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 2023

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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.

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.

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.

   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.)*

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.

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:
     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

11. **Annotations**

Stamp	Ref No.	Annotation Name	Description
✔ 1	1191	Tick 1	Level 1
✔ 2	1201	Tick 2	Level 2
✔ 3	1211	Tick 3	Level 3
✔ 4	1221	Tick 4	Level 4
✔ 5	1231	Tick 5	Level 5
SEEN	811	SEEN	Noted but no credit given
NAQ	501	NAQ	Not answered question
~~	1371	H Wavy Line	Extendable horizontal wavy line
BP	1681	BP	Blank page
▢	151	Highlight	Highlight

12. 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/PE.

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** features of the feudal system.
   [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 a feature. A second mark can be awarded for description/supporting detail of the feature. All content is indicative only and any other correct features should also be credited.

Levels	Indicative content	Marks
N/A Points marking Max 1 mark for one **or more** general points e.g. a way of ruling	*It was a way of organising society. [1]* *The Normans introduced it. [1]* *It created a hierarchy where the king was at the top of society and peasants were at the bottom. [2]* *The nobility were given land by the king.[1] They became his tenants-in-chief [1]* *The nobles swore an oath of loyalty to the king and in return he granted them land to own. [2]* *The nobles had to raise an army to fight for the king. [1] This army was made up of knights who owed loyalty to the nobles and the peasants who were at the lowest end of society. [1]* *Peasants had to work the land for their landlords in exchange for their protection. [1]*	**4**

2.   Explain the impact of English privateers during the reign of Elizabeth I (1558-1603).   [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.	Answers will typically explain **two or more impacts of English privateers** e.g. *One impact of the privateers was that they made Elizabeth and her government much richer. They attacked Spanish treasure fleets that were bringing back vast amounts of gold and silver from the Americas to Spain. The privateers brought back so much wealth for Elizabeth that she gave them permission to roam the seas. The wealth they brought back meant that Elizabeth could keep taxes lower.* *The privateers made Elizabeth's navy much stronger. England could not afford to keep a large permanent navy and so in times of crisis depended on privateers to increase its size. Privateers had gained much experience at sea and were skilled sailors such as Francis Drake. The impact of the privateers can be seen when he destroyed 31 Spanish ships at Cadiz and disrupted Spain's plans for an armada. Drake also played a crucial part in the defeat of the Armada in 1588.*	**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.	Answers will typically **explain one impact** of English privateers e.g. *Privateers did have an impact because they helped to weaken Spain. They attacked Spanish treasure fleets and settlements taking enormous amounts of wealth from Spain and disrupting its trade. [5 marks]*	**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	Answers will typically **identify** and/or **describe at least one impact** of English privateers but will fail to explain e.g *They added to the strength of Elizabeth's navy.* *They helped cause the wars with Spain and sending of the Armada.* *They led to increased respect for Drake as he received a knighthood.* *They did a lot of damage to Spanish fleets and Spanish settlements.*	**3–4**

order historical concepts, of the issue in the question.	*Privateers like Drake brought back lots of gold for Elizabeth helping the finances of her government.* *They reduced the wealth of Spain by stealing so much gold.* *One impact of the privateers was that they helped open up the world and created new trade routes for England.* *Philip felt he had to respond and deal with the threat English actions demonstrated*	
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.	Answers will typically contain **description** of the activities of privateers or **unspecific points** e.g *Privateers were sailors who sailed their own ships and attacked other ships to make themselves rich.* *Privateers operated independently and were not under the control of the English government.*	**1–2**
Level 0 No response or no response worthy of credit.		**0**

3. How significant was the Crimean War (1853-1856) for Britain?   [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.	Answers will typically assess **the significance** of at least one explained point e.g. *One important way in which the Crimean War was significant was that it increased the importance of journalism and war reporting through the work of journalists like William Russell. He reported from the battlefront and by using the electric telegraph, provided the first live war reporting. Photographers also brought home the awful conditions the soldiers had to put up with. For the first time the British public became aware about the terrible realities of modern warfare. This was important because the public were horrified when they learned about the terrible conditions suffered by British troops, especially the lack of proper medical care. His reports led to a public outcry and to Florence Nightingale being sent out to the Crimea. They also led to the fall of the British government. This was the beginning of modern war reporting that was not controlled by the government.* *The war was also significant because it led to public health improvements and better hospitals in Britain. Florence Nightingale worked in the war and revolutionised the treatment and care of the soldiers, especially improving sanitation. Hand washing and other hygiene measures were introduced and the death rate in the hospitals fell. This was significant for Britain because when she got home she redesigned hospitals and campaigned for improved sanitation in working-class homes. She had an impact on Public Health Acts that helped make conditions in people's home cleaner and healthier. So the war was significant because it made an important contribution to the better care of soldiers and to improving conditions in hospitals but also more widely in people's homes.* NB: Two explanations of significance 13-14 marks; One explanation of significance 11-12 marks. NB. Alternatively, candidates may assess why examples of change are of limited significance.	**11–14**
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.	Answers will typically **explain one or more examples of change** as a result of the Crimean War e.g. *In the Crimean War there were changes to the ways in which wounded soldiers were looked after. Before she arrived, many wounded soldiers were dying in hospital because of poor conditions and infection. Florence Nightingale made sure the soldiers were looked after properly. She made the hospitals much cleaner, ventilation was improved and sewers were repaired. The diet of the soldiers was also improved. All this led to fewer soldiers dying.* NB: Two examples explained 9-10 marks; One example 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.	Answers will typically **identify reasons** why the Crimean War was significant without valid explanation e.g. *The Crimean War led to better treatment of soldiers in hospitals.* *The Crimean War was significant because for the first time people got to know what conditions were like in wars.* *The Crimean War led to the fall of the British government.* *The Crimean War was significant because modern technology like railways and telegraphs were used.* *It led to a change in attitude to soldiers, seeing them more than generals as the heroes of war.* *It led to commemoration of soldier's deaths through the building of war memorials.* *It put pressure on the government to make changes to the army and health care.* *Florence Nightingale's work in Scutari and back at home changed hospitals for the better.* *It revealed to the government that they had to pay attention more to public opinion when conducting war.* NB: Identifications of significance without sufficient development should be 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.	Answers will contain general points or **description** e.g. *The Crimean War saw soldiers living and fighting in dreadful conditions.* *Florence Nightingale was the Lady with the Lamp.*	**1–3**
Level 0 No response or no response worthy of credit.		**0**

4. 'The impact of civil wars was different to the impact of other wars in the period 790 to 1750.' 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	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 medieval and early 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.*	Answers will typically **explain** three or more examples of the **similar AND different** impacts of civil wars and other wars. **BOTH** a balanced argument and covering **BOTH** periods. *I **agree** with this statement to some extent. **Wars in this country had a massive impact on people**. For example, the civil wars of the 1640s showed that the country was hugely affected and very divided. People supported Charles or Parliament and the country was clearly divided with loyalty even splitting families. Armies on both sides had to be raised and much of the fighting was done by the poorest in society, who had been levied into the two armies. The war meant the raising of taxation, and skirmishes destroyed property and looting raided peoples homes. It is estimated that 3.6% of the population lost their lives in the war- a huge proportion. **Compare this to Elizabeth's** wars where all of the warfare was at sea and so there was no destruction of personal and family property, and the difference is obvious.* *On the other hand there is a **clear similarity between Elizabeth's Wars and the English Civil War. That is the levels of taxation.** During the civil war in the 1640s, both sides forced taxes from their supporters (and others!). In Royalist areas the King demanded a tax called the contribution. In parliamentary areas they were more efficient at collecting their dues and imposed two taxes, the assessment and excise. **Likewise** in Elizabeth's England taxes increased to pay for her massive war efforts against the Spanish and Irish. Some of these were local taxes, some were national voted by parliament, and in addition there was ship money. These all contributed to the economic crisis of Elizabeth's reign: she only kept the national loyal through propaganda and careful management of parliament.* ***That said, there are other differences. One example would be the type of impact of the Viking Wars compared to the English Civil War.** The Viking wars in the period from 790 led to a uniting of the Anglo-Saxon Christians, who saw themselves now as one people in the face of the Viking threat, whereas before they had been in a divided state. The church encouraged this with its preaching against the 'Northmen' especially as they were hostile as a result of being the focus of much of the theft and destruction. **However**, the English Civil war simply divided people, as I've already said. Even after the King was executed people were fiercely loyal to his memory and many were grateful for the return of his son after Cromwell's death: especially as Parliament and the Army found it difficult to rule together: more division.*	**19–24**

	On balance, although civil wars were devastating as they took place on home soil, I firmly believe that wars of conquest had a more lasting impact. This could range from a change of language and customs which followed an invasion such as the Viking or Normans, but also brought in a new government, the imposition of new rules and systems and the physical domination upon society from the building of cathedrals and castles which followed the invasion of William I. That structure is still in place, whereas the changes which took place during the civil wars of the 1640s largely reverted back following the restoration of the monarchy in 1660. (24) NB: Two sides. Two periods at least 3 examples A clinching argument=+1 20-23 marks = Two or more explained examples on one side and one on the other. Stronger comparative approach 19-22 marks = Two or more explained examples on one side and one on the other. Weaker comparative approach.	
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.*	Answers will typically **explain two examples** of the **similar AND/OR different** impacts of civil wars and other wars. **Either** a **balanced** argument **OR unbalanced** argument **but BOTH** periods. *I agree with this statement to some extent. Wars in this country had a massive impact on people. For example, the civil wars of the 1640s showed that the country was hugely affected and very divided. People supported Charles or Parliament and the country was clearly divided with loyalty even splitting families. Armies on both sides had to be raised and much of the fighting was done by the poorest in society, who had been levied into the two armies. The war meant the raising of taxation, and skirmishes destroyed property and looting raided peoples homes. It is estimated that 3.6% of the population lost their lives in the war- a huge proportion. Compare this to Elizabeth's wars where all of the warfare was at sea and so there was no destruction of personal and family property, and the difference is obvious.* *On the other hand there is a clear similarity between Elizabeth's Wars and the English Civil War. That is the levels of taxation. During the civil war in the 1640s, both sides forced taxes from their supporters (and others!). In Royalist areas the King demanded a tax called the contribution. In parliamentary areas they were more efficient at collecting their dues and imposed two taxes, the assessment and excise. Likewise in Elizabeth's England taxes increased to pay for her massive war efforts against the Spanish and Irish. Some of these were local taxes, some were national voted by parliament, and in addition there was ship money. These all contributed to the economic crisis of Elizabeth's reign: she only kept the national loyal through propaganda and careful management of parliament.* NB: Award marks in the level for development and support of the explanations as follows: **15 marks** is the default for 2 explanations. Award extra marks for development to 17, especially if the approach is very comparative; **18 marks** reserved for a clinching argument.	**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 and	Answers will typically **explain one** example of the **similar OR different** impacts of civil wars and other wars from at least **ONE** period eg *Wars in this country had a massive impact on people. For example, the civil wars of the 1640s showed that the country was hugely affected and very divided. People supported Charles or Parliament and the country was clearly divided with loyalty even splitting families. Armies on both sides had to be raised and much of the fighting was done by the poorest in society, who had been levied into the two armies. The war meant the raising of taxation, and skirmishes destroyed property and looting raided peoples homes. It is estimated that 3.6% of the population lost their lives in the war- a huge proportion. Compare this to Elizabeth's wars where all of the warfare was at sea and so there was no destruction of personal and family property, and the difference is obvious. (12)*	**10–13**

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.*	NB: One side, One period. The quality of the explanations offered and comparison will determine the mark in the level.	
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.*	Answers will **identify examples** of the impact of civil wars/other wars from either the medieval or early modern periods e.g. *The civil wars had a massive impact on this country. There was a huge amount of physical destruction caused by the war and many people died. The wars also showed that the country could be run without a monarch. People had new ideas about how a country could be run.* *However, there were other wars that the country fought which had an impact. The country was invaded by the Vikings in the early period and they wanted to change how the country was controlled. Later on, when wars were fought against the Scots, there were many big battles that had an impact on the people.* 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 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.*	Answers will show **simple knowledge** or make **assertions** e.g. *There were many wars that Britain fought between 790 and 1750. Some of them were fought at sea because we had a strong navy. Some of them were fought on land and many people died.*	**1–5**
Level 0		**0**

No response or no response worthy of credit.		

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