GCSE MARKING SCHEME

SUMMER 2024

HISTORY
COMPONENT 2: THEMATIC STUDY
2G. THE DEVELOPMENT OF WARFARE IN BRITAIN, c.500 TO THE PRESENT DAY
C100U70-1

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About this marking scheme

The purpose of this marking scheme is to provide teachers, learners, and other interested parties, with an understanding of the assessment criteria used to assess this specific assessment.

This marking scheme reflects the criteria by which this assessment was marked in a live series and was finalised following detailed discussion at an examiners' conference. A team of qualified examiners were trained specifically in the application of this marking scheme. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners. It may not be possible, or appropriate, to capture every variation that a candidate may present in their responses within this marking scheme. However, during the training conference, examiners were guided in using their professional judgement to credit alternative valid responses as instructed by the document, and through reviewing exemplar responses.

Without the benefit of participation in the examiners' conference, teachers, learners and other users, may have different views on certain matters of detail or interpretation. Therefore, it is strongly recommended that this marking scheme is used alongside other guidance, such as published exemplar materials or Guidance for Teaching. This marking scheme is final and will not be changed, unless in the event that a clear error is identified, as it reflects the criteria used to assess candidate responses during the live series.

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GCSE HISTORY – COMPONENT 2: THEMATIC STUDY

2G. THE DEVELOPMENT OF WARFARE IN BRITAIN, C.500 TO THE PRESENT DAY

SUMMER 2024 MARK SCHEME

Instructions for examiners of GCSE History when applying the mark scheme

Positive marking

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

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

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

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

Question: e.g. **Describe the development of the professional army in the seventeenth century.** **[5]**

This is the question and its mark tariff.

Band descriptors and mark allocations

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

Use 0 for incorrect or irrelevant answers.

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

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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 militia system from the sixteenth century had involved all men between the ages of 16 and 60 gathering in a militia for inspection by the Lords Lieutenant in their counties at regular intervals.*
- *From 1573 some of these men had been kept in the Trained Bands who were given extra training in use of particular weapons.*
- *Most soldiers were either paid or forced to join the army from militias and would be commanded by officers from the nobility whether they had relevant experience and training or not.*
- *This system was still in use by both sides at the start of the Civil War which led to several problems with discipline and desertion.*
- *The New Model Army was developed from 1644 by Sir William Waller to provide a professional and national army for Parliament.*
- *In 1645 members of the Houses of Commons and Lords had to resign their military commissions in Parliament's new Model Army of 22 000 men, although some, for example Oliver Cromwell, were reappointed in military positions if they had proven ability.*
- *Cromwell trained his troops hard, rewarded able men with promotion and demanded strict discipline. This led to success for Parliament at Naseby in 1645 and victory in the Civil War.*
- *After the unpopular rule of the army during the 1650s Charles II disbanded the New Model Army in 1660 when he became king, but created a new professional army made up of Royalist and Parliamentarian troops, creating new regiments using the Royal Warrant.*

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

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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 the examiner training meeting immediately prior to the commencement of marking, detailed advice from the Principal Examiner on the qualities of each mark band will be given along with examples of pre-marked work. 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, either because it contains nothing of any significance to the mark scheme or no response has been provided, no marks should be awarded.

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Question 1

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

Question: **Use Sources A, B and C to identify *one* similarity and *one* difference in technology used in warfare over time. [4]**

Band descriptors and mark allocations

	AO2 2 marks			**AO3(a) 2 marks**	
BAND 2	**Identifies clearly one similarity and one difference.**	**2**	**BAND 2**	**Uses the sources to identify both similarity and difference.**	**2**
BAND 1	**Identifies either one similarity or one difference.**	**1**	**BAND 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 involve projectiles being fired at an enemy
Sources A and B show machinery being used to attack enemy defenses
Sources B and C have wheels to help with their mobility

Differences –
Source C shows aerial technology being used while A and B show technology on the ground
Sources A and B show technology being manually operated while Source C does not
Source C shows the weapon being used on its own while Sources A and B show technology being used in groups

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Question 2

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

Question: **Which of the two sources is the more reliable to an historian studying the development of naval warfare over time? [6]**

Band descriptors and mark allocations

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

Use 0 for incorrect or irrelevant answers.

Indicative content

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

- *Source D is reliable to a degree as it is written by one of the men involved in the Armada campaign in 1588 while the campaign is still ongoing. The source describes the use of English fireships to disrupt the Spanish galleons which was one of the key turning points of this battle.*
- *To assess the reliability of the authorship there should be reference to the author being one of the commanders involved directly in the battle writing to his superior in the government. This might mean that he was trying to put a positive spin on events so that the report would be more pleasing for Walsingham and the Queen to hear.*
- *Source E is reliable to a degree as it is describing the mission of the modern Royal Navy which is clearly quite different from the aggression shown in Source D. This broader ranging mission is mentioned in many of the recruitment adverts for the Navy.*
- *To assess the reliability of the authorship there should be reference to this being on the Royal Navy's public website which means that it reflects how the Navy would like to be seen by the public and those interested in researching or joining it, but might not accurately reflect its real mission, especially in times of crisis,*

There should be reference to the time and circumstances in which the sources were produced.

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Question 3

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

Question: **Describe the development of the professional army in the seventeenth century.** **[5]**

Band descriptors and mark allocations

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

Use 0 for incorrect or irrelevant answers.

Indicative content

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

- *The militia system from the sixteenth century had involved all men between the ages of 16 and 60 gathering in a militia for inspection by the Lords Lieutenant in their counties at regular intervals.*
- *From 1573 some of these men had been kept in the Trained Bands who were given extra training in use of particular weapons.*
- *Most soldiers were either paid or forced to join the army from militias and would be commanded by officers from the nobility whether they had relevant experience and training or not.*
- *This system was still in use by both sides at the start of the Civil War which led to several problems with discipline and desertion.*
- *The New Model Army was developed from 1644 by Sir William Waller to provide a professional and national army for Parliament.*
- *In 1645 members of the Houses of Commons and Lords had to resign their military commissions in Parliament's new Model Army of 22,000 men, although some, for example Oliver Cromwell, were reappointed in military positions if they had proven ability.*
- *Cromwell trained his troops hard, rewarded able men with promotion and demanded strict discipline. This led to success for Parliament at Naseby in 1645 and victory in the Civil War.*
- *After the unpopular rule of the army during the 1650s Charles II disbanded the New Model Army in 1660 when he became king, but created a new professional army made up of Royalist and Parliamentarian troops, creating new regiments using the Royal Warrant.*

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Question 4

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

Question: **Explain why the Second World War broke out in Europe in 1939. [9]**

Band descriptors and mark allocations

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

Use 0 for incorrect or irrelevant answers.

Indicative content

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

- *Hitler broke the terms of the Treaty of Versailles which had reduced Germany's military strength after the First World War. He expanded the military and began producing weapons on a massive scale to restore Germany to its position as the most dominant power in Europe.*
- *Hitler aimed to unite all German speaking people into a Greater Germany while expanding eastwards at the expense of the USSR to increase living space for the German people.*
- *Hitler's aim was to destroy communism which would mean waging war on the USSR. Britain and France had also shown opposition to communism and Hitler believed that they would not oppose and possibly support his policies in Eastern Europe.*
- *Hitler's aim was to destroy communism which would mean waging war on the USSR. Britain and France had also shown opposition to communism and Hitler believed that they would not oppose and possibly support his policies in Eastern Europe.*
- *the League of Nations failed to effectively act against the Italian invasion of Abyssinia and Hitler's moves in Europe which led to further fascist aggression.*
- *Hitler faced no opposition to his actions in Europe, especially as fear of another war meant that appeasement of the dictators was popular in many European countries. The USA was neutral, and France was reluctant to intervene without British support while Britain appeared sympathetic to Germany's claims in Europe as many considered the Treaty of Versailles to have been too harsh.*
- *Hitler invaded Poland in September 1939 expecting Britain and France to allow him to as they had over the Sudetenland and Czechoslovakia but was caught out when they declared war.*

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Question 5

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

Question: **Outline how tactics and strategy have changed from c.500 to the present day.** **[16+4]**

Band descriptors and mark allocations

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

Use 0 for incorrect or irrelevant answers.

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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:

- *In the medieval era, Saxon armies were divided between the professional but effectively permanent housecarls and the amateur and temporary fyrd. They fought in close order behind a shield wall which required training and discipline. The shield wall was both a defensive and offensive tactical weapon. Javelins and arrows would be fired at the enemy and both sides would push against each other's shield walls. Viking armies would use the boar formation to break shield walls and then attack behind it with hand-to-hand combat. With the advent of heavy cavalry in the later medieval period, the most effective armies consisted of groups of mounted knights. The role of the infantry also saw change. The introduction of the longbow and the use of ballistics transformed warfare as barrages of arrows and missile disrupted infantry operations on the ground. By the end of the medieval period army commanders were better able to discipline their troops who, in turn, were more responsive to taking orders and working as a cohesive unit. Knights began to fight for money rather than for glory and even gave grudging respect to longbow men and pikemen. Feudal armies were beginning to evolve into professional armies.*
- *In the early modern era, pikemen were the basis of battle formations but as firearms improved and the number of musketeers increased, the number of pikemen reduced. The introduction of the rifle and bayonet by the end of the seventeenth century made pikemen redundant. Linear tactics were developed to counter the use of firearms. Line formation was used for musketry, column was used to advance while square was a defensive formation used against cavalry. Officers had to assemble men into formation quickly and effectively. Infantry soldiers were often used in skirmishes operating ahead of the line. They were deployed to probe the opposition and took cover behind trees and buildings to target enemy officers and trumpeters. Skirmishers acted in pairs, and one would fire while the other loaded.*
- *In the modern era, the rifle improved and the range of aimed fire increased. Instead of using linear formations troops in the field now operated in loose order described as a chain. At the beginning of the First World War battle formations consisted of combat troops and reserves. It quickly became apparent that forward-moving strategies such as head-on infantry attacks were no longer feasible against the weaponry of the time which made for stalemate. Early foxholes evolved into an elaborate network of trenches. Trenches were dug in zig-zag patterns so that an enemy entering the trench could not fire down it. The main trenches were connected by communication trenches which facilitated the movement of troops and equipment together with the carrying of orders and messages. The aim of both sides was to exhaust each other of resources and personnel while sapping their will to fight in a war of attrition. Attacks would be preceded by artillery barrages with the intention of destroying sections of enemy defences. Artillery fire became carefully planned with precise calculations of range and trajectory. The concept of the "creeping barrage" involved a forward-moving wall of destruction followed by advancing troops. Guerrilla warfare also developed in the modern period as a counter to the rise of more organized professional armies. It was a method of combat where a weaker force uses mobility and local knowledge of the terrain to conduct strategic, surprise attacks. Guerrilla tactics are based on elements of intelligence, ambush, deception and sabotage.*

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

In applying these performance descriptors:

- learners may only receive SPaG marks for responses that are in the context of the demands of the question; that is, where learners have made a genuine attempt to answer the question
- the allocation of SPaG marks should take into account the level of the qualification.

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

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Question 6 (a)

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

Question: **(a) Describe *two* main uses of RAF Biggin Hill between 1916 and 1945. [8]**

Band descriptors and mark allocations

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

Indicative content

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

- *RAF Biggin Hill was set up as an experimental and training facility for a British air force. It was chosen in 1916 to test a new system of wireless communication between aircraft and radios on the ground. It was flat enough for several runways to be built and was high enough that clear radio signals could be sent without interference. Headphones for radio operators as well as helmets that included headphones and microphones for pilots were developed there. Work was also started on radio direction finding (RDF) – the defence technology that would eventually become radar, the remote detection of approaching enemy aircraft. Further research and training were undertaken to develop telephony, searchlights and anti-aircraft defence. Pilots practiced flying at night and coordinated flying against an enemy attack was developed. In 1936 the pilots of No. 32 Squadron from RAF Biggin Hill were used to help radar plotters track aircraft and instruct pilots in how to intercept incoming enemy aircraft.*
- *RAF Biggin Hill was also a crucial part of the air defences of London. In 1918 Nos. 140 and 141 Squadrons were moved to Biggin Hill just as the RFC and RNAS were merged to form the RAF. After the First World War Biggin Hill was kept open. The aerodrome and support buildings were extensively rebuilt to turn RAF Biggin Hill into a fighter base. When Sir Hugh Dowding was put in charge of the new RAF Fighter Command in 1937 more effort was put into preparing fighter defences and by 1938 the first squadron of Hurricane fighters were sent to Biggin Hill. Ten Spitfire Squadrons were operating by the time war was declared in September 1939, which had risen to nineteen by the time the Battle of Britain began in the summer of 1940. RAF Biggin Hill became known as "The Strongest Link" for the vital role it played in the defence of London during the Second World War. As the base directly to the south of London and directly in-between German bombers and fighters coming from the Continent. Around 1400 Luftwaffe aircraft were destroyed by fighters based at RAF Biggin Hill. During the V1 missile attacks in the later part of 1944 RAF Biggin Hill was temporarily evacuated as it was in "bomb alley", the route that these German missiles took to get to London, although aircraft from the base were also sent out to try and take down the missiles as part of Operation Crossbow.*

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Question 6 (b)

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

Question: **(b) Explain why RAF Biggin Hill is significant in showing how aerial warfare developed in the twentieth century. [12]**

Band descriptors and mark allocations

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

Use 0 for incorrect or irrelevant answers.

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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:

- *During the First World War the London Air Defence Area (LADA), a system of aerial observers, anti-aircraft guns and biplane squadrons was set up to neutralise the threat of German bomber to the citizens of London. Part of the LADA was the first operational group of fighters stationed at Biggin Hill – No. 141 Squadron with its Bristol fighters, along with some of No. 39 Squadron.*
- *The RAF was created to make a more co-ordinated response, and experiments in radio and radar technology were begun at experimental stations such as RAF Biggin Hill. More people needed to be trained in the techniques of ground-based anti-aircraft defence and night flying, both of which RAF Biggin Hill specialised in during the 1920s.*
- *This system of defence against aerial attack continued to develop between the wars. The RAF was given complete control over aerial defence with the creation of the Air Defence of Great Britain in 1925. RAF Biggin Hill's main role during this period was to serve as a training facility for all of these aspects of London's aerial defence.*
- *In 1936 RAF Biggin Hill was designated to be part of Fighter Command as it was along the one of the most obvious routes that German bombers would take to get to London and fighters flying from there would be able to engage the enemy as quickly as possible.*
- *Under the Dowding System for the defence of Britain, RAF Biggin Hill was part of No. 11 Group, the main base in Sector C from which it coordinated interception of incoming German aircraft with fighters from all of the bases in Sector C. Reports of attacking aircraft would be sent to RAF Biggin Hill from the Chain Home system of coastal radar stations via the Command Bunker at RAF Uxbridge, after which fighters could be scrambled to engage them.*
- *Despite being repeatedly attacked during the Battle of Britain in the summer of 1940, RAF Biggin Hill remained an operational station defending London from German attacks. Later on in the war it would also play a part in Operation Crossbow, the attempt to stop German V1 missiles from hitting targets in London.*
- *After the Second World War was over, fighter operations were wound down and RAF Biggin Hill changed from being an active station to being used by Transport Command, dealing with passengers travelling to and from the Continent. Several reserve squadrons of Spitfires were also stationed there just in case they were needed for operations elsewhere. When Fighter Command took control of the aerodrome again 1949 it was used for flying Gloster Meteor jet fighters. Fatal crashes in 1951 that endangered civilians showed that RAF Biggin Hill was no longer suited to modern aerial warfare using jets and so it was closed as an operational RAF base in 1959 and transferred to civilian control.*
- *RAF Biggin Hill was significant because of its role in the development of radio and radar technology, in the development of anti-aircraft defences and their uses as well as being key to the defence of London during the Second World War.*

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