



Pearson
Edexcel

Mark Scheme (Results)

Summer 2019

Pearson Edexcel GCE History (9HI0/35)
Advanced

Paper 3: Themes in breadth with Aspects in depth

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

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

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General Marking Guidance

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

Generic Level Descriptors: Section A

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

Level	Mark	Descriptor
	0	No rewardable material.
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.
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. • 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 reasons for establishing a settlement in Western Australia and the plans being made to do this. The author is not named in the specification and therefore candidates cannot be expected to know about him but should be aware of the context, namely the establishment of the first settlements in Western Australia.</p> <ol style="list-style-type: none">The following points could be made about the origin and nature of the source and applied when giving weight to information and inferences:<ul style="list-style-type: none">The authoritative nature of the account written by Sir James Stirling who had a successful career in the Royal Navy and had been sent to investigate the areaThe points made by Stirling reflect his belief that the development of a settlement in Western Australia was important to the economic and strategic interests of BritainIt aims to persuade, making a case through argument as well as evidenceStirling shows his experience in writing reports in the logical way in which he builds his case.The following inferences and significant points of information could be drawn and supported from the source:<p>Reasons for establishing a settlement in Western Australia:</p><ul style="list-style-type: none">It indicates that British interests in India and China would benefit from a settlement in Western AustraliaIt states that the Royal Navy would benefit from the resources available, e.g. timber and foodIt suggests there was a rivalry with France and a desire to prevent the French establishing themselves in the regionIt suggests that Stirling wished to provide opportunities for young men from the United Kingdom.<p>The plans being made to establish a settlement in Western Australia:</p><ul style="list-style-type: none">It suggests that Stirling went about his work very thoroughly. He had already carried out preliminary surveys that he now intended to follow up with very clear targets identifiedIt suggests that he was aware of the problems associated with a reliance on convict labour and felt that a free state would be a more attractive propositionIt indicates that Stirling was aware of the importance of establishing a transport infrastructure and developing a portIt indicates that he felt the British government had a role in facilitating settlement by providing inducements in the form of large tracts of land.Knowledge of historical context should be deployed to support and develop inferences and to confirm the value of the source in revealing the reasons for establishing settlements in Western Australia and the plans being made to do so. Relevant points may include:<ul style="list-style-type: none">There had been concerns about convict settlements in Eastern AustraliaThere had been rivalry with France in other areas, e.g. AmericaThere was considerable interest in developing trade with India.

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 work carried out by the Royal Flying Corps (RFC) on the Western Front and the attitude of the pilots to that work. The author is not named in the specification and therefore candidates cannot be expected to know about him but should be aware of the context, namely the work of the Royal Flying Corps on the Western Front.</p> <ol style="list-style-type: none">1. The following points could be made about the origin and nature of the source and applied when giving weight to information and inferences:<ul style="list-style-type: none">• The author of the source survived three years active service in the Royal Flying Corps, which adds authority to his views. His valour was recognised by the award of the Victoria Cross• The letter was written in the immediate aftermath of the events described• The author is writing candidly to his brother• It is clear that his training as an engineer enables him to appreciate the importance of technological developments.2. The following inferences and significant points of information could be drawn and supported from the source:<p>The importance of the work carried out by the Royal Flying Corps on the Western Front:</p><ul style="list-style-type: none">• It suggests that the work was important in providing intelligence• It suggests that much of the work was important in identifying German movements and informing the HQ of these so that countermeasures could be taken• It suggests that missions were conducted regularly and were an integral and very important part of British operations• It provides evidence that the destruction of enemy scouts would contribute to the success of the campaign.<p>The attitude of the pilots to the work:</p><ul style="list-style-type: none">• It suggests that experienced pilots felt a sense of responsibility for new recruits• It indicates the pilots took their responsibilities very seriously and that the tactics for air combat had been carefully thought through• It suggests that there was an awareness of the extreme dangers that pilots faced and a recognition of the importance of their work.

Question	Indicative content
	<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 work carried out by the RFC and the attitude of the pilots to their work. Relevant points may include:</p> <ul style="list-style-type: none">• The role of the RFC had developed and was recognised by senior commanders, e.g. Haig• There was rapid development of technology in aircraft design• Aircrew losses were very high• Pilots were very highly regarded by the public and there was wide readership for their writings• The RFC drew from a wide range of society.

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 religious and cultural issues were responsible for the deteriorating relations that led to the outbreak of the Indian Rebellion in 1857.</p> <p>Arguments and evidence supporting the argument that religious and cultural issues were responsible for the deteriorating relations that led to the outbreak of the Indian Rebellion in 1857 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• The imposition of British ideas and methods stemmed from a sense of the cultural superiority of the Anglo-Saxon race and this alienated the native population• The measures taken by the military, e.g. the introduction of the Lee Enfield rifle with its use of greased cartridges, led to disquiet in both Hindu and Muslim communities as it conflicted with their religious beliefs• The activities of Christian missionary groups aroused much unrest• There was opposition to many of the Sleeman reforms, which many felt showed a lack of understanding for their religious beliefs and culture• There was considerable disquiet in the Hindu community over the introduction of the Widows Remarriage Act in 1856. <p>Arguments and evidence contradicting the argument that religious and cultural issues were responsible for the deteriorating relations that led to the outbreak of the Indian Rebellion in 1857 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• The British Army had only one European regiment between Calcutta and Agra, which made asserting initial control difficult and played a part in encouraging the native soldiers to take action• The land ownership reforms, e.g. the doctrine of lapse, provoked strong opposition. The annexation of Awadh created especially strong feelings• The Military Enlistment Act 1856 changed the terms of engagement for native troops by stating that they might be forced to serve outside India• The pay of native Indians continued to lag behind that of the British and the number of positions of responsibility were contracting. <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 Sir Evelyn Baring to the government of Egypt in the years 1883-98.</p> <p>Arguments and evidence supporting a positive view of Sir Evelyn Baring's contribution to the government of Egypt in the years 1883-98 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Baring recognised the importance of agriculture to Egypt and initiated a significant programme of irrigation and cleaning of silted channels on the Nile flood plain to increase the fertility of the soil • Baring put the economy of Egypt on a firmer footing by controlling the budget more effectively to make the country solvent. He also secured loans of over £9 million from London • Baring carried out a thorough reform of the administration of Egypt appointing some very effective subordinates, e.g. Milner • Baring introduced reform to make basic education available to children of the fellahin. <p>Arguments and evidence challenging a positive judgement on Sir Evelyn Baring's contribution to the government of Egypt in the years 1883-98 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Baring did not develop an understanding of the nature and extent of nationalism in Egypt • Baring looked at Egypt from the perspective of British economic, diplomatic and political interests • A very high proportion of the finance raised in Egypt went to service debt and to pay for military projects, e.g. the war in the Sudan • Baring did not reform the inequalities of the taxation system, especially regarding the burden placed on the fellahin • Baring's investment in education was limited and he refused to provide funding for the development of secondary education because of his fears that an educated working class could become too nationalistic. <p>Other relevant material must be credited.</p>

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

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 the French Wars, 1793-1815, had a very positive impact on the British economy.</p> <p>Arguments and evidence supporting the argument that the French Wars, 1793-1815, had a very positive impact on the British economy should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• The demands of war accelerated the diffusion of technology, e.g. the development of the Carron Iron works and the opening of new coal fields outside the North East employing the inventions of Watt and Newcomen• Increased demand for agricultural production boosted the income of, and investment by, farmers. This continued the progress of the Agrarian Revolution• A more sophisticated banking and credit system developed, e.g. the work of Rothschild and the establishment of the new London Stock Exchange in 1802• The need to replace imports, e.g. bar iron from Sweden and Russia, led to an expansion of domestic production, e.g. pig iron production rose three times in the years 1793-1815. <p>Arguments and evidence supporting the argument that the French Wars, 1793-1815, did not have a positive impact on the British economy should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• The cost of the wars was massive, including the funding of coalitions, and during the years 1793-1815 rose from 6% to 22% of National Income• The National Debt rose from £292 million in 1793 to £862 million in 1815 and there was an increased tax burden, which went up seven times during the wars with the introduction of Income Tax being especially significant• The civilian economy was deprived of skilled and productive labour because of the expansion of the armed forces. A sixth of the male workforce was in the forces• The general level of wages stagnated while food prices increased, this triggered unrest• There were significant losses of merchant ships to privateers. <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.</p> <p>Candidates are expected to reach a judgement about whether Lord Raglan was primarily responsible for the problems that the British Army experienced in the Crimean War.</p> <p>Arguments and evidence supporting the view that Lord Raglan was primarily responsible for the problems that the British Army experienced in the Crimean War should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Lord Raglan lacked the experience to command an army. Most of his 50 years' experience had been in staff work. He had never commanded a formation larger than a battalion • Lord Raglan failed to provide adequate defence for the port of Balaclava, the redoubts on the Causeway Heights were not completed • Lord Raglan did not always communicate his plans and orders clearly enough to his subordinates, e.g. his orders to Lucan before the Charge of the Light Brigade • Lord Raglan did not establish a good working relationship with his allies, e.g. the French commander Saint Arnaud during the Battle of Alma • Lord Raglan appeared to underestimate the military capacity of the Russians, e.g. their ability to construct strong defensive positions. <p>Arguments and evidence challenging the view that Lord Raglan was primarily responsible for the difficulties the British Army experienced in the Crimean War should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Lord Raglan inherited a situation in which the Commissariat was not fit for purpose and his frustration with the Commissary-General Filder was clear • There were problems with the landing of supplies and Lord Raglan was concerned about the failings of Admiral Boxer • Lord Raglan had requested more land transport at the start of the campaign and was refused. A railway from the port to the battle front was sanctioned in his time but not completed until after his death • Lord Raglan had a very poor medical staff with Dr Hall being particularly inept. More men died of sickness and disease than in combat • The 25,000 force was a jumble of semi-independent corps with only infantry and cavalry under the direct command of Raglan. <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 change in ship types had the greatest impact on the development of the Royal Navy in the years 1763-1914.</p> <p>Arguments and evidence supporting the statement that the change in ship types had the greatest impact on the development of the Royal Navy in the years 1763-1914 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• The shift from sail to steam brought great advantages, e.g. greater speed, and removed dependence on the weather• The increasing application of technology in terms of engines with the introduction of the screw propeller and the turbine• In the mid-19th century ships were modified to use the more advanced artillery produced by Armstrong• In the 19th century there was an increasing development of small ships to protect trading interests• The development of the ironclads, e.g. the Warrior in 1860, provided greater speed, strength and firepower• The development of the submarine added a new dimension to the effectiveness of the Royal Navy. <p>Arguments and evidence challenging the statement that the change in ship types had the greatest impact on the development of the Royal Navy in the years 1763-1914 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• The work of Middleton and the tactical advances under Rodney and Nelson• The changing role of the Royal Navy was an influence on its development, e.g. protecting commercial routes and dealing with issues involving the slave trade• The work on exploration and mapping, e.g. the advances associated with Cook's expedition of 1768-71, made the Royal Navy more effective• Improved methods of recruitment, training and promotion were important in developing the efficiency and effectiveness of the Royal Navy. <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 view that the abolition of the slave trade in 1807 had the most significant impact in changing the pattern of trade in the years 1763-1914.</p> <p>Arguments and evidence supporting the view that the abolition of the slave trade in 1807 had the most significant impact in changing the pattern of trade in the years 1763-1914 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The abolition of the slave trade in 1807 had a significant impact for ports such as Liverpool, Bristol and Glasgow with the volume of trade being reduced • The abolition of the slave trade led to diversification, which in turn strengthened trade, with Bristol and Liverpool developing new harbours • The abolition of the slave trade reduced the available workforce on the Caribbean sugar plantations, which reduced its levels of production and contribution to trade • The abolition led to the growth of trade in other areas, e.g. many ship owners diverted ships to transporting raw cotton from America • The abolition ended the slave markets in East Africa, e.g. Zanzibar, and opened the way for new trade agreements. <p>Arguments and evidence challenging the view that the abolition of the slave trade had the most significant impact on the pattern of trade should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The slave trade had already diminished because of the impact of slave rebellions and the virulent spread of disease • The application of industrial technology reduced the cost of production and increased demand for British manufactured products, which became the basis of British economic strength • The development of new ports and <i>entrepots</i>, e.g. Singapore in 1819, encouraged the expansion of trade and the development of new routes • The introduction of free trade from the 1840s increased the overall volume of trade • There was significant development of trade with China in the late 19th century. <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 Graham reforms had the most significant impact on the development of the Royal Navy in the years 1815-1918.</p> <p>Arguments and evidence supporting the statement that the Graham reforms had the most significant impact on the development of the Royal Navy in the years 1815-1918 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• Graham recognised the need to maintain Britain as a world power and that new ships needed to be constructed and others refitted• Graham recognised the potential of steam power and ordered the first operational steamship, HMS Medusa• Graham recognised the importance of developing naval gunnery and established HMS Excellent as a training school• Graham recognised the need to address the issue of promotion to recognise professional experience more effectively• Graham recognised the importance of supplies and the Royal Navy was given direct control of these. <p>Arguments and evidence supporting the statement that other developments were more significant than the Graham reforms in the development of the Royal Navy in the years 1815-1918 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• The Royal Navy that had defeated the French left a legacy of experienced commanders and powerful ships, which dealt with smuggling, the slave trade and the protection of the trade routes after 1815• The development of armour-plated battleships, notably the Warrior, in the mid-19th century• The switch to oil-powered engines produced great advantages, e.g. in range and speed• The naval reforms of Admiral Fisher, which created a more powerful and professional navy• The development of submarines and countermeasures to submarines, which added a new dimension to the war at sea. <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 Cardwell reforms were the most significant development affecting recruitment for the British Army in the years 1790 -1918.</p> <p>Arguments and evidence supporting the statement that the Cardwell reforms were the most significant development affecting recruitment for the British Army in the years 1790-1918 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The Cardwell reforms improved the conditions of service, e.g. abolishing the use of corporal punishment in peacetime • The social structure of the army was addressed by the abolition of the purchase system for commissions. This laid the foundations for a more meritocratic system of recruitment • Terms of enlistment were reformed with the initial engagement involving six years in the regulars and six years in reserve. This created a reserve of 80,000 men by 1899 • Regional regiments were established, often linked with the local militia, and recruits could now join a local regiment • Cardwell secured additional funding of £2 million in 1870, which enabled an additional 2,000 men to be recruited. <p>Arguments and evidence challenging the view that the Cardwell reforms were the most significant development affecting recruitment for the British Army should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Levels of recruitment were often linked to the state of the economy and went down in times of relative prosperity because a labourer in industry was still paid more than a regular soldier • In the French Wars men were often released from prison to provide the extra troops needed • There was a reluctance by governments, e.g. in the 1820s, to maintain defence budgets, which had a negative impact on recruitment • Colonial wars occupied the British Army for much of the 19th century and an increasingly large number of recruits came from the local populations • The introduction of conscription in 1916 changed the whole basis of recruitment in time of war. <p>Other relevant material must be credited.</p>