the material in this publication is copyright

© Pearson Education Ltd 2023

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.

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"> • 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. • Some relevant contextual knowledge is included, with limited linkage to the source material. • 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.
2	4–7	<ul style="list-style-type: none"> • Demonstrates some understanding and attempts analysis of the source material by selecting and summarising information and making undeveloped inferences relevant to the question. • Contextual knowledge is added to information from the source material to expand, confirm or challenge matters of detail. • 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.
3	8–12	<ul style="list-style-type: none"> • 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 • Deploys knowledge of the historical context to explain or support inferences as well as to expand, confirm or challenge matters of detail. • 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.
4	13–16	<ul style="list-style-type: none"> • 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. • 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. • 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.
5	17–20	<ul style="list-style-type: none"> • 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, • 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. • 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.

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"> Simple or generalised statements are made about the topic. Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question. The overall judgement is missing or asserted. There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.
2	4–7	<ul style="list-style-type: none"> 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. 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. An overall judgement is given but with limited substantiation and the criteria for judgement are left implicit. The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.
3	8–12	<ul style="list-style-type: none"> 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. 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. Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation. The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.
4	13–16	<ul style="list-style-type: none"> 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. Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands. 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. 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.
5	17–20	<ul style="list-style-type: none"> Key issues relevant to the question are explored by a sustained analysis of the relationships between key features of the period. Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands. 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. The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity and precision.

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 that Governor Macquarie faced in New South Wales and his approach to dealing with these problems. Macquarie is named 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">• Macquarie was the Governor of New South Wales and, therefore, writes with authority• Macquarie expresses himself clearly and cites specific evidence to support his argument• Macquarie is writing at the end of his career and may be concerned with justifying himself and setting out his legacy. <p>2. The following inferences and significant points of information could be drawn and supported from the source:</p> <p>The problems that faced Governor Macquarie in New South Wales:</p> <ul style="list-style-type: none">• The source suggests that Macquarie found a negative attitude to the expansion and development of the colony. The interior was believed to be 'inaccessible'• The source provides evidence of a shortage of basic infrastructure, 'decent roads and bridges were lacking.'• The source suggests that Macquarie was concerned about groups in the colony that acted out of self-interest, e.g. the New South Wales Corps and the free settlers• The source indicates that the colony needed to address the issue of the position of convicts when they had completed their sentences. <p>Governor Macquarie's approach to dealing with these problems:</p> <ul style="list-style-type: none">• The source suggests that Macquarie had a positive attitude and was concerned with creating opportunities, e.g. through education and land grants• The source provides evidence that Macquarie had thought his plans through and selected suitable areas for development, e.g. 'the fertile banks of the Hawkesbury River.'• The source provides evidence that Macquarie's attitude to applying the law was even-handed, 'I rewarded merit and I punished wrongdoing.'• The source suggests that Macquarie was not afraid of alienating some powerful groups when he believed in a policy, e.g. supporting the emancipation of convicts at the end of their sentences.

Question	Indicative content
	<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 problems that Macquarie identified in New South Wales and his approach to dealing with these problems. Relevant points may include:</p> <ul style="list-style-type: none"> • Macquarie inherited a very difficult situation with the Rum Rebellion after the Bligh Mutiny • The New South Wales Corps was disbanded in 1818 • The Bigge Inquiry (1819-21) had to some extent undermined Macquarie's position • Macquarie showed in his policy towards the native population that he was prepared to facilitate their progress and welfare, e.g. the projects for schools in Paramatta, but he could be ruthless, e.g. the Appin Massacre.

Option 35.2: Britain at war, c1790-1918

Question	Indicative content
2	<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 state of morale of the British army in the Crimea and the military challenges faced by the army during the siege of Sebastopol. The author is not named in the specification but candidates will be aware of the context.</p> <ol style="list-style-type: none">The following points could be made about the origin and nature of the source and applied when giving weight to information and inferences:<ul style="list-style-type: none">Timothy Gowing was the son of a clergyman and literate. He expresses himself very clearly in informing his family of the situationThe author may have modified some of the details in order to save his family distressThe author had been through the Alma campaign, which had given him experience of the nature of war in the CrimeaThe author has an eye for detail and illustrates his points with specific examples.The following inferences and significant points of information could be drawn and supported from the source:<p>The state of morale of the British army in the Crimea:</p><ul style="list-style-type: none">The source provides evidence of the impact of health problems, 'Many were falling victim to our invisible enemy, cholera. We had no doctors with us and little or no medicine.'The source indicates that the challenge of the terrain was made worse by the poor weather conditions, 'up to our ankles in mud' that had an effect on the morale of the soldiersThe source suggests that the supply problem, which led to serious nutritional issues, 'no hot food', impacted on the morale of the ordinary soldiersThe source suggests a general feeling that the welfare of ordinary soldiers had been neglected, 'only tents were for officers'.<p>The military challenges faced by the army during the siege of Sebastopol:</p><ul style="list-style-type: none">The source provides evidence that logistical issues had not been addressed, 'six miles away across very difficult terrain' and the inadequacy of the port of Balaclava, 'steep slope down to the harbour.'The source suggests a lack of informed planning based on reconnaissance, 'on 27 September Sebastopol was reconnoitred for the first time'The source provides evidence of significant differences between commanders, Raglan and Burgoyne, over the strategy that followed in the attackThe source provides evidence of the strength of the Russian defences, 'lines of forts with huge gun batteries.' and the fact that the Russians were, 'receiving supplies... daily'.Knowledge of historical context should be deployed to support and develop inferences and to confirm the value of the source in revealing the state of

Question	Indicative content
	<p>morale of the British army in the Crimea and the military challenges faced by the army during the siege of Sebastopol. Relevant points may include:</p> <ul style="list-style-type: none"> • There were significant differences of opinion between British commanders throughout the campaign • Supply issues and medical problems were enduring problems leading to a commission of inquiry • The weather was a constant problem and the winter of 1854-55 especially harsh • The siege lasted until September 1855 when the Russians withdrew.

Section B: indicative content

Option 35.1: Britain 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 economic factors were the primary cause of the outbreak of the American War of Independence.</p> <p>Arguments and evidence supporting the statement that economic factors were the primary cause of the outbreak of the American War of Independence should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• The British Government felt that, after the Seven Years War and the conflict with the native Americans, the colonists should bear some of the financial burden of maintaining the security of the colony• The colonists felt that raising money for a military force should not be imposed from Westminster and anti-tax campaigns began to develop inspired by the mantra, 'No taxation without representation'• Stamp Duty was resented as it was imposed at a time of serious economic recession in America. The British Government passed the Declaratory Act which stated their right to pass laws 'in all cases whatsoever'• In 1773, protesters in Boston reacted to the Tea Act that gave the East India Company a monopoly. The British Government's resulting Coercive Acts led to the Continental Congress, which focused the campaign. <p>Arguments and evidence challenging the statement that economic factors were the primary cause of the outbreak of the American War of Independence should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• The majority of settlers were people who had suffered religious persecution and/or lack of opportunities in Britain and were determined to build their own lives free of Westminster restraints• The franchise in the individual states was broader than in England and more were active in politics, leading to frustration at the treatment they received from Westminster• Samuel Adams was a political theorist who had the ability to harness popular feeling into a coherent movement and formed the Committee of Correspondence to campaign against the Tea Act• There had been considerable frustration that the British Government had prevented the colonists from moving west across the Appalachians• There were writers and politicians in Britain who had sympathy for the colonists' point of view, e.g. Edmund Burke• The Westminster Parliament had a very clear sense of its sovereignty, which it was not prepared to compromise• In 1774, General Gage was appointed Military Governor of Massachusetts to implement the Coercive Acts. His actions against the rebel militias sparked the Battles of Lexington and Concord. <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 the accuracy of the statement that the actions of Arabi Pasha and the rise of Arab nationalism were a significant threat to British interests in Egypt in 1882.</p> <p>Arguments and evidence supporting the statement that the actions of Arabi Pasha and the rise of Arab nationalism were a significant threat to British interests in Egypt in 1882 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Egypt was vital in terms of protecting British interests, e.g. trade routes to India. British shipping constituted 80% of Suez Canal usage in 1882 • Arabi was taking advantage of the fragmented political situation in Egypt after the supplanting of the Khedive, Ismail, by his son Tewfik who failed to get united support. Instability in Egypt was a threat to British interests • Arabi Pasha formed the Nationalist Party with initial support from the army officer class, and broadened his power base by campaigning for the rights of the fellahin (peasant) class, which made his rising a credible threat • Arabi Pasha threatened to repudiate Egyptian debt repayments and the investments made by the City of London would be affected if there was a default and this would be a blow to British commercial interests in Egypt • France also had interests in resisting Arabi Pasha and Arab nationalism but they were unable to support Britain at this time because of their own domestic political situation • The British took the situation very seriously and sent a senior commander, Wolseley, who had built up a great reputation with his success in the Ashanti Wars. <p>Arguments and evidence challenging the statement that the actions of Arabi Pasha and the rise of Arab nationalism were a significant threat to British interests in Egypt in 1882 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The Royal Navy bombarded Arabi's headquarters in Alexandria and were able to transport a force of over 20,000 troops to deal with the situation • The Egyptian Army lacked experienced commanders, Arabi being one of only 4 of senior rank, and the Egyptian Army had been dependent on foreign senior officers • Wolseley carried out a thorough reconnaissance and used new technology, e.g. the telegraph and the railway, to very good effect. His tactics at Tel-el-Kebir outwitted Arabi's forces and led to a conclusive victory • The quality of Arabi's Military Intelligence was poor and he anticipated and prepared for an attack from Alexandria rather than from Ismailia. <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 Wellington's conduct of the campaigns during the Peninsular War was his most significant contribution to facing the French threat on land.</p> <p>Arguments and evidence supporting the statement that Wellington's conduct of the campaigns during the Peninsular War were his most significant contribution to facing the French threat on land should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• Wellington recognised the Royal Navy had a key role in transporting men, supplies and equipment. He understood it was vital to keep Lisbon open and constructed the Lines of Torres Vedras• Wellington showed the ability to develop and adapt different approaches based on the tactical and strategic circumstances he faced. This flexibility was vital given the varied conditions in the peninsula• Wellington realised that the support of the native population would be critical and maintained strict discipline to deter looting• Wellington showed great attention to detail and conducted careful reconnaissance, e.g. before the Battle of Salamanca. He also conducted siege campaigns very effectively, e.g. Badajoz• In 1812, Wellington took advantage of Napoleon starting the Russian campaign to go on the offensive, culminating in the victory at Vitoria. <p>Arguments and evidence challenging the statement that Wellington's conduct of the campaigns during the Peninsular War was his most significant contribution to facing the French threat on land should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• In 1814, Wellington commanded a combined force, including Spanish and Portuguese troops, which defeated the French in a series of battles in Southern France, culminating in the surrender of Soult at Toulouse• Wellington recognised that he needed the support of the Prussians to defeat Napoleon's forces at Waterloo and deployed his own forces to facilitate Prussian intervention• Wellington created a new army for Waterloo as the majority of his Peninsular force had dispersed. He drilled his forces in the use of squares enabling them to defeat D'Erlon's cavalry• Wellington recognised the need to fight a holding battle and deployed his forces to use the features of the battlefield, e.g. Hougoumont farmhouse where a force of 2,600 sucked in and resisted 12,000 French troops• Wellington made the ridge at Mont St Jean the key line in his defensive system. He countered Napoleon's artillery by deploying his forces on the reverse slope• The crucial development was the resistance of the infantry at the centre of Wellington's force and the defeat of the Imperial Guard. Once the Imperial Guard was driven back, Wellington ordered an offensive• The decisive defeat of Napoleon at Waterloo led to his final exile and the end of the French military threat. <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 development of British air power played a significant part in the victory on the Western Front in 1918.</p> <p>Arguments and evidence supporting the statement that the development of British air power played a significant part in the victory on the Western Front in 1918 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • In April 1918, the RAF was created as an independent force which was no longer subordinated to the British Army or the Royal Navy, a clear recognition of the significance of their contribution • Aerial squadrons were assigned to support tank corps and developed aircraft/armour liaison, which was vital in neutralising German anti-tank artillery • Trenchard, who had been given responsibility for bombing, ordered a series of tactical bombing raids on German airfields and railway hubs, which reduced German aerial capacity and the supply system for its forces • In the autumn of 1918, Britain had 3,300 front line aircraft to Germany's 2,600. <p>Arguments and evidence challenging the statement that the development of British air power played a significant part in the victory on the Western Front in 1918 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • In 1918, the Germans began to suffer from an acute shortage of experienced pilots and their aircraft industry production levels dropped in the face of both material and labour shortages • The Royal Air Force performed what was essentially a supporting role to the Army in the concluding stages of the Western Front campaign • The German army did not have the resources to sustain their campaign after their massive losses in the Spring Offensive and their supply lines had become severely over stretched • The intervention of US forces, which brought 1.5 million troops to France, had a psychological as well as a military impact • The Allied naval blockade had put Germany under sustained pressure, e.g. shortages of food lowered morale on the Home Front • The allies had developed 'all arms warfare' with effective use of artillery to provide a brief and carefully focused opening bombardment, followed by co-ordinating their artillery with the advancing infantry • The Allied infantry were better equipped, e.g. with Lewis guns, which gave them more firepower when engaging with the enemy and could be carried and fired by individual soldiers. <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 development of trade with India had the most significant impact on the pattern of trade in the years 1807-1914.</p> <p>Arguments and evidence supporting the statement that development of trade with India had the most significant impact on the pattern of trade in the years 1807-1914 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• The development of tea plantations in Assam in the 1830s revolutionised the market and, by 1900, 140 million pounds of tea was exported to Britain compared with 20 million pounds of China tea• Raw cotton was grown in India and processed in Lancashire and the Midlands. This became vital when the supply from America dried up during the Civil War• Jute was a tough and inexpensive fibre grown in vast quantities in Bengal and was used for packaging a range of substances, e.g. cotton, grain, coffee and wool. It was processed on a large scale at Dundee• Throughout the period, India provided a market for British finished products and by 1913, India took 38% of British cotton exports and 20% of iron and steel• Trade with India was stimulated by the opening of the Suez Canal in 1869. This provided a more direct link between the Mediterranean and the Red Sea, by shortening the sailing distance from London to India. <p>Arguments and evidence challenging the statement that development of trade with India had the most significant impact on the pattern of trade in the years 1807-1914 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• The abolition of the slave trade in 1807 had a significant impact on ports such as Liverpool, Bristol and Glasgow, leading to significant reductions in the volume of trade• The acquisition of Singapore in 1819 demonstrated the benefits of a tariff free port for trade. It challenged Dutch dominance in the Malay peninsula• British Government policies, e.g. the adoption of Free Trade in the 1840s, acted as a stimulant to commerce• The development of refrigerated ships led to a significant importation of meat from Argentina and by the 1860s Britain was importing 200,000 tons of meat a year and nearly 10% of British exports went to Latin America• In the 1880s, trade with the United States had recovered from the impact of the Civil War and 40% of US imports came from Britain with large quantities of raw cotton going to Britain• Trade with Germany became increasingly important in the years up to 1914 as both a market (Britain's second biggest) and a source of manufactured goods (Britain was Germany's biggest market). <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 the acquisition of the Falklands and Aden in the 1830s made the most significant contribution to the development of key strategic bases around the world in the years 1783-1914.</p> <p>Arguments and evidence supporting the statement that the acquisition of the Falklands and Aden in the 1830s made the most significant contribution to the development of key strategic bases around the world in the years 1783-1914 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The Falklands opened up the South American coast to greater British naval influence and was an effective base to support Britain's expanding trading interests in South America • The Falklands were ideally situated to command access to Cape Horn • Aden was a strategic location on the main shipping routes between the Red Sea and the Indian Ocean, and increased in significance after the opening of the Suez Canal in 1869 • Aden was strategically important in guarding against Russian advances through Persia • Aden was developed as a vital coaling station, which became increasingly important as the number of steam-powered ships increased. <p>Arguments and evidence challenging the statement that the acquisition of the Falklands and Aden in the 1830s made the most significant contribution to the development of key strategic bases around the world in the years 1783-1914 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • In 1783, the retention and development of Gibraltar facilitated control of entry to the Mediterranean and guarded against French and Spanish incursions • The acquisition of Malta in 1815 provided a staging post for British ships, e.g. those <i>en route</i> to the Levant. The dockyard played an important role in the transit of the Royal Navy during the Crimean War • In the 1820s, the work of Sir James Stirling in Western Australia included the development of the port of Fremantle, which prevented French expansion in the South Pacific • The acquisition of Cyprus in 1878, and the development of Famagusta harbour, was important in strengthening the British position in the Eastern Mediterranean and safeguarding the main route to India • From 1906, there was significant development of the naval base at Gibraltar with the construction of new docks and the establishment of a major medical base. <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 improvements in naval gunnery were the most important development in the conduct of war at sea in the years c1790-1918.</p> <p>Arguments and evidence supporting the statement that the improvements in naval gunnery were the most important development in the conduct of war at sea in the years c1790-1918 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• Carronades, first deployed effectively in 1794, employed a new boring technique which meant they were lighter, required smaller gun crews and provided greater firepower at short range• Ship to shore rockets were developed by Congreve and had longer range than conventional guns. They were deployed effectively in the siege of Algiers in 1816• Graham established a gunnery training school at HMS Excellent in the 1830s. Thomas Hastings established a standardised training system, which was refined by Percy Scott in the late 19th century• Armstrong introduced the breech loader in the 1860s, which increased effective firepower and the 12-pounder became standard in warships• The firepower of the Royal Navy was greatly increased, in the years leading up to 1914, with the development of rotating turrets and more sophisticated range finding techniques, as found in the Dreadnought class. <p>Arguments and evidence challenging the statement that the improvements in naval gunnery were the most important development in the conduct of the war at sea in the years c1790-1918 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• The Royal Navy was expanded during the French Wars with a vast shipbuilding programme and significant improvement in the seaworthiness of ships, e.g. the coppering programme conducted by Middleton• The transition to steam made the Royal Navy ships faster with less dependence on weather conditions. It led to a range of technical improvements, e.g. the introduction of screw propellers• The application of industrial technology led to the development of ironclads, e.g. HMS Warrior in the 1860s• Fisher's reforms (1904-09) made training more effective by giving parity of esteem to engineering expertise• The development of submarines gave naval warfare a new dimension. <p>Other relevant material must be credited.</p>

Question	Indicative content
10	<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 not until the First World War that the civilian population made a significant contribution to the war effort in the years c1790-1918.</p> <p>Arguments and evidence supporting the statement that it was not until the First World War that the civilian population made a significant contribution to the war effort in the years c1790-1918 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The massive cost of the First World War led to a vast increase in taxation; Income Tax rose from 3.75% in 1914 to 30% by the end of the conflict • Agriculture faced great challenges with the impact of U-boats on imports and farm workers joining the Forces. The Women's Land Army made a huge contribution to bringing in the harvest • Women made a vital contribution on the Home Front. They took a significant role in factories, e.g. producing munitions • The Government realised that the scale of the war meant that they could no longer rely on volunteers, which led to the introduction of conscription in January 1916 • The advent of Total War led to the Government taking special powers, e.g. DORA, which led to restrictions being placed on peoples' lives • Difficulties in feeding the general population resulted in the introduction of compulsory rationing in January 1918. Its acceptance was necessary to sustain the war effort. <p>Arguments and evidence challenging the statement that it was not until the First World War that the civilian population made a significant contribution to the war effort in the years c1790-1918 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The cost of the French Wars, to fund the expanding military and subsidise allies, led to introduction of Income Tax in 1799 • Throughout the years 1790-1918, the civilian economy made a key contribution through technical innovation and production • As a result of the numbers of male farm workers who joined the forces during the French Wars, there was an increased demand for women and children to work on the land • Gladstone's principle of raising tax to meet the cost of specific wars showed that the Government was aware of the financial pressures war would bring, which led to a broadening of the tax base • Levels of taxation increased in both the Crimean and the Boer Wars to fund the cost of the increase in the fighting forces and the increasingly sophisticated ships and weaponry that was deployed. <p>Other relevant material must be credited.</p>

