

Mark Scheme

Summer 2017

Pearson Edexcel
GCE In History (9HI0/35)
Advanced

Unit 1: 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.
- Mark schemes will indicate within the table where, and which strands of QWC, are being assessed. The strands are as follows:

i) ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear

ii) select and use a form and style of writing appropriate to purpose and to complex subject matter

iii) organise information clearly and coherently, using specialist vocabulary when appropriate.

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.
1	1–3	<ul style="list-style-type: none">• 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.• Some relevant contextual knowledge is included, with limited linkage to the source material.• 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.
2	4–7	<ul style="list-style-type: none">• Demonstrates some understanding and attempts analysis of the source material by selecting and summarising information and making undeveloped inferences relevant to the question.• Contextual knowledge is added to information from the source material to expand, confirm or challenge matters of detail.• 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.
3	8–12	<ul style="list-style-type: none">• 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• Deploys knowledge of the historical context to explain or support inferences as well as to expand, confirm or challenge matters of detail.• 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.

Level	Mark	Descriptor
4	13–16	<ul style="list-style-type: none"> • 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. • 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. • 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.
5	17–20	<ul style="list-style-type: none"> • 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, • 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. • 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.

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">• Simple or generalised statements are made about the topic.• Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question.• The overall judgement is missing or asserted.• There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.
2	4–7	<ul style="list-style-type: none">• 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.• 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.• An overall judgement is given but with limited substantiation and the criteria for judgement are left implicit.• The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.
3	8–12	<ul style="list-style-type: none">• 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.

Level	Mark	Descriptor
		<ul style="list-style-type: none"> • 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. • Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation. • The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.
4	13–16	<ul style="list-style-type: none"> • 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. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands. • 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. • 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.
5	17–20	<ul style="list-style-type: none"> • Key issues relevant to the question are explored by a sustained analysis of the relationships between key features of the period. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands. • 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. • The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity and precision.

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 importance of Egypt to Britain and the reasons why intervention was appropriate in 1882. Lord Cromer, the author of the extract, is named in the specification (as Sir Evelyn Baring) and candidates can be expected to know about his work.</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">• The authoritative nature of the account written by Lord Cromer who had been consul-general of Egypt and was writing in 1908 with the benefit of hindsight• The points made by Cromer reflect his opinions on the situation in Egypt and his use of his wider experience to place the situation into a broader context• It aims to persuade, making a case through argument as well as evidence• Cromer shows his experience in Imperial diplomacy in the logical way in which he builds his case. <p>2. The following inferences and significant points of information could be drawn and supported from the source:</p> <p>Importance of Egypt to Britain:</p> <ul style="list-style-type: none">• It indicates the strategic position of Egypt on the route to the Far East

Question	Indicative content
	<ul style="list-style-type: none"> • It states that there was a significant amount of capital investment in Egypt • It suggests there was a feeling that there was the opportunity for Britain to take a leading role and assert her position in North Africa. <p>Why intervention was appropriate in 1882:</p> <ul style="list-style-type: none"> • It states that there were divisions in Egypt between the many different religious beliefs and this was creating instability • Significant weaknesses were becoming apparent in the Egyptian political leadership and in its army • It suggests that Cromer was concerned about the increasing political and military instability at this time • There was a fear of Turkish intervention in the area. <p>3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the value of the source in revealing the effectiveness of the. Relevant points may include:</p> <ul style="list-style-type: none"> • There was great pride and confidence in the Empire in the late 19th century and a feeling that Britain had a key role to play. Cromer exemplified the confident imperial statesman • There was an awareness in Britain of the increasing importance of Africa and the Middle East to Britain • There was a concern about the activities of other European states in Africa, notably France, and a feeling that Britain should assert themselves • The increasing importance of the Suez Canal made Egypt vital to Britain.

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 attitude of Wellington to his army and the problems encountered during the Peninsular War. Wellington, the author of the extract, is named in the specification and candidates can be expected to know about his work.</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">• The authoritative nature of the letter, which was an official communication from the commander of the British forces to the Secretary of State for War• The letter was written in the immediate aftermath of the events described• Wellington was extremely thorough and provides specific details to illustrate his comments. <p>2. The following inferences and significant points of information could be drawn and supported from the source:</p> <p>Attitude to the army:</p> <ul style="list-style-type: none">• It indicates that Wellington is conscious of the significant contribution of his senior officers. He names several and this eye for detail is very characteristic• It indicates that Wellington recognises the importance of supplies and cites Rook as a specific example• It suggests that Wellington was aware of the distinction between the behaviour of troops in battle and after battle

Question	Indicative content
	<ul style="list-style-type: none"> • It provides evidence that Wellington is concerned about the poor quality of non-commissioned officers. <p>Problems encountered in conducting the war:</p> <ul style="list-style-type: none"> • It indicates that the terrain in which the fighting took place and the physical environment posed some problems • It suggests that Wellington was reliant on allies, notably the Spanish • It indicates that there were problems of maintaining supplies in what was often hostile countryside • It suggests that there was a need for structural changes in the British Army. <p>3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the value of the source in revealing the attitudes of Wellington and the problems he faced. Relevant points may include:</p> <ul style="list-style-type: none"> • The Peninsular War had reached a crucial stage after the significant victory at Vitoria • Wellington was concerned about ensuring that his cooperation with the native population was effective • The Spanish terrain was often significant in the campaigns • The issue of supplies was significant in the campaigns.

Section B: indicative content

Option 34.1: The British experience of warfare, c1790-1918.

Question	Indicative content
3	<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 extent to which the rebellions in Upper and Lower Canada in the years 1837-38 had common causes.</p> <p>Arguments and evidence supporting the argument that the rebellions had common causes should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• In both regions there was frustration at the lack of political reform and the aim to achieve 'Responsible Government'. Both regions wanted a legislative assembly that was elected and not appointed• Both regions had been influenced by other republican revolts , notably those in America and France• Both regions had grievances regarding the conduct of the 1836 elections, notably making accusations of corruption• There were serious crop failures in both regions in 1836 which provoked discontent. <p>Arguments and evidence arguing that there were different causes should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• In Upper Canada the main leader, William Lyon MacKenzie, a proud Scot, conducted a radical and very anti-Westminster campaign seeking to establish a 'Republic of Canada'• In Upper Canada there was especial anger against local oligarchs, the Family Compact, who were believed to have corrupted politics and society• In Lower Canada there was a significant French group led by the very charismatic Papineau• In Lower Canada there was an influx from America who argued for a republican movement. <p>Other relevant material must be credited.</p>

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 contribution of Dalhousie as Governor General of India in the years 1848-56.</p> <p>Arguments and evidence supporting a positive view of Dalhousie's contribution should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Laying the foundations of the railway system with the construction of the line to Bombay. Dalhousie was personally involved with the details of planning • The construction of the Ganges canal • Fundamental reform of the postal service with a uniform rate of charge which was half that of the UK • Development of the telegraph system with 4,000 miles of cable. <p>Arguments and evidence supporting a negative judgement on Dalhousie's record should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • He was ruthless in his treatment of the native rulers and prepared to use the threat of force, notably in the case of the annexation of Oudh province • He showed little respect for Indian culture or customs and used legal loopholes against the, notably in the use of the 'Doctrine of Lapse' with the Nizam of Hyderabad being a specific victim • He suffered from repeated ill health during his time in India and was reckoned by many to have spent an inordinate amount of time at his personal retreat in the northern hills • He went to India with the intent to clear a very substantial burden of personal debt and many felt that was a prime motivation for some of his conduct • He did not increase the ratio of British soldiers to natives in the army of the East India Company which left the British in a vulnerable position. <p>Other relevant material must be credited.</p>

Option 35.2: Britain: losing and gaining an empire, 1763-1914.

Question	Indicative content
5	<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 extent to which public opinion about the Boer War became increasingly hostile as it developed.</p> <p>Arguments and evidence supporting the argument that British public opinion about the Boer War became increasingly hostile should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• At the outset a brief and glorious war was anticipated and this aroused enthusiasm but the setbacks of Black Week in 1899 had considerable impact• The sieges of British forts, notably Mafeking and Ladysmith, which continued into 1900, caused considerable alarm• Radical Liberals, notably Lloyd George, had been against the war from the start but began to speak out very strongly and attract more public support• Some radical newspapers, notably the Manchester Guardian and the Daily News, began a sustained campaign against the war from 1900 onwards• In 1901 there was shock at the revelations about the issue of concentration camps. Emily Hobhouse wrote powerful articles and Campbell Bannerman condemned 'methods of barbarism' in June 1901. <p>Arguments and evidence supporting the statement that opinion did not change. Relevant points may include:</p> <ul style="list-style-type: none">• Initial setbacks led to changes in command and the appointment of Roberts led to a run of military success from February to September 1900• The mass circulation newspapers, notably the Daily Mail, supported the war throughout• The very clear victory for the government in the Khaki election of 1900• The massive celebrations after such events as the relief of Mafeking• In 1901 Kitchener took over from Roberts and ground down the Boer resistance with a ruthless and relentless campaign which brought a popular military victory. <p>Other relevant material must be credited.</p>

Question	Indicative content
6	<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 whether Haig's strengths as a commander were greater than his weaknesses in the years 1916-18.</p> <p>Arguments and evidence supporting the view that Haig's strengths as a commander were greater than his weaknesses should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Haig was successful in responding to the German offensive of 1918 and this led to the enemy seeking an armistice • He was receptive to new military technology, including planes and tanks, and the quality of the artillery in particular was transformed between 1916 and the end of the war • He was prepared to sanction the use of new tactics, notably the creeping barrage • He worked effectively with Foch when the latter was made supreme commander. <p>Arguments and evidence supporting the view that Haig's weaknesses as a commander were greater than his strengths should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Haig was the product of 19th century officer training and had a strong belief in the power of the offensive and that superior character would triumph. This led to rigid tactics when the nature of war was changing • Haig placed too much reliance on what was often dubious military intelligence , notably from Charteris • Haig's relationship with the political leaders, notably Lloyd George, was increasingly poor • Haig did not always have an effective working relationship with his subordinate commanders, notably Rawlinson in 1916 • He made mistakes in the selection of commanders in certain campaigns, notably in choosing Gough, rather than Plumer, to lead the initial assault in 3rd Ypres. <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 the purchase of Suez Canal shares provided the most significant stimulus to British trade in the years 1763-1914.</p> <p>Arguments and evidence supporting the statement that the purchase of Suez Canal shares was the most significant stimulus should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• The control of the Suez Canal provided a much shorter sea route to India and the Far East. Much faster than sailing around the southern tip of South Africa• From c1900 it provided access to the oil reserves which were exploited in the Middle East and became vital to British industry and therefore trade• It facilitated the rapid expansion of trade with China• Disraeli had a clear sense of the commercial advantages of developing British interests in the East. <p>Arguments and evidence supporting the statement that other factors were more significant. Relevant points may include:</p> <ul style="list-style-type: none">• The growth of British technology and production, notably in areas like Birmingham and Lancashire stimulated greater imports and exports for raw materials and finished products• There were also a succession of other ports and bases which facilitated the expansion of British trade, notably Singapore in 1819 and Hong Kong in 1842 which gave Britain commercial control of the South China Sea• British trade in the Indian and Atlantic oceans was facilitated by the development of bases in the Falklands in 1833 and Aden in 1839• The acquisition of Cyprus in 1878 was vital to British influence in the eastern Mediterranean which brought trade benefits. <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 how far they agree with the statement that Cook's expedition to the South Seas can be seen as the most significant stimulus to the development of the Royal Navy in the years 1763-1914.</p> <p>Arguments and evidence supporting the statement that Cook's expeditions were the most significant should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Cook became an expert cartographer and established new standards which the Royal Navy adopted • He kept accurate and meticulous records which facilitated learning from his expeditions and aided the development of the Royal Navy • He was a pioneer in improving techniques of navigation • He was open to new inventions, notably the chronometer, which provided the solution to the problem of determining longitude at sea • He set new standards of health and diet which were adopted by the Royal Navy and developed. <p>Arguments and evidence supporting the statement that other factors provided the main stimulus for the development of the Royal Navy should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The expansion of the Royal Navy to counter the threat of Napoleon shown in the ship building programme and the new tactics exemplified by Nelson • The transition from sail to the more efficient and manageable steam power in the 19th century with the rapid developments in the types and qualities of engines • The application of industrial technology which produced fast and heavily armed ironclads, notably the Warrior • The work of Admiral Fisher in the years leading up to the Great War with his creation of a more powerful and professional Royal Navy. <p>Other relevant material must be credited.</p>

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 the accuracy of the statement that the shift from sail to steam was the most significant development in the conduct of the war at sea during the years 1790-1918.</p> <p>Arguments and evidence supporting the statement that the shift from sail to steam was the most significant development should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• Steamships were capable of higher average speeds• They were easier to manoeuvre especially in inshore waters• Once steamships were established there were rapid and frequent modifications and advances e.g. the paddle wheel was replaced by the screw propeller and the engines became more powerful• There was the great advantage of not having to put into harbour in adverse weather conditions, especially after the vast network of coaling stations was established to deal with the initial problem of refuelling. <p>Arguments and evidence supporting the statement that other developments were more significant and/or the shift from sail to steam was of limited significance in the conduct of the war at sea during the years 1790 to 1918 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• There were significant developments in the organisation and supply of the Royal Navy during the Napoleonic wars and the leadership of commanders such as Nelson showed the power and effectiveness of the sailing ships• The development of armour plated battleships, notably the Warrior, in the mid-19th century• The switch to oil powered engines produced great advantages• The naval reforms of Admiral Fisher which created a more powerful and professional navy• The development of submarines which added a new dimension to the war at sea• The development of counter measures to submarine warfare. <p>Other relevant material must be credited.</p>

Question	Indicative content
10	<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 French Wars set the pattern for the contribution of the populace in subsequent wars 1790-1918. The word 'populace' is in the specification.</p> <p>Arguments and evidence supporting the statement that the French Wars set the pattern for the contribution of the populace in war should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The immense cost of the French Wars convinced Pitt of the need to increase revenue which led to the introduction of Income Tax • The blockade attempted by the French led to some shortages and the realisation that the country needed to become more self-sufficient in agriculture • The involvement of men in the military led to women taking an increasing role in both the family and in the workplace • The developments in weaponry led to increasing numbers of people being involved in technology and engineering. <p>Arguments and evidence supporting the statement that later developments were based on the pattern established should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Income tax was introduced in peacetime by Peel and there were significant increases in the Crimean, Boer and First World Wars • In the Crimean War there was increasing concern regarding medical issues which led to an increasing number of the populace attempting to relieve suffering • The continued shortages led to the introduction of rationing during the First World War • The Government began to realise that Total War required the imposition of special powers, notably DORA • The Government realised they could no longer rely on volunteers and conscription was introduced in the First World War. <p>Other relevant material must be credited.</p>

