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Oxford Cambridge and RSA

GCSE

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 June 2022

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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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MARKING INSTRUCTIONS

PREPARATION FOR MARKING
RM ASSESSOR

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor Assessor Online Training*; *OCR Essential Guide to Marking*.

2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal http://www.rm.com/support/ca

3. Log-in to RM Assessor and mark the **required number** of practice responses ("scripts") and the **number of required** standardisation responses.

   YOU MUST MARK 10 PRACTICE AND 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

MARKING

1. Mark strictly to the mark scheme.

2. Marks awarded must relate directly to the marking criteria.

3. The schedule of dates is very important. It is essential that you meet the RM Assessor 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.

4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the RM Assessor messaging system, or by email.

5. **Crossed Out Responses**
   Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

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Rubric Error Responses – Optional Questions
Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will select the highest mark from those awarded. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

Multiple Choice Question Responses
When a multiple choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).
When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.

Contradictory Responses
When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

Short Answer Questions (requiring only a list by way of a response, usually worth only **one mark per response**)
Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

Short Answer Questions (requiring a more developed response, worth **two or more marks**)
If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

Longer Answer Questions (requiring a developed response)
Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

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6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there, then add a tick to confirm that the work has been seen.

7. Award No Response (NR) if:
   - there is nothing written in the answer space

   Award Zero '0' if:
   - anything is written in the answer space and is not worthy of credit (this includes text and symbols).

   Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.

8. The RM Assessor **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**
   If you have any questions or comments for your team leader, use the phone, the RM Assessor messaging system, or e-mail.

9. A*ssistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.*

10. For answers marked by levels of response: Not applicable in F501
    a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
    b. **To determine the mark within the level**, consider the following

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

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11. Annotations

Annotation	Meaning
✓ 1	Level 1
✓ 2	Level 2
✓ 3	Level 3
✓ 4	Level 4
✓ 5	Level 5
SEEN	Noted but no credit given
NAQ	Not answered question
~~	Extendable horizontal wavy line

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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.

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1. Describe two examples of how the First World War affected the civilian population. [4]

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 effect. A second mark can be awarded for description of effect. All content is indicative only and any other correct examples of the impact of the war should also be credited.

Levels	Indicative content	Marks
N/A Points marking Max 1 mark for one **or more** general points eg poverty, mass casualties, economic impact, bombing.	***Rationing*** *was introduced. [1]* ***Conscription*** *was introduced (in 1916) [1]. This meant that all able-bodied men between the ages of 18 and 45 were expected to sign a register and could be called up to serve in the armed forces [2]. This was the first time that this had been done in Britain. [2]* *The British people were subjected to* ***censorship****. [1] This meant that all pro-German stories were banned, newspapers had to restrict what they could report on the war, so as not to upset the civilian population and reduce morale. [2]* ***Civilians were in the firing line*** *during the First World War as the Germans targeted civilians directly. [1] German battleships attacked coastal towns like Scarborough and civilians were killed [2}. London was also attacked by German airships called Zeppelins. Around 500 civilians were killed. [2]* ***DORA*** *meant the government could control people more [1}. For example they weren't allowed to light bonfires or they could be signalling the enemy [2].* *It was a total war. [1]* NB The long-term impact on solders lives of shell shock is acceptable.	**4**

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2. **Explain how William I was able to keep England under control.** [8]

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 ways** in which William was able to keep England under control and **explain them fully** e.g. *There were several ways in which William was able to control England. One was that William the Conqueror was a ruthless king and showed no mercy to anyone who rebelled against him once he became king. An example of this would be the Harrying of the North. Following a rebellion in 1069, William defeated the rebels and destroyed large areas of land, forcing the people who lived there to starve.* *Another way in which William was able to control England was the building of castles. The first castles to be built were motte and bailey castles, which were quick to build. They allowed William and his followers to control large areas of land as a castle could be defended by a small number of soldiers.*	**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 ways** in which William was able to keep England under control and **explain one fully** e.g. *One way in which William was able to keep England under control was the building of castles by William. He built his first at Pevensey when his invasion fleet landed and after the Battle of Hastings, he began to build more and more of them over time. Castles helped his conquest because they allowed a small number of soldiers to control a large area of land.* *Another way was through introducing the feudal system in England which meant that he was able to control the people easily.*	**5–6**
Level 2	Level 2 answers will typically **identify at least one method of control** and describe it but explanation of success will be implicit or absent altogether e.g.	**3–4**

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• 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.	*Using his personality was a way in which William was able to control England. He was a ruthless leader who would do bad things to people who did wrong against him. He would be cruel and showed no mercy.* *William introduced the feudal system to control England.* *William used fear by burning villages around London and in the 'Harrying of the North'.* *William controlled people using the knowledge he got from the Domesday book.* *William built castles to garrison his soldiers.*	
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 conquest or **unspecific points** e.g. *William won the Battle of Hastings because he had a better army than Harold Godwinson. He was able to get Harold's army down off Senlac Hill and use his cavalry to defeat the English shield wall.*	**1–2**
Level 0 No response or no response worthy of credit.		**0**

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3. How significant was the impact of the Civil Wars of 1642 to 1651 on the people of England, Scotland and Ireland? [14]

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 change as a result of the Civil Wars and make a valid **assessment of the significance** of at least one of them e.g. *The impact of the Civil Wars of 1642 to 1651 was significant on the people for several reasons. One reason was that it removed the King from power and put in place rule by Parliament alone, for the first time in history.* *The war was fought between supporters of the King (Royalists) and Parliamentarian. Parliament believed that the King was acting unlawfully in not listening to them and seemed to be making the country's religion more Catholic again. They defeated and executed him, placing Parliament and the Army led by Cromwell in charge of the country. It was the first time Britain had ever been ruled as a republic, and set the tone for parliamentary democracy in the future even after the monarchy was restored.* *Another impact of the war on the people was the massive destruction it caused. Most wars England had fought in the past had been abroad or at sea. The Civil War was devastating for the civilian population, 3.8 % of the population died from causes related to the war like fighting or starvation which is a larger proportion than died in the First World War.* *There were many battles and skirmishes, and huge destruction to castles like Kenilworth and houses like Basing. This destruction moved from England to Scotland in the Second Civil War and to Ireland when Cromwell lead a force against the rebellious Irish at Drogheda and its surroundings. Some historians have said that up to a third of the Irish population died in the resulting famine. Clearly the scale of this destruction and loss of life as well as its widespread nature was hugely significant.* NB: Two explanations of significance 13-14 marks; One explanation of significance 11-12 marks.	**11–14**
Level 3 • The response has a full explanation and analysis of the historical events/period in terms of the second order	Level 3 answers will typically **identify and explain one or more examples of impact** as a result of the Civil Wars e.g. *The Civil Wars had a massive impact on life in in these countries. Both sides could demand taxes from areas they controlled: the Royalists imposed a 'contribution' and Parliament imposed two taxes. Sometimes people found themselves having to pay both sides. This lead to real hardship and poverty, and was alongside being forced to provide 'free quarter' for soldiers and having horses and foodstuffs and carts confiscated.*	**7–10**

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historical concept(s) in the question. • This is supported by accurate knowledge and understanding that is relevant to the question.	*Another impact of the wars was that local areas could be devastated by the fighting. The battles were often huge, for example at Marston Moor over 40,000 were involved in the actual fighting which would destroy the local farmland, and the winners would then strip the area of food, supplies and equipment to sustain their troops. This would affect the local population and make them poorer as a result.* NB: Two changes explained 8-10 marks; One change explained 7-8 marks.	
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 impact(s) but not explain it/them** e.g. *The Civil war divided families, some supporting the King and other members supporting Parliament.* *Harvests were destroyed by battles or raided by looting soldiers, ridiculed in cartoons.* *This was a war fought totally on British soil unlike previous wars so affected people at home much more.* *It was significant because it transformed the power of the monarchy and turned Britain into a Parliamentary democracy. (6)* NB: Some may look like significance but are actually making unsupported statements about the significance of the changes. NB: For candidates who identify an impact and make a valid comment about the significance without development award 6 marks.	**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. • The response includes limited basic knowledge that is relevant to the topic of the question.	Level 1 answers will typically contain general comments true of any war or civil war or **description** of events e.g. *Battles killed thousands of people.* *The Civil Wars divided the people and families.* *Harvests were destroyed by battles or raided by looting soldiers* *The battles caused destruction to the countryside and people's homes and livelihoods.* *The Civil Wars took place in the 1640s and were conflicts between the armies of Charles I and Parliament. There were many key battles. For example, they fought at Naseby and Marston Moor. Charles lost the war and was executed in 1649.*	**1–3**
Level 0 No response or no response worthy of credit.		**0**

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4. 'Between 1500 and 2010 wars were fought to control overseas territory.' How far do you agree? [24]

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/OR contradict the statement from across **both periods** (early modern and modern) e.g. *I disagree with this statement mostly. Although there are some clear examples of when Britain went to war to control overseas territory, most wars that were fought were for other reasons. An example of Britain going to war for territorial reasons would be the Seven Years' War (1756-63). This was a war between Britain and France but the main focus of the war was over which of the two European rivals would have control of the valuable trade from the North American continent. As a result of their victory Britain gained the Canadian colonies from France, along with some important Caribbean islands, which gave Britain a greater share of the land under their control. Another example of war being fought to control overseas territory would be the Boer Wars of the late 1800s. The land was under British control but the European settlers known as Boers rebelled against British rule and war broke out. The discovery of diamonds made the region even more lucrative for the British and they were determined to maintain their control.* *However, there are many examples of where Britain went to war for other reasons. For example, the English Civil Wars of the 1640s were mainly over which side would control the country (Charles I or Parliament) and over religion to a lesser extent, as there were many who feared that Charles was taking the country back towards Catholicism. This shows that this had nothing to do with overseas territory and was more to do with events at home rather than abroad.* *Another example of war being fought for other reasons would be the First and Second World Wars of the Twentieth Century. Although there was some concern in Britain that it would lose its position as a dominant Empire if they lost the wars, the main reason for going to war was to prevent the dominance of Germany in Europe. These wars were less about overseas control and more about maintaining a balance of power in Europe.* *In conclusion, the statement is incorrect. The desire for overseas territory did prompt Britain to go to war in the period 1500 to 2010, but the main reasons for war were to preserve power at home or to stop the dominance of other countries in Europe.* **Nutshell:** Argument with three or more examples balanced by both period and support and challenge. **NOTE: 24 marks** = plus a clinching argument. **21-23 marks =** 4+ examples **19-21 marks =** 3 examples	**19–24**

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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. • *There is a well-developed line of reasoning which is clear, relevant and logically structured.*	Level 4 answers will construct an answer to the question which **explains fully two or more examples** which EITHER support **and** contradict the statement across **one period** OR support **or** contradict the statement from **both periods** (early modern and modern) e.g. *Both periods, one sided argument:* *This statement is correct. Britain did go to war between 1500 and 2010 to **control overseas territory**. An example of this would be the wars in Ireland during the reign of **Elizabeth** where English farmers ere used to try and gain control of the island and attempted to force Protestantism on the Irish people. They remained loyal to Catholicism and Elizabeth had to resort to war to take control of this overseas territory. This was continued during the leadership of Oliver Cromwell. t.* *Later, Britain also went to war to control **overseas territory**. An example of this would be the **Seven Years' War** (1756-63), when Britain went to war with France and their ally Spain. The main aim of this war was to gain control of the lands of North America. All three countries had taken land and had become wealthy because of the trade from the continent of North America. By winning the war, Britain was able to take Canada from France and Florida from Spain. This made Britain a dominant global power.* *OR* *Same period, balanced argument:* *On the one hand this statement is correct. Britain did go to war between 1500 and 2010 to **control overseas territory**. An example of this would be the wars in Ireland during the reign of **Elizabeth** where English farmers ere used to try and gain control of the island and attempted to force Protestantism on the Irish people. They remained loyal to Catholicism and Elizabeth had to resort to war to take control of this overseas territory. This was continued during the leadership of Oliver Cromwell.* *On the other hand it is not correct. Britain went to war between 1500 and 2010 for **many other reasons**, not just because of overseas territory. An example of this would be the wars of the reign of **Elizabeth I. She went to war with Spain over religion** and survival. Spain was the dominant country in Europe and wanted to remove Elizabeth as monarch and replace her with a Catholic. Losing a war with Spain would result in the country being part of the vast areas of land under Spanish control. These wars were not about controlling territory but about maintaining the power of the country and preventing another country from controlling this one.* NOTE: **18 marks** reserved for answers with a clinching argument: **16-17 marks** for three (or more) explanations. **14-16 marks** for two explanations	**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. • This is supported by accurate knowledge	Level 3 answers will typically **identify and explain one** example of the reasons why Britain went to war from **either** the early modern **or** the modern era eg *Britain went to war between 1500 and 2010 because of a desire to control overseas territory. An example of this was the Seven Years' War with France and Spain in the 1750s. All three countries wanted to control the trade that Europe had in North America and because Britain won the war, it was able to take Canada from France, along with important colonies in the islands of the Caribbean. Florida was taken from Spain to add to the American colonies. This was important and made Britain a rich and powerful country as a result and showed that controlling overseas territory was an important reason why the country went to war.* NOTE: *One or more explanation- same side, same period:*	**10–13**

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and understanding, from the time period specified, that is relevant to the question. • *There is a line of reasoning presented which is mostly relevant and which has some structure.*	Answers at L3 will often attempt more than one explanation but only one point may be explained. If more than one point is explained on the same side and from the same period give higher marks within the level. The range is usually 2 marks per explanation.	
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. • *There is a line of reasoning which has some relevance and which is presented with limited structure.*	Level 2 answers will typically **identify and or describe** examples of wars fought to control overseas territories in the early modern or the modern era OR will **identify and/or describe other reasons to go to war in these periods**. e.g. *In the Seven Years War it wanted to control overseas territory in North America, Africa and India. This was a major reason.* *In the Boer War Britain went to war in South Africa to gain land.* *In Ireland Elizabeth wanted to secure Protestant rule across the Irish sea.* *However, there were also other reasons why Britain went to war. One reason was over religion in Elizabeth's reign because Britain was a Protestant country and others were Catholic.* *In the Civil wars in the 1640s England fought over who should have control of the country.* *Britain went to war in the Crimea to protect Turkey.* *In the First World War Britain went to war to prevent Germany getting too strong.* *In the Second World War Britain and France fought to limit Hitler's power.* *In the Iraq War Britain and the USA wanted to remove terrorism.* 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 explanation. Second order historical concepts are not used explicitly, but some very	Level 1 answers will typically demonstrate **simple knowledge** or make **assertions, usually identifying a war or general reason.** e.g. *Britain went to war for many reasons in the period 1500 to 2010. This was because Britain was a powerful country and had lots of land all around the world called the Empire.* *Britain went to war because they did not want other countries like France or Germany becoming too powerful.* *Britain went to war over religion* *Britain went to war in North America* *Britain went to war against France.* *Britain went to war in the Crimea* *The Boer War.*	**1–5**

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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. • *The information is communicated in a basic/unstructured way.*		
Level 0 No response or no response worthy of credit.		**0**

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Assessment Objectives (AO) grid

Question	AO1	AO2	AO3	AO4	SPaG	Marks
1	4					4
2	4	4				8
3	4	10				14
4	8	16				24
Total	20	30				50

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