



---

# **GCSE MARKING SCHEME**

---

**SUMMER 2018**

**HISTORY**

**COMPONENT 1 BRITISH STUDY IN DEPTH**

**1C. Empire, Reform and War: Britain, 1890-1918**

**C100UC0-1**

## **INTRODUCTION**

This marking scheme was used by WJEC for the 2018 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

## MARK SCHEME SUMMER 2018

### Component 1: BRITISH STUDY IN DEPTH

#### 1C. Empire, Reform and War: Britain 1890-1918

#### 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:**

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

Question: e.g. **What can be learnt from Sources A and B about the need for social reform in this period?** **[4]**

##### Band descriptors and mark allocations

AO3(a) 4 marks		
<b>BAND 2</b>	<b>Analyses and uses the content of both sources for the enquiry. If answer is imbalanced in use of sources award 3 marks.</b>	<b>3-4</b>
<b>BAND 1</b>	<b>Generalised answer with little analysis, paraphrasing or describing sources only.</b>	<b>1-2</b>

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:

- *both sources show that there was a need for social reform in this period;*
- *Source A shows that low wages paid to unskilled labour led to poor living standards;*
- *living standards were reflected in a lack of food and therefore nutrition which resulted in unfitness for work;*
- *the children born to these families were similarly afflicted, therefore continuing the cycle;*
- *Source B shows a street scene of the period, reflecting poor living conditions;*
- *the condition of the children in terms of their clothing and general appearance suggests they are working class and in poverty.*

## **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 standardising (marking conference), detailed advice from the Principal Examiner on the qualities of each mark band will be given. Examiners will then receive examples of answers in each mark band that have been awarded a mark by the Principal Examiner. Examiners should mark the examples and compare their marks with those of the Principal Examiner.

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, that is contains nothing of any significance to the mark scheme, or where no response has been provided, no marks should be awarded.

## MARK SCHEME SUMMER 2018

### Component 1: BRITISH STUDY IN DEPTH

#### 1C. Empire, Reform and War: Britain, 1890-1914

##### Question 1

Mark allocation:	AO1	AO2	AO3 (a)	AO4
4			4	

Question: **What can be learnt from Sources A and B about the need for social reform in this period?** **[4]**

##### Band descriptors and mark allocations

AO3(a) 4 marks		
<b>BAND 2</b>	<b>Analyses and uses the content of both sources for the enquiry. If answer is imbalanced in use of sources award 3 marks.</b>	<b>3-4</b>
<b>BAND 1</b>	<b>Generalised answer with little analysis, paraphrasing or describing sources only.</b>	<b>1-2</b>

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:

- *both sources show that there was a need for social reform in this period;*
- *Source A shows that low wages paid to unskilled labour led to poor living standards;*
- *living standards were reflected in a lack of food and therefore nutrition which resulted in unfitness for work;*
- *the children born to these families were similarly afflicted, therefore continuing the cycle;*
- *Source B shows a street scene of the period, reflecting poor living conditions;*
- *the condition of the children in terms of their clothing and general appearance suggests they are working class and in poverty.*

**Question 2**

Mark allocation:	AO1 (b)	AO2	AO3 (a+b)	AO4
8	2		6	

Question: **To what extent does this source accurately reflect the success of the tactics used on the Western Front? [8]**

**Band descriptors and mark allocations**

	AO1(b) 2 marks			AO3 (a+b) 6 marks	
			<b>BAND 3</b>	<b>Analyses and evaluates the accuracy of the source, set within the context of the historical events studied. The strengths and limitations of the source material are fully addressed and a substantiated judgement is reached.</b>	<b>5-6</b>
<b>BAND 2</b>	<b>Demonstrates detailed understanding of the key feature in the question.</b>	<b>2</b>	<b>BAND 2</b>	<b>Begins to analyse and evaluate the source. A judgement, with some support is reached, discussing the accuracy of the source material set within the historical context.</b>	<b>3-4</b>
<b>BAND 1</b>	<b>Demonstrates some understanding of the key feature in the question.</b>	<b>1</b>	<b>BAND 1</b>	<b>Very basic judgement reached about the source with little or no analysis or evaluation.</b>	<b>1-2</b>

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 source is partially accurate in reflecting the success of the tactics used on the Western Front;*
- *the source clearly reflects the perspective of the British Army Command and will inevitably portray the campaign as being a success, having worn down the German resolve and ability to resist further assaults;*
- *the Somme offensive did wear down the German Army and although territorial gains were below expectations, it showed the logistical superiority of the Allies;*
- *the source is from the official report of General Haig and consideration needs to be taken of the audience; it would clearly assert that the offensive was a success in order to justify the rationale for the campaign as well as celebrating its success;*
- *however, in order to fully evaluate the accuracy of the source, answers should take into account the wider historical context;*
- *candidates may assert that the provenance of the source affects its accuracy;*
- *candidates may conclude that the tactics used on the Western Front were not a success, reflected in the huge losses incurred for minimal gains;*
- *it may be asserted that the source does not accurately reflect the success of the tactics used on the Western Front due to its bias, intended audience and narrow focus.*

**Question 3**

Mark allocation:	AO1 (a+b)	AO2	AO3	AO4
12	4	8		

Question: **Why was the use of concentration camps by the British significant during the Second Boer War?** [12]

**Band descriptors and mark allocations**

	AO1(a+b) 4 marks		AO2 8 marks	
<b>BAND 4</b>	Demonstrates very detailed knowledge and understanding of the key feature in the question.	4	Fully explains the significance of the identified issue. A fully reasoned and well supported judgement is reached, set within the relevant historical context.	7-8
<b>BAND 3</b>	Demonstrates detailed knowledge and understanding of the key feature in the question.	3	Explains the significance of the identified issue. The answer reaches a supported judgement, set within the historical context.	5-6
<b>BAND 2</b>	Demonstrates some knowledge and understanding of the key feature in the question.	2	Begins to explain the significance of the identified issue, culminating in a weakly supported judgement.	3-4
<b>BAND 1</b>	Demonstrates basic knowledge and understanding of the key feature in the question.	1	A basic, unsupported explanation is provided regarding significance.	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 use of concentration camps by the British during the Second Boer War was a very significant development that had wide ranging implications;*
- *the early stages of the war had seen several British reverses as the Boers adopted tactics favourable to the terrain and conditions;*
- *the military superiority of the British soon turned the war in their favour, until the Boers resorted to guerrilla warfare that dragged the British forces into a drawn out battle;*
- *as disguised Boer forces terrorised British forces, new tactics were introduced including the blockhouse system and scorched earth policy; this was supplemented by the creation of concentration camps into which Boer farming families were placed in order to prevent them assisting Boer forces;*
- *the use of concentration camps was significant as it denied Boer commandos access to food, shelter and horses;*

- *they also added a significant cost to the war in terms of financial and manpower demands;*
- *the camps became politically significant as conditions deteriorated; they were poorly administered and when disease and malnutrition spread, many thousands died;*
- *the use of the camps and the conditions were very significant in changing attitudes towards the war in Britain;*
- *a commission of enquiry, chaired by Millicent Fawcett, was set up and the enquiry damaged the government's reputation; it supported the claims of people such as Emily Hobhouse and was significant in improving conditions;*
- *overall, the significance of the concentration camps lay in their military usefulness, but also in the very damaging political consequences which contributed to the electoral defeat of the Conservatives in 1906.*



### Question 4

Mark allocation:	AO1 (a+b)	AO2	AO3	AO4
10	2	8		

Question: **Explain the connections between TWO of the following that are to do with life on the Home Front during the First World War. [10]**

#### Band descriptors and mark allocations

AO1(a+b) 2 marks		AO2 8 marks			
			<b>BAND 4</b>	Fully explains the relevant connections between the chosen features, set within the correct historical context.	7-8
			<b>BAND 3</b>	Explains the connections between the chosen features, set within the correct historical context.	5-6
<b>BAND 2</b>	Demonstrates detailed knowledge and understanding of the key features in the question.	2	<b>BAND 2</b>	Begins to explain the connections between the chosen features.	3-4
<b>BAND 1</b>	Demonstrates some knowledge and understanding of the key features in the question.	1	<b>BAND 1</b>	A basic, unsupported explanation of connections between the chosen features.	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:

*All the historical features mentioned in the question are inter-related; connections identified may include:*

- *propaganda is connected to recruitment as a very effective campaign was instigated to encourage men to join up; propaganda posters, speeches and leaflets became a distinguishing feature and led to a surge in men joining the armed forces;*
- *conscription is connected to recruitment since as the war wore on it became clear that recruitment alone would not suffice the requirements of the military; this led to the introduction of conscription in January 1916;*
- *conscription is also connected to propaganda as the tone of such propaganda changed with the increased demands of the war;*
- *the growth of disillusionment is connected to recruitment as its spread led to falling numbers of volunteers, hence the need for conscription; it is also connected to propaganda as propaganda was seen as an important method of combating war weariness.*

### Question 5

<i>Mark allocation:</i>	<i>AO1 (b)</i>	<i>AO2</i>	<i>AO3</i>	<i>AO4(a-d)</i>	<i>SPaG</i>
19	4			12	3

Question: **How far do you agree with this interpretation of the reasons for the passing of the voting Act of 1918? [16+3]**

#### Band descriptors and mark allocations

	AO1(b) 4 marks		AO4 (a-d) 12 marks	
<b>BAND 4</b>	Demonstrates very detailed understanding of the key feature in the question.	4	Fully analyses and evaluates how and why interpretations of this issue differ, demonstrating awareness of the wider historical debate over the issue. A well substantiated judgement about the accuracy of the interpretation is reached, set within the context of the historical events studied. The relevance of the authorship of the interpretation is discussed.	10-12
<b>BAND 3</b>	Demonstrates detailed understanding of the key feature in the question.	3	Analyses and evaluates how and why interpretations of this issue differ. Some understanding of the wider historical debate over the issue is displayed. A clear judgement is reached, displaying understanding of how and why interpretations of the issue may differ. Appropriate reference is made to the authorship.	7-9
<b>BAND 2</b>	Demonstrates some understanding of the key feature in the question.	2	Some analysis and evaluation of the interpretation and other interpretations is displayed. A judgement is reached with superficial reference made to authorship.	4-6
<b>BAND 1</b>	Demonstrates basic understanding of the key feature in the question.	1	Makes simple comments about the interpretation with little analysis or evaluation. Little or no judgement reached.	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:

- *the historian's interpretation is that without the campaigning of the suffragettes, the 1918 voting act would not have been passed; this interpretation appears to be based on several issues:*
- *the suffragettes changed the way in which women were viewed, instigating a debate about women's status and role in society;*
- *the interpretation would be based upon the wide-ranging campaign undertaken by the suffragettes;*
- *factors such as adopting a more militant approach, 'Women's Sunday', the campaigning of Edith New and the death of Emily Davison at the 1913 Derby served as a rallying point for the suffrage movement and may have contributed to the forming of the interpretation;*
- *candidates may assert that the author of the interpretation is a feminist writer and historian; the focus of the article is clearly on the impact and legacy of the suffragettes and this will have contributed to the forming of the interpretation; the author would have undertaken relevant research in forming the interpretation;*
- *however, in some respects this interpretation is limited in scope; it is possible for the reasons for the passing of the 1918 Act to be interpreted differently;*
- *the war undoubtedly played a very important role in the passing of the Act;*
- *the significant contribution made by women to the war effort, for example, in munitions factories, certainly contributed to women being given the vote;*
- *the suffragettes supported the war effort and their influence was lessened due to the demands of the war;*
- *candidates may therefore assert that the interpretation of the author is narrow in focus and she is writing from a particular perspective to influence a modern audience;*
- *although research would have been undertaken, the interpretation may be subjective; it is part of the wider historical debate that exists over the reasons for the passing of the 1918 voting act.*

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
<i>High</i>	3	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with consistent accuracy</li> <li>• Learners use rules of grammar with effective control of meaning overall</li> <li>• Learners use a wide range of specialist terms as appropriate</li> </ul>
<i>Intermediate</i>	2	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with considerable accuracy</li> <li>• Learners use rules of grammar with general control of meaning overall</li> <li>• Learners use a good range of specialist terms as appropriate</li> </ul>
<i>Threshold</i>	1	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with reasonable accuracy</li> <li>• Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall</li> <li>• Learners use a limited range of specialist terms as appropriate</li> </ul>
	0	<ul style="list-style-type: none"> <li>• The learner writes nothing</li> <li>• The learner's response does not relate to the question</li> <li>• The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning</li> </ul>