



GCSE (9–1)

History A (Explaining the Modern World)

J410/10: War and British Society c.790 to c.2010

General Certificate of Secondary Education

Mark Scheme for November 2020

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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Annotations

<i>Stamp</i>	<i>Ref No.</i>	<i>Annotation Name</i>	<i>Description</i>
	1191	Tick 1	Level 1
	1201	Tick 2	Level 2
	1211	Tick 3	Level 3
	1221	Tick 4	Level 4
	1231	Tick 5	Level 5
	811	SEEN	Noted but no credit given
	501	NAQ	Not answered question
	1371	H Wavy Line	Extendable horizontal wavy line

1. Subject-specific Marking Instructions

INTRODUCTION

Your first task as an Examiner is to become thoroughly familiar with the material on which the examination depends. This material includes:

- the specification, especially the assessment objectives
- the question paper and its rubrics
- the mark scheme.

You should ensure that you have copies of these materials.

Please ask for help or guidance whenever you need it. Your first point of contact is your Team Leader.

INFORMATION AND INSTRUCTIONS FOR EXAMINERS

- 1 The practice and standardisation scripts provide you with *examples* of the standard of each band. The marks awarded for these scripts will have been agreed by the PE and Senior Examiners.
- 2 The specific task-related indicative content for each question will help you to understand how the band descriptors may be applied. However, this indicative content does not constitute the mark scheme: it is material that candidates might use, grouped according to each assessment objective tested by the question. It is hoped that candidates will respond to questions in a variety of ways. Rigid demands for 'what must be a good answer' would lead to a distorted assessment.
- 3 Candidates' answers must be relevant to the question. Beware of seemingly prepared answers that do not show the candidate's thought and which have not been adapted to the thrust of the question. Beware also of answers where candidates attempt to reproduce interpretations and concepts that they have been taught but have only partially understood.

1. Describe **two** consequences of the Civil Wars of 1642-1651.

Assessment Objectives	AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. [4]
Additional Guidance	One mark for identification of impact. A second mark can be awarded for description of impact All content is indicative only and any other correct examples of the consequences of the Civil Wars should also be credited.

Levels	Indicative content	Marks
N/A	<i>Charles I was executed in 1649. (1 mark)</i>	4
Points marking	<i>Oliver Cromwell became Lord Protector. (1 mark)</i>	
One mark only in question 1 can be awarded for a general point .	<i>There was a huge loss of life as a result of the fighting between the two sides. (1 mark)</i>	
	<i>The monarchy was removed in 1649 and a new Republic was set up with Oliver Cromwell as Lord Protector. (2 marks)</i>	
	<i>The Civil War also affected Ireland. Oliver Cromwell massacred almost 3,500 people in the Irish town of Drogheda. (2 marks)</i>	

2. Explain why Britain went to war in Iraq in 2003.

Assessment Objectives	AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. [4] AO2: Explain and analyse historical events and periods studied using second order historical concepts. [4]
Additional Guidance	The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response. The 'Indicative content' shown is not a full exemplar answer, but exemplifies the sophistication expected at each level. No reward can be given for wider knowledge of the period that remains unrelated to the topic in the question.

Levels	Indicative content	Marks
Level 4 - Response demonstrates a range of accurate knowledge and understanding that is fully relevant to the question. - This is used to develop a full explanation and convincing analysis, using second order historical concepts, of the issue in the question.	Level 4 answers will typically identify two or more reasons for Britain going to war and explain them fully e.g. <i>One reason why Britain went to war in Iraq in 2003 was to remove weapons of mass destruction. The British government, along with their allies in the USA, believed that the Iraq government, under the leadership of Saddam Hussein, was armed with chemical, biological and nuclear weapons and this was something that both countries believed should be removed in order to secure peace the Middle East.</i> <i>Another reason for the invasion of Iraq was a direct response to the terrorist attack on the World Trade Centre and the Pentagon on 11th September 2003. Tony Blair, the British Prime Minister, believed that Saddam Hussein and the Iraqi state had supported terrorism and the invasion was a response to the devastation caused by these attacks.</i>	7–8
Level 3 - Response demonstrates accurate knowledge and understanding that is relevant to the question. - This is linked to an analysis and explanation, using second order historical concepts, of the issue in the question.	Level 3 answers will typically identify at least one reason for Britain going to war and explain one of them e.g. <i>One reason why Britain went to war in Iraq in 2003 was to remove weapons of mass destruction. The British government, along with their allies in the USA, believed that the Iraq government, under the leadership of Saddam Hussein, was armed with chemical, biological and nuclear weapons and this was something that both countries believed should be removed in order to secure peace the Middle East.</i>	5–6

Level 2 • Response demonstrates some knowledge and understanding that is relevant to the question. • This is used to attempt a basic explanation, using second order historical concepts, of the issue in the question.	Level 2 answers will typically identify at least one reason for Britain going to war and describe it but explanation of how or why it caused Britain to go to war will be implicit or absent altogether e.g. <i>Britain went to war in Iraq in 2003 because there had been a terrorist attack in the USA in 2001 and Britain was supporting their ally the USA.</i>	3–4
Level 1 • Response demonstrates basic knowledge that is relevant to the topic of the question. • There is an attempt at a very basic explanation of the issue in the question, which may be close to assertion. Second order historical concepts are not used explicitly, but some very basic understanding of these is apparent in the answer.	Level 1 answers will typically contain description of events linked to the Iraq war or unspecific points e.g. <i>There had been attack on the World Trade Centre on September 11th 2001.</i> <i>Tony Blair was the leader of Britain when the war started.</i> <i>Britain was in an alliance with the USA.</i>	1–2
Level 0 No response or no response worthy of credit.		0

3. How significant was the breakdown in relations between kings and their barons between 1100 and 1215?

Assessment Objectives	AO2: Explain and analyse historical events and periods studied using second order historical concepts. [10] AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. [4]
Additional Guidance	The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response. The 'Indicative content' shown is not a full exemplar answer, but exemplifies the sophistication expected at each level. No reward can be given for wider knowledge of the period that remains unrelated to the topic in the question.

Levels	Indicative content	Marks
Level 4 - The response has a full, well-developed explanation and thorough, convincing analysis of historical events/period in terms of the second order historical concept(s) in the question. - This is supported with a range of accurate knowledge and understanding that is fully relevant to the question.	Level 4 answers will typically identify and explain two or more examples of the significance of the breakdown in relations between kings and their barons between 1100 and 1215 and make a valid assessment of the significance of at least one of them e.g. <i>The breakdown in relations between kings and barons was very significant between 1100 and 1215 for a number of reasons. One main reason was that it brought about the introduction of Magna Carta in 1215, during the reign of King John. John had been an unpopular monarch; he had increased taxation and the loss of land in France had shown him to be politically and diplomatically weak. The barons in England turned against him because of his weaknesses and there was civil war. They demanded a far greater influence on decision-making in the country and wished to see an end to the absolute rule of the monarchy. This resulted in the King being forced to sign Magna Carta. This was significant because it marked the end of the monarch's total control of the country: from now on the King was subject to and not above the law, which was a totally new idea at the time.</i> <i>Another reason why the breakdown was significant during this period was because of the reign of Stephen. He had taken the throne of England from the rightful heir, Matilda. This caused a civil war. There were many areas of the country that were against Stephen and his rule. For example, in Wiltshire and East Anglia there was a great deal of destruction and undermining of the monarch's rule. This unrest was so significant that this period of civil war actually became known as 'The Anarchy' with widespread disruption across many parts of the country. The feudal system which had been in place for decades broke down completely in some places. This makes this very significant as it had been the structure of society.</i> NB: Two explanations of significance 13-14 marks; One explanation of significance 11-12 marks. NB: Alternatively, candidates may assess why example given is of limited significance.	11-14

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Level 3 - The response has a full explanation and analysis of the historical events/period in terms of the second order historical concept(s) in the question. - This is supported by accurate knowledge and understanding that is relevant to the question.	Level 3 answers will typically identify and explain one or more examples of change as a result of the breakdown in relations between kings and their barons between 1100 and 1215 e.g. <i>The breakdown in relations between kings and barons was significant between 1100 and 1215 for a number of reasons. One main reason was that it brought about the introduction of Magna Carta in 1215, during the reign of King John. John had been an unpopular monarch; he had increased taxation and the loss of land in France had shown him to be politically and diplomatically weak. The barons in England, traditionally the main supporters of the monarchy, now turned against him and he was forced to limit his own actions by agreeing to Magna Carta.</i> <i>There was also a breakdown in relations during the reign of Stephen when there was rebellion from some landowning barons in England because they supported the rightful claim to the throne of Matilda. There were areas of the country that the king did not have full control of during this period and there was a real breakdown in law and order.</i> NB: Two changes explained 9-10 marks; One change explained 7-8 marks.	7–10
Level 2 - The response has an explanation and simple analysis of the historical events/period in terms of the second order historical concept(s) in the question. - This is supported by some knowledge and understanding that is mostly relevant to the question.	Level 2 answers will typically identify change(s)/developments but not explain it/them e.g. <i>The breakdown of relations was one of the main reasons why Magna Carta was signed by King John in 1215. He did not want to lose complete control of the country.</i> <i>There was also a breakdown in relations during 'The Anarchy' during the reign of King Stephen when there were people who did not support his rule of the country.</i> NB: Some of these may look like significance but are actually making valid but unsupported statements about the significance of the changes.	4–6
Level 1 The response has a basic explanation about the historical events/period in terms of the second order historical concept(s) in the question.	Level 1 answers will typically contain general points or description e.g. <i>There were rebellions during this period. People did not always like the king. He introduced taxes and went to war.</i>	1–3

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The response includes limited basic knowledge that is relevant to the topic of the question.		
Level 0 No response or no response worthy of credit.		0

4. 'Religion was the main cause of war between 1500 and 2010.' How far do you agree with this statement?

Assessment Objectives	AO2: Explain and analyse historical events and periods studied using second order historical concepts. [16] AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. [8]
Additional Guidance	Candidates will be rewarded with extra marks within L4/5 for an effective conclusion or clinching argument but this is not necessary to reach L5. The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response. The 'Indicative content' shown is not a full exemplar answer, but exemplifies the sophistication expected at each level. No reward can be given for wider knowledge of the period that remains unrelated to the topic in the question. At Level 4, answers should select examples of support and non-support from both the early modern and modern periods.

Levels	Indicative content	Marks
Level 5 - The response has a full explanation and thorough analysis of historical events and periods, which uses relevant second order historical concepts, and is developed to reach a convincing, substantiated conclusion in response to the question. - This is supported by a range of accurate knowledge and understanding, appropriately selected from across the time period specified, that is fully relevant to the question. - There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.	Level 5 answers will construct an answer to the question which explains fully three or more examples which support AND contradict the statement from across both periods e.g. <i>Religion was a main cause of wars in the early modern period. An example of this would be the war between Elizabeth I and Spain. As a leading Protestant monarch, Elizabeth was seen as a major irritant by the Catholic monarchy of Spain. Elizabeth encouraged the use of privateers to attack Spanish ships bringing gold and silver to Europe from the New World. This, along with the support of the Pope to push for the removal of the Protestant monarchy in England, was why the Spanish launched an Armada against Elizabeth in 1588.</i> <i>Later on, religion could also be blamed for the Jacobite rebellions of 1715 and 1745. The monarchy in England was Protestant, which was why the Hanoverians became the royal family following the death of Queen Anne in 1714. Catholic supporters of James Edward Stuart and Charles Edward Stuart wanted to fight against the Protestant Hanoverians and put a Catholic back on the throne.</i> <i>However, in the modern era, religion became less of a reason for wars breaking out. An example of this would be the First World War. One cause of this war was the imperial ambitions of Germany, in direct rivalry to the empires of Britain and France. Central and eastern Europe were politically unstable at this time and there was a growth in nationalism, in which people under direct rule of other nations were seeking to become independent. This created a situation of political instability rather than one based on religion.</i> <i>Likewise, the Second World War was primarily based on the territorial ambitions of Nazi Germany, in an attempt to regain land lost after World War One, to create extra living space for the German people and to</i>	19–24

	<i>take land from countries deemed racially inferior to the Aryan Germans. This was not linked to religion, but was one of the most devastating wars in the history of humankind.</i> <i>Although religion has been seen by historians as a primary source of conflict over the centuries, the importance of religion as a cause of wars has diminished as we have moved into the modern era.</i> <i>Therefore, I do not fully agree with this statement.</i> NB: 24 marks for four points explained across both sides, plus a clinching argument. 21-23 marks for four points explained across both sides. 19-20 marks for two explained points on one side and one explained point on the other (2-1 or 1-2).	
Level 4 • The response has a full explanation and analysis of the historical events and periods, which uses relevant second order historical concepts, and is used to develop a fully supported answer to the question. • This is supported by a range of accurate knowledge and understanding, covering the time period specified, that is fully relevant to the question. • <i>There is a well-developed line of reasoning which is clear, relevant and logically structured.</i>	Level 4 answers will construct an answer to the question which explains one example from each period of religion causing war AND/OR other factors causing war e.g. <i>Religion has not been the major cause of wars in the periods between 1500 and 1750. Other causes have been more significant. For example, economic and territorial gain was more important than religion in the early modern period. The war between Spain and England during the reign of Elizabeth I was based on English privateers raiding Spanish ships and overseas territory. By turning a blind eye to the activities of the pirates and gaining from their raids financially, Elizabeth was creating tension between England and Spain. The desire to increase the colonies of England during this period also brought tension between Britain and other European countries. Spain was the major colonial power during this period and the wealth and prestige gained by overseas colonies brought an increase in tension between European nations with a similar desire for more land.</i> <i>During the modern period, religion was not important as a cause of war. For example, the First World War was a conflict based on the rivalry between Germany and Britain as colonial powers in Africa, a naval arms race between the two nations and a desire by the Germans to be the dominant force in continental Europe. The alliance against Germany and their allies, between Britain, France and Russia, was designed to stop German domination. This had nothing to do with religion, but was more to do with economic and territorial control of the continent of Europe.</i> NB: 18 marks for a clinching argument. 15 marks is the default for two explained points; award extra marks for development.	14–18
Level 3 • The response has an analysis and explanation of the historical events and periods, which uses relevant second order historical concepts, and is used to give a supported answer to the question.	Level 3 answers will typically identify and explain one or more examples of religion causing war OR of other factors causing war from one period e.g. <i>Religion was a main cause of wars in the early modern period. An example of this would be the war between Elizabeth I and Spain. As a leading Protestant monarch, Elizabeth was seen as a major irritant by the Catholic monarchy of Spain. Elizabeth encouraged the use of privateers to attack Spanish ships bringing gold and silver to Europe from the New World. This, along with the support of the Pope to push for the removal of the Protestant monarchy in England, was why the Spanish launched an Armada against Elizabeth in 1588.</i>	10–13

• This is supported by accurate knowledge and understanding, from the time period specified, that is relevant to the question. • <i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i>	<i>NB: The quality of explanation offered together with additional identified examples will determine the overall mark within the level.</i>	
Level 2 • The response has an explanation about the historical events and periods, which uses relevant second order historical concepts, and gives an answer to the question set. • This is supported by some knowledge and understanding, from the time period specified, that is relevant to the question. • <i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i>	Level 2 answers will typically identify examples of religion causing war OR of other causes from either the early modern or the modern era e.g. Religion was a main cause of war throughout the period 1500 to 2010. Elizabeth I was a Protestant and she went to war with Spain, which was a Catholic country. Britain also fought a civil war and one of the reasons for this was because parliament believed that Charles I was making too many changes to religion. NB: Award higher marks in the level for more examples.	6–9
Level 1 • The response has a basic explanation about the historical events and periods in the question, though the specific question may be answered only partially or the answer may be close to assertion that is not supported by the preceding	Level 1 answers will typically demonstrate simple knowledge or make assertions e.g. <i>There have been lots of wars between 1500 and 2010 and some of the reasons were to do with religion and some of the reasons were to do with other things like land and money. .</i>	1–5

explanation. Second order historical concepts are not used explicitly, but some very basic understanding of these is apparent in the answer. • There is basic knowledge and understanding that is relevant to the time period specified and the topic of the question. • <i>The information is communicated in a basic/unstructured way.</i>		
Level 0 No response or no response worthy of credit.		0

OCR (Oxford Cambridge and RSA Examinations)
The Triangle Building
Shaftesbury Road
Cambridge
CB2 8EA

OCR Customer Contact Centre

Education and Learning

Telephone: 01223 553998

Facsimile: 01223 552627

Email: general.qualifications@ocr.org.uk

www.ocr.org.uk

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