GCSE MARKING SCHEME

AUTUMN 2020

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 2020 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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MARK SCHEME AUTUMN 2020

Component 2: THEMATIC STUDY
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:

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 technology used in siege warfare in the medieval period.** **[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 limited knowledge to describe the issue.**	**1**

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.

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 counter-measures;*
- *fortifications became increasingly stronger 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 and 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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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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MARK SCHEME

Component 2: THEMATIC STUDY

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 battle tactics and strategy 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 – A and B show open battlefields
A and B show the use of cavalry
B and C show the use of ballistics

Differences – A shows hand to hand combat whereas B and C shows troops preparing to engage the enemy
C shows troops without body armour whereas A and B show body protection
C shows man-made defences whereas A and B show stone fortifications.

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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 recruitment of troops over time?**

[6]

Band descriptors and mark allocations

	AO1(b) 2 marks		**AO3 (a+b) 4 marks**	
			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:

- *Source D is reliable to a degree as it is from Oliver Cromwell, Commander of the Parliamentarian Army who recognised the need for troops to be disciplined in order to be victorious and believed that they fought more effectively when they had a cause to fight for;*
- *to assess the reliability of the authorship there should be reference to Cromwell being driven by his Puritan faith and to his belief that God favoured the parliamentarian cause. As it is a speech to his troops he speaks passionately using emotive words in order to rally them and encourage them to victory;*
- *Source E is reliable to a degree as it is from a poster of 1915 when the government relied on volunteers before conscription was introduced. The poster depicts an idyllic scene which creates a sense of belonging which is worth defending and fighting for;*
- *to assess the reliability of the authorship there should be reference to the poster being persuasive and produced for propaganda purposes. The content of the poster depicts a romanticised image of Britain and plays on the emotions of the viewer and instils a sense of patriotism and duty. The government used such posters to great effect in the recruitment of troops.*

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Question 3

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

Question: **Describe the technology used in siege warfare in the medieval period.** **[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 counter-measures;*
- *fortifications became increasingly stronger 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 and 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 women played an important role on the Home Front during the Second World War. [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 concept of Total War meant that everyone and everything was directed at the war effort which would include women in many important roles;*
- *in 1939 there was the same need for women to help with the war effort as during the Great War and in the spring of 1941 all British women between the ages of 18 and 60 had to register their family occupations. After being interviewed they were required to choose from a range of jobs;*
- *women worked in all manner of production ranging from making ammunition to uniforms to aeroplanes. Hours were long and they were often made to move from home to work where needed;*
- *the National Service Act of December 1941 made the conscription of women legal. At first only unmarried women between the ages of 20 and 30 were called but by mid-1943 almost 90% of single women and 80% of married women were employed as train drivers and in civil defence as air-raid wardens;*
- *over 640,000 women served in the armed forces including the Women's Naval Services and the Air Territorial Force;*
- *in the countryside 80,000 "Land Girls" worked in the WLA and in the towns and cities, the Women's Voluntary Service provided support to victims of bombing raids and to those sheltering in Underground stations;*
- *women also played a vital role on the home front, running households and fighting a daily battle of rationing, recycling, reusing, and cultivating food in allotments and gardens.*

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Question 5

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

Question: **Outline how the causes of war 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**	**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 causes of war 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 wars were mainly caused by political and religious factors illustrated by political issues in conflicts such as the dynastic Wars of the Roses and largely religious factors in causing the Crusades; conquest and expansion were causes of conflict especially in the western and northern parts of Britain;*
- *in the early modern era the main causes of war continued to be connected with politics and religion illustrated by the power struggle between King and Parliament that led to the English Civil War which had political, economic and religious causes;*
- *in the modern era politics and power continued to be main causes of warfare with economic and geographical factors causing the Crimean War; the growth of militarism, nationalism and expansionism were causes of both World Wars; ideological issues leading to conflict during the Cold War; involvement in the Middle East.*

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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 defensive features of Kenilworth Castle**. **[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**

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. Any two of the following features could be described:

- *the significant building work carried out by King John with the building of the outer bailey wall in stone and improving the other defences, improvement of the castle's water defences by damming the Finham and Inchford Brooks and creating the Great Mere; the building of a gatehouse as the main entrance protected by two tower gatehouses;*
- *the importance of water as a medieval defensive feature where the whole of the castle was defended by water - the artificial mere, the Lower Pool, the northern moat and the Brays'; the creation of Great Mere, Lower Pool and causeway meant that it was impossible to burrow under to attack the castle;*
- *the building of towers such as Mortimer's Tower, the original gatehouse of the outer court which occupies the northern end of the dam; the gatehouse comprised of two D-shaped or "**drum**" towers which flank the gate passage and are part of the stone defences for the outer bailey; tower battlements and **portcullis** which would have been operated using a winch located in the floor above; two towers further enhanced the defensive capabilities of the castle - Lunn's Tower stands on the north-east corner of the castle wall overlooking the moat and together with the Swan Tower and the Water Tower it is one of three angle towers which defend the moat.*

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Question 6 (b)

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

Question: **(b) Explain why Kenilworth Castle is important in illustrating changes in castle development. [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**

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 location and building of the early motte and bailey castle;*
- *the strategic importance of the site;*
- *the building work carried out by the Clinton family;*
- *the creation of a royal garrison as evidence of the castle`s military importance;*
- *improvements made by King John with outer bailey walls, towers and the Great Mere;*
- *moves to transform the castle from a military fortress into an impressive royal palace;*
- *formidable water defences – mere, Lower Pool, northern moat and the Brays;*
- *strengthening of the castle with towers and the innovation of fishtail arrow slits;*
- *significant events such as the Siege of Kenilworth that illustrate the tactics of siege warfare;*
- *the importance of the castle as a base for the Lancastrians during the Wars of the Roses;*
- *aesthetic improvements made by Robert Dudley;*
- *the use of the castle as a garrison during the Civil War;*
- *how Kenilworth represents changes in castle development over five centuries.*

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