



**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 June 2019**

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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

| Annotation  | Meaning                         |
|---|---------------------------------|
|  1 | Level 1                         |
|  2 | Level 2                         |
|  3 | Level 3                         |
|  4 | Level 4                         |
|  5 | Level 5                         |
|    | Noted but no credit given       |
|  | Not answered question           |
|  | Extendable horizontal wavy line |

**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.

Describe **two** examples of conflict between Scotland and England in the period 1500 to 1800.

|                              |  |
|------------------------------|--|
| <b>Assessment Objectives</b> | AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. [4]   |
| <b>Additional Guidance</b>   | First mark for identification of example of conflict, second mark for descriptive detail for each response.<br><br>All content is indicative only and any other correct examples of conflict between Scotland and England should also be credited. |

| Levels                    | Indicative content   | Marks    |
|---------------------------|--|----------|
| N/A<br><br>Points marking | <p><i>Scotland and England fought at Flodden in 1513 (1). Scotland was allied to France, who was at war with England (2). James IV's army was heavily defeated by Henry VIII's forces. (2)</i></p> <p><i>1715 was the first Jacobite rebellion (1); 1745 was the second Jacobite rebellion (2). These were because the Catholic Scottish highlanders were trying to restore the Stuarts to the throne. (2)</i></p> | <b>4</b> |

Explain the impact of war on the English people in the medieval period.

|                              |   |
|------------------------------|---|
| <b>Assessment Objectives</b> | AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. [4]<br>AO2: Explain and analyse historical events and periods studied using second order historical concepts. [4]  |
| <b>Additional Guidance</b>   | 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.<br><br>The 'Indicative content' shown is not a full exemplar answer, but exemplifies the sophistication expected at each level.<br><br>No reward can be given for wider knowledge of the period that remains unrelated to the topic in the question. |

| Levels  | Indicative content                                   | Marks |
|---|--|-------|
| <b>Level 4</b> <ul style="list-style-type: none"> <li>Response demonstrates a range of accurate knowledge and understanding that is fully relevant to the question.</li> <li>This is used to develop a full explanation and convincing analysis, using second order historical concepts, of the issue in the question.</li> </ul>   | See following page for exemplar content and guidance | 7–8   |
| <b>Level 3</b> <ul style="list-style-type: none"> <li>Response demonstrates accurate knowledge and understanding that is relevant to the question.</li> <li>This is linked to an analysis and explanation, using second order historical concepts, of the issue in the question.</li> </ul>   |  | 5–6   |
| <b>Level 2</b> <ul style="list-style-type: none"> <li>Response demonstrates some knowledge and understanding that is relevant to the question.</li> <li>This is used to attempt a basic explanation, using second order historical concepts, of the issue in the question.</li> </ul>   |  | 3–4   |
| <b>Level 1</b> <ul style="list-style-type: none"> <li>Response demonstrates basic knowledge that is relevant to the topic of the question.</li> <li>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.</li> </ul> |  | 1–2   |
| <b>Level 0</b><br><br>No response or no response worthy of credit.  |  | 0     |

Explain the impact of war on the English people in the medieval period.

| Levels         | Indicative content   | Marks      |
|----------------|--|------------|
| <b>Level 4</b> | <p>Level 4 answers will typically <b>identify two or more impacts of war</b> on the English people in the medieval period and <b>explain them fully</b> e.g.</p> <p><i>One impact of war on the English people in the medieval period was the destruction of the countryside during battles and sieges. Sieges were a key feature of medieval warfare where an attacking army would surround a defending army and try and starve them into submission. Nearby land would be ravaged as the attackers would live off the land and nearby farms, fields and forests would be stripped of all available food and resources. This could be devastating for peoples and their livelihoods.</i></p> <p><i>Another impact of medieval warfare was the introduction of castles. The stone castles which began in the late eleventh century had to be paid for. The main source of income for these castles came from taxation. The largest burden of tax fell on the greatest number of people in society, who were also the poorest. The effect of spending huge sums of money on castles also meant that rulers spent less money on armies of attack. Instead, defending land under their control became more important to rulers. These castles also increased the control of the barons on the people that lived locally.</i></p> <p><b>THRESHOLD ANSWERS</b></p> <p><i>One impact of war was the destruction of the countryside. During sieges an enemy would surround a defending army and try and starve them into submission. The nearby land would be ravaged as the attackers would live off the land and areas would be stripped of food and resources.</i></p> <p><i>Another impact of medieval warfare was the introduction of castles, and these changed medieval life. Stone castles had to be paid for and the main source of income came from taxation. The largest burden of tax fell on the poorest which made their lives even harder.</i></p> | <b>7–8</b> |
| <b>Level 3</b> | <p>Level 3 answers will typically <b>identify examples</b> of the impact of war on the English people in the medieval period and <b>explain how one of them</b> is an impact e.g.</p> <p><i>One impact of war in the medieval period was the introduction of the feudal system. When William invaded England he brought with him a feudal system which was designed to help him to defend England and conquer other lands if necessary. It involved giving land to key individuals and in return they would provide the King with an army and advisers. It changed the people in charge of England and kept the country under control through the threat of removing their land.</i></p>   | <b>5–6</b> |
| <b>Level 2</b> | <p>Level 2 answers will typically contain <b>description or identification of</b> the impact of war on the English people in the medieval period e.g.</p> <p><i>One effect of medieval warfare on people was the cost of war. Wars were very expensive and people had to pay lots of tax to pay for the cost of fighting battles in this country and abroad, like in France or in the Crusades. Leaders also built castles which tax was used to pay for.</i></p>  | <b>3–4</b> |

|                |  |            |
|----------------|--|------------|
|                | <i>One impact of war in the medieval period was the feudal system. This meant that peasants, for example, owed service and payment to the person above them in the feudal system, who was normally the local landlord. The peasant would have to pay tax to the lord, who would collect this on behalf of the king. The peasants would often not have enough money to pay, so they would often sell their food instead. This would keep them in poverty, but also meant that the people above them in the feudal system would be rich.</i> |            |
| <b>Level 1</b> | Level 1 answers will typically contain <b>general</b> points e.g.<br><br><i>In the medieval period there were lots of wars. England was fighting against France and Scotland mostly. These wars were expensive.</i>  | <b>1–2</b> |



How significant for Britain was victory in the Seven Years War?

|                              |  |
|------------------------------|--|
| <b>Assessment Objectives</b> | AO2: Explain and analyse historical events and periods studied using second order historical concepts. [10]<br>AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. [4]  |
| <b>Additional Guidance</b>   | <p>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.</p> <p>The 'Indicative content' shown is not a full exemplar answer, but exemplifies the sophistication expected at each level.</p> <p>No reward can be given for wider knowledge of the period that remains unrelated to the topic in the question.</p> |

| <b>Levels</b>  | <b>Indicative content</b>                            | <b>Marks</b> |
|--|--|--------------|
| <b>Level 4</b> <ul style="list-style-type: none"> <li>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.</li> <li>This is supported with a range of accurate knowledge and understanding that is fully relevant to the question.</li> </ul> | See following page for exemplar content and guidance | <b>11–14</b> |
| <b>Level 3</b> <ul style="list-style-type: none"> <li>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.</li> <li>This is supported by accurate knowledge and understanding that is relevant to the question.</li> </ul>   |  | <b>7–10</b>  |
| <b>Level 2</b> <ul style="list-style-type: none"> <li>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.</li> <li>This is supported by some knowledge and understanding that is mostly relevant to the question.</li> </ul>   |  | <b>4–6</b>   |
| <b>Level 1</b> <ul style="list-style-type: none"> <li>The response has a basic explanation about the historical events/period in terms of the second order historical concept(s) in the question.</li> <li>The response includes limited basic knowledge that is relevant to the topic of the question.</li> </ul>   |  | <b>1–3</b>   |
| <b>Level 0</b><br>No response or no response worthy of credit.   |  | <b>0</b>     |
|  |  |              |

How significant for Britain was victory in the Seven Years War?

| Levels         | Indicative content  | Marks        |
|----------------|---|--------------|
| <b>Level 4</b> | <p>Level 4 answers will typically <b>identify and explain two or more examples of change</b> as a result of the Seven Years War and make a valid <b>assessment of the significance</b> of at least one of them e.g.</p> <p><i>The Seven Years War was significant for Britain for a number of reasons. One reason was the impact that the war had on British power and influence in their growing empire. The defeat of the French, in particular, was significant for Britain as the former French colonies in North America were taken by Britain. New France became part of the British colonies in what is modern-day Canada. Several islands in the Caribbean also ended up under British control. The British also gained the upper hand over the French in India, which became a key part of the British overseas empire. This growth in territory was significant as it made the country the dominant nation in Europe and saw a decline in influence of the French over the next century.</i></p> <p><i>However, the significance of the Seven Years War was not all completely positive. The British victory in the Seven Years War made other European nations see Britain as a greater threat to their own power and influence, which saw an increase in anti-British feeling. This was shown during the American War of Independence in the following decade, when Britain had no allies from within Europe and the French in particular, supported the rebels against the British. It cemented links between the French and the Americans from then on.</i></p> <p><b>Nutshell: One or more explanations of significance</b><br/>           NOTE: Two explanations of significance 13-14 marks<br/>           One explanation of significance 11-12 marks</p> | <b>11–14</b> |
| <b>Level 3</b> | <p>Level 3 answers will typically <b>identify and explain one or more examples of change</b> as a result of the Seven Years War eg</p> <p><i>One reason for its significance was the impact the war had on British power and influence in their growing empire. The defeat of the French, in particular, was significant for Britain as the former French colonies in North America were taken by Britain. New France became part of the British colonies in what is modern-day Canada. Several islands in the Caribbean also ended up under British control. The British also gained the upper hand over the French in India.</i></p> <p><i>The British victory in the Seven Years War made other European nations see Britain as a greater threat to their own power and influence. During the American War of Independence in the following decade Britain had no allies from within Europe and the French supported the rebels against the British.</i></p> <p><b>Nutshell: One or more examples of change explained but not addressing significance successfully</b><br/>           Two changes explained 8-10 marks<br/>           One change explained 7-8 marks</p>   | <b>7–10</b>  |
| <b>Level 2</b> | <p>Level 2 answers will typically <b>identify change(s) but not explain them</b> eg</p>   | <b>4–6</b>   |

|                |  |            |
|----------------|--|------------|
|                | <p><i>The Seven Years War was significant for Britain because in defeating France, Britain gained a lot of extra land in North America. Britain also took islands in the Caribbean from France and control of some areas in India.</i></p> <p><b>Nutshell: Identifies change(s) but fails to explain it or identifies significant event(s) but fails to explain significance</b><br/>         NOTE: Some may look like significance but are actually making unsupported statements about the significance of the changes<br/>         NOTE 2: For candidates who identify a change and make a valid comment about the significance without development award 6 marks</p> |            |
| <b>Level 1</b> | <p>Level 1 answers will typically contain description of events or describes unspecifically e.g.</p> <p><i>The Seven Years War was important for Britain because it defeated France and took things from them.</i></p> <p><b>Nutshell: Describes relevant events but does not explain change or address issue of significance</b></p>  | <b>1–3</b> |

‘Warfare changed little between 790 and 1750.’ How far do you agree with this statement?

|                              |   |
|------------------------------|---|
| <b>Assessment Objectives</b> | AO2: Explain and analyse historical events and periods studied using second order historical concepts. [16]<br>AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. [8]   |
| <b>Additional Guidance</b>   | 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.<br><br>The ‘Indicative content’ shown is not a full exemplar answer, but exemplifies the sophistication expected at each level.<br><br>No reward can be given for wider knowledge of the period that remains unrelated to the topic in the question. |

| <b>Levels</b>  | <b>Indicative content</b>                            | <b>Marks</b> |
|--|--|--------------|
| <b>Level 5</b> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li><i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i></li> </ul>                                | See following page for exemplar content and guidance | <b>19–24</b> |
| <b>Level 4</b> <ul style="list-style-type: none"> <li>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.</li> <li>This is supported by a range of accurate knowledge and understanding, covering the time period specified, that is fully relevant to the question.</li> <li><i>There is a well-developed line of reasoning which is clear, relevant and logically structured.</i></li> </ul>   |  | <b>14–18</b> |
| <b>Level 3</b> <ul style="list-style-type: none"> <li>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.</li> <li>This is supported by accurate knowledge and understanding, from the time period specified, that is relevant to the question.</li> <li><i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i></li> </ul>  |  | <b>10–13</b> |
| <b>Level 2</b> <ul style="list-style-type: none"> <li>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.</li> <li>This is supported by some knowledge and understanding, from the time period specified, that is relevant to the question.</li> <li><i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i></li> </ul>  |  | <b>6–9</b>   |
| <b>Level 1</b> <ul style="list-style-type: none"> <li>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.</li> <li>There is basic knowledge and understanding that is relevant to the time period specified and the topic of the question.</li> <li><i>The information is communicated in a basic/unstructured way.</i></li> </ul> |  | <b>1–5</b>   |
| <b>Level 0</b><br>No response or no response worthy of credit.   |  | <b>0</b>     |

'Warfare changed little between 790 and 1750.' How far do you agree with this statement?

| Levels  | Indicative content   | Marks |
|---------|--|-------|
| Level 5 | <p>Level 5 answers will typically construct an answer to the question which <b>explains fully three or more examples</b> which support AND contradict the statement from across <b>both periods</b> (medieval and early modern) e.g.</p> <p><i>Warfare changed very little in the years between 790 and 1750 in terms of its scale. Battles involved huge numbers of soldiers on both sides and battles took place in open battlefields until one side won. For example, at the Battle of Hastings in October 1066, the Norman and Anglo-Saxon armies were relatively equal in terms of numbers of soldiers and the battle raged for most of the day until William of Normandy was able to wear down the Anglo-Saxon shield wall and defeat Harold Godwinson. Likewise, at the Battle of Marston Moor in the English Civil War, more than 40,000 soldiers fought all day including cavalry charges and hand to hand skirmishes.</i></p> <p><i>However, one significant area in which warfare changed during the period 790 to 1750 was in the development of technology to aid armies. Perhaps the most important change was in the development of gunpowder. Primitive cannons were used in the later medieval period to destroy castle walls and change the defensive nature of medieval warfare. Later, the use of gunpowder to create matchlock and flintlock rifles changed the role of soldiers and made the use of archers a thing of the past. By 1750, rifles and artillery were changing the way in which war was fought. Large numbers of enemy soldiers could be killed from a distance, rather than rely on the brutal hand-to-hand fighting of the earlier periods.</i></p> <p><b>Nutshell:</b> Argument with three or more examples<br/> <b>NOTE: 24 marks</b> = 4 examples plus a clinching argument OR 3 developed examples with a clinching argument.<br/> <b>21-23 marks</b> = Both sides of the argument with 4 examples: 3:1 or 2:2<br/> <b>19-21 marks</b> = Both sides of the argument with 3 examples: 2:1</p> | 19–24 |
| Level 4 | <p>Level 4 answers will typically construct an answer to the question which <b>explains two examples of change</b> from across <b>both the medieval AND early modern era</b> e.g.</p> <p><i>Warfare changed a great deal during the period 790 to 1750. At the start of this period, fighting was normally done up close, with soldiers using swords, axes or spears to kill the enemy. The Saxon shield wall tactic, of using a wall of shields to grind an enemy down remained unchanged until the victory of the Normans at Hastings, but after that, changes to warfare were continuous. The Normans used a combination of cavalry, archers and infantry. This combined arms tactic became the normal method of fighting over the next six hundred years, but with important developments. (within medieval period)</i></p> <p><i>Another important change was how armies became more professional. When Harold fought with his house carls at the Battle of Hastings he also used many less well trained troops called the fyrd, some of who were little better than peasants armed with knives and sticks. However during the English civil war Oliver Cromwell gave England a much more professional force, the New Model army, who received regular pay, training and a uniform. This was the first step to making a national army. (both periods)</i></p> <p><b>Nutshell:</b> Argument with two examples to support (one from each period)<br/> <b>NOTE:</b> Award marks in the level for development and support of the explanations as follows:</p>   | 14–18 |

|                |   |              |
|----------------|---|--------------|
|                | <p><b>15 marks</b> is the default for 2 explanations. Award extra <b>marks for development to 17</b>.</p> <p><b>18 marks</b> reserved for a clinching argument</p> <p>NOTE 2: Each explanation of change does not have to include content from both periods, but over the course of the two explanations content should be used from BOTH periods as in the exemplar above.</p>   |              |
| <b>Level 3</b> | <p>Level 3 answers will typically identify and explain <b>one example</b> of warfare changing or not changing from either the medieval or the early modern period e.g.</p> <p><i>The size of armies changed very little between 790 and 1750: they were still relatively small. An example of this would be at Hastings in 1066 where approximately 7500 Anglo-Saxons fought against a similar number of Normans. In the English Civil Wars of the 1640s, the number of men fighting was still small: at Marston Moor about 40,000 but at many other places much fewer. War did change during these periods however, as men fought with axes and swords and at the end were fighting with guns and cannons.</i></p> <p><b>Nutshell:</b> One sided argument; one example to support</p> <p>NOTE: Answers at L3 will often attempt more than one explanation but only one point will be explained.</p> <p>The <b>quality of explanation</b> offered together with <b>additional identified examples</b> will <b>determine the overall mark</b> within the level</p> | <b>10–13</b> |
| <b>Level 2</b> | <p>Level 2 answers will typically identify examples of warfare changing or not changing from either the medieval or early modern period e.g.</p> <p><i>Warfare changed a great deal. In 1066 there were soldiers who fought on horseback and on foot and the Normans had archers. By 1500 castles had been built which protected people and the army and gunpowder was being used in cannons to kill large numbers of people.</i></p> <p><b>Nutshell:</b> Identification and/or description of relevant examples but not explaining</p> <p>Award <b>higher marks in the level for more examples</b></p>   | <b>6–9</b>   |
| <b>Level 1</b> | <p>Level 1 answers will typically demonstrate simple knowledge e.g.</p> <p><i>Warfare was difficult between 790 and 1750. People were made to fight for their king and queen and these men who fought were normally poor people.</i></p> <p><b>Nutshell:</b> General answers</p>  | <b>1–5</b>   |

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