



---

# **GCSE MARKING SCHEME**

---

**SUMMER 2018**

**HISTORY  
COMPONENT 2: THEMATIC PAPER  
2G. The Development of Warfare in Britain,  
c.500 to the present day  
C100U70-1**

## **INTRODUCTION**

This marking scheme was used by WJEC for the 2018 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.

## MARK SCHEME SUMMER 2018

### Component 2: THEMATIC PAPER

#### 2G. The Development of Warfare in Britain, c.500 to the present day

Instructions for examiners of GCSE History when applying the mark scheme

#### Positive marking

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

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

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

Question: e.g. **Describe the role played by women on the Home Front during the First World War.** [5]

#### Band descriptors and mark allocations

	AO1(a) 5 marks	
<b>BAND 3</b>	<b>Offers detailed knowledge to fully describe the issue set within the appropriate historical context.</b>	<b>4-5</b>
<b>BAND 2</b>	<b>Offers knowledge to partially describe the issue.</b>	<b>2-3</b>
<b>BAND 1</b>	<b>Offers a weak, generalised description of the issue.</b>	<b>1</b>

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 absorption of 2 million women into the civilian workforce to take on the jobs of enlisted men and to work alongside men in reserved occupations;*
- *nearly 1 million women worked as “munitionettes”;*
- *women volunteered for the Women’s Land Army and as farm labourers;*
- *women also played an important propaganda role being depicted on posters and in films and were active in the “white feather” campaign.*

## **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.

## MARK SCHEME SUMMER 2018

### Component 2: THEMATIC PAPER

#### 2G. The Development of Warfare in Britain, c.500 to the present day

##### 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 developments in naval warfare over time.** [4]

##### Band descriptors and mark allocations

	AO2 2 marks		AO3(a) 2 marks	
<b>BAND 2</b>	<b>Identifies clearly one similarity and one difference.</b>	<b>2</b>	<b>Uses the sources to identify both similarity and difference.</b>	<b>2</b>
<b>BAND 1</b>	<b>Identifies either one similarity or one difference.</b>	<b>1</b>	<b>Uses the sources to identify either similarity or difference.</b>	<b>1</b>

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 naval warfare at open sea  
A and B show ships propelled by sail.*

*Differences – A shows close quarter, ship to ship fighting  
B shows line tactics  
C shows naval aviation.*

## 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 causes of war over time?** [6]

### Band descriptors and mark allocations

	AO1(b) 2 marks		AO3 (a+b) 4 marks	
			<b>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.</b>	<b>3-4</b>
<b>BAND 2</b>	<b>Demonstrates detailed understanding of the key feature in the question.</b>	<b>2</b>	<b>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.</b>	<b>2</b>
<b>BAND 1</b>	<b>Demonstrates some understanding of the key feature in the question.</b>	<b>1</b>	<b>Generalised answer which largely paraphrases the sources with little attempt at analysis and evaluation.</b>	<b>1</b>

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 and is from an account of the trial of Charles I where he is charged with planning to overthrow the rights and freedoms of the people and pushing the country towards civil war. The king was locked in a power struggle with parliament and believed that he was divinely appointed to rule which disagreed with the view of parliament that his power should be limited;*
- *to assess the reliability of the authorship there should be reference to the issues raised at the trial and how the court was established by parliament which was formed of MPs who opposed the king and declared him a wicked tyrant and a traitor to his country and held him responsible for the deaths and devastation caused during the war;*
- *Source E is reliable to a degree in depicting Hitler's aim to engulf the world. The image shows clearly Hitler's desire to expand the German empire in line with his expansionist policy. The reference in the caption suggests that Germany would encompass all enemy land surrounding Germany in order to keep control of the country;*
- *to assess the reliability of the authorship there should be reference to the cartoon being produced in 1939 after the Munich Agreement which ceded parts of Czechoslovakia and to the failure of appeasement. The source is fairly reliable in showing attitudes of the time with the view held by Punch that Hitler was bent on world domination. As a cartoon it might exaggerate events and can be politically motivated in reflecting the views of the editor/readership.*

**Question 3**

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

Question: **Describe the role played by women on the Home Front during the First World War.** [5]

**Band descriptors and mark allocations**

AO1(a) 5 marks		
<b>BAND 3</b>	<b>Demonstrates detailed knowledge to fully describe the issue set within the appropriate historical context.</b>	<b>4-5</b>
<b>BAND 2</b>	<b>Demonstrates knowledge to partially describe the issue.</b>	<b>2-3</b>
<b>BAND 1</b>	<b>Demonstrates limited knowledge to describe the issue.</b>	<b>1</b>

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 absorption of 2 million women into the civilian workforce to take on the jobs of enlisted men and to work alongside men in reserved occupations;*
- *nearly 1 million women worked as “munitionettes”;*
- *women volunteered for the Women`s Land Army and as farm labourers;*
- *women also played an important propaganda role being depicted on posters and in films and were active in the “white feather” campaign.*

**Question 4**

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

Question: **Explain why battle tactics and strategy changed in the medieval period.** [9]

**Band descriptors and mark allocations**

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

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:

- *Saxon and Viking armies were mobs of infantry who fought in close order behind shield walls. Both made little use of horses in battle;*
- *while battles consisted largely of infantry attacks, the later medieval period witnessed increased use of heavy cavalry with mounted knights who were particularly effective in the “rout and chase” tactic;*
- *to counter the threat of cavalry opposing armies made more use of the terrain seeking elevated positions together with the need to protect the flanks of the infantry against cavalry attacks;*
- *the introduction of the crossbow and longbow together with the use of ballistics transformed the nature of warfare;*
- *the deployment of pikemen (schiltrons) in rank formation increased the role of the infantry while reducing the effectiveness of the cavalry;*
- *tactics and strategy changed as a result of technological advances; besieging castles and fortified towns involved the development of sophisticated siege machinery; defenders had to adopt counter-measures which resulted in improvements in the building and defending of castles;*
- *other developments were adapted to military purposes such as biological warfare and the transition to gunpowder warfare.*

**Question 5**

<i>Mark allocation:</i>	<i>AO1 (a+b)</i>	<i>AO2</i>	<i>AO3</i>	<i>AO4</i>	<i>SPaG</i>
<b>20</b>	<b>6</b>	<b>10</b>			<b>4</b>

Question: **Outline how the training and recruitment of troops changed from c.500 to the present day.** **[16+4]**

**Band descriptors and mark allocations**

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

Use 0 for incorrect or irrelevant answers.

**Indicative content**

The process of change and continuity in the training and recruitment 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 nobles preferred to pay money to knights 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;*

- *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 20<sup>th</sup> 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.

<b>Band</b>	<b>Marks</b>	<b>Performance descriptions</b>
<i>High</i>	4	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with consistent accuracy</li> <li>• Learners use rules of grammar with effective control of meaning overall</li> <li>• Learners use a wide range of specialist terms as appropriate</li> </ul>
<i>Intermediate</i>	2-3	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with considerable accuracy</li> <li>• Learners use rules of grammar with general control of meaning overall</li> <li>• Learners use a good range of specialist terms as appropriate</li> </ul>
<i>Threshold</i>	1	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with reasonable accuracy</li> <li>• Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall</li> <li>• Learners use a limited range of specialist terms as appropriate</li> </ul>
	0	<ul style="list-style-type: none"> <li>• The learner writes nothing</li> <li>• The learner's response does not relate to the question</li> <li>• The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning</li> </ul>

**Question 6 (a)**

<i>Mark allocation:</i>	<i>AO1 (a)</i>	<i>AO2</i>	<i>AO3</i>	<i>AO4</i>
<b>8</b>	<b>8</b>			

Question:     **(a) Describe two main aspects of the bombing of London during the Second World War. [8]**

**Band descriptors and mark allocations**

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

***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:

- *the extent of damage to London: over 20,000 deaths and nearly 100,000 casualties; destruction of individual sites and housing stock; damage to railway lines and roads; many historic buildings were destroyed;*
- *the types of bombs used in the attack on London: the actual Blitz bombing lasted from September 1940 to May 1941; explosive bombs and incendiary devices were used;*
- *methods of protecting people during the bombing of London: the authorities took great care to protect the population using methods such as evacuation and air raid shelters; other methods included barrage balloons and ant-aircraft guns; many people sheltered in underground stations and communal shelters; a blackout was used extensively in London.*

**Question 6 (b)**

Mark allocation:	AO1	AO2	AO3	AO4
12		12		

Question: **(b) Explain why the bombing of London during the Second World War was important in demonstrating developments in warfare in the 20<sup>th</sup> century. [12]**

**Band descriptors and mark allocations**

AO2 12 marks		
<b>BAND 4</b>	<b>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 warfare set within the appropriate historical context.</b>	<b>10-12</b>
<b>BAND 3</b>	<b>Offers a reasoned explanation and analysis of the historic site in showing changes in warfare set within the appropriate historical context.</b>	<b>7-9</b>
<b>BAND 2</b>	<b>Offers some explanation and analysis of the historic site in showing changes in warfare set within the appropriate historical context.</b>	<b>4-6</b>
<b>BAND 1</b>	<b>Offers a generalised explanation and analysis of the historic site with limited reference to changes in warfare.</b>	<b>1-3</b>

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:

- *analysis of the historic bombing of London during the Second World War shows that it played an important role in changes in warfare in the twentieth century;*
- *analysis of the historic bombing of London shows that it was one of the first major attempts to use aerial bombing to defeat an enemy; strategic aerial bombing was a new kind of warfare and was designed to bludgeon the enemy into submission; this tactic was used after the Battle of Britain;*
- *strategic aerial bombing was designed to hit the civilian population as well as important installations destroying morale in the process; mass civilian casualties would lead the British government to capitulate;*
- *the historic bombing of London during the Second World War was also significant because it revealed the limitations of strategic aerial bombing of civilian sites; contributed to Germany's defeat in the long-term; the bombing of London during the Second World War was significant in showing how it was not possible to win wars with this strategy alone;*
- *in these ways, the study of the historic site of London during the Second World War shows that the nature of warfare had changed significantly, in particular the targeting of civilian populations. It also anticipated the type of wars fought later in the century, despite the limitations of this strategy revealed during the Second World War.*