



Oxford Cambridge and RSA

**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 Autumn 2021**

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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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## 1. 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

## 1. Subject-specific Marking Instructions

### INTRODUCTION

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

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

You should ensure that you have copies of these materials.

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

### INFORMATION AND INSTRUCTIONS FOR EXAMINERS

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

1. Describe **two** examples of how the Cold War affected life in Britain during the 1950s and 1960s.

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

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	One way in which the Cold War affected life in Britain was through the increase in preparation for a nuclear attack [1]. This preparation took the form of public information broadcasts and leaflets telling people what to do if a nuclear attack happened. [2]  Britain prepared for a nuclear war in the 1950s by having their own nuclear deterrent [1]. Britain developed the Vulcan bomber which was armed with nuclear missiles [2].	<b>4</b>

2. Explain how the relationship between the monarchy and the barons changed during the reigns of Stephen (1135-1154) and John (1214-1216).

<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.

<b>Levels</b>	<b>Indicative content</b>	<b>Marks</b>
<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>	<p>Level 4 answers will typically identify <b>two or more changes in the relationship and explain them fully</b> e.g.</p> <p><i>One way in which the relationship between the monarch and the barons changed was during the reign of Stephen. Stephen seized the throne from his cousin Matilda and the country was involved in a civil war. There was much fighting throughout the country as the two sides tried to take control. This period of history is known as the "Anarchy". Stephen tried to enforce his authority over the earls in England but many of them took advantage of the chaos and ignored him. This undermined his royal authority.</i></p> <p><i>Another example of the change of the relationship between the monarchy and the barons happened during the reign of John. John was a king who angered the barons by increasing taxation to pay for a large army so that he could try to win back land he had lost in Normandy. The tensions between John and the barons reached their peak in 1215 when he was forced to agree to their demands for reform through the signing of Magna Carta, in which he had to accept that kings were no longer above the law.</i></p>	<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>	<p>Level 3 answers will typically identify at least one change in the relationship and <b>explain one of them</b> e.g.</p> <p><i>One way in which the relationship between the monarch and the barons changed was during the reign of Stephen. Stephen seized the throne from his cousin Matilda and the country was involved in a civil war. There was much fighting throughout the</i></p>	<b>5–6</b>

	<p>country as the two sides tried to take control. This period of history is known as the "Anarchy". Stephen tried to enforce his authority over the earls in England but many of them took advantage of the chaos and ignored him. This undermined his royal authority.</p> <p>King John also changed the relationship between the monarch and the people by introducing many taxes that upset the nobles. He also lost land that had belonged to England in Normandy. This upset many people. They gave him the nickname "Lackland".</p> <p>NB: Many candidates will attempt to explain several reasons but only explain one to the required standard.</p>	
<p><b>Level 2</b></p> <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>	<p>Level 2 answers will typically <b>identify at least one change</b> and describe it but explanation of how it changed the relationship will be implicit or absent altogether e.g.</p> <p><i>Stephen was king of England from 1135-1154. During this time, he was involved in a civil war with his cousin Matilda for control of the country. During this time his relationship with the barons changed because some of them ignored him and this undermined his authority.</i></p>	<b>3–4</b>
<p><b>Level 1</b></p> <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>	<p>Level 1 answers will typically contain <b>description of events linked to the reigns of Stephen or John</b> e.g.</p> <p><i>John lost land in France and he had to sign Magna Carta.</i></p>	<b>1–2</b>
<p><b>Level 0</b></p> <p>No response or no response worthy of credit.</p>		<b>0</b>

## 3. How significant were the Boer Wars (1880-81) and (1899-1902) for Britain?

<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>	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.

<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>	<p>Level 4 answers will typically <b>identify and explain two or more examples</b> of change as a result of the Boer Wars and make a valid <b>assessment of the significance</b> of at least one of them e.g.</p> <p><i>One way in which the Boer Wars were significant in Britain was in the damage that they did to the military reputation. The British sent almost half a million troops to fight against the Boers and had struggled to defeat a much smaller force. There was a public outcry at the lack of physically fit men who could serve in the army, which prompted calls for welfare reforms in Britain to enable the army to have enough physically capable volunteers. These reforms were hugely significant as they were the first time the government accepted a responsibility for the welfare of the public in this way, and being linked to the wars, also make them significant as a cause.</i></p> <p><i>Another way in which the Boer Wars were significant was in the impact that they had on the leadership of the country. The use of concentration camps against the Boers damaging for Britain's reputation in the world. More than 20,000 Boers died in the camps as a result of poor sanitation and overcrowding. The damage that this did to Britain's image around the world was significant, as was the reaction of the public at home. People were horrified at what the concentration camps had done to the Boer population and it led to an intense questioning of the government's actions.</i></p> <p><i>Another significance of the Boer Wars was the financial cost of the war. The war cost more than £200 million, of which only a third was paid for by taxation. The rest was borrowed by the government, which saw an increase in the national debt. This was significant because although Britain was one of the wealthiest countries in the world, it did not have the capacity to raise funds for war directly through taxation, which showed that it was economically incapable of waging a prolonged war.</i></p> <p>NB: Two explanations of significance 13-14 marks; One explanation of significance 11-12 marks. NB: Alternatively, candidates may assess why example of change is of limited significance.</p>	<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</li> </ul>	<p>Level 3 answers will typically <b>identify and explain one or more examples of change as a result of the Boer Wars, e.g.</b></p> <p><i>One way in which the Boer Wars were significant in Britain was the use of concentration camps in South Africa. The overcrowding, poor sanitation and lack of medical supplies available for Boer prisoners resulted in 20,000</i></p>	<b>7–10</b>

<p>second order historical concept(s) in the question.</p> <ul style="list-style-type: none"> <li>This is supported by accurate knowledge and understanding that is relevant to the question.</li> </ul>	<p><i>deaths in the 40 concentration camps. This was significant as it damaged the reputation of the British government.</i></p> <p><i>Another way in which the Boer Wars were significant was in the failure of the army to recruit enough physically fit men to fight. There were large numbers of recruits who could not meet with the demands of training, because of poor health and nutrition at home. This was significant as it prompted calls for health and social reforms, in order to meet with what was termed 'national efficiency'.</i></p> <p>NB: Two changes explained 9-10 marks; One change explained 7-8 marks.</p>	
<p><b>Level 2</b></p> <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>	<p>Level 2 answers will typically <b>identify examples of significance but not explain it/them</b> e.g.</p> <p><i>British soldiers were not fit enough to fight.</i></p> <p><i>The Boer Wars were also significant because the British used concentration camps and killed more than 20,000 women and children.</i></p> <p>NB: Some may look like explanations of significance but are actually making unsupported statements about significance</p> <p>NB: For candidates who identify significance and make a valid comment about the significance without development award 6 marks.</p>	<p><b>4–6</b></p>
<p><b>Level 1</b></p> <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>	<p>Level 1 answers will typically contain <b>description</b> of events e.g.</p> <p><i>The British fought two wars against the Boers in southern Africa. The people supported the war at first but then began to turn against the idea of fighting against the Boers.</i></p>	<p><b>1–3</b></p>
<p><b>Level 0</b></p> <p>No response or no response worthy of credit.</p>		<p><b>0</b></p>

4. 'Between 790 and 1750 war had little effect on the lives of ordinary people in Britain.' How far do you agree with this statement? [24]

<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>	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 medieval and early modern periods.

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>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</li> </ul>	<p>Level 5 answers will construct an answer to the question which <b>explains fully three or more examples</b> which support <b>AND</b> contradict the statement from across <b>both periods</b> (medieval and early modern) e.g.</p> <p><i>I disagree with this statement considerably. I believe that war did have a considerable effect on the lives of ordinary people. An example of this would be the Norman conquest. The success of William in taking control of England in 1066 changed the lives of people in England. The English aristocracy and church was removed by William and replaced with a feudal system and Norman-style church that was far-removed from that of the Anglo-Saxons. The Domesday Book gives us clear evidence of the impact on the lives of people. The number of serfs in England rose, which is evidence of a greater control over the lives of peasants in England. Englishmen had to learn Norman French if they were to communicate effectively with their new lords.</i></p> <p><i>Later on in the medieval period, there was also a significant impact on the lives of ordinary people. For example, during the reign of Edward I, he took 20,000 troops to war against Wales and Scotland. This army was partly made up of the feudal levy, in which villages had to provide men and arms for the king. The impact on ordinary people was massive, as many villages would lose young men to war, which had an effect on village life, with labourers and skilled workers being killed.</i></p> <p><i>However, some aspects of war did not have a significant impact on the lives of ordinary people and, therefore, supports the statement. For example, during the reign of Elizabeth I, although there were wars, primarily with Spain, they had less impact on ordinary people. This was because she tried to avoid direct conflict and was happier to help the enemies of her enemies. By supporting the Netherlands against Spain by sending money and equipment, she was reducing the impact of war on ordinary people. Also, there was an increase in naval warfare during this period, most notably against the Spanish Armada. Although this still involved large numbers of sailors, there was no land-based war, so the effect on ordinary people was reduced.</i></p> <p><i>In conclusion, although there are some aspects of warfare between 790 and 1750 that had little impact on the lives of</i></p>	<b>19–24</b>

	<p><i>ordinary people, I am more inclined to disagree with the statement. War, particularly when it involved huge armies, as in during the conquest of Wales and Scotland, or during the Civil Wars of the 1640s, had a huge impact on the lives of ordinary people either through bearing the financial cost of the war through increased tax, or from having to serve as a soldier and risk death or injury as a result.</i></p> <p><b>NB: 24 marks</b> for two points explained on each side plus a clinching argument;  <b>21-23 marks</b> for two explained points on each side (2-2)  <b>19-20 marks</b> for two explained points on one side and one explained point on the other (2-1) or 1-2)</p>	
<p><b>Level 4</b></p> <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>	<p>Level 4 answers will construct an answer to the question which <b>explains one example</b> from each period to explain the lack of impact of war <b>AND/OR</b> the impact e.g.</p> <p><i>I believe that war did have a considerable effect on the lives of ordinary people. An example of this would be the Norman conquest. The success of William in taking control of England in 1066 changed the lives of people in England. The English aristocracy and church was removed by William and replaced with a feudal system and Norman-style church that was far-removed from that of the Anglo-Saxons. The Domesday Book gives us clear evidence of the impact on the lives of people. The number of serfs in England rose, which is evidence of a greater control over the lives of peasants in England. Englishmen had to learn Norman French if they were to communicate effectively with their new lords.</i></p> <p><i>However, some aspects of war did not have a significant impact on the lives of ordinary people and, therefore, supports the statement. For example, during the reign of Elizabeth I, although there were wars, primarily with Spain, they had less impact on ordinary people. This was because she tried to avoid direct conflict and was happier to help the enemies of her enemies. By supporting the Netherlands against Spain by sending money and equipment, she was reducing the impact of war on ordinary people. Also, there was an increase in naval warfare during this period, most notably against the Spanish Armada. Although this still involved large numbers of sailors, there was no land-based war, so the effect on ordinary people was reduced.</i></p> <p>NB: 18 marks for a clinching argument;  15 marks is the default for two explained points; award extra marks for development.</p>	<b>14–18</b>
<p><b>Level 3</b></p> <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</li> </ul>	<p>Level 3 answers will typically <b>identify and explain one</b> or more example of the impact of war OR lack of impact from <b>one period</b> e.g.</p> <p><i>I disagree with the statement. I believe that war did have an effect on the lives of ordinary people. For example, after William the Conqueror took control of England in 1066, he changed the lives of ordinary people. He brought in the feudal system, whereby everyone in the country owed their allegiance to the person above them. For the poor in England, this meant that they were now controlled by a Norman landlord, for whom they would have to work, serve and fight. They would have to learn how to communicate in Norman French and listen to church services that were in Latin, rather than in old</i></p>	<b>10–13</b>

<p>answer to the question.</p> <ul style="list-style-type: none"> <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>	<p><i>English, which is what they had been used to.</i></p> <p>NB: The quality of the explanation offered together with any additional identified examples will determine the overall mark within the level.</p>	
<p><b>Level 2</b></p> <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>	<p>Level 2 answers will typically <b>identify examples</b> of the impact/lack of impact of wars from either the medieval or early modern era e.g.</p> <p><i>War had an impact on people during the later period. Many people were forced to fight for either Charles I or Parliament during the English Civil Wars of the 1640s.</i></p> <p>NB: Award higher marks in the level for more examples.</p>	6–9
<p><b>Level 1</b></p> <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</li> </ul>	<p>Level 1 answers will typically demonstrate <b>simple knowledge</b> or make <b>assertions</b> e.g.</p> <p><i>There were lots of wars between 790 and 1750 including fighting against Spain and France. The English also fought against each other during the Civil War.</i></p>	1–5

<p>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.</p> <ul style="list-style-type: none"> <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>		
<p><b>Level 0</b> No response or no response worthy of credit.</p>		<p><b>0</b></p>

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