



**GCSE**

**History A (Explaining the modern world)**

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

General Certificate of Secondary Education

**Mark Scheme for June 2018**

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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

<b>Stamp</b>	<b>Ref No.</b>	<b>Annotation Name</b>	<b>Description</b>
 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
<b>SEEN</b>	811	SEEN	Noted but no credit given
<b>NAQ</b>	501	NAQ	Not answered question
	1371	H Wavy Line	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.

### USING THE MARK SCHEME

Please study this Mark Scheme carefully. The Mark Scheme is an integral part of the process that begins with the setting of the question paper and ends with the awarding of grades. Question papers and Mark Schemes are developed in association with each other so that issues of differentiation and positive achievement can be addressed from the very start.

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.

Candidates' answers must be relevant to the question. Beware of 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.

Please read carefully all the scripts in your allocation and make every effort to look positively for achievement throughout the ability range. Always be prepared to use the full range of marks.

## 1. Describe two examples of the impact of Viking raids on Anglo-Saxon England.

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

Levels	Indicative content	Marks
N/A  Points marking  Max 1 mark for one <b>or more</b> general points eg starvation, poverty, mass casualties, economic impact, slavery	<p><i>Burying of treasure (1)</i></p> <p><i>Farms abandoned (1)</i></p> <p><i>Slaves were taken back to Scandinavia (1)</i></p> <p><i>Hysteria because the Vikings were brutal (1)</i></p> <p><i>Some Vikings settled, especially in the north (1)</i></p> <p><i>Starvation as a result of ravaging of the land (1)</i></p> <p><i>Anglo-Saxon England united into a single kingdom under pressure from, and eventually with, the Viking parts of England (1)</i></p> <p><i>Athelstan became King of the English (1)</i></p> <p><i>In 1016 the Danish King Canute became the ruler of a united England. (1)</i></p> <p><i>The Viking raids mainly affected the northern and eastern parts of England with coastal regions being affected badly by pillaging and violence. (1) Anglo-Saxon England united into a single kingdom under pressure from, and eventually with, the Viking parts of England (2)</i></p>	<b>4</b>

## 2. Explain the reasons for Elizabeth I's wars with Spain.

<b>Assessment Objectives</b>	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]
<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.  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
<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>	<i>See following page for exemplar content and guidance</i>	<b>7–8</b>
<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>		<b>5–6</b>
<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>		<b>3–4</b>
<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>		<b>1–2</b>
<b>Level 0</b> No response or no response worthy of credit.		<b>0</b>

## 2. Explain the reasons for Elizabeth I's wars with Spain.

Levels	Indicative content	Marks
Level 4	<p>Level 4 answers will typically identify <b>two or more reasons for the wars and explain them fully</b> e.g.</p> <p><i>There were several reasons why Elizabeth I went to war. One of the most significant was religion. As the leading Protestant nation in Europe, England was in opposition to Spain which was the most powerful Catholic country and had spread its power and influence beyond Europe and into the New World. Catholics saw the conquest and defeat of England as part of a religious crusade. Elizabeth was forced to go to war with Spain from 1585 to 1603 in order to defend England from a Spanish attack.</i></p> <p><i>Another reason for Elizabeth's wars was economic. The Spanish were bringing significant amounts of riches back from the New World and Elizabeth desired a share of that wealth. She gave free reign to captains such as Drake, Hawkins, Frobisher and Raleigh to attack Spanish ships laden with gold and silver. Although this was labelled as piracy, it was in effect an act of war by Elizabeth. She needed the money that the 'pirates' brought to England and this was a major factor in the war between England and Spain.</i></p>	7–8
Level 3	<p>Level 3 answers will typically identify at least one reason for the wars and <b>explain one of them</b> e.g.</p> <p><i>The main reason for Elizabeth going to war was over religion. She was a Protestant and Catholics thought that England was a country full of heretics. Her cousin, Mary Queen of Scots, was Catholic and when she was executed by Elizabeth's order in 1587 the Spanish, as the leading Catholic country in Europe, organised an invasion fleet, or armada, to attack. Elizabeth went to war to defeat the Spanish and to retain the Protestant faith within England.</i></p> <p><i>Another reason for Elizabeth going to war was over money. She sent pirates such as Drake and Raleigh to attack Spanish ships bringing money from the New World.</i></p> <p>NOTE: Many candidates will attempt to explain several reasons but only explain one to the required standard.</p>	5–6
Level 2	<p>Level 2 answers will typically <b>identify at least one reason</b> and describe it but explanation of how or why it caused the wars will be implicit or absent altogether e.g</p> <p><i>The wars were partly about religion. England was a Protestant country and Spain was Catholic. Drake attacked Spanish treasure fleets and English troops fought Spanish troops in the Netherlands which was fighting for its independence from Spain.</i></p> <p><i>Elizabeth went to war with Spain. She did this because the Spanish were planning to attack England because it had done many things to upset them.</i></p>	3–4

<b>Level 1</b>	Level 1 answers will typically contain <b>description of events linked to Elizabeth's wars</b> or <b>unspecific points</b> e.g <i>The Spanish tried to invade with a very large fleet. A storm blew them off course.</i> <i>There were religious reasons for the wars.</i> <i>England was attacked.</i> <i>It was a lot about showing off power</i>	<b>1–2</b>
<b>Level 0</b>		<b>0</b>

**3. How significant was the impact of the Norman conquest on English society?**

<b>Assessment Objectives</b>	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]
<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>

Levels	Indicative content	Marks
<b>Level 4</b>	<i>See following page for exemplar content and guidance</i>	<b>11–14</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>		
<b>Level 3</b>		<b>7–10</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>Level 2</b>		<b>4–6</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>Level 1</b>		<b>1–3</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>Level 0</b>		<b>0</b>
No response or no response worthy of credit.		

## 3. How significant was the impact of the Norman conquest on English society?

Levels	Indicative content	Marks
Level 4	<p>Level 4 answers will typically <b>identify and explain two or more examples</b> of change as a result of the Norman Conquest and make a valid <b>assessment of the significance</b> of at least one of them e.g.</p> <p><i>The impact of the Norman conquest was significant for a number of key reasons. One of the most significant was the removal of the English aristocracy and their roles in society being given to William's Norman followers. Before 1066, English earls had been powerful, landowning men who represented the king in large areas land around the country. After 1066, William could not trust these Anglo-Saxon earls; their lands were divided into smaller earldoms similar to our counties today and were managed by Normans who were loyal to William. Also, around 4000 thegns were also removed and their lands given to around 200 Norman barons. This represented a massive change in the social structure and the power structure of England. Basically the Saxon ruling class was wiped out and replaced by a foreign ruling class.</i></p> <p><i>Another important change was to the lives of peasants. Before the conquest, some peasants had been free and able to move from one area to another. Now, however, the new Norman landlords had imposed stricter restrictions of the lives of the peasants- a new term "villein" was used to describe the peasants to mean that they were now owned by their lord. (NB signif. not explained here).</i></p> <p><i>[Alternatively candidates might argue that it was not that significant because there were aspects of life after the conquest that were already developing in Anglo-Saxon England. The hierarchical structure of Anglo-Saxon society was not that different from the feudal system that the Normans introduced. This idea that a person owed something to their betters was already an established part of life in England, as was the responsibility for the landowners to look after the people who lived and worked on their land.]</i></p> <p><b>Nutshell: One or more explanations of significance</b>            NOTE: Two explanations of significance 13-14 marks            One explanation of significance 11-12 marks</p>	11-14
Level 3	<p>Level 3 answers will typically <b>identify and explain one or more examples of change</b> as a result of the Norman Conquest eg</p> <p><i>The Norman conquest had a significant impact on the people of this country. The biggest impact was on land ownership. Under the Anglo-Saxons, there had been a handful of large earldoms around the country who ruled over the region on behalf of the king. They were supported by around 4000 thegns who formed the back bone of the administration and military for the country. William named himself as the sole land owner following the conquest which meant that he could grant land to whoever he wished, as well as take land back from those who angered him. The earls were replaced by Norman followers who were loyal to William.</i></p> <p><b>Nutshell: One or more examples of change explained but not addressing significance successfully</b></p>	7-10

	Two changes explained 8-10 marks One change explained 7-8 marks	
<b>Level 2</b>	<p>Level 2 answers will typically <b>identify change(s) but not explain them</b> eg  <i>The Normans took over the land of the thegns</i>  <i>William brought in many of his own religious leaders into key roles in England and had many new churches and cathedrals built.</i>  <i>The Normans introduced feudalism.</i></p> <p><b>Nutshell: Identifies change(s) but fails to explain it or identifies significant event(s) but fails to explain significance</b></p> <p>NOTE: Some may look like significance but are actually making unsupported statements about the significance of the changes</p> <p>NOTE 2: For candidates who identify a change and make a valid comment about the significance without development award 6 marks</p>	<b>4–6</b>
<b>Level 1</b>	<p>Level 1 answers will typically contain <b>description</b> of events e.g.  <i>The Normans conquered England in 1066. They had cavalry and castles and they were able to take control. They were very ruthless. They also used Domesday Book to control the country and get taxes.</i></p> <p><b>Nutshell: Describes relevant events but does not explain change or address issue of significance</b></p>	<b>1–3</b>
<b>Level 0</b>		<b>0</b>

4. “War had more of an impact on people than on governments between 1500 and 2010.” 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] AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. [8]
<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>

Levels	Indicative content	Marks
<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> </ul>	<b>6–9</b>

<ul style="list-style-type: none"><li>• <i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i></li></ul>		
<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> No response or no response worthy of credit.		<b>0</b>

## 4. "War had more of an impact on people than on governments between 1500 and 2010." How far do you agree with this statement?

Levels	Indicative content	Marks
Level 5	<p>Level 5 answers will construct an answer to the question which <b>explains fully three or more examples</b> which support AND/OR contradict the statement from across <b>both periods</b> (early modern and modern) e.g.</p> <p><i>Overall I agree with this statement. The two world wars of the twentieth century brought about huge changes to the lives of the people. During both wars, the general population was effectively mobilised to support the war effort. Factories and farms were taken over by the government and hundreds of thousands of people, both men and women, worked in essential industries such as mining and munitions manufacture. The daily lives of people were affected by the introduction of rationing. This improved the diet of the poorer members of society during World War Two as it allowed them access to food which they would not normally have been able to afford to buy. War also had a significant impact on the lives of the people <b>between 1500 and 2010</b>. An example of this would be the sheer numbers of people who were affected by the fighting of wars during this period. In the earlier period, for example during the English Civil wars of the 1640s, historians estimate that around 180,000 people were killed as a result of the fighting, disease and famine that was a consequence of war. During the Second and First World Wars over a million people were killed.</i></p> <p><i>However, war had an impact on government during these periods as well. For example, the Civil Wars of the 1640s saw the removal of King Charles I and he was replaced by the leading Parliamentarian, Oliver Cromwell. This was a significant change in this country and brought in many new ideas about government and power. The removal of royal power opened the door to a republic for a short time and when the monarchy was reintroduced after 1660 the Kings powers were limited by the 1688 settlement. Equally, governments' powers in the twentieth century were massively increased by warfare. The need to get the whole country behind the war effort and supply the armed forces was a main reason why the government took over essential industry, propaganda and huge areas of land during this period. This increased the powers of government enormously.</i></p> <p><i>Overall, I agree with the statement. Wars always affected people who were often just used by government to fight their wars. People were killed if they were soldiers but even those not directly involved were affected, as with those on the home fronts in the world wars.</i></p> <p><b>Nutshell:</b> Argument with three or more explained points</p> <p><b>NOTE:</b> <b>24 marks</b> = 3+ explained points, with comparison plus a clinching argument  <b>21-23 marks</b> = 3+ explained points with a comparative approach (people v government)  <b>19-21 marks</b> = 3+ explained points</p>	19-24

<b>Level 4</b>	<p>Level 4 answers will construct an answer to the question which <b>explains one example from the early modern and the modern era</b> to explain the impact of war on people or governments e.g.</p>	<b>14–18</b>
	<p><i>This statement is correct about the <b>seventeenth century</b>. The Civil Wars of the 1640s saw the removal of King Charles I and a republic being set up. This was a huge change and brought in many new ideas about government and power. Although the royal family was restored in 1660, the relationship between the monarchy and Parliament had been changed for good, shown by the settlement after 1688 which gave Parliament more power. On the other hand <b>the two world wars</b> of the Twentieth Century brought about huge changes to the lives of the people. During both wars, the general population was effectively mobilised to support the war effort. People worked in essential industries such as mining and munitions manufacture to enable the troops to be supplied with enough weapons and resource. Conscription also required military service from all males between the ages of 18 and 41. This had a massive impact on men and their families.</i></p> <p><b>OR</b></p> <p><i>This statement is correct about the <b>seventeenth century</b>. The Civil Wars of the 1640s saw the removal of King Charles I and a republic being set up. This was a huge change and brought in many new ideas about government and power. Although the royal family was restored in 1660, the relationship between the monarchy and Parliament had been changed for good, shown by the settlement after 1688 which gave Parliament more power. Government also changed during the <b>two world wars</b>. The need to get the whole country behind the war effort and supply the armed forces was a main reason why the government took over essential industry, propaganda and huge areas of land during this period. This increased the powers of government enormously.</i></p> <p><b>Nutshell:</b> Argument with two explained points of support (one from each period)</p> <p>NOTE: Award marks in the level for development and support of the explanations as follows:</p> <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>	
<b>Level 3</b>	<p>Level 3 answers will typically <b>identify and explain one</b> example of the impact of war on people or governments from either the early modern or the modern era eg</p> <p><i>The two world wars of the Twentieth Century brought about huge changes to the lives of the people. During both wars, the general population was effectively mobilised to support the war effort. People worked in essential industries such as mining and munitions manufacture to enable the troops to be supplied with enough weapons and resource. Governments were also affected, being reformed into coalitions to meet the needs of leading a country at war which needed everyone outside.</i></p> <p><b>Nutshell:</b> One sided argument; one explained point of support</p> <p>NOTE: Answers at L3 will often attempt more than one explanation but only one point will be explained.</p>	<b>10–13</b>

	The <b>quality of explanation</b> offered together with <b>additional identified examples</b> will determine the overall mark within the level	
<b>Level 2</b>	<p>Level 2 answers will typically <b>identify examples</b> of the impact of wars on government/on people from either the early modern or the modern era e.g.</p> <p><i>War had an impact on the lives of people during the 1900s. In the First World War, people had to work in ammunition factories or were made to join the army. In the Second World War thousands of children were evacuated from cities like London to live in the countryside.</i></p> <p><b>Nutshell:</b> Description of relevant examples but not addressing question  <b>Award 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 or make assertions e.g.</p> <p><i>Britain was involved in lots of wars between 1500 and 2010 like fighting against France or against Germany in the two world wars and this affected all the people involved.</i></p> <p><b>Nutshell:</b> General answers</p>	<b>1–5</b>
<b>Level 0</b>		<b>0</b>

**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
<b>Total</b>	<b>20</b>	<b>30</b>				<b>50</b>

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