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GCE History 9HI0 35

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Introduction

It was pleasing to see candidates able to engage effectively across the ability range with the new A-level paper 35 which dealt with Britain: Losing and Gaining an Empire, 1763-1914 (35.1) and the British Experience of Warfare, c1790-1918 (35.2).

The paper is divided into three sections. Section A contains a compulsory question which is based on two enquiries linked to one source. It assesses analytical and evaluative skills (AO2). Section B comprises a choice of essays that assess understanding of the period in depth (AO2) by targeting five second order concepts - cause, consequence, change and continuity, similarity and difference and significance. Section C comprises a choice of essays that relate to aspects of the process of change over a period of at least a hundred years (AO1). Most candidates appeared to organise their time effectively and there was little evidence of candidates being unable to attempt all three sections of the paper within the time allocated.

In Section A, the strongest answers demonstrated an ability, in both enquiries, to draw out reasoned inferences developed from the source and backed up with specific knowledge. It is important that candidates do not devote too much time to stating that the source is devalued by what is not there. In some cases, however, candidates made interesting and effective points suggesting that authors may have deliberately left out points and that in itself could be significant.

Candidates are more familiar with the Section B essay section and most candidates were well prepared to write, or to attempt, an analytical response. Stronger answers clearly understood the importance of identifying the appropriate second order concept. Candidates need to formulate their planning so that there is an argument within their answer. The generic mark scheme clearly indicates the four bullet-pointed strands which are the focus for awarding marks and centres should note how these strands progress through the levels.

In Section C, most candidates were well prepared in terms of their contextual knowledge of individual elements within the period, but not all candidates fully engaged with the elements of the process of change that are central in this section of the examination. Candidates need to be aware that this is a breadth question and that the question encompasses a minimum of 100 years. This has important implications for the higher levels in bullet point 2 of the mark scheme. It was judged not possible for candidates to have 'fully met' the demands of any Section C question unless at least 75% of the chronological range of the question was addressed.

The candidates' performance on individual questions is considered in the next section.

Question 1

Candidates at all levels were able to access this source and respond to the two enquiries within the question. The weaker candidates tended to paraphrase the content of the source but most candidates identified at least one inference. Stronger candidates developed the inference/s and drew on the content of the source and relevant contextual knowledge. Some candidates could have made more effective use of the provenance of the source and linked it with contextual knowledge to develop their evaluation.

Chosen question number: **Question 1** **Question 2**

The Royal Navy's bombardment of Alexandria on 11th July 1882 led to the creation of a British 'Veiled Protectorate' in Egypt, whereby British advisers ran the nation under the guise of advising the Khedive, whereas the nation had previously been a province of the Ottoman Empire. Source 1 argues that the chief importance of Egypt was geopolitical and moral, with Britain best suited to govern, using moralistic and persuasive language like "responsibilities" and rhetorical questions; the source argues the immediate reason for intervention was a power vacuum in Egypt, necessitating the "decisive and effective action" by Britain. By focusing on Britain's moral reasons for intervention, Source 1 is of value for revealing the official view of the intervention, and the utilitarian values that motivated key British individuals.

Source 1 is accurate in arguing the importance of Egypt lay in its strategic location "on the high road to the Far East... of interest to all the powers of Europe"; it is true that Africa was becoming a centre of the 'New Imperialism', with the creation of the 'International Association for the Exploration and Civilisation of Africa' by King Leopold of Belgium in 1876. Egypt was thus important to protect British prestige in Africa; however, the source is limited in its avoidance of explicit reference to economic

interests in the region, since the ^{British} acquisition of 44% of shares in the Suez Canal in 1875 - through which 3/4 of trade was British - necessitated intervention. Indeed, Gladstone had 37% of

his personal fortune invested in Egyptian loans; the source thus overlooks the under economic importance of Egypt to Britain, as it occurs in the context of an evangelical and moralistic British public. Being thus appeals to the religious sensibilities of the British public to portray the intervention as altruistic, which is more likely to gain public support for continued occupation. Source 1 is accurate to show that an immediate reason for the intervention was the power vacuum, where there was "no effective political authority"; this is of value since the Egyptian government had long been struggling, with foreign debt growing from £3 million to £100 million (1863-70), and the Khedive going bankrupt by 1875-6. The region's instability thus necessitated intervention; however, the source is limited in its euphemistic descriptions of such a power struggle, as it fails to mention explicitly the Arabi Pasha (who led a coup against the Khedive in 1879, and whose nationalist cabinet reversed the Dual Control's financial cuts by borrowing £400,000 from the Rothschild's). Being similarly neglects the rise of the Mahdi in Sudan in 1881, which threatened to spread pan-Islamic nationalism to Egypt that endangered both British economic interests and Christian values. Source 1 neglects such 'local' reasons for the intervention as it was written at a time when such local Muslim leaders and nationalists were dismissed as racially inferior - Semitoids.

Kutub was called the 'Mad Mullah' by Britain - and so the source overlooks indigenous tensions as it comes from a period that placed Europe at the centre of world affairs.

Source 1 is reliable in coming from an article by the Earl of Cromer as, having served as Consul-General from 1882 to 1907, Baing would have seen the changing landscape of Africa - with the Scramble for Africa, the Sudan Campaign, and growing Egyptian Nationalism - and so was exposed to a variety of reasons for British intervention. Indeed, as the most senior official, the source is useful in representing the official view; however, the source is limited by the fact it is an article published in 1908, hence after Baing had left Egypt, after he was rewarded with an Earldom. This means Baing aims to justify his leadership, thus portray^{ing} the strategic importance of Egypt to appeal to the domestic public's sense of national pride - that France must never gain an advantage - and he equally shows the moral reasons for intervention to appeal to the public's evangelical principles. This source, as an article, is limited as it is aimed at persuading the British public that the occupation is just, hence neglects the details that portray Britain less favourably, such as the existence of the Dual Control since 1875 and the growth of Egyptian nationalism under it. Indeed, the first nationalist congress met in 1907, caused in part by Baing's refusal to reform land tax inequality and his raising of tuition fees in 1901 that so limited Fellahin upward mobility. Baing thus has his reputation to defend - he hopes to legitimise his role

in Egypt at a time when it again seemed more unstable - limiting the source's reliability as it gives a distorted view aimed to denigrate an individual.

4/5 If a source is accurate about Egypt's importance and the reasons for intervention, it would acknowledge economic, geopolitical and moral aspects; if complete and broad, it would explore Britain's earlier action in Egypt. Source 1 meets the accuracy criteria in exploring both geopolitical and moral reasons for intervention, exposing the role of imperial rivalry and religious fervour, however, it is less useful in not acknowledging British financial intervention from 1875, and so limits the source in scope to largely moral aspects of Egypt's importance and reasons for intervention. Source 1 thus shows the official British viewpoint, but is of less value as an individual account as it seeks to defend the occupation, hence emphasise ^{action in} Egypt was a necessary and moral duty. Source 1 is thus quite valuable in revealing the moral and strategic importance of Egypt, but is less useful in showing the reasons for intervention as it reflects the Mahdi and Arabi to provide a Eurocentric view.



ResultsPlus Examiner Comments

A very effective answer which is rooted in the source and identifies a range of key points for both enquiries and deploys knowledge to illustrate points and to highlight issues, e.g. with regard to international relations, which are not cited in the source. There is very good use of the attribution, the source itself and specific knowledge for evaluation. An impressive answer which merits Level 5.



ResultsPlus Examiner Tip

The first paragraph is an excellent example of the benefits of rooting the response in a close analysis of the source. The interrogation of the source is very effective throughout.

Question 2

Candidates at all levels were able to access the source and respond to the two enquiries. Some candidates identified and developed inferences, e.g. the ambivalent attitude of Wellington to his army. Stronger candidates developed the issue of Wellington's attitude and used the source to show his appreciation of the 'gallantry' of the men in battle but his concern about their lack of discipline when not directly engaging the enemy. They also often recognised Wellington's characteristic attention to detail in naming specific officers and recognising the significance of the work they had done. There was also effective deployment of knowledge to develop points, e.g. of earlier campaigns in the Peninsular War. Weaker candidates tended to paraphrase the source, often quoting long extracts without analysing their significance. The evaluation tended to be very stock in character often saying it was a private letter and therefore reliable. It was interesting that some centres had clearly used the collection of Wellington's correspondence with Bathurst and made use of the introduction to this in their evaluation.

Chosen question number: **Question 1** **Question 2**

Source 2 is useful in revealing Wellington's attitude to the army however it is less useful in revealing problems he encountered in the Peninsular War since ~~it is a~~ the war is a far larger timeframe with many other events, ~~whereas~~ other than the ones described whereas Wellington's attitude was fairly consistent towards the army.

Primarily, Wellington's attitude towards the army was ~~a~~ complimentary and commendatory towards the leadership but disparaging towards the lower divisions. This is revealed by Wellington's desire to 'commend the work of ~~Colonel~~ Lieutenant Colonel Rook' as ~~opposed to~~ he 'enabled the movement of troops' displaying that Wellington viewed the leadership as responsible for the organisation and movement of troops as opposed to troops themselves. This may be as a result of the aristocratic nature of commissions and the tendency

to of the leadership to support one another but also due to the fact that ~~no~~ disagreement and diversity caused many blunders in the French army like the battle of Salamanca in which 1/3 of the French forces attacked due to a ^{royal} ~~royal~~ general disagreement. This suggests the attitude that Wellington ~~is~~ valued unity

amongst the leadership and approval to support ~~the~~ ^{thus} ~~the~~ source is useful ~~is~~ ~~in terms of~~ in terms of attitude towards leadership. It is also useful in that it displays Wellington's scorn for the 'unculy soldiers' who had a poor 'state of discipline'. This is evidenced by the primarily criminal source of recruitment of which the army used since conscription, unlike the French, was ~~directly~~ disallowed. However, the disparaging view of the 'scum of the earth' ~~was not~~ and lack of discipline is not supported by the increasing use of discipline which actually enabled the Granera to be 'gallantly stormed' due to 'determination to sustain attack' expressing the moral and will of the British army as a result of discipline was greater than ~~the~~ Wellington's later disparaging paragraph may suggest, ~~limiting~~ limiting the utility ~~very~~ to a slight degree. Thus, the source is very useful since it reveals ~~both~~ ^{the} attitude of Wellington to both low ranks and leadership of the army.

In terms of 'problems' encountered, the ~~largest~~ ^{greatest} issue appears to only be the 'state of discipline', limiting the utility due to lack of scope. The ~~the~~ 'scum of the earth' soldiers

were in fact disciplined by use of the whip ~~whips~~ of 9 tails and branding, which had not been banned yet under the Cardwell reforms. The presence of this issue is evidenced but other issues were far worse at times

which ~~are~~ ^{are} not mentioned, limiting the utility. These include the failure of Spanish army such as ^{failure at} Salamanca ^{and Talavera} in which the Spanish retreated ^{by themselves} following the largest volley in the war of around ^{Spanish} 8000 men. Similarly, the fact of being ~~rather~~ reliant on supplies by sea meant that supply lines were more valuable than the French. French since then and at Fuentes de Oñoro, the British had to manoeuvre to defend them as opposed to ~~remain~~ ^{remain} fortified. Thus, problems faced are limited in the source due to the lack of inclusion of other ~~not~~ patterns in the larger scope of the war.

The source is an official document from Wellington ^{making} its validity assured. It is written towards the end of the war, however this may mean that ~~it~~ ^{its} views faced may be different from those towards the start since strategy was perfected. In terms of attitude, it is useful as since Wellington ~~is~~ ^{was} an icon for the leadership and since it is a private letter ~~it~~ ^{is} concerning tactics. Since it is to the secretary of war, it is very unlikely that he ~~is~~ ^{is} ~~is~~ ^{is} misconstruing his own attitude or

of logistical importance, therefore the source is still useful for attitude. The source may be made

* and certain issues become less prevalent as the French retreat from territory, making the source less useful for issues ~~faces~~ less useful overall due to the aristocratic nature of Command due to purchase of commission, ~~and~~ and Wellington may portray the faults of the leadership as that of 'discipline', ~~and~~ making the source get less useful for problems faced and more useful for attitude.

To conclude, the source is highly useful in revealing attitude to the army from Wellington's perspective but less useful in understanding problems faced. ~~This is due to~~ The difficulty in using the source for 'problems' lies mostly in its narrow scope and somewhat contradictory accounts of conduct of the men. The utility for attitude lies mostly in attitudes expressed towards both the low ranks and leadership, allowing attitude of a broad Wellingtonian attitude to be assessed in a broad scope.



ResultsPlus Examiner Comments

A low Level 4 answer which includes some interrogation of the source to identify key points with some deployment of contextual knowledge. There is some address to both enquiries although, as the candidate makes clear, it is stronger on the first enquiry. There is some weighing up and attempt to evaluate although much of this is of stock character.



ResultsPlus Examiner Tip

It is important to root the response in the source and to identify key points relevant to both enquiries which can then be developed using the source itself and contextual knowledge.

Question 3

The most popular choice in this section. The majority of responses were focused and well informed. Candidates recognised that a debate was required and identified and developed points on both sides of the argument. Weaker responses lacked specific illustration of points.

Chosen question number: **Question 3** **Question 4**

Question 5 **Question 6**

The rebellions seen in both Upper and Lower Canada in the years 1837-38 can be argued to be motivated by common causes to a fairly large extent, notably given the common radical voices which emerged within each colony.

The affect of immigration is notable as a cause for the rebellions in both Upper and Lower Canada, with many attributing this with their disatisfactions. This shows that the mainly Irish immigrants acted almost as a platform to increase anger and vexation at social, political and economic issues. In Upper Canada, the Ops Township scheme can be argued to be a cause of the rebellion as the Irish were roundly disliked and were resented for their privileges. Furthermore, they are often attributed to the 1832 outbreak of Cholera which affected both Canadas. This created a feeling of hopelessness and generated a scapegoat to target frustrations, which soon manifested in rebellion. In Lower Canada the agricultural Slump is also ~~also~~ claimed to be due to immigration, further leading to anger at the expense of immigrants. This is especially notable given Warefield's view in the lead up to the 1839 Durton Report that free land grants should cease, favouring selective colonisation. This suggests that creating a dangerous social mix in both colonies was highly contentious, and was even noted by reading

government officials, highlighting its overall effect in creating rebellion, by stirring discontent further.

It can also be said that the rebellions in both Canadas were due to common causes given the lack of political representation which meant they had no power to change their governance. As they had identical political systems, both Canadas had highly ineffectual legislative assemblies, and faced dominance from the Family Compact and the Chateau Clique respectively. This subjugation and lack of political representation proved to the colonists an equal measure that rebellion was the only option, as the legislative assemblies were replaced by the legislative councils, who in turn were responsible to London. This further led to discontent and culminated in Lord Durham's call for responsible self-government. This shows that the political system in both Canadas was fundamentally broken, with the views of the Canadians being disregarded. ^{However} ~~the~~ ^{the} idea of the common causes ~~is less credible~~ ^{is less credible} given the refusal of Lower Canada to pay their Civil List. Although both showed great grievance at the political structure, arguably Lower Canada had more anger towards it than Upper Canada, who, for example, did not petition for their governor to leave in response to it, arguing against the idea of the rebellion being due to common causes.

However, the rebellions in Upper and Lower Canada can be

Said not to be due to common causes given the nature of the the grievances facing them. In Upper Canada it is arguable that the rebellion was due to the dominance of the Church, where 1/7 of the land was Clergy reserves. This forced adherence to the Anglican Church can be argued to be vitally important, given the presence of Baptists and Catholics in the area meaning the religious pressure and dominance was oppressive. However for Lower Canada, who due to the 1774 Quebec Act had religious freedoms, it can be argued that the leak of the Gosford inquiry was more of a cause for rebellion, as it signalled Papineau's 92 resolutions to be rejected. This can be argued to have been viewed as oppressive towards the population, as although they had the freedom of religion, they were unable to control their politics, leading to major concerns for the reformers, unlike in Upper Canada, where less of a backlash was made towards political subordination, but instead the religious oppression. This suggests that the statement that the rebellions in the Canada were due to common causes, may only be true to a certain extent.

However, it can be argued that the most crucial reason for rebellion, nationalism, was shared in both Upper and Lower Canada, suggesting that rebellion was due to common causes. The exit of Robert Baldwin for the more radical William Lyon Mackenzie is vitally important, as it showed a shift from political unhappiness to rebellion. It can also be suggested that as a victim of genuine violence from the Family Compact, nationalism

was made more significant, viewing rebellion as the only way to end the dominance in the executive and legislative councils of the Family Compact. Furthermore, the election of 1836 created more nationalistic discontent as it extended the session and forbade the legislative assembly workers to vote on the legislative council. These factors created the feeling of total loss, and suggest rebellion was their only hope of freedom. In addition to this, in Lower Canada, the 10 Russell Resolutions showed Papineau that no gains could be made politically, so the only possible option was rebellion. This is especially worth considering given the possible wish to unite the colonies in the 1820s. Although swiftly dropped, it proved to the colonists that their French identities were being challenged. Significantly, the Durham Report called for the merger of the Canadas, proving these fears correct. This meant that at the time, the only way the Canadians felt they could protect their nationalism was through rebellion.

In conclusion, it can be argued to a large extent that the rebellions in both Upper and Lower Canada were ~~caused~~ as a result of common causes. Despite the fact that it can be argued that the Lower Canadians were more vehemently opposed politically, whereas the Upper Canadians had religious struggles, overall they share many common causes. The immigration and cholera epidemics, lack of political power and the dominant nationalism prevalent in both Canadas suggest that the statement of common ~~cause~~ causes is accurate, as both Canadas were subjected to

Similar conditions, so as a result produced similar outcomes.



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Examiner Comments

Sustains focus and develops a range of points: political, economic and social; and deploys specific evidence to provide substance. A sound balance between the two sides of the argument. Well organised and clearly expressed. Merits Level 5.



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Examiner Tip

Explore and develop both sides of the argument but do not be overly concerned if you feel you have a stronger case on one side.

Question 4

The less popular choice in this section. The strongest candidates produced a balanced debate with a range of points on both sides of the argument and specific illustration. Weaker answers tended to concentrate almost entirely on the negative side, portraying Dalhousie as a primary cause of the Indian Rebellion and little, if any, more than that.

Chosen question number: **Question 3** **Question 4**
Question 5 **Question 6**

Agree - modernisation
- extension of British territory e.g. Awadh.
1856.

- Helped EICs go from traders to admin,
thus extending influence

Disagree - Rebellion
- Annexation of Awadh
- General Service LSG

Not in his control - missionaries whom he didn't want and Bentinck.

The British in India ~~caused a mix~~ created mixed consequences for both cultures. Having received their charter and monopoly over India in 1600, the East India Company grew to unprecedented ^{power} control in the East throughout the 18th and 19th Centuries. However, along with the other aspects of Britain's dark imperial past, the work of the East India Company (and then the British state after they took control of it in 1833) became far more detrimental to the Indians. In order to establish whether the contribution of Lord Dalhousie was positive within this, one must consider the

different contributing factors to events after 1856 as a whole.

One could agree with the statement 'Lord Dalhousie made a positive contribution to the government of India' in 1848-1856 because of his modernisation programme. Considering the development of the Industrial Revolution in Britain - with the railways being implemented in 1820s - Lord Dalhousie was innovative in implementing the same changes in India. For example, throughout his time as ~~first~~ Governor, the penny post was established, railways laid, telegraph communication lines built and the Punjab were pacified. These reforms were highly significant to the government of India because they allowed it to exert more control and improve communications. This is significant because, following the removal of their monopoly in 1813, the East India Company (essentially the Indian government) changed their role from traders to administrators. Hence, it was no longer enough for the company to have trading posts in Bombay, Madras and Calcutta, they needed to have more territory to collect revenue from. Hence Lord Dalhousie's reforms were positive in how they expanded government control. Lord Dalhousie's annexation campaigns ~~was~~ were significant in this because they physically

expanded territory, not just improved ^{the government's} ~~their~~ communication. ~~He~~ Dalhousie established a law called the Doctrine of Lapse which allowed Britain to annex territories from Indian princes who had no legitimate ~~heir~~ heir, or if they mismanaged their state. This reform was pivotal in ~~the~~ allowing Britain to annex the region of Awadh in 1856. ~~Awadh was the~~ ~~area~~ This was important to the government as Awadh was the area from which they recruited ~~sepoys~~ for the Bengal company army. Considering the company army was absolutely vital for the government to maintain control of India and to collect revenue from ~~citizens~~ citizens, Dalhousie's reform was a largely positive contribution.

However, in the long term, Dalhousie's contribution was not positive as it arguably led to the end of the East India Company's influence in India, completely. The Indian Mutiny or Rebellion⁽¹⁸⁵⁷⁾ occurred almost directly ~~as~~ as a result of Dalhousie's reforms. The Rebellion, in turn, caused the British Crown to pass the Government of India Act in 1858 which meant the British Crown were direct rulers of India, not the East India Company. Most notably, Dalhousie's establishment of the Doctrine of Lapse ~~or~~ angered princes who saw how their power could be threatened. As the government relied on treaties and

communications with princes, this denied a degree of the government's control. Furthermore, Dalhousie's takeover of Awadh in 1856 angered the Bengal army as for many, it was their home. For many sepoys, it was enough to be fighting on behalf of Britain, but with the their home being taken over increased tensions even more. As well as this, during the annexation of Awadh, Dalhousie ~~ordered~~ ordered all land to be seized from landowners who could not prove their ownership. As British land tenure was so different to that of the Indian feudal-like system, many Indians had their land taken despite owning it. This was significant as, when the Rebellion began in 1857, a large proportion of those who fought alongside the Bengal sepoys against the British, were disgruntled land owners from Awadh. As well as this, Dalhousie's implementation of the 'General Enrolment Act' in 1856 meant Hindu sepoys were going to be deployed to fight British wars overseas. As travelling over water polluted Hindus' ~~so~~ caste status (most of the Bengal army were of the highest caste) this ~~greatly~~ greatly angered the sepoys whose religion had been threatened.

Despite this, Dalhousie's reforms cannot be blamed

entirely for the Indian Rebellion. An immediate cause of the Rebellion was the rumor that the new gun cartridges, which had to be ripped open by mouth, were greased with pig and cow fat. As ~~many~~ of the Hindu and Islamic Sepoys could not touch or eat pig or cow, this was seen as a deliberate and direct threat from the increasing British and Christian influence in India. As well as this, the long term causes of the Rebellion ~~were~~ were previous British cultural campaigns against Sati and Sati (banned in 1829) which increased cultural tension between the British and Indians. Hence, Dalhousie's contributions were not entirely responsible for the Rebellion and fall of the government.

In conclusion, one could agree with the statement to an extent as Dalhousie's contributions did help expand the Indian government's (run by the East India Company) control over India. This is significant as, throughout the period 1813-1833, the role of the East India Company developed from that of a trading company to more administrative control. However, one cannot dispute how Dalhousie's reforms such as the annexation of Awadh and the General Service Enlistment Act in 1856 ~~sparked~~ sparked the Indian Rebellion in 1857. This is

Extremely significant as the Rebellion - despite British victory - caused the fall of the East India Company government in 1858. Interestingly, one could view the fall of this government as an arguably positive contribution to Britain as a whole because it gave the British crown justification to take direct control of one of their most prized possessions. However, Dalhousie's negative contribution in this sense can only be argued to an extent as there were most significant more long term and short term factors that caused the Rebellion.



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Examiner Comments

A Level 4 response. The introduction provides background but lacks explicit focus on the question. The essay then moves on to establish both positive and negative arguments with the former being more effectively developed. However, overall there is a clear attempt to provide balance and organisation and clarity of expression are sound.



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Examiner Tip

It is important that the impact and significance of individuals named in the specification are covered thoroughly.

Question 5

Marginally the most popular choice in this section. Stronger candidates showed an appreciation of the changing attitudes and expectations at different stages of the war. They often put the Boer War into the wider context of British military experience in the late 19th century although this was not a requirement. They showed awareness of the development of the Press, notably the emerging popular papers like the Daily Mail contrasting it with the attitudes shown in papers such as the Manchester Guardian. The political dimension was also explored with reference to the divisions inside parties and the significance of the Khaki election. Weaker answers lacked range and specific development, often only dealing with the negative with a lot of material on Hobhouse and the camps.

Chosen question number: **Question 3**

Question 4

Question 5

Question 6

I agree to some extent ~~the~~ with the statement that ~~the~~ 'British public opinion became increasingly hostile as the Boer War developed'. ~~In~~ increasingly hostile means that the public opinion ~~the~~ was against the war and unsure ~~of British~~ if Britain should be fighting in the war. I agree as ~~med~~ due to the 3 sieges in 1899, Blackweek, ^{issues of army} and ^{commanders} revelations about the conditions of the British concentration camps, the British public became less supportive of the war. However the relief of ~~to~~ many of the sieges in 1900 caused much of the public to support the war again.

I agree to some extent that 'British public opinion became increasingly hostile as the Boer war developed'. This is because at the start of the war in 1899 the British public were given the impression that the war would be won quickly and easily

Spencer = commander / leadership; / relief sold of @. / making
SP / Spion Kop. / supported sold / letter
Carter

as the Boers were mainly untrained farmers. However, the 3 Boers sieged the key British ~~key~~ controlled towns of Ladysmith, Mafeking and Kimberly in 1899. This was a knock to British confidence ~~the~~ and their support of the war started to decrease. This was exascerated by ~~the~~ the events of that took place from the 10 to 17th December 1899 that became known as Black Week; Commander in chief Sir Redvers Buller tried to relieve the 3 sieges but faced successive defeats at the towns of Stormberg, Magersfontein, Colenso and Spion Kop. This meant that ~~the~~ British hostility towards the war increased as they didn't know why one of the world's greatest superpowers was being outclassed by a group of irregulars and farmers. Therefore as the war lasted for longer and, victory seemed increasingly less prominent and as ^{the} British army faced an increasing number of defeats the British public opinion towards the war became increasingly less supportive.

Fal I agree to some extent that 'British public opinion ^{became} ~~was~~ increasingly hostile as the war developed'. This is because

the media revealed the ~~tragedy~~ leadership problems of the war. In Magersfontein ^{1898/99} over 200 soldiers died; ~~when soldiers were exposed~~ due to the failure of scouting and lack of geographical knowledge soldiers stumbled into tin cans and barbed wire set as traps. They were then exposed to the scorching sun and enemy fire. The attempted relief of Spion Kop in ~~1898~~ 1899 led to disaster when soldiers were who thought they were on higher ground were exposed to Boer fire from above. This battle particularly impacted public opinion as photos of dead soldiers on the hill were published, this caused outrage and sympathy towards the soldiers. The Queen Victoria even sent chocolate and ~~knitted~~ knitted clothing over to the soldiers. This shows that public opinion was increasingly hostile as due to the increased in reporting they began to sympathise more with the common soldier thus they became 'increasingly hostile' towards the leaders of the war for letting down the soldiers with poor intelligence and incompetency.

In I agree to some extent with the statement

as the public began to question why the war was being fought and the ~~existence~~ ^{purpose} ~~of the empire~~ when the awful treatment of ~~Boer~~ ^{Boer families} was revealed in the British concentration camps. Emily Hobhouse set up the Women's and Children's Distress fund in 1900 and went to visit the concentration camps in 1900; she found over 40. Her report that detailed the brutal conditions of the Boer families (lack of food, sanitation) at the hands of the British army in camps reached the government in 1901 and the Manchester Guardian newspaper circulated it. The Fawcett Committee's report also supported her claims of brutal treatment. They showed that 1 in 4 internees of the camp were dying from disease, and that there was immense over-crowding and the army was neglecting to look after the families. As a result the ~~old~~ ^{responsibility of} camp administration was given to civilian contractors as opposed to ~~the~~ army and by the end of the war the death rate was 2% in the camps - lower than the average death rate for Glasgow, despite this rectification the Hobhouse report caused a scandal when

published and the revelations of the Fawcett committee caused outrage among the public. Thus the public became increasingly hostile as to some extent as they started to question the ^{conduct,} morality of war and the right of Britain to rule other nations without their consent.

However, I only agree to some extent as the arrival of Field Marshall Roberts as commander in chief along with Lord Kitchener in January 1900 and the proceeding relief of sieges caused public opinion to support the war once again - thus hostility did not consistently increase. Roberts realised this was seen as a more competent leader; he realised that frontal assaults were costly against the Boers modern German machine guns and he appointed staff who knew the area well. This led to a decrease in soldier's deaths which decreased hostility. In January 1900 Roberts used pontoon bridges to cross the Tugela River and finally relieve the siege of Ladysmith using ~~an~~ artillery bombardment. The siege of Mafeking was relieved in 1900

by ~~Robert~~ Colonel Robert Baden Powell who used excellent innovative tactics to beat the Boers; he used dummy guns, moved cannons around to pretend he had more, armed 300 ~~Africans~~ Afrikaners and used teenage boys as messengers. ~~Like the~~ As well as the relief of towns, ~~Bob Roberts~~ managed to take over the towns of Johannesburg and Pretoria in 1900. ~~As~~ The reporting of these successes meant that the British public began to support the war again as losses decreased and the leadership quality increased.

To conclude, I agree to some extent that 'British public opinion became increasingly hostile as the Boer war developed'. I agree ^{mainly} because despite the ~~relief~~ relief of the sieges their quick succession of them in 1899 ~~caused~~ shock created shock and hostility that slowly increased with the failure of the army to relieve them. I think the ^{faster and larger amount of} ~~increased~~ media reporting on the war ~~led~~ created this hostility as photos such as of the soldiers lying ~~on~~ dead ~~on~~ on Spion Kop showed the public

the harsh realities of war and the increase in emotive journalism brought the war closer to home and caused the public to sympathise with the ordinary soldier - which led to increased hostility when their leaders' hardships were revealed.

~~* given as by Winston Churchill~~



ResultsPlus Examiner Comments

A Level 4 response which engages with the question and identifies and develops a sound range of points. Begins to weigh up but needs more focus on explaining the significance of some points to provide a fully convincing overall argument.



ResultsPlus Examiner Tip

It is important to note that changing reaction of the public in Britain is cited explicitly in KT3 BP3 of the specification.

Question 6

A mainstream question on a named individual in the specification. Candidates were expected to develop an informed analysis of Haig's strengths and weaknesses in order to formulate a balanced overall judgement. The strongest answers identified and illustrated a range of points on the positive side, e.g. Haig's willingness to employ technology, and there was some impressive development of his work with Trenchard and the developing role of the RFC. This was weighed against Haig's perceived inflexibility and specific errors, e.g. the choice of Gough to lead the offensive in 3rd Ypres. There was also informed consideration of the losses incurred and specific figures were cited. Weaker candidates relied on unsupported assertion often repeating that Haig was a 'butcher' but providing little, if any, supporting evidence and certainly no balance.

Chosen question number: **Question 3** **Question 4**
Question 5 **Question 6**

There is an argument that because of Haig's ignorance and obduracy, demonstrated arguably by the Somme and Passchendaele, his weaknesses were more significant than his strengths. This explanation however is undermined by how he juggled his objectives and applied some post experience.

Haig assumed control in a highly restrictive context. Political and military factors dictated his tactics and committed him to large-scale offensives, because of France's refusal to accept German intrusion and the domestic need to achieve the elusive breakthrough. In light of this, Haig was arguably of great strength; the Somme was precipitated by a 1.5 million shell barrage over one week, and the attack, by November 1916, ultimately achieved its military objective of relieving the French at Verdun, thereby enabling a counter-attack which contributed to the German retreat to the Hindenburg line. This, in conjunction with the offensive meeting political requirements, constitutes strong evidence of his strengths outweighing his weaknesses.

He even applied the Prime Minister wish for a good press, and began to be more open in 1917, discussing strategies justifying actions and being more transparent. As such, Haig's ability to achieve his political objectives is a strength ~~but~~ ^{leading} great

weight to the view that his strengths as a commander did outweigh his weaknesses.

This view can be scrutinised in light of his considerable military failings at the Somme and Passchendaele. During the first day of the Somme in July 1916 it is well-known that 60,000 casualties were endured, ~~in the first day~~ the British Army's most disastrous day. There is additional evidence however, such as the fact that in spite of having some 600 planes at his disposal in 1916 he failed to carry out reconnaissance to ascertain the accuracy of the artillery. Moreover, he should have appreciated the ineptness of shrapnel against barbed wire, and he underestimated the strength of the Germans' concrete defensive bunkers. ⊕ This arguable incompetence is solidified when we consider 1917's Third Battle of Ypres; ^(Passchendaele) the 6.5 million shell bombs destroyed irrigation systems and caused water-logged conditions that made a breakthrough physically impossible; in spite of this certainty Haig pursued, and was consequently the architect of some 250,000 casualties. This incompetence and obduracy ~~is~~ represents strong weight, and substantial evidence supporting the view that Haig's strengths did not outweigh his weaknesses, especially when we consider the tactical similarities between the Somme and Passchendaele.

Nevertheless there is evidence that Haig was on a learning curve and applied past experiences. A strong example of this is the capture of Vimy Ridge during the April-May 1917 Battle of Arras. Before the battle officers were provided with detailed maps and models so they knew what defenses they would be facing; 13 mines were laid and 1300 km of cabling positioned so as to enable the communication to facilitate a creeping barrage. It was a surprise attack, suggesting tactics ~~had~~^{had} evolved, and the application of gas 106 (a sensitive percussion device) enabled the destruction of barbed wire, a use of technology compounded by the November-December 1917 Battle of Cambrai, during which over 100 tanks gained a 5-mile breakthrough, an unprecedented achievement. Although it was not capitalised on, it represents a willingness to use technology, and provided a strategic blueprint subsequently used during the Hundred Days' offensive and at Amiens; during the latter 800 planes and 530 tanks worked with over 30 infantry divisions. As such, there is much evidence that reveals how Haig was not wholly adequate, but in reality applied his past experiences and fully integrated technology into his warfare, a learning curve demonstrative of his strengths outweighing his weaknesses.

As such two arguments have emerged. There is a view that Haig's command was characterised by obduracy and incompetence, in light of his failings at Passchendaele and the Somme. Whilst valid, one ought to view Haig in context - anything other than a large scale offensive into the Somme would be unacceptable to the French. Whilst not absolute it demonstrates the situation's complexity, which in conjunction with the application of past experience and technology, constitutes a learning curve and a commander of strengths. Ultimately though, the difficult context in which he was operating and his learning curve in generalship are testament to the argument that his strengths as a commander did outweigh his weaknesses, a view of evident weight.

Equally, one could argue that Haig is not at fault for the British government's failure to provide effective munitions, given one-third of the shells fired were duds. Yet, →



ResultsPlus Examiner Comments

A Level 4 response which engages with the question and identifies points on either side of the argument. There is some effective specific illustration and an attempt to explain and in some cases link up the points. A clear argument begins to develop and the expression is generally clear.



ResultsPlus Examiner Tip

It is important that candidates have a secure knowledge of and understanding of the significance of named individuals in the specification.

Question 7

Stronger answers showed a clear awareness of the significance of the purchase of the Suez Canal shares and explained and developed the political, strategic and economic impact of the measure. They went on to weigh this against and alongside a range of other factors and provided a balanced and informed argument. Weaker candidates tended to make very general comments without any real illustration and/ or explanation. They then moved on to other factors with varying levels of development. It is clearly not necessary to agree that the Suez Canal was a formative development but it must be seriously considered in higher level responses.

Chosen question number: **Question 7** **Question 8**

Question 9 **Question 10**

The purchase of the Suez Canal was certainly one of the major factors that played a role in maintaining the success of the British Empire's trade for several reasons. First, the purchase of the Suez Canal shares strengthened Britain's hold on Egypt and protected any French influence in the region, which was greatly helpful for Britain's trade. Although the Dutch also had some shares, the peaceful negotiation between Zanzibar and Greenland prevented any threats to British standing in Egypt. I agree with the statement that the purchase of the Suez Canal was the most significant stimulus to British trade as the impact and importance of the canal was seen to improve all the other regions of the Empire for one main reason only; trade routes. The Suez Canal provided trade routes to the Far East in which Britain held Hong Kong and many of the products being imported by China were not fit for extremely lengthy journeys, such as glass or

China. For this, the Suez Canal provided a short cut through the Mediterranean to Britain, which was the more effective option. This meant higher product quality and a lesser chance of product damage. ~~↳~~ The canal also provided a safe route from pirates. Many Empires ~~see~~ struggled with keeping goods safe from extremely powerful pirates and the Canal was a safe passageway to avoid pirate-infested waters. Not to mention the Suez Canal became a stopping point for British merchants who have fallen sick or injured. The Canal ~~is~~ ~~itself~~ itely became a trading necessity for the British, as the Egyptians traded garments with the British too.

However, the Empire's trade did not stand on the Suez Canal alone. From the year 1763, British trade massively improved due to the ~~mass~~ excessive amounts of money gained from the slave trade. ~~↳~~ An example is from Liverpool, a merchant who earned 2.9 billion in exporting slaves and many cities, such as Bristol benefitted greatly and this provided the funds for

merchants to invest elsewhere or gain expeditions. The ~~also~~ abolishment of slavery saw an end to that trade ~~and~~, however the repeal of the navigation acts and the introduction of free trade, introduced by liberal thinker John Poul, greatly impacted the trade of Britain. The repeal of the Acts provided flexibility for all of the colonies and combined with free trade, which boosted British trade by allowing independent transactions, the trade in the British Empire flourished.

~~But~~ Aside from the Suez Canal, the repeal of the navigation Acts ~~and~~ the infamous slave trade, British trade significantly benefited from Britain's several acquisitions in Hong Kong, Americas, Canada, India, Australia, Zanzibar, British Somaliland and the lease of Weihaiwei in China. The vast selection of colonies from the Caribbean to China provided ~~but~~ Britain with the ~~most~~ reigning stimulus and that is actual trading goods. Hong Kong's trade of glass, tea and china, India's trade of tea and spices, Zanzibar as a ~~stopper~~ stopping point, Americas trade in slaves

and sugar and cotton all provided Britain with successful trading goods before any empire. ~~An example of how significant~~
To conclude, the purchase of the Suez Canal considering other factors that benefited the Empire was the most significant stimulus. All the other factors of acquisition would be pointless without the safety of travel through the Canal. Therefore, I agree completely that the other factors in British trade ~~are~~ ^{were} still vital in the successful empire, however the purchase of the Canal is significantly the most important factor in the British Empire.



ResultsPlus Examiner Comments

Overall a Level 4 response but there are reservations. There is some effective address to the impact of the Suez Canal but there is scope for more specific development to add substance to the overall debate. The response identifies and begins to develop a fair range of other factors, notably the introduction of Free Trade and the impact of the entrepots. Generally well organised and clearly expressed.



ResultsPlus Examiner Tip

The Suez Canal features in the specification and it is important that all the individuals and factors cited are understood and can be developed.

Question 8

Stronger candidates had an informed address to the impact of Cook's expedition in terms of its social (notably regarding medical care and diet), political and economic impact as well as the very real boost to British prestige that was involved. They then identified a range of other factors which could be linked in with the points on Cook and also weighed against it in terms of overall significance. Weaker candidates tended to lack specific contextual knowledge.

Chosen question number: Question 7 Question 8

Question 9 Question 10

The statement 'the advances made as a result of Cook's South Seas expedition of 1768 to 1771 can be seen as the most significant stimulus to the development of the Royal Navy in the years 1763 to 1914' can be seen as holding significant truth because the role of exploration and mapping was a significant catalyst in the ~~exp~~ expansion of the scope of the Royal Navy. However, there were also technological advancement of ship types and the acquisition of key naval bases that also contributed to the Royal Navy's development in the years 1763 to 1914. Those years ~~seaw~~ saw an increasing need for Britain to develop its Navy in order to become the Great European Naval Power it so desired.

Cook's South Seas expedition was one of extreme importance to the British Royal Navy. Cook was able to ~~d~~ chart maps and sea levels in areas which had previously been unknown to Britain. If the Navy had not ~~been~~ had ~~ever~~ access to these maps and charts, it could never have been such an effective Navy.

as it's ships would not be able to survive in unknown waters. British history before Cook's expedition clearly provide support for the need to chart and map a sea before embarking as shown in the fact that in 1704, 15 ships were lost to Britain as they entered unknown waters. Cook's sudden advancement of British intelligence about the seas enabled Britain to become the Naval power it was soon to be. Another advantage of Cook's expedition for the British Navy is that Cook was able to identify new territory in which the British can use as colonies to expand the empire. The most significant example of this is Cook's discovery of Australia and his declaration of it as Terra Nullius meaning unoccupied land. Cook's discovery of this colony provided ~~enabled~~ Britain with a location to develop a penal colony to send the ever increasing number of convicts after they could no longer send them to America following the War of Independence. Cook's South Seas expedition overall had two significant advantages for the British Empire in terms of greatly advancing the skills and intelligence of the British Navy so that it could operate more effectively and also enabling the British Empire to expand into territories no country had ever gone before.

However, there were other factors that significantly influenced the development of the Royal Navy in the years 1763 to 1914. This came in the form of the acquisition of key naval bases to broaden both the scope and influence of the Royal Navy at the same time as dealing with imperial rivalry from France, Germany and Russia. In addition, there came the humanitarian development of the Royal Navy during 'Pax Britannica' ~~from 1815 to 1816~~ whereby the Navy's role transformed from that of defensive during wartime to that of 'patrolling the seas'. Therefore the abolishment of the slave trade in 1807 can also be seen as a significant factor in the development of the Royal Navy as the Navy adapted to take on a humanitarian role. An example of this can be seen in the British attack of Barbary Pirates in Algiers in 1816. The bombardment took place purely because the Royal Navy had taken on the role of enforcing the abolition of the slave trade and humanitarian in ensuring the safety of commodities being transferred and the sailors and merchants who were being taken.

Aside from the humanitarian role that the Royal Navy had taken on, ^a the stimulus for the development of the Royal Navy in the years 1763 to 1914

is ~~is~~ its ~~ability~~ need to adapt to a defensive role in the time of war. This concept also links in with the development in ship types that the Royal Navy used in order to maximise its effectiveness. During the period of ~~Pax Britannica~~ ^{war} whereby the Royal Navy's main role was to ^{defend their presence on} ~~patrol and protect~~ the seas, their ships were formed in a line so as to maximise the effect of the cannons firing together and prevent friendly fire. Therefore, in times where the Navy needed to ^{defend} ~~fight~~ against imperial rivalry, a significant development in the tactics of the Navy was shown.

In conclusion, Captain Cook's South Shore expedition did have an extremely significant impact on the scope of the Royal Navy but there were other factors like the need to adapt to a defensive Navy in a time of war and the need to protect commodities that also saw a significant development in the years 1763 to 1914.



ResultsPlus Examiner Comments

Overall considered to be a Level 3 response. There is some address to Cook's expedition but this would benefit from greater range and more explicit consideration of significance. The answer has the framework but needs more development.



ResultsPlus Examiner Tip

It is important when considering other factors to make their significance clear and to link it to an overall argument.

Question 9

The most popular question in this section. Stronger answers to the question showed sound contextual knowledge of the development of steam power and the impact on the Royal Navy. Other developments, including the role of individual reformers such as Graham and Fisher, were considered across the timeframe and weighed up to facilitate overall debate. Weaker answers tended to lack range and/ or specific illustration and clear explanation of the significance.

Chosen question number: **Question 7** **Question 8**
Question 9 **Question 10**

Although the shift from sail to steam was significant in the development in the conduct of war at sea during the years 1790-1918, it is not the most significant. In regards to conduct of war at sea, other reforms throughout the period such as those under Graham in 1832 or Fisher in the early 20th century were subsequently more significant in the development.

The shift from sail to steam in the late 1840's and early 1850's did have an impact on the conduct of war. The development meant ships no longer relied on weather to sail at sea, and the speed increase meant that ships could travel faster and further than before. Within the war production the propeller, however, could get in the way of broadsides which was a huge disadvantage in fighting an enemy. Additionally, many older Admirals and senior sea lords disagreed with the revolutionary steam engine as well as pointing out the expense of it during peacetime for Britain too. The development was of course advantageous, as presented in the successful trip of HMS Agamemnon to the Crimea in 1855, however in regards to the conduct of war at sea, the shift had little significance in the scope of the time period.

So James Graham's reforms in 1832 can be said to have ^{had} a lot of significance in the development of conduct of war at sea due to the extensive changes made within the navy. Graham, first Lord of the Admiralty, felt the navy had been neglected since the French wars of 1793-1815. Due to lack of willingness from the government to subsidise and fund the navy

during peacetime, many of the ships had been sold and tactics such as gunnery had been neglected; the British assumed their superiority among the seas would remain prominent throughout the 19th century due to the successes in the French wars, however the neglect ~~was~~ led to a lack of initiative and desperate need of reform in both shipbuilding and conduct of war at sea. Graham's reforms included the building of new ships as well as altering supply to ensure men had good diets on board. Significant reforms in developing the conduct of war at sea included gunnery, and promotion as well as taking ~~control~~ control of the navy from the government to navy officials and admirals. Graham demanded all sailors and shipmen must be trained in a systematic and generic way so that if called to duty, all would be aware of what to do regardless of which ship they were on; this was significant in ^{the} development of conduct of war due to the fact it meant there was a 'readiness' within the British navy to fight. Reforms to promotion meant seamen needed adequate training before being allowed to move up ranks; to become an officer, a sailor would have had to spend two years at sea as a lieutenant. This meant more effectiveness in leadership when at war; although the purchase system remained in other forms of the military, Graham made the navy promotion system more of a meritocracy rather than one based on aristocracy. The control of the navy transformed also when given to admirals and captains; Graham took the 'actualing' and 'ordnance' boards as well as other means of control from the government and set up the war office. This meant admirals and sea lords would be in control of supply and so on, improving communication so all they were all based together. This also included Admirals and captain control of harbours and dockyards such as Portsmouth.

all of which was significant in developing the conduct of war at sea as it led to an increase in accuracy as well as professionalism.

Later in the period, Jackie 'John' Fisher made significant reforms to the navy from 1904-1910 in developing conduct of war at sea. Being against war, Fisher believed a strong navy would keep peace, and he also enjoyed the idea of technological advancements. Within Fisher's reforms, he introduced the 'Two power standard' under the Naval Defence Act, meaning when any other country made development, Britain either made better one or made more, as represented in the Naval Arms Race against Germany in the lead up to World War One. The 'Two power standard' ensured better conduct of war at sea if war were to break out due to the fact it meant Britain were always in control and kept naval superiority.

Additionally, Fisher looked at other technical development advantages or successes in other wars such as the Russo-Japanese war in 1905, in order to identify how to improve his army. Launching HMS Dreadnought in 1906, Fisher included a Dreyer Fire Control Table used by the Japanese which ensured wireless communications. This, as well as the launch of the British D-class submarine, was significant in the development of conduct of war at sea due to the way it improved communications and ensured more ~~naval~~ ^{British} naval activity ~~was~~ ^{was} present.

The shift from sail to steam in the mid 19th century had significance in the development of ships and the navy however in regard to the development of conduct of war at sea, the shift had little significance. Other naval reforms, implemented by Graham in 1852 as well as Fisher in the early 20th century prove to be more significant in the development of conduct of war at sea due to the focus on British

naval superiority and ensuring training and ~~equipment~~ promotion was efficient and adequate whenever needed.



ResultsPlus

Examiner Comments

A Level 4 response which has focus and some address to the nominated issue which could be developed and explained more clearly to facilitate a more substantial overall debate. There is a sound range across the timeframe, although the earliest part is not considered, and some effective contextual knowledge is deployed, notably about the Graham reforms. Organisation is sound and expression clear.



ResultsPlus

Examiner Tip

Ensure that there is a focus on considering and being able to communicate the significance of the reforms in technology and in administration.

Question 10

The stronger candidates identified a range of ways in which the populace contributed to the conduct of the French Wars and analysed to what extent these points were present in and/or developed in later wars in the timeframe. Weaker candidates sometimes had problems with the term 'populace' and their answers lacked range and specific development. There were a number of candidates who started their answer by analysing the impact of the populace in the First World War and using this discussion as the basis of their answers. This led to some well informed responses which could be rewarded but which lacked a sharp focus on the specific question.

Chosen question number: **Question 7**

Question 8

Question 9

Question 10

It can be ^{generally} ~~generally~~ agreed ^{to a small extent} that the French wars set the pattern of contribution made by the populace in subsequent wars, for example paying for the war and the war effort. However, this can also be disputed and it can be argued that the contribution was greater in World War One, due to the fact that it was a 'total war', when past wars had been 'limited wars'.

Firstly, it can be argued that the French wars set a pattern for populace contribution in terms of the economy and paying for the war. During the French wars, Prime Minister Pitt introduced income tax in 1799, raising £55 million by 1815. Although it was seen as unpopular at the time, many saw it as their patriotic duty. Indirect taxing also began on things, such as windows, newspaper and salt and taxes on spirits raised £60 million. In the Crimean and Boer wars, ^{income} taxes began to ~~increase~~ increase and went from 1s to 1s 2d in the £1.00. It can be argued that the idea that tax was a patriotic duty began in the French wars and therefore set a pattern of public contribution. World War One was a war more

expensive than any other, at points costing £3.85 million per day. This meant that income tax was dramatically increased to 35%. In addition, 6 million more people paid tax during World War One. This ~~was~~ was because tax brackets were lowered, but also because many more people were working, due to the need for war effort, meaning that they were more likely to reach the tax bracket. Although it can be seen that taxation became much more extreme as the wars went on, especially during World War One, it can be argued that the pattern of this contribution began in the French wars. It was seen as a patriotic duty, so by the time of World War One, it faced much less criticism, as many believed it was a necessary contribution to winning the war.

In addition, it can also be seen that the French wars set a pattern of contribution for the populace in terms of industry. The French wars were a turning point in terms of industry, because they occurred around the same time as the industrial revolution. An increased textiles industry was significant and also helped the economy. Textiles industries were often responsible for the production of French uniforms. In addition, iron and steel industries greatly increased.

This ~~war~~ contribution was continued throughout the wars and ~~posit~~ led to increased production.

The ~~ware~~ effort and industry set a pattern in the French wars and this was carried out through to the first world war, for example through mass production of weaponry. During the French wars people had a sense of patriotism and idea that war effort was crucial and this was kept in place in subsequent wars. Therefore, to some extent it can be argued that the French wars set a pattern of contribution made by the populace in subsequent wars.

However, it can also be argued that due to a changing style of warfare, some factors impacted Britain in later wars that had not previously been an issue. As world war one was a 'total war', it meant that it required much more public involvement. For example, the Defence of the Realm Act (DORA) was introduced which greatly restricted the public, including laws such as it becoming illegal to own binoculars. DORA was put in place for the duration of the war plus one month. This type of restriction had not been seen before. During the French wars, the Combination Acts of 1800 and 1801 put ^{in place} some public restrictions, such as ~~gathering~~ large groups meeting, but that was for fear of a revolution. Therefore it can be argued that some aspects of ~~the~~

war had changed meaning that the public were more restricted in the first world war than during the french wars. Therefore, it can be disputed that the french wars set the pattern for the contribution made by the populace in the subsequent wars. *

Due to the fact that Britain is an island nation, the wars also had an impact on trade, leading to some food shortages. However, this was approached very differently in the ~~French~~ First World War to the french wars. During the french wars, there was some public unrest due to food shortages, such as the Nottingham Bread Riots. However, this was very different to the food shortages during the ~~18th~~ First World War. In World War One, compulsory rationing was introduced in 1918 on items such as eggs and sugar. Bread was not rationed ~~by~~ but the cost was largely subsidised by the government. Although there were some similarities between food shortages during the wars, the way in which they were handled was very different. This shows that it is not necessarily true that contribution patterns were set in the french wars.

In conclusion, it can be argued that, to a small extent, that the french wars set the pattern for the contribution made by the populace in subsequent

wars. Factors such as taxation and the war effort remained ~~the same~~ similar throughout the wars, due to patterns set in the French wars. However, it can be argued, to a greater extent, that this was not the case due to the fact that the First World War, being 'total war', had much ~~less~~ ^{more} of an impact on populace than the French wars due to different styles of fighting[^] ^{and civilian bombing}. For example, much more restriction was placed on the public in World War One. Therefore, it cannot be argued, to a great extent, that the French wars set a pattern of contribution for ^{the} populace in the subsequent wars.

* In addition, ^{civilian} bombing had not occurred until World War One. It had a big impact on the public, as it caused a lot of fear. Zeppelin attacks caused 557 casualties and Gotha bombing killed many, including 18 school children. This was different to any ~~type~~ type of civilian impact seen before, and therefore a contribution pattern was not set in the French wars.



ResultsPlus Examiner Comments

A Level 4 answer which sustains focus and identifies a very sound range and some effective criteria for judgement. There is some range across the timeframe and sound specific illustration/ explanation. Evidence of organisation and clarity of expression.



ResultsPlus Examiner Tip

A significant minority of the responses revealed a lack of understanding of the word 'populace' which is central to this question. It is important to be familiar with the terminology used in the specification.

Paper Summary

Based on their performance in the paper, candidates are offered the following advice:

Section A:

- Candidates should root their answers in the source by identifying key points made and specific extracts that can be used to develop them.
- Candidates should ensure that they deal with both parts of the enquiry.
- Candidates should look to develop valid inferences. They should avoid paraphrase.
- Inferences should be supported by the deployment of contextual knowledge.
- Evaluation should focus on the attribution and on examination of the standpoint of the author.

Sections B and C:

- Answers must have range and depth to access higher levels. Candidates need to deploy precise contextual knowledge.
- Candidates should avoid a narrative/ descriptive approach which undermines analysis.
- Candidates must be aware of key dates to provide an effective chronological framework.
- Candidates should try to explore the links between issues in order to facilitate a logical analysis.

Grade Boundaries

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