



## Mark Scheme (Results)

October 2020

Pearson Edexcel  
in GCE History (9HI0/35)

Paper 3: Themes in breadth with aspects  
in depth

Option 35.1: Britain losing and gaining an  
empire, 1763-1914

Option 35.2: The British experience of  
warfare, c1790-1918

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## General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

## Generic Level Descriptors: Section A

**Target:** AO2: Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.

Level	Mark	Descriptor
	0	No rewardable material.
<b>1</b>	<b>1-3</b>	<ul style="list-style-type: none"><li>• Demonstrates surface level comprehension of the source material without analysis, selecting some material relevant to the question, but in the form of direct quotations or paraphrases.</li><li>• Some relevant contextual knowledge is included, with limited linkage to the source material.</li><li>• Evaluation of the source material is assertive with little or no supporting evidence. Concepts of reliability or utility may be addressed, but by making stereotypical judgements.</li></ul>
<b>2</b>	<b>4-7</b>	<ul style="list-style-type: none"><li>• Demonstrates some understanding and attempts analysis of the source material by selecting and summarising information and making undeveloped inferences relevant to the question.</li><li>• Contextual knowledge is added to information from the source material to expand, confirm or challenge matters of detail.</li><li>• Evaluation of the source material is related to the specified enquiry but with limited support for judgement. Concepts of reliability or utility are addressed mainly by noting aspects of source provenance and judgements may be based on questionable assumptions.</li></ul>
<b>3</b>	<b>8-12</b>	<ul style="list-style-type: none"><li>• Demonstrates understanding of the source material and shows some analysis by selecting key points relevant to the question, explaining their meaning and selecting material to support valid inferences</li><li>• Deploys knowledge of the historical context to explain or support inferences as well as to expand, confirm or challenge matters of detail.</li><li>• Evaluation of the source material is related to the specified enquiry and explanation of utility takes into account relevant considerations such as nature or purpose of the source material or the position of the author. Judgements are based on valid criteria but with limited justification.</li></ul>

Level	Mark	Descriptor
4	13–16	<ul style="list-style-type: none"> <li>Analyses the source material, interrogating the evidence to make reasoned inferences and to show a range of ways the material can be used, for example by distinguishing between information and claim or opinion, although treatment of the two enquiries may be uneven.</li> <li>Deploys knowledge of the historical context to illuminate and/or discuss the limitations of what can be gained from the content of the source material, displaying some understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn.</li> <li>Evaluation of the source material uses valid criteria which are justified and applied, although some of the evaluation may be weakly substantiated. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement.</li> </ul>
5	17–20	<ul style="list-style-type: none"> <li>Interrogates the evidence of the source in relation to both enquiries with confidence and discrimination, making reasoned inferences and showing a range of ways the material can be used, for example by distinguishing between information and claim or opinion,</li> <li>Deploys knowledge of the historical context to illuminate and/or discuss the limitations of what can be gained from the content of the source material, displaying secure understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn.</li> <li>Evaluation of the source material uses valid criteria which are justified and fully applied. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement and, where appropriate, distinguishes between the degree of certainty with which aspects of it can be used as the basis for claims.</li> </ul>

## Sections B and C

**Target:** AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	<ul style="list-style-type: none"> <li>Simple or generalised statements are made about the topic.</li> <li>Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question.</li> <li>The overall judgement is missing or asserted.</li> <li>There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.</li> </ul>
2	4–7	<ul style="list-style-type: none"> <li>There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the focus of the question.</li> <li>Mostly accurate and relevant knowledge is included, but lacks range or depth and has only implicit links to the demands and conceptual focus of the question.</li> <li>An overall judgement is given but with limited substantiation and the criteria for judgement are left implicit.</li> </ul>

<b>Level</b>	<b>Mark</b>	<b>Descriptor</b>
		<ul style="list-style-type: none"> <li>• The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.</li> </ul>
<b>3</b>	<b>8–12</b>	<ul style="list-style-type: none"> <li>• There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included.</li> <li>• Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth.</li> <li>• Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation.</li> <li>• The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.</li> </ul>
<b>4</b>	<b>13–16</b>	<ul style="list-style-type: none"> <li>• Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven.</li> <li>• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands.</li> <li>• Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported.</li> <li>• The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.</li> </ul>
<b>5</b>	<b>17–20</b>	<ul style="list-style-type: none"> <li>• Key issues relevant to the question are explored by a sustained analysis of the relationships between key features of the period.</li> <li>• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands.</li> <li>• Valid criteria by which the question can be judged are established and applied and their relative significance evaluated in the process of reaching and substantiating the overall judgement.</li> <li>• The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity and precision.</li> </ul>

## Section A: indicative content

### Option 35.1: Britain: losing and gaining an empire, 1763-1914

Question	Indicative content
1.	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates must analyse and evaluate the source to consider its value for revealing the strengths of the British forces and the weaknesses of the Dervish army at the Battle of Omdurman 1898. The author of the source is not named in the specification but candidates can be expected to be aware of the context.</p> <p>1. The following points could be made about the origin and nature of the source and applied when giving weight to information and inferences:</p> <ul style="list-style-type: none"><li>• The source is written by an experienced junior officer who had been with the British Army in earlier campaigns</li><li>• The source is from a private diary entry written up a few days after the campaign was over. It was not written with publication in mind</li><li>• The source is clearly expressed and balanced showing respect for both sides.</li></ul> <p>2. The following inferences and significant points of information could be drawn and supported from the source:</p> <p><b>The strengths of the British forces:</b></p> <ul style="list-style-type: none"><li>• It provides evidence that the British forces and the native troops fighting with them had been trained and commanded by officers experienced in previous colonial campaigns</li><li>• It suggests that Kitchener prepared for his battles carefully and based his tactics on the evidence of reconnaissance</li><li>• It suggests that Kitchener used the forces at his disposal in an integrated manner, e.g. using the naval force to facilitate the land campaign</li><li>• It suggests that Kitchener had decided to conduct a defensive battle using his knowledge of Dervish tactics and his possession of devastating modern weapons which were technically superior.</li></ul> <p><b>The weaknesses of the Dervishes:</b></p> <ul style="list-style-type: none"><li>• It suggests that the Dervishes had launched an offensive without any assessment of the strengths of the British forces</li><li>• It provides evidence that there was reluctance on the Dervish side to launch the night attack that might have been to their advantage</li><li>• It indicates that despite their great courage the Dervishes exposed themselves to a situation that suited British strengths and did not capitalise on their numerical advantage</li><li>• It provides evidence that Dervish officers lacked control of their men in night fighting.</li></ul>

Question	Indicative content
	<p data-bbox="331 138 1391 237">3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the value of the source in revealing the strengths and weaknesses of both sides points may include:</p> <ul data-bbox="379 250 1398 591" style="list-style-type: none"><li data-bbox="379 250 1398 349">• The British had trained and equipped their army to deal with colonial struggles and developed the ability to use their firepower, e.g. the Maxim Gun to maximum effect</li><li data-bbox="379 362 1398 506">• Kitchener had established the reputation of being a methodical and ruthless commander. He had been in the force that failed to rescue Gordon and was determined to gain revenge on the Mahdists</li><li data-bbox="379 519 1398 591">• The British had a massive advantage in the weapons they possessed: artillery, magazine rifles and 20 machine guns.</li></ul>



## Option 35.2: The British experience of warfare, c1790-1918

Question	Indicative content
2	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates must analyse and evaluate the source to consider its value for revealing the nature of the problems encountered by Florence Nightingale in the Crimea and the reasons for these problems. The author of the source is named in the specification and candidates will be aware of the context.</p> <ol style="list-style-type: none"><li>The following points could be made about the origin and nature of the source and applied when giving weight to information and inferences:<ul style="list-style-type: none"><li>The letter is confidential and therefore may be considered likely to convey an account of the views of the author on sensitive and/or controversial issues</li><li>The recipient is Sidney Herbert, who held an important position in Government and may be able to influence decisions which would improve nursing conditions</li><li>The tone of the source is very direct and expresses the author's views clearly and forcefully.</li></ul></li><li>The following inferences and significant points of information could be drawn and supported from the source:<p><b>The problems encountered by Florence Nightingale in the Crimea:</b></p><ul style="list-style-type: none"><li>It indicates the problems of maintaining hygiene with inadequate water supply and a lack of washing facilities</li><li>It provides evidence of the lack of supplies, e.g. clean linen</li><li>It provides evidence of the death rates in surgery</li><li>It suggests that there was severe overcrowding in the hospital which was inhibiting adequate attention to the needs of patients</li><li>It provides evidence that there was a patronising attitude towards female staff in positions of responsibility.</li></ul><p><b>The reasons for these problems:</b></p><ul style="list-style-type: none"><li>It provides evidence that the military leaders were out of touch with the realities or in a state of denial</li><li>It provides evidence that the quality and attitude of some junior doctors was unacceptable</li><li>It suggests that funding was inadequate and that the collection of voluntary funds was necessary to provide essentials.</li></ul></li><li>Knowledge of historical context should be deployed to support and develop inferences and to confirm the value of the source in revealing the problems encountered and the reasons for these problems. Relevant points may include:<ul style="list-style-type: none"><li>The War produced very heavy casualties from Russian artillery and the spread of disease. Far more men lost their lives through</li></ul></li></ol>

Question	Indicative content
	<p>infections than in conflict and the medical services were under extreme pressure</p> <ul style="list-style-type: none"><li data-bbox="368 259 1358 360">• The Crimean War was reported on by war correspondents which led to increasing public concern and newspaper campaigns including the raising of funds</li><li data-bbox="368 376 1337 443">• The issues referred to led to the setting up of a Commission of Inquiry.</li></ul>

## Section B: indicative content

### Option 35.1: Britain: losing and gaining an empire, 1790-1914

Question	Indicative content
<b>3</b>	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about the accuracy of the statement that the Durham Report successfully dealt with the key problems facing Canada in the years 1837-40.</p> <p>Arguments and evidence supporting the statement that the Durham Report successfully dealt with the key problems facing Canada in the years 1837-40 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The Durham Report recognised the desire for responsible self-government and stated that the elected legislative assembly would control domestic policy with the Governor restricted to ceremonial duties</li><li>• The Report had credibility in terms of identifying key issues because it emerged from a process during which Durham and his advisers consulted a wide range of interest groups</li><li>• The Report established a balance between the principle that the people of Canada dealt with domestic issues while foreign and commercial policy was determined by the British Government</li><li>• It proposed the unification of Upper and Lower Canada into one province. This would address the problem of the domination of French Canadians within Lower Canada.</li></ul> <p>Arguments and evidence challenging the statement that the Durham Report successfully dealt with the key problems facing Canada in the years 1837-40 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The Report was not fully implemented until 1847 and Durham himself resigned after only 5 months in office</li><li>• Canadian liberals, e.g. Robert Baldwin, put forward many more radical ideas for responsible self-government than Durham was prepared to listen to</li><li>• The Report's policy towards French Canadians did not resolve the issue in the longer term</li><li>• The Report did nothing to deal with the issues involving the indigenous peoples</li><li>• The longer term issue of relations with the developing United States was not addressed by the Durham Report.</li></ul> <p>Other relevant material must be credited.</p>

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Question	Indicative content
4	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about the accuracy of the statement that it was the weaknesses of the Indian rebels that explains the defeat of the Indian Rebellion of 1857.</p> <p>Arguments and evidence supporting the statement that it was the weaknesses of the Indian rebels that explains the defeat of the Indian Rebellion of 1857 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The Indians were not a cohesive force and represented a wide range of grievances and motivations. They did not attract widespread support from Indian civilians and many of the leaders were disaffected Indian rulers</li> <li>• There were deep religious divisions between the Muslims and the Hindus</li> <li>• The poor quality and badly-structured military leadership led to a lack of coherent planning. This meant a failure to exploit the numerical superiority and element of surprise in the early stages of the campaign</li> <li>• Many felt that the East India Company had provided better rule than the native rulers who often seemed more concerned with their own vested interests.</li> </ul> <p>Arguments and evidence challenging the statement that it was the weaknesses of the Indian rebels that explains the defeat of the Indian Rebellion of 1857 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The British took very strong and effective action, e.g. after relieving the siege of Cawnpore</li> <li>• The British had more modern weapons, e.g. the Enfield rifle introduced in 1853</li> <li>• Many native members of the British Army remained loyal, e.g. the rulers in the Punjab and their peoples</li> <li>• The British made it clear that they were aware of the inadequacies of the Company's rule and that reform would come</li> <li>• More British troops were sent to India to make up 50% of the force. The greater financial resources of the British came into play.</li> </ul> <p>Other relevant material must be credited.</p>

### Option 35.2: The British experience of warfare, c1790-1918

Question	Indicative content
<b>5</b>	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about the accuracy of the statement that the leadership of Wellington was the most significant reason for the success of the British Army during the French Wars</p> <p>Arguments and evidence supporting the statement that the leadership of Wellington was the most significant reason for the success of the British Army during the French Wars should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Wellington showed close attention to detail in choosing locations for battle, e.g. at Waterloo, and surveyed the ground before deploying his forces to best effect</li><li>• Wellington recognised the importance of both morale and discipline. He organised the supply of food, paid local farmers for their produce and dealt harshly with looters</li><li>• Wellington understood the vital role of the infantry and the need for training to develop the maximum firepower</li><li>• Wellington maintained a close contact with the political leaders, e.g. his regular detailed reports to Lord Bathurst</li><li>• Wellington learnt from the mistakes made in earlier campaigns, e.g. in the Low Countries, and his time in India had made him aware of the importance of supply trains in difficult territory.</li></ul> <p>Arguments and evidence challenging the statement that the leadership of Wellington was the most significant reason for the success of the British Army during the French Wars should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The British government raised the finance to fund the campaigns and maintain alliances</li><li>• The Royal Navy played a key role in transporting troops, equipment and supplies</li><li>• Napoleon became overstretched, especially after his invasion of Russia in 1812 and his health deteriorated</li><li>• The allies played a vital role, e.g. the Prussian forces at Waterloo and the Portuguese forces in the Peninsular War.</li></ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
<p><b>6</b></p>	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about the accuracy of the statement that the Battle of Passchendaele (1917) revealed that the British Army had learnt from previous setbacks on the Western Front.</p> <p>Arguments and evidence supporting the statement that the Battle of Passchendaele (1917) revealed that the British Army had learnt from previous setbacks on the Western Front should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Plumer improved the staff work, e.g. appointing Tim Harrington as chief of staff, which led to more effective co-ordination of the artillery, infantry and armour</li> <li>• The offensives between 20 September and 4 October were thoroughly planned, with 'bite and hold' tactics supported by massive bombardments, which countered the German defence in depth</li> <li>• The importance of the Royal Flying Corps was understood and they were used to identify targets, which were then bombarded by the artillery</li> <li>• The value of the Australian, New Zealand and Canadian forces was recognised and they were integrated into the offensive effectively, e.g. at Polygon Wood.</li> </ul> <p>Arguments and evidence challenging the statement that the Battle of Passchendaele (1917) revealed that the British Army had learnt from previous setbacks on the Western Front should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Haig's initial plan was still over ambitious like the Battle of the Somme, e.g. aiming to break through to the coast and take the ports of Ostend and Zeebrugge</li> <li>• Haig continued to rely on the faulty Military Intelligence provided by Charteris and failed to understand that the Gheluvelt Ridge enabled the Germans to subject the attacking forces to deadly cross fire</li> <li>• Haig repeated the mistake of 1916 by continuing the offensive when it was clear that no decisive breakthrough was going to be made</li> <li>• Haig initially appointed Gough, who was a believer in the already-tried tactic of massive frontal assault, to command the offensive rather than Plumer.</li> </ul> <p>Other relevant material must be credited.</p>

## Section C: indicative content

### Option 35.1: Britain: losing and gaining an empire, 1763-1914

Question	Indicative content
7	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about the accuracy of the statement that trade with the Americas played the most significant part in the expansion of British trade in the years 1776-1914.</p> <p>Arguments and evidence supporting the statement that trade with the Americas played the most significant part in the expansion of British trade in the years 1776-1914 should be analysed and evaluated.</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"><li>• During, and in the immediate aftermath of, the War of Independence, trade links declined but by the end of the century 40% of US imports came from Britain and large quantities of raw cotton went to Britain</li><li>• In the 1820s, Britain exported manufactured goods to the Latin American countries, which had gained independence from Spain and Portugal</li><li>• The abolition of the Slave Trade significantly altered the pattern of trade leading to new developments</li><li>• In the 1850s, 7% of all British exports went to Latin America while Britain was importing increasing amounts of meat, e.g. from Argentina</li><li>• In the late 19<sup>th</sup> century the United States began to produce more manufactured goods but 20% of their trade was still with Britain.</li></ul> <p>Arguments and evidence challenging the statement that trade with the Americas played the most significant part in the expansion of British trade in the years 1776-1914 should be analysed and evaluated.</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"><li>• Government policies, e.g. the adoption of free trade in the 1840s, stimulated trade</li><li>• The development of entrepots and new trade routes, e.g. the acquisition of Singapore in 1819 and the taking of Hong Kong in 1842, which opened up commercial opportunities with China</li><li>• In the 1870s, British government enterprise and opportunism was illustrated by the purchase of a controlling interest in the Suez Canal</li><li>• Trade with Germany became increasingly important in the years up to 1914 as both a market (Britain's second biggest) and a source of goods (Britain was Germany's biggest market).</li></ul> <p>Other relevant material must be credited.</p>



Question	Indicative content
8	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about the accuracy of the statement that the retention of Gibraltar in 1783 was most significant in the development of British control of key strategic naval bases in the years 1763-1878.</p> <p>Arguments and evidence supporting the statement that the retention of Gibraltar in 1783 was most significant in the development of British control of key strategic naval bases in the years 1763-1878 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The position of Gibraltar provided a gateway for British ships to enter the Mediterranean</li> <li>• British control of Gibraltar made it difficult for the French to link up and supply their Atlantic and Mediterranean ports</li> <li>• Control of the port made it more difficult for the Spanish to give effective naval assistance to France</li> <li>• Gibraltar developed as an important staging post for the British fleet and provided supplies for the Trafalgar campaign</li> <li>• The acquisition of the Suez Canal increased the importance of Gibraltar as a key protector of trade routes from the UK.</li> </ul> <p>Arguments and evidence challenging the statement that the retention of Gibraltar in 1783 was most significant in the development of British control of key strategic naval bases in the years 1763-1878 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• In 1763 the British had control of naval bases in Menorca, Jamaica and Nova Scotia, which facilitated control of key areas of British interest</li> <li>• In 1815 Britain took control of Ceylon from the Dutch, which gave merchants control of the lucrative spice trade and a significant base in the Indian Ocean</li> <li>• In 1815 the British took control of Cape Town, which was an important staging post between Europe and the East Indies</li> <li>• In 1839 Britain took control of Aden, which countered Russian expansion into Persia. From the 1870s, patrols from there guarded the routes between the Suez Canal and Bombay</li> <li>• In 1878 Britain gained control of Cyprus, which prevented Russia gaining access to the Mediterranean. It also provided a base for intervention in Egypt.</li> </ul>

	Other relevant material must be credited.
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### Option 35.2: The British experience of warfare, c1790-1918

Question	Indicative content
9	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about how far can carronades be regarded as the key turning point in the development of weaponry in the British military in the years 1790-1918.</p> <p>Arguments and evidence supporting the statement that carronades were the key turning point in the development of weaponry in the British military in the years 1790-1918 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Nearly 30,000 carronades were used in the French Wars. They were mainly used by the Royal Navy but adapted for the army with the last recorded use in the Boer War</li><li>• Carronades were produced using a new boring technique which made them lighter so they could be used on the upper deck and deployed on smaller ships, e.g. employed on frigates</li><li>• Carronades fired a 32 pounder which could disable a ship if aimed at the mast and they required less powder which required a smaller gun crew and encouraged further development in artillery training methods</li><li>• Carronades played an important part in the close-quarter engagements at Trafalgar and were used by Wellington during sieges, e.g. Badajoz, in the Peninsular War</li><li>• The Carron Iron Company continued to research and develop artillery pieces after the success of the carronade.</li></ul> <p>Arguments and evidence challenging the statement that carronades were the key turning point in the development of weaponry in the British military in the years 1790-1918 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Carronades were less widely used in the Royal Navy after the French Wars because they were only effective at relatively short range and enemy ships became aware of this and kept their distance</li><li>• In the 1850s the Armstrong Company produced a breech loader, which, although it encountered initial opposition from the military establishment, made it possible to develop more effective artillery</li><li>• Machine guns were developed that had a high rate of fire and were modified to become easier to manoeuvre, culminating in the Lewis gun during the Great War</li><li>• Better gunnery training in the Royal Navy with HMS Excellent and later the Fisher reforms, which involved the development of more heavily armoured battleships.</li></ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
<b>10</b>	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about the accuracy of the statement that the McNeill-Tulloch Report (1855) was the most significant factor in addressing the weaknesses of the British Army in the years 1815-1918.</p> <p>Arguments and evidence supporting the statement that the McNeill-Tulloch Report (1855) was the most significant factor in addressing the weaknesses of the British Army in the years 1815-1918 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The report marked a clear break with the preceding 40 years when the Army was very much under the influence of Wellington who resisted radical reform</li> <li>• The report detailed concerns about the conditions of the soldiers, especially their diet and food supplies. It led to the reform of the Commissariat with the Army controlling supply</li> <li>• The report focused on issues concerning equipment, including medical supplies, and identified the need for a more effective system of distribution</li> <li>• The report exposed deficiencies in communications which led to reforms in 1858 reducing the power of the Horse Guards and increasing political control which manifested itself in future reforms.</li> </ul> <p>Arguments and evidence challenging the statement that the McNeill-Tulloch Report (1855) was the most significant factor in addressing the weaknesses in the British Army in the years 1815-1918 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The Cardwell reforms 1868-74 created a more professional force with a regular army and a reserve force. There was focus on improving the training of young officers, e.g. at Sandhurst</li> <li>• Cardwell addressed problems of recruitment by improving conditions of service, e.g. abolishing flogging in peacetime and reducing the length of service as well as abolishing the purchase of commissions</li> <li>• The Haldane reforms (1905-12) responding to the Boer War created both a strike and volunteer force which was given more specialist training and provided the framework of a reserve prepared for war on a large scale</li> <li>• Haldane dealt with the quality of command by creating a General Staff and establishing the Officer Training Corps, which would train potential young officers in public schools and universities.</li> </ul> <p>Other relevant material must be credited.</p>

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