GCSE MARKING SCHEME

SUMMER 2024

GCSE

HISTORY
UNIT 3: THEMATIC STUDY

3C. THE DEVELOPMENT OF WARFARE, c.1250 TO THE PRESENT DAY
3100UL0-1

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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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UNIT 3: THEMATIC STUDY

3C. THE DEVELOPMENT OF WARFARE, c.1250 TO THE PRESENT DAY

MARK SCHEME SUMMER 2024

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*	*AO2*	*AO3*	*AO4*
6	6			

Question: e.g. **Describe the causes of the Civil War of the 1640s.** **[6]**

This is the question and its mark tariff.

Band descriptors and mark allocations

	AO1 6 marks	
BAND 3	**Demonstrates detailed knowledge to fully describe the issue set within the appropriate historical context.**	**4-6**
BAND 2	**Demonstrates knowledge to partially describes the issue.**	**3-4**
BAND 1	**Demonstrates limited knowledge to describe the issue.**	**1-2**

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.

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:

- *Candidates may refer to some of these causes:-*
- *Political disagreements - Charles I believed in Divine Right – the idea that he was chosen by God to rule. He believed that he should be allowed to rule without interference. On the other hand was parliament (particularly the House of Commons), representing the growing middle class, who wanted a say in the running of the country.*
- *Economic causes - Charles tried to raise money without the consent of parliament. – Parliament argued that, as they paid taxes, they should have some influence over how that money was spent, thus limiting the power of the monarch.*

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- *Religion - Charles married the French Roman Catholic, Henrietta Maria, angering many MPs, particularly those who were puritan. Puritans were also unhappy with Charles' appointment of William Laud as Archbishop. Puritans were suspicious of Laud's intentions.*
- *In 1628 parliament issued the Petition of Right, stating that the king could not raise taxes without parliament's consent or arrest people arbitrarily. For the next 11 years Charles ruled without parliament (his "Personal Rule" or "The Eleven Years Tyranny"). The extension of Ship Money tax and sale of monopolies only increased the tension.*
- *In 1639 Charles was forced to recall parliament to raise money for an army to attack the Scots. Parliament again refused him money and in 1641 issued a list of his wrongdoings (the Grand Remonstrance). Charles went with soldiers to parliament to arrest his leading critics who escaped. With relations at a low ebb Charles declared war on parliament in 1642.*

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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UNIT 3: THEMATIC STUDY

3C. THE DEVELOPMENT OF WARFARE c.1250 TO THE PRESENT DAY

Question 1

Mark allocation:	*AO1*	*AO2*	*AO3*	*AO4*
4	**4**			

Award one mark for each correct response:

a. *Edward I*

b. *Firearms/handguns/guns*

c. *Conscription*

d. *Drones*

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Question 2

Mark allocation:	*AO1*	*AO2*	*AO3*	*AO4*
4		**2**	2	

Question: **Use Sources A, B and C to identify one similarity and one difference in the development of naval warfare over time. [4]**

Band descriptors and mark allocations

	AO2 2 marks			**AO3 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 – A and B show ships powered by sail; in A and B the guns are placed on the lower decks/guns are facing outwards from either side of the ship/the guns are set out in rows along the decks; B and C show ships made from iron/steel/metal; A and B (also C) show ships flying flags/insignia.

Differences – A shows a ship powered by sail, whereas C shows a ship powered by steam (B shows dual power – sail and steam); A (and B) shows a ship with guns mounted on the lower decks, facing outwards, while C shows guns mounted on top deck and more manoeuvrable; A shows a ship made from wood, while B and C are both made from iron/steel; A shows a ship with a higher fore and aftercastle, while ship B (and C) have level upper decks;

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Question 3

Mark allocation:	*AO1*	*AO2*	*AO3*	*AO4*
6	**6**			

Question: **Describe the causes of the Civil War of the 1640s.** **[6]**

Band descriptors and mark allocations

	AO1 6 marks	
BAND 3	**Demonstrates detailed knowledge to fully describe the issue set within the appropriate historical context.**	**5-6**
BAND 2	**Demonstrates knowledge to partially describe the issue.**	**3-4**
BAND 1	**Demonstrates limited knowledge to describe 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:

- *Candidates may refer to some of these causes:-*
- *Political disagreements - Charles I believed in Divine Right – the idea that he was chosen by God to rule. He believed that he should be allowed to rule without interference. On the other hand was parliament (particularly the House of Commons), representing the growing middle class, who wanted a say in the running of the country.*
- *Economic causes - Charles tried to raise money without the consent of parliament. – Parliament argued that, as they paid taxes, they should have some influence over how that money was spent, thus limiting the power of the monarch.*
- *Religion - Charles married the French Roman Catholic, Henrietta Maria, angering many MPs, particularly those who were puritan. Puritans were also unhappy with Charles' appointment of William Laud as Archbishop. Puritans were suspicious of Laud's intentions.*
- *In 1628 parliament issued the Petition of Right, stating that the king could not raise taxes without parliament's consent or arrest people arbitrarily. For the next 11 years Charles ruled without parliament (his "Personal Rule" or "The Eleven Years Tyranny"). The extension of Ship Money tax and sale of monopolies only increased the tension.*
- *In 1639 Charles was forced to recall parliament to raise money for an army to attack the Scots. Parliament again refused him money and in 1641 issued a list of his wrongdoings (the Grand Remonstrance). Charles went with soldiers to parliament to arrest his leading critics who escaped. With relations at a low ebb Charles declared war on parliament in 1642.*

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Question 4

Mark allocation:	*AO1*	*AO2*	*AO3*	*AO4*
6	**6**			

Question: **Describe any two sieges of Harlech castle.** **[6]**

Band descriptors and mark allocations

	AO1 6 marks	
BAND 3	**Demonstrates detailed knowledge to fully describe the issue set within the appropriate historical context.**	**5-6**
BAND 2	**Demonstrates knowledge to partially describes the issue.**	**3-4**
BAND 1	**Demonstrates limited knowledge to describe 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:

- *Harlech experienced a number of sieges:-*
- *In 1294 it was attacked by Madog ap Llywelyn. His forces besieged Harlech over the winter of 1294-5. At one point the castle was held by only 37 men, but continued to be supplied by sea from Ireland and so held out. Madog's main focus was the siege of Conwy, where Edward I was trapped. However, Edward survived and by mid 1295 Madog's rebellion had been defeated and Harlech relieved.*
- *Harlech and its English garrison came under attack during the rebellion of Owain Glyndwr. It was undermanned and poorly equipped (3 shields, 8 helmets, 4 guns etc.) and so in 1404 it was captured by Glyndwr's forces. He used the castle as his military headquarters for the next four years, until his rebellion was crushed..*
- *As Glyndwr's revolt petered out command of Harlech was given to his son-in-law, Edmund Mortimer. In 1408 it came under siege from Prince Henry (the future Henry V). Henry left John Talbot in charge and, after an eight month siege during which Mortimer and many of his men died. The castle fell in February 1409.*
- *During the Wars of the Roses, the siege of Harlech from 1461 to 1468 was the longest siege in British history (though for most of the time it wasn't under direct attack). Under the command of Dafydd ap Ieuan it became the last major Lancastrian base. They used it as a base from which to attack their Yorkist enemies. It was eventually captured by William Herbert in August 1468 when the exhausted garrison surrendered.*
- *During the Civil War Harlech was held by forces loyal to Charles I. In 1644 Colonel William Owen was placed in command and told to repair the castle. In June 1646 it came under siege from parliamentary forces. The garrison of 44 men held out until March 1647, when they surrendered to General Thomas Mytton. It was the last royalist stronghold to fall.*

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Question 5

Mark allocation:	*AO1*	*AO2*	*AO3*	*AO4*
12	**2**	**10**		

Question: **Explain why the development of trench warfare during the First World War led to high casualty rates. [12]**

Band descriptors and mark allocations

	AO1 2 marks			**AO2 10 marks**	
			BAND 4	**Fully explains the issue with clear focus set within the appropriate historical context.**	**9-10**
			BAND 3	**Explains the issue set within the appropriate historical context.**	**6-8**
BAND 2	**Demonstrates detailed knowledge and understanding of the key features in the question.**	**2**	**BAND 2**	**Partially explains the issue with some reference to the appropriate historical context.**	**4-5**
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.**	**1-3**

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:

- *Trench warfare had been used before 1914, but during WWI it came to be used on a scale never seen before. When the German advance was halted at the Battle of the Marne in September 1914 they dug trenches to protect themselves from enemy artillery. The allies did the same and by the end of the year the trench system stretched 475 miles (760 km) from the English Channel to the Swiss border.*
- *The trench system was essentially a series of defensive lines designed to make life difficult for attacking forces – front line trench (protected by barbed wire), support trench and reserve trench, all linked by communications trenches. To break down these defences generals sent in men armed with rifles. Even when new weapons e.g. tanks, were introduced they had limited impact on the trench system. The system was designed not only to protect defenders but also to inflict huge casualties on attackers.*
- *The trenches themselves could not give men complete protection. There was the constant threat from artillery, gas and mining. Disease was also a problem and many soldiers suffered psychological trauma.*

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- *The technology of war was integrated into the trench system and contributed to the death rate. Machine gun emplacements at regular intervals gave defenders a huge advantage. Barbed wire slowed down attacks. Artillery was also used on a scale never seen before. It was placed behind the lines but with a range of up to 8 miles (13 km) could cause widespread damage. Any attack across no-man's land on the enemy was, therefore, likely to be costly in lives. Even major offensives e.g. the Somme tended to gain little land, but result in many deaths (400,000 British casualties).*
- *With neither side able to gain a decisive or even significant victory, the aim of both sides was to exhaust the other into surrender (war of attrition). Thus the trench sytem prolonged the war which added to the casualty rate.*

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Question 6

Mark allocation:	*AO1*	*AO2*	*AO3*	*AO4*
12	**2**	**10**		

Question: **How significant was industrialisation in changing weaponry during the nineteenth century? [12]**

Band descriptors and mark allocations

	AO1 2 marks			**AO2 10 marks**	
			BAND 4	**Fully explains thesignificance of the issue with clear focus set within the appropriate historical context.**	**9-10**
			BAND 3	**Explains the significance of the issue set within the appropriate historical context**	**6-8**
BAND 2	**Demonstrates detailed knowledge and understanding of the key features in the question.**	**2**	**BAND 2**	**Partially explains the significance of the issue with some reference to the appropriate historical context.**	**4-5**
BAND 1	**Demonstrates some knowledge and understanding of the key features in the question.**	**1**	**BAND 1**	**Mostly descriptive response with limited explanation of tsignificance of the issue.**	**1-3**

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:

- *Britain was almost constantly at war during the nineteenth century. Industrial processes - mass-production, division of labour and standardisation of parts – were used to improve production of weapons and munitions. This was particularly true after the Crimean war. Weapons became faster to load, more accurate, increased in range and altogether more deadly.*
- *Developments in industrial production had a huge impact on war production. The quality of weapons and munitions improved. The Bessemer process in 1856 produced cheap high-grade steel. In the 1860s this was used for artillery, replacing iron cannon made from cast iron.*
- *Mass-production of standardized parts made Britain the world's largest producer of weapons. Birmingham became the world's greatest gun-making centre. The government-owned Royal Small Arms Factory in London produced arms for Britain's forces (rifles, muskets and swords e.g the Lee Enfield rifle). From the 1870s the British army also bought machine guns (Gatling Gun and Maxim Gun) from America.*
- *New methods of loading cannon were introduced. The muzzle loaded cannon were slow to load, but the breech-loaded artillery designed by William Armstrong from the late*

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1850s were faster, especially from the 1860s when they were made from steel. Their rifling made them more accurate and gave its crew added protection. His 1887 "monster gun", with a range of 8 miles, revolutionised artillery warfare.

- *From the 1830s the forces also adopted brass cartridges which were quicker and less dangerous to load and use.than powder and shot. This went hand in hand with the development of breech-loaded weapons.*
- *Other developments also contributed - steamships and railways speeded up the deployment of weapons and troops and the telegraph improved communication.*
- *By the end of the nineteenth century weaponry was far more lethal and easy to manufacture than it had been 100 years before.*

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Question 7

Mark allocation:	*AO1*	*AO2*	*AO3*	*AO4*	*SPaG*
20	**6**	**10**			**4**

Question: **To what extent has the role of women in war changed over time? [16+4]**

Band descriptors and mark allocations

	AO1 6 marks			**AO2 10 marks**	
BAND 4	**Demonstrates very detailed knowledge and understanding of the key issue in the question including clear and detailed references to the Welsh context.**	**5-6**	**BAND 4**	**Fully analyses the importance of the key issue. There will be a clear analysis of the extent of change, set within the appropriate historical context.**	**8-10**
BAND 3	**Demonstrates detailed knowledge and understanding of the key issue in the question including clear references to the Welsh context.**	**3-4**	**BAND 3**	**Partially analyses the key issue along with a consideration of the extent of change within the historical context.**	**5-7**
BAND 2	**Demonstrates some knowledge and understanding of the key issue in the question.**	**2**	**BAND 2**	**Basic analysis while considering variations in the extent of change.**	**3-4**
BAND 1	**Generalised answer displaying basic knowledge and understanding of the key issue in the question.**	**1**	**BAND 1**	**Offers a generalised response with little analysis of the extent of change.**	**1-2**

Use 0 for incorrect or irrelevant answers.

This question requires candidates to draw upon the Welsh context in their responses. This is assessed in AO1 and candidates who do not draw upon the Welsh context cannot be awarded band 3 or band 4 marks for this assessment objective. Candidates who do not draw upon the Welsh context may, however, be awarded band 3 or band 4 marks for AO2, for an appropriately detailed analysis of the key issue.

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:

- *Candidates may take the view that in the role of women in war has changed considerably over time. Until the late nineteenth century women had no official role in the armed forces, but from the time of the Crimean War in the 1850s women have played a ever wider role in war.*
- *In the late Middle Ages, and the early modern era candidates may observe that women had a limited role in war. They worked as camp followers e.g. carrying and repairing equipment, cooking or nursing etc. all essential for the effective functioning of an army. If a soldier was married then his wife was listed as part of the regiment's strength. She could draw rations,*

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but was also subject to the same discipline as her husband e.g.being flogged. A few women took part in battle e.g. Jean d'Arc, Margaret of Anjou, while others organized the defence of castles during sieges e.g. Lady Arundel at Wardour castle in the civil war. Some disguised themselves as men in order to join up e.g. "Private Clarke" who served for 9 years alongside her husband and was only found out when she fell pregnant, "Mother Ross" who fought in many battles in Europe. So many did this that Charles I made it illegal for women to wear military uniform. During the civil war Parliament employed nurses at 3 military hospitals in London, but this stopped with the end of the war.

- *Candidates may state that until the mid nineteenth century there was little change in women's role in war. Any contribution was essentially unofficial (as camp followers – nurses and cooks etc.) Some still took part in fighting (like those who were only discovered as women when they came to be buried after Waterloo). Also Margaret Ann Bulkley who, as Dr James Barry, became Inspector General of British military hospitals. Her actual sex was only discovered after her death in 1865.*
- *Candidates may note that the Crimean War was a turning point. Despite initial opposition, Florence Nightingale and the other nurses who went to treat the injured proved their worth. In 1881 the Army Nursing Service was established, the first official recognition of the role of women in the armed forces. Its role expanded in the Boer War. In 1902 the service and its reserve became the QUAIMNS (Queen Alexandra Imperial Military Nursing Service). In 1907 FANY was founded (First Aid Nursing Yeomanry) - providing first aid between fighting units and field hospitals, as well as driving ambulances, providing soup kitchens and canteens.*
- *Candidates may note that the role of women expanded considerably during World War I, as the nation focused on winning the war. Many women joined the workforce on the home front, in traditionally male-dominated industries, replacing men who went to war. Nearly 1 million worked as "munitionettes", often in dangerous and unhealthy conditions ("canaries"). By 1917 80% of munitions were being made by women. Over ¼ million worked the land, including the Women's Land Army. Women served as nurses in the QUAINS, (300 rising to over 10,000) many just behind the front lines. Others enlisted in VAD (Voluntary Aid Detachment - helping in hospitals, driving ambulances or as cooks) and FANY. For the first time women could also join the armed forces (though not in combat roles) as members of the WAAC (Women's Army Auxiliry Corps) – drivers, clerks, telephonists etc. or the WRAF (air force) and WRNS (navy). 100,000 women served in uniform in WWI, over half of them nurses. Women also featured on the homefront in propaganda, encouraging men to join the forces. Many took part in voluntary activities – especially after the creation of the WI, and its focus on food production.*
- *In 1939 women were once more in demand. Again they replaced men called up and did vital work in munitions. From 1941 they were also conscripted for war work – as mechanics, engineers, air raid wardens and bus drivers. 80,000 joined the Woman's Land Army. By 1943 90% of single women and 80% of married women were working. There were over 640,000 women in the armed forces including the ATS (army), WRNS (navy) and the WAAF (airforce). Some flew aircraft for the ATA (Air Training Auxiliary) while a few were enlisted in the SOE (Special Operations Executive) for operations behind enemy lines. The WVS (Women's Voluntary Service) did much to keep Britain ticking over e.g. to victim of the Blitz while women also bore the brunt of rationing, recycling mending and growing food in back gardens.*
- *Since WWII women's roles in the forces has expanded. In 1949 came first recognition of women's roles as a permanent part of the armed forces. (1989 could fly aircraft, 1990 serve on navy craft). 1991 first deployment in combat units in Gulf War, 1992 integrated into regular army units. Since 2016 women have been able to serve in combat roles alongside male colleagues; since 2018 they are on an equal footing with men with all roles open to women, including special operations.*
- *To access AO1 Bands 3 and 4 candidates will need to make reference to the Welsh context eg the killing of 100 Welsh women after the Battle of Naseby; the surrender of a French force to Welsh women at Fishguard (Jemima Nicholas captured 7 using her pitchfork): Betsi Cadwaladr in the Crimea (and possibly also Waterloo): the creation of the WI in Anglesey in 1915 and its voluntary activities; Female munitions workers in both wars – Pembrey in WWI, Hirwaun, Glascoed and Bridgend in WWII 1943 55% of Welsh war workers were women; or any other relevant Welsh national or local references.*

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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 (2016 able to serve in combat roles alongside male colleagues; 2018SPaG) and specialist language 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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