



GCSE MARKING SCHEME

SUMMER 2025

HISTORY

COMPONENT 2: THEMATIC STUDY

**2G. THE DEVELOPMENT OF WARFARE IN BRITAIN,
c.500 TO THE PRESENT DAY**

C100U70-1

About this marking scheme

The purpose of this marking scheme is to provide teachers, learners, and other interested parties, with an understanding of the assessment criteria used to assess this specific assessment.

This marking scheme reflects the criteria by which this assessment was marked in a live series and was finalised following detailed discussion at an examiners' conference. A team of qualified examiners were trained specifically in the application of this marking scheme. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners. It may not be possible, or appropriate, to capture every variation that a candidate may present in their responses within this marking scheme. However, during the training conference, examiners were guided in using their professional judgement to credit alternative valid responses as instructed by the document, and through reviewing exemplar responses.

Without the benefit of participation in the examiners' conference, teachers, learners and other users, may have different views on certain matters of detail or interpretation. Therefore, it is strongly recommended that this marking scheme is used alongside other guidance, such as published exemplar materials or Guidance for Teaching. This marking scheme is final and will not be changed, unless in the event that a clear error is identified, as it reflects the criteria used to assess candidate responses during the live series.

GCSE HISTORY – COMPONENT 2: THEMATIC STUDY

2G. THE DEVELOPMENT OF WARFARE IN BRITAIN, C.500 TO THE PRESENT DAY

SUMMER 2025 MARK SCHEME

Instructions for examiners of GCSE History when applying the mark scheme

Positive marking

It should be remembered that learners are writing under examination conditions and credit should be given for what the learner writes, rather than adopting the approach of penalising him/her for any omissions. It should be possible for a very good response to achieve full marks and a very poor one to achieve zero marks. Marks should not be deducted for a less than perfect answer if it satisfies the criteria of the mark scheme.

GCSE History mark schemes are presented in a common format as shown below:

This section indicates the assessment objective(s) targeted in the question

<i>Mark allocation:</i>	AO1(a)	AO2	AO3	AO4
5	5			

Question: e.g. **Describe the role of the navy in the First and Second World Wars.** [5]

This is the question and its mark tariff.

Band descriptors and mark allocations

	AO1(a) 5 marks	
BAND 3	Demonstrates detailed knowledge to fully describe the issue set within the appropriate historical context.	4–5
BAND 2	Demonstrates knowledge to partially describe the issue.	2–3
BAND 1	Demonstrates a weak, generalised description of the issue.	1

Use 0 for incorrect or irrelevant answers.

This section contains the band descriptors which explain the principles that must be applied when marking each question. The examiner must apply this when applying the marking scheme to the response. The descriptor for the band provides a description of the performance level for that band. The band descriptor is aligned with the Assessment Objective(s) targeted in the question.

Indicative content

This content is not prescriptive, and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *During the First World War the need to protect merchant shipping was recognised along with the imperative of neutralising the threat of German U-Boats which would lead to the use of the convoy system by 1917.*
- *There was also the use of the Grand Fleet in the North Sea to stop the German navy from breaking out of their ports and it impose a naval blockade to starve Germany of food and supplies which contributed to German defeat in the war.*
- *1916 saw the only major naval engagement of the war which was indecisive in its outcome as Britain lost more ships than Germany but the German fleet decided not the challenge the British blockade further.*
- *The Mediterranean Fleet kept to supply routes to the British Empire for goods and for troops open.*
- *During the Second World War, as in the First World War, the navy was used to defend food and supply convoys crossing the Atlantic from the USA.*
- *The Navy in the Mediterranean kept British troops in North Africa, and later in Italy, supplied.*
- *At the battle of Taranto 1940 which saw the first carrier borne attack and marked the ascendancy of naval aviation over the big guns of battleships.*
- *In 1943 and 1944 the Royal Navy played a key role in amphibious operations landing troops in Italy and Normandy in France.*



This section contains indicative content (see below under banded mark schemes Stage 2). It may be that the indicative content will be amended at the examiner's conference after actual scripts have been read. The indicative content is not prescriptive and includes some of the points a candidate might include in their response.

Banded mark schemes

Banded mark schemes are divided so that each band has a relevant descriptor. The descriptor for the band provides a description of the performance level for that band. Each band contains marks. Examiners should first read and annotate a learner's answer to pick out the evidence that is being assessed in that question. Once the annotation is complete, the mark scheme can be applied. This is done as a two-stage process.

Banded mark schemes Stage 1 – Deciding on the band

When deciding on a band, the answer should be viewed holistically. Beginning at the lowest band, examiners should look at the learner's answer and check whether it matches the descriptor for that band. Examiners should look at the descriptor for that band and see if it matches the qualities shown in the learner's answer. If the descriptor at the lowest band is satisfied, examiners should move up to the next band and repeat this process for each band until the descriptor matches the answer.

If an answer covers different aspects of different bands within the mark scheme, a 'best fit' approach should be adopted to decide on the band and then the learner's response should be used to decide on the mark within the band. For instance, if a response is mainly in band 2 but with a limited amount of band 3 content, the answer would be placed in band 2, but the mark awarded would be close to the top of band 2 as a result of the band 3 content.

Examiners should not seek to mark learners down as a result of small omissions in minor areas of an answer.

Banded mark schemes Stage 2 – Deciding on the mark

Once the band has been decided, examiners can then assign a mark. During the examiner training meeting immediately prior to the commencement of marking, detailed advice from the Principal Examiner on the qualities of each mark band will be given along with examples of pre-marked work. When marking, examiners can use these examples to decide whether a learner's response is of a superior, inferior or comparable standard to the example. Examiners are reminded of the need to revisit the answer as they apply the mark scheme in order to confirm that the band and the mark allocated is appropriate to the response provided.

Indicative content is also provided for banded mark schemes. Indicative content is not exhaustive, and any other valid points must be credited. In order to reach the highest bands of the mark scheme a learner need not cover all of the points mentioned in the indicative content but must meet the requirements of the highest mark band.

Where a response is not creditworthy, either because it contains nothing of any significance to the mark scheme or no response has been provided, no marks should be awarded.

Question 1

<i>Mark allocation:</i>	AO1	AO2	AO3(a)	AO4
4		2	2	

Question: **Use Sources A, B and C above to identify *one* similarity and *one* difference in methods of recruiting troops over time.** [4]

Band descriptors and mark allocations

	AO2 2 marks		AO3(a) 2 marks	
BAND 2	Identifies clearly one similarity and one difference.	2	Uses the sources to identify both similarity and difference.	2
BAND 1	Identifies either one similarity or one difference.	1	Uses the sources to identify either similarity or difference.	1

Use 0 for incorrect or irrelevant answers.

Indicative content

This content is not prescriptive, and candidates are not expected to refer to all the material identified below.

Some of the issues to consider are:

Similarities –

- *There are crowds of people in Sources A and B.*
- *Violence is not being used in Sources B and C.*
- *Men are being recruited in Sources A and B.*

Differences –

- *There is a different method of recruitment being used in each source – pressganging in A, recruitment offices in B and posters in C.*
- *There is a woman showing in Source C compared to men in Sources A and B.*
- *Source C is the only source showing someone already in the armed forces persuading others to join.*

Question 2

Mark allocation:	AO1 (b)	AO2	AO3 (a+b)	AO4
6	2		4	

Question: **Which of the two sources is the more reliable to an historian studying tactics and strategy in warfare over time?** [6]

Band descriptors and mark allocations

	AO1(b) 2 marks		AO3 (a+b) 4 marks	
			Fully analyses and evaluates the reliability of both sources. There will be analysis of the content and authorship of both sources, producing a clear, well substantiated judgement set within the appropriate historical context.	3-4
BAND 2	Demonstrates detailed understanding of the key feature in the question.	2	Partial attempt to analyse and evaluate the reliability of both sources. There will be some consideration of the content and authorship of both sources with an attempt to reach a judgement set within the appropriate historical context.	2
BAND 1	Demonstrates some understanding of the key feature in the question.	1	Generalised answer which largely paraphrases the sources with little attempt at analysis and evaluation.	1

Use 0 for incorrect or irrelevant answers.

Indicative content

This content is not prescriptive, and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *Source D is reliable to a degree as it is from a soldier who witnessed the events he is describing.*
- *To assess the reliability of the authorship there should be reference to his experience as a soldier, especially at this particular battle, however his understanding was limited to what he was able to directly observe himself.*
- *While there is clear bias here this book was written not long after the events it describes and may accurately reflect the views and feelings of many people from this time.*
- *Source E is reliable to a degree as it is from one of the generals involved in the Battle of the Somme.*
- *While Haig would have operational knowledge of what was supposed to happen in preparation for this battle, he would not yet know how this would have worked in practice.*
- *To assess the reliability of the authorship there should be reference to how much experience the general would have had of what happened during a First World War battle.*

There should be reference to the time and circumstances in which the sources were produced.

Question 3

Mark allocation:	AO1 (a)	AO2	AO3	AO4
5	5			

Question: **Describe the role of the navy in the First and Second World Wars.** [5]

Band descriptors and mark allocations

	AO1(a) 5 marks	
BAND 3	Demonstrates detailed knowledge to fully describe the issue set within the appropriate historical context.	4–5
BAND 2	Demonstrates knowledge to partially describes the issue.	2–3
BAND 1	Demonstrates limited knowledge to describe the issue.	1

Use 0 for incorrect or irrelevant answers.

Indicative content

This content is not prescriptive, and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *During the First World War the need to protect merchant shipping was recognised along with the imperative of neutralising the threat of German U-Boats which would lead to the use of the convoy system by 1917.*
- *There was also the use of the Grand Fleet in the North Sea to stop the German navy from breaking out of their ports and it imposed a naval blockade to starve Germany of food and supplies which contributed to German defeat in the war.*
- *1916 saw the only major naval engagement of the war which was indecisive in its outcome as Britain lost more ships than Germany, but the German fleet decided not to challenge the British blockade further.*
- *The Mediterranean Fleet kept supply routes to the British Empire for goods and for troops open.*
- *During the Second World War, as in the First World War, the navy was used to defend food and supply convoys crossing the Atlantic from the USA.*
- *The Navy in the Mediterranean kept British troops in North Africa, and later in Italy, supplied.*
- *At the battle of Taranto 1940 which saw the first carrier borne attack and marked the ascendancy of naval aviation over the big guns of battleships.*
- *In 1943 and 1944 the Royal Navy played a key role in amphibious operations landing troops in Italy and Normandy in France.*

Question 4

Mark allocation:	AO1 (a+b)	AO2	AO3	AO4
9	2	7		

Question: **Explain why British weaponry improved during the nineteenth century.[9]**

Band descriptors and mark allocations

	AO1(a+b) 2 marks			AO2 7 marks	
			BAND 3	Fully explains the issue with clear focus set within the appropriate historical context.	5-7
BAND 2	Demonstrates detailed knowledge and understanding of the key features in the question.	2	BAND 2	Partially explains the issue within the appropriate historical context.	3-4
BAND 1	Demonstrates some knowledge and understanding of the key features in the question.	1	BAND 1	Mostly descriptive response with limited explanation of the issue.	1-2

Use 0 for incorrect or irrelevant answers.

Indicative content

This content is not prescriptive, and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *The Industrial Revolution transformed the production of weaponry; from the mid-nineteenth century the breech-loading rifle and later the repeating rifle replaced the musket and revolutionised warfare; the Maxim machine gun massively increased firepower which was seen with devastating effect during the First World War and muzzle-loading, cast iron guns were replaced by breech-loading rifle cannon.*
- *New production methods improved the quality of weapons and munitions. The Bessemer process in 1856 produced cheap high-grade steel. In the 1860s this was used for artillery, replacing cannon made from cast iron. Bessemer also developed a more accurate process for "rifling" gun barrels.*
- *Mass production of standardized parts meant that weapons could be produced rapidly and cheaply e.g. the Lee Enfield rifle. Weapons became faster to load, more accurate, increased in range and altogether more deadly.*
- *New methods of loading cannon were introduced. William Armstrong introduced breech-loaded cannon (replacing muzzle loaded cannon which were slow to load.) They were made from steel, were more accurate and fired over longer distances e.g. Armstrong's 1887 "monster gun", with a range of 8 miles.*
- *From the 1830s the forces also adopted brass cartridges replaced powder and shot. They were quicker and less dangerous to load. This went hand in hand with the development of breech-loaded weapons like the Lee Enfield rifle in 1895 and the development of magazines that enabled more rounds to be fired without reloading.*
- *Britain became the world's largest producer of weapons; Birmingham was the world's greatest gun-making centre and The Royal Small Arms Factory in Enfield, London produced cannon, rifles and swords for Britain's forces from 1816 until 1988. These weapons manufacturers could employ more staff at times of peak demand to ensure that they were able to provide armaments as needed.*
- *The British army struggled to develop a machine gun of their own so in 1871 they bought the American the Gatling Gun which could fire up to 150 rounds a minute. In 1883 this was replaced by the more manoeuvrable and easier to load Maxim gun which was made even lighter by the Vickers Company.*

Question 5

<i>Mark allocation:</i>	<i>AO1 (a+b)</i>	<i>AO2</i>	<i>AO3</i>	<i>AO4</i>	<i>SPaG</i>
20	6	10			4

Question: **Outline how the role of women in warfare has changed from c.500 to the present day.** **[16+4]**

Band descriptors and mark allocations

	AO1(a+b) 6 marks		AO2 10 marks	
BAND 4	Demonstrates very detailed knowledge and understanding of the key issue in the question.	5–6	Provides a fully detailed, logically structured and well organised narrative account. Demonstrates a secure chronological grasp and clear awareness of the process of change.	8–10
BAND 3	Demonstrates detailed knowledge and understanding of the key issue in the question.	3–4	Provides a detailed and structured narrative account. Demonstrates chronological grasp and awareness of the process of change.	5–7
BAND 2	Demonstrates some knowledge and understanding of the key issue in the question.	2	Provides a partial narrative account. Demonstrates some chronological grasp and some awareness of the process of change.	3–4
BAND 1	Generalised answer displaying basic knowledge and understanding of the key issue in the question.	1	Provides a basic narrative account. Demonstrates limited chronological grasp and limited awareness of the process of change.	1–2

Use 0 for incorrect or irrelevant answers.

Indicative content

This content is not prescriptive, and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *Women had a limited role in war in the medieval era. They were usually camp followers - carrying and repairing equipment, cooking or nursing injured soldiers. These were not directly military in nature but were jobs that were vital to keeping an army able to fight. Other women became involved in military affairs by virtue of office. In the late twelfth and the thirteenth centuries some women held the office of sheriff on the deaths of their husbands which combined administrative responsibilities and military duties. Dame Nicola de la Haye, Sheriff of Lincoln, played a significant role in the Siege of Lincoln in 1217 during the First Baron's War. There were also powerful women like Eleanor of Aquitaine (later wife of Henry II) accompanied her husband Louis VII on the Second Crusade. Richard the Lionheart took his newly married wife and his sister on the Third Crusade in 1191. Wealthy women organised their own expeditions, hired fighting men and contributed to the construction of fortifications. In 1075 Emma de Guader, Countess of Norfolk defended Norwich Castle when under siege. She died during the First Crusade with her husband on the road to Palestine. Some women did lead armies into battle, such as Joan of Arc in France against the English, or Margaret of Anjou at the Battle of Tewkesbury in 1471.*
- *The early modern age saw women continue to work as camp followers to armies. During the seventeenth century Civil War Parliament employed women to work as nurses in military hospitals, although this stopped at the end of the war. However, there were women who took more of a direct role in fighting, like Lady Arundel who organised the defence of Wardour Castle during the Civil War. Lady Mary Bankes and her daughters defended Corfe Castle during a six-week siege in 1643 by dropping stones and hot embers on soldiers attempting to scale the walls. Joane Purefoy and the household of Caldecote Hall held off Prince Rupert and a Royalist force for seven hours armed with just a dozen muskets. Some women saw active service. In 1639 Lady Ann Cunningham, Marchioness of Hamilton led a cavalry troop of men and women at the Battle of Berwick. A Royalist corporal captured near Nottingham was found to be a woman. A Scots army that marched on Newcastle in 1644 is said to have included women who fought as regular soldiers alongside men. King Charles I had had to pass a law to make it illegal for women to wear a military uniform as there were some women who joined the army pretending to be men to fight, especially if it meant that they could stay with their husbands like Private Clarke who fought with her husband for nine years. If a soldier was married and his wife came with him, she would be counted as a member of the company and allowed to share their rations, although she could also be disciplined for breaking the rules.*
- *The unofficial role for women in war continued into the early part of the modern period as women continued to be camp followers during the Revolutionary and Napoleonic Wars, and again there were some like Margaret Ann Bulkley who was allowed to inspect military hospitals as she pretended to be a man called Dr James Barry. In the Crimean War (1853-6) Florence Nightingale developed the role of women as nurses for the military leading to the establishment of the Army Nursing Service in 1881 which became the QUAIMNS (Queen Alexandra Imperial Military Nursing Service). In 1907 FANY was founded (First Aid Nursing Yeomanry) - providing first aid between fighting units and field hospitals, as well as driving ambulances, providing soup kitchens and canteens. As well as their medical role, women also helped the military in the First World War as the "munitionettes", making weapons and ammunition, or helped grow food as part of the Women's Land Army, replacing male farmers who had gone off to fight. They also worked as drivers and clerks supporting the army on the Western Front as well. These roles expanded even further in the Second World War with the creation of the women's auxiliary services including the ATS (army), WRNS (navy) and the WAAF (airforce). Some flew aircraft for the ATA (Air Training Auxiliary) while a few enlisted in the SOE, for operations behind enemy lines. Women in general supported the war effort with rationing, recycling, mending*

and growing food in back gardens. Since 1945, women's roles in the forces have expanded. In 1949 there came the first recognition of women's roles as a permanent part of the armed forces. 1991 saw the first deployment in combat units in the Gulf War and in 1992 they were integrated into regular army units. Since 2016, women have been able to serve in combat roles alongside male colleagues; since 2018 they are on an equal footing with men, with all roles open to women, including special operations. tactics are based on elements of intelligence, ambush, deception and sabotage.

After awarding a band and a mark for the response, apply the performance descriptors for spelling, punctuation and the accurate use of grammar (SPaG) and specialist terms that follow.

In applying these performance descriptors:

- learners may only receive SPaG marks for responses that are in the context of the demands of the question; that is, where learners have made a genuine attempt to answer the question
- the allocation of SPaG marks should take into account the level of the qualification.

Band	Marks	Performance descriptions
High	4	• Learners spell and punctuate with consistent accuracy • Learners use rules of grammar with effective control of meaning overall • Learners use a wide range of specialist terms as appropriate
Intermediate	2-3	• Learners spell and punctuate with considerable accuracy • Learners use rules of grammar with general control of meaning overall • Learners use a good range of specialist terms as appropriate
Threshold	1	• Learners spell and punctuate with reasonable accuracy • Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall • Learners use a limited range of specialist terms as appropriate
	0	• The learner writes nothing • The learner's response does not relate to the question • The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning

Question 6 (a)

Mark allocation:	AO1 (a)	AO2	AO3	AO4
8	8			

Question: (a) **Describe two features of RAF Biggin Hill between 1916 and 1959.** [8]

Band descriptors and mark allocations

	AO1(a) 8 marks	
BAND 3	Offers relevant and accurate knowledge to describe features of the historic site set within its appropriate historical context.	6–8
BAND 2	Offers some relevant and accurate knowledge to describe features of the historic site set within its historical context.	3–5
BAND 1	Offers a generalised description with limited knowledge of features of the historic site.	1–2

Indicative content

This content is not prescriptive, and candidates are not expected to refer to all the material identified below. Any two of the following features could be described:

- *RAF Biggin Hill was set up as an experimental and training facility for a British air force. It was chosen in 1916 to test a new system of wireless communication between aircraft and radios on the ground. It was flat enough for several runways to be built and was high enough that clear radio signals could be sent without interference.*
- *Headphones for radio operators as well as helmets that included headphones and microphones for pilots were developed there. Work was also started on radio direction finding (RDF) – the defence technology that would eventually become radar, the remote detection of approaching enemy aircraft.*
- *Further research and training was undertaken to develop telephony, searchlights and anti-aircraft defence.*
- *Pilots practiced flying at night and co-ordinated flying against an enemy attack was developed. In 1936 the pilots of No. 32 Squadron from RAF Biggin Hill were used to help radar plotters track aircraft and instruct pilots in how to intercept incoming enemy aircraft.*
- *RAF Biggin Hill was also a crucial part of the air defences of London. In 1918 Nos. 140 and 141 Squadrons were moved to Biggin Hill just as the RFC and RNAS were merged to form the RAF. After the First World War Biggin Hill was kept open. The aerodrome and support buildings were extensively rebuilt to turn RAF Biggin Hill into a fighter base.*
- *When Sir Hugh Dowding was put in charge of the new RAF Fighter Command in 1937 more effort was put into preparing fighter defences and by 1938 the first squadron of Hurricane fighters were sent to Biggin Hill. Ten Spitfire Squadrons were operating by the time war was declared in September 1939, which had risen to nineteen by the time the Battle of Britain began in the summer of 1940.*
- *RAF Biggin Hill became known as “The Strongest Link” for the vital role it played in the defence of London during the Second World War. As the base directly to the south of London and directly in-between German bombers and fighters coming from the Continent.*
- *Around 1400 Luftwaffe aircraft were destroyed by fighters based at RAF Biggin Hill. During the V1 missile attacks in the later part of 1944 aircraft from the base were also sent out to try and take down the missiles as part of Operation Crossbow.*

Question 6 (b)

<i>Mark allocation:</i>	AO1	AO2	AO3	AO4
12		12		

Question: (b) **Explain why RAF Biggin Hill was significant in changing aerial warfare between 1916 and 1959.** [12]

Band descriptors and mark allocations

	AO2 12 marks	
BAND 4	Offers a sophisticated and reasoned explanation and analysis of the historic site and its relationship with historic events and developments. The answer fully addresses the position of the historic site in showing the development of warfare set within the appropriate historical context.	10–12
BAND 3	Offers a reasoned explanation and analysis of the historic site in showing the development of warfare set within the appropriate historical context.	7–9
BAND 2	Offers some explanation and analysis of the historic site in showing the development of warfare set within the appropriate historical context.	4–6
BAND 1	Offers a generalised explanation and analysis of the historic site with limited reference to changes showing the development of warfare.	1–3

Use 0 for incorrect or irrelevant answers.

Indicative content

This content is not prescriptive, and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *During the First World War the London Air Defence Area (LADA), a system of aerial observers, anti-aircraft guns and biplane squadrons was set up to neutralise the threat of German bomber to the citizens of London. Part of the LADA was the first operational group of fighters stationed at Biggin Hill – No. 141 Squadron with its Bristol fighters, along with some of No. 39 Squadron.*
- *The RAF was created to make a more co-ordinated response, and experiments in radio and radar technology were begun at experimental stations like RAF Biggin Hill. More people needed to be trained in the techniques of ground-based anti-aircraft defence and night flying, both of which RAF Biggin Hill specialised in during the 1920s.*
- *This system of defence against aerial attack continued to develop between the wars. The RAF was given complete control over aerial defence with the creation of the Air Defence of Great Britain in 1925. RAF Biggin Hill's main role during this period was to serve as a training facility for all of these aspects of London's aerial defence.*
- *In 1936 RAF Biggin Hill was designated to be part of Fighter Command as it was along the one of the most obvious routes that German bombers would take to get to London and fighters flying from there would be able to engage the enemy as quickly as possible.*
- *Under the Dowding System for the defence of Britain, RAF Biggin Hill was part of No. 11 Group, the main base in Sector C from which it coordinated interception of incoming German aircraft with fighters from all of the bases in Sector C. Reports of attacking aircraft would be sent to RAF Biggin Hill from the Chain Home system of coastal radar stations via the Command Bunker at RAF Uxbridge, after which fighters could be scrambled to engage them.*
- *Despite being repeatedly attacked during the Battle of Britain in the summer of 1940, RAF Biggin Hill remained an operational station defending London from German attacks. Later in the war it would also play a part in Operation Crossbow, the attempt to stop German V1 missiles from hitting targets in London.*
- *After the Second World War was over, fighter operations were wound down and RAF Biggin Hill changed from being an active station to being used by Transport Command, dealing with passengers travelling to and from the Continent. Several reserve squadrons of Spitfires were also stationed there just in case they were needed for operations elsewhere. When Fighter Command took control of the aerodrome again 1949 it was used for flying Gloster Meteor jet fighters. Fatal crashes in 1951 that endangered civilians showed that RAF Biggin Hill was no longer suited to modern aerial warfare using jets and so it was closed as an operational RAF base in 1959 and transferred to civilian control.*
- *RAF Biggin Hill was significant because of its role in the development of radio and radar technology, in the development of anti-aircraft defences and their uses as well as being key to the defence of London during the Second World War.*