GCSE MARKING SCHEME

SUMMER 2023

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

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INTRODUCTION

This marking scheme was used by WJEC for the 2023 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

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

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

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GCSE HISTORY – COMPONENT 2: THEMATIC STUDY

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

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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 use of technology in medieval siege warfare.** **[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:

- *laying siege to a castle or fortified town played a vital role in military strategy and besieging armies developed sophisticated siege machines which, in turn, led to defenders developing countermeasures*
- *fortifications became increasingly strong with the introduction of concentric castles, and emphasis was placed on defending entrances with a protective drawbridge, portcullis and barbican. Moats and other water defences were important features along with the need for deep wells with supplies of fresh water*
- *siege engineers would plan and construct siege weaponry using a workforce of carpenters and blacksmiths*
- *fortifications would be breached with the use of stone-throwing machines such as trebuchets and mangonels, as well as battering rams, cats and weasels*
- *tunnelling by mining was used to gain entry or by digging under walls and setting fires to weaken the foundations*
- *walls were scaled with scaling ladders and the use of siege towers and belfries*
- *the introduction of gunpowder and cannon meant that sieges were no longer long drawn-out affairs as fortified walls would be pounded and the inhabitants brought to surrender.*

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 standardising (marking conference), detailed advice from the Principal Examiner on the qualities of each mark band will be given. Examiners will then receive examples of answers in each mark band that have been awarded a mark by the Principal Examiner. Examiners should mark the examples and compare their marks with those of the Principal Examiner.

When marking, examiners can use these examples to decide whether a learner's response is of a superior, inferior or comparable standard to the example. Examiners are reminded of the need to revisit the answer as they apply the mark scheme in order to confirm that the band and the mark allocated is appropriate to the response provided.

Indicative content is also provided for banded mark schemes. Indicative content is not exhaustive, and any other valid points must be credited. In order to reach the highest bands of the mark scheme a learner need not cover all of the points mentioned in the indicative content but must meet the requirements of the highest mark band.

Where a response is not creditworthy, that is contains nothing of any significance to the mark scheme, or where no response has been provided, no marks should be awarded.

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Question 1

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

Question**:** **Use Sources A, B and C to identify <u>one</u> similarity and <u>one</u> difference in naval 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**	**Uses the sources to identify both similarity and difference.**	**2**
BAND 1	**Identifies either one similarity or one difference.**	**1**	**Uses the sources to identify either similarity or difference**	**1**

Use 0 for incorrect or irrelevant answers.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below.

Some of the issues to consider are:

Similarities – B and C show warfare at open sea
A and B show the use of wooden (and wind-propelled ships)
A and B (foreground) show close-quarter, ship to ship, fighting
B and C show ships in formation.

Differences – B and C show examples of fighting at distance, whereas A shows close-quarter combat
C shows iron-clad warships, whereas A and B are wooden vessels
C shows steam powered warships, whereas A and B are propelled by wind/oar
C shows naval aviation.

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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 tactics and strategy 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**	**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**	**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 as follows.

- *Source D is reliable to a degree as it is from a contemporary chronicle written by William of Poitiers, who describes the Norman victory at Hastings. As a soldier he would have knowledge of battle tactics and as a Norman priest he would hold the view that the invasion of England was ordained by God and so was a holy war.*
- *To assess the reliability of the authorship there should be reference to his work "The Deeds of William, Duke of the Normans and King of England", which would be written from a Norman perspective with the purpose of justifying the invasion while maintaining that William was the rightful king of England. He would have based his work on his own knowledge and experience as a soldier, together with his personal interpretation of events along with the accounts of soldiers present at the battle. As a chronicle, accounts of the battle may have been embellished in an attempt to dramatise events.*
- *Source D is reliable to a degree as it is from the first-hand experiences of Private Harry Wells, printed in an article in "The Sunday Post", where he gives an eyewitness account of dogfights, the activities of spies and the elation of seeing the enemy plane destroyed.*

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- *To assess the reliability of the authorship there should be reference to the article in a British newspaper being produced at a time when the nation was gripped by war. By reporting the account of a private soldier, the newspaper is bringing events home to its readership and may be embellishing events for dramatic effect. The article appeared in 1915 when the British Army was relying on volunteers and may have been produced for propaganda purposes by playing on emotions of its readership in an attempt to boost the morale while instilling a sense of patriotism.*

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

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Question 3

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

Question: **Describe the use of technology in medieval siege warfare.** **[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 describe 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:

- *laying siege to a castle or fortified town played a vital role in military strategy and besieging armies developed sophisticated siege machines which, in turn, led to defenders developing countermeasures*
- *fortifications became increasingly strong with the introduction of concentric castles, and emphasis was placed on defending entrances with a protective drawbridge, portcullis and barbican. Moats and other water defences were important features along with the need for deep wells with supplies of fresh water*
- *siege engineers would plan and construct siege weaponry using a workforce of carpenters and blacksmiths*
- *fortifications would be breached with the use of stone-throwing machines such as trebuchets and mangonels, as well as battering rams, cats and weasels*
- *tunnelling by mining was used to gain entry or by digging under walls and setting fires to weaken the foundations*
- *walls were scaled with scaling ladders and the use of siege towers and belfries*
- *the introduction of gunpowder and cannon meant that sieges were no longer long drawn-out affairs as fortified walls would be pounded and the inhabitants brought to surrender.*

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Question 4

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

Question: **Explain why the Cold War broke out after 1945. [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:

- *the Cold War, which lasted from the end of the Second World War to the fall of communism in 1990, was a time of intense political, economic, military and ideological rivalry between the US and its democratic allies in the west and the USSR and its satellite states in the east*
- *the development of nuclear weapons by both sides meant that if a war broke out it would be a "hot war", which would lead to global destruction. Instead, both sides resorted to a "cold war" or a war of nerves that did not lead to direct confrontation and actual fighting*
- *political rivalry: the main cause of the Cold War was the vastly different political ideologies of the capitalist US and communist USSR*
- *expansionism: Stalin sought to dominate the counties of eastern Europe and spread communism there. Churchill coined the phrase "Iron Curtain" and called for an alliance of English-speaking nations to resist Soviet expansion*
- *militarism: in 1949, the Soviet Union detonated its first atomic bomb, which ended the US monopoly of atomic weaponry; both powers became involved in an arms race which became central to the Cold War*
- *in 1949, 12 Western powers came together to form NATO and the Soviets set up the Warsaw Pact in 1955*
- *economic rivalry: the US offered a programme of economic aid to countries trying to recover after the war but Stalin forbade the satellite states from accepting it.*

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Question 5

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

Question: **Outline how the recruitment and training of troops 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**	**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**	**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**	**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**	**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.

Indicative content

The process of change and continuity in the recruitment and training of troops will be explored through the creation of a balanced narrative covering the three historical eras in this theme.

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, the feudal levy was used to raise trained troops and, under feudal obligations, a peasant army was expected to provide free military service; the decline of the Feudal System led to a move from a land-based economy to a money-based one and the feudal levy diminished as knights preferred to pay money to nobles in the form of scutage rather than provide military service; kings began to employ mercenaries whose allegiance was to money and not loyal service; troops were raised by the Assize of Arms, which said that all freemen between the ages of 16 and 60 were obliged to swear allegiance and possess and bear arms in the service of the king which effectively revived the Saxon fyrd duty*

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- *in the early modern era, the Tudor period witnessed the continuance of the Assize of Arms and the raising of the militia with modifications; men between 16 and 60 were compelled to muster for inspection at regular intervals which made for the effective call-up of troops in large numbers, though training was basic; the introduction of Trained Bands in order to meet the more specialist demands of using pikes and firearms; the need for a full-time, professional army which arose during the Civil Wars; the creation of what was to become the British Army during the reign of Charles II*
- *in the modern era, troops were raised by the use of press-gangs especially for the navy and recruitment parties and parades; the raising of militia regiments; the identification of weaknesses in the British Army leading to the Cardwell Reforms; the First World War and the need to expand the army and recruit by means of propaganda and later conscription; call-up in 1939 under the National Service (Armed Forces Act); the introduction of peacetime conscription in the form of National Service; career soldiering in the twentieth century.*

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: **Describe <u>two</u> main improvements to the defences of Dover Castle.** **[8]**

Band descriptors and mark allocations

	AO1(a) 8 marks	
BAND 3	**Offers detailed knowledge to fully describe two main improvements of the historic site set within its appropriate historical context.**	**6-8**
BAND 2	**Offers some knowledge to describe two main improvements of the historic site set within its historical context.**	**3-5**
BAND 1	**Offers a generalised description with limited knowledge of two main improvements 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. The following two factors should be described:

- *Improvements during the reign of Henry II saw the construction of walled inner and outer baileys and the stone keep or Great Tower. The entrance was above ground level on the first floor and was probably accessed via a wooden staircase on the outside of the tower which could be removed when necessary to impede attackers. The gateways into the bailey were protected by defensive fortifications, arranged at such an angle as to make it difficult to attack the gates. Both the inner curtain and a portion of the eastern outer curtain included rectangular towers which allowed the outer face of the walls to be defended by crossfire. The inner curtain had 14 towers, with entrances to the north and south protected by barbicans. Such defences demonstrate a high degree of technical and engineering innovation and the outer bailey pre-empted concentric fortifications.*
- *Dover is believed to be the first castle in western Europe to have employed concentric lines of fortification. Concentric castles were based on the principle of a "castle within a castle". The castle was surrounded by two independent rings of curtain walls with two separate wards. Key to the design was the building of towers facing in all directions. Concentric castles had circular towers or drum towers with no corners that could be undermined. The outer walls of Dover Castle were set on projecting plinths and had several functions: to protect the wall itself from excavation by the enemy; to make scaling the walls more difficult and to provide an unpredictable bounce of objects hurled down from the top of the wall. Incorporated into the outer wall was an Avranches Tower, a two-storey firing platform with multiple narrow windows for archers and crossbowmen. Henry III commenced a massive programme of upgrades with the building of an inner wall surrounding the keep, the outer curtain wall was strengthened, and the defensive ditches were enhanced. He also constructed Constable's Gate and built elaborate defences at the site of the North Gate. St John's Tower and Norfolk Tower were constructed along with a tunnel system to connect the various works.*

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- *The building of three miles of tunnels improved the castle's defensive capabilities dating mostly from the Napoleonic era and the Second World War. The underground complex remained in use through the Cold War until 1984. The first tunnels at Dover Castle were built by Hubert de Burgh following the First Baron's War to connect St John's Tower and Norfolk Tower in order to strengthen the northern wall. From the 1740s, the medieval banks and ditches were remodelled as the castle was adapted for artillery warfare. Later, when Britain faced the threat of invasion from France, its defences were strengthened further. To house the huge numbers of troops needed, a network of tunnels was dug in from the cliff face for use as barracks. From 1797, passages were cut to create seven tunnels parallel to one other below the cliff-top, and by 1803 the underground barracks could house some 2,000 officers and soldiers. The Dover Western Heights were constructed to augment the existing defences, along with a Grand Shaft for the rapid deployment of troops from the hilltop site to sea level in the event of a French landing.*

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Question 6 (b)

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

Question: **Explain why Dover Castle is important in showing changes in the development of castles over time. [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 castle development set within the appropriate historical context.**	**10-12**
BAND 3	**Offers a reasoned explanation and analysis of the historic site in showing changes in castle development set within the appropriate historical context.**	**7-9**
BAND 2	**Offers some explanation and analysis of the historic site in showing changes in castle development 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 castle development.**	**1-3**

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:

- *how the castle's buildings and defences have been adapted to meet the changing demands of warfare over time*
- *the strategic position of Dover as the closest British point to France led to the development of extensive and complex systems of fortification from the Roman period onwards*
- *the chalk of Castle Hill has been shaped and reshaped over the centuries into massive earthworks, ditches and mounds. Imposing walls and towers have been raised and networks of tunnels built beneath them*
- *Henry II began a massive building programme in the 1180s, and over the next 800 years the castle buildings and defences were adapted to meet the changing demands of weapons and warfare*
- *with the introduction of gunpowder, most castles became obsolete, but Dover's defences continued to be upgraded with each new advance in technology*
- *the siege of 1216–17 exemplifies the use of siege warfare in the period and also illustrates the role of Dover Castle during internal political unrest and the threat of foreign invasion*
- *the threat of a French invasion from the medieval through to the modern eras, and in the twentieth century from Germany, led to significant improvements in castle design which thwarted such attempts*

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- *the extensive eighteenth and nineteenth century defensive works and the remodelling of earlier features show an understanding of how military theory and engineering practice was forced to adapt in the face of new technology*
- *underground barracks represent a solution to the problem of providing artillery-proof accommodation for troops, and the tunnels have additional historical significance owing to their use as a command centre during the Second World War and their adaptation in the post-war period for use in the event of a nuclear attack*
- *the castle demonstrates a sequence of uninterrupted military occupation from the Napoleonic era to the late twentieth century, and Dover is a good example of a very large enclosure castle which evolved over time from its origins as a small motte and bailey castle into a spectacular medieval fortress and then a strategic command centre during both world wars.*

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