



GCSE MARKING SCHEME

SUMMER 2019

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 2019 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 2019

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:

This section indicates the assessment objective(s) targeted in the question	AO1	AO2	AO3 (a)	AO4
Mark allocation: 4	4		4	

Question: e.g. **What can be learnt from Sources A and B about the role of women during the First World War?**

This is the question and its mark tariff.

[4]

Band descriptors and mark allocations

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

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.

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 aspects of the role of women during the First World War;*
- *source A shows women working in a munitions factory during the war; they appear to be happy;*
- *the majority of workers are clearly women, mass-producing munitions for the war effort;*
- *the source shows the important role women played in the war effort, working in factories as many men were fighting at the front;*
- *source B states that women have undertaken men's roles, not just in the factories, but in the fields and other places too;*
- *it states that women are equal in ability to men in their roles, but just lack the appropriate amount of training;*
- *it states that women have given generously of their time to contribute to the war effort and have gained from the experiences they have been asked to undertake; it suggests that women now expected recognition for the contribution they had made.*

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

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 role of women during the First World War? [4]**

Band descriptors and mark allocations

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

- *both sources show aspects of the role of women during the First World War;*
- *Source A shows women working in a munitions factory during the war; they appear to be happy;*
- *the majority of workers are clearly women, mass-producing munitions for the war effort;*
- *the source shows the important role women played in the war effort, working in factories as many men were fighting at the front;*
- *Source B states that women have undertaken men's roles, not just in the factories, but in the fields and other places too;*
- *it states that women are equal in ability to men in their roles, but just lack the appropriate amount of training;*
- *it states that women have given generously of their time to contribute to the war effort and have gained from the experiences they have been asked to undertake; it suggests that women now expected recognition for the contribution they had made.*

Question 2

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

Question: **To what extent does this source accurately reflect the impact of the death of Emily Davison on the cause of women's suffrage?** **[8]**

Band descriptors and mark allocations

	AO1(b) 2 marks		AO3 (a+b) 6 marks		
			BAND 3	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.	5-6
BAND 2	Demonstrates detailed understanding of the key feature in the question.	2	BAND 2	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.	3-4
BAND 1	Demonstrates some understanding of the key feature in the question.	1	BAND 1	Very basic judgement reached about the source with little or no analysis or evaluation.	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 source shows how Emily Davison's act at the Derby was a tragic, futile waste;*
- *it states that although it was courageous, it endangered the life of the jockey and had harmed the very cause she was seeking to promote;*
- *to an extent the source accurately reflects the impact of the death of Emily Davison on the cause of women's suffrage; many viewed it as an act of foolishness and in the short term it did very little to further the cause of women's suffrage;*
- *some viewed it as an example of the militancy of the women's suffrage movement;*
- *this however, is a rather narrow view and should be seen within its historical context;*
- *the fact that this is an editorial from a contemporary newspaper may suggest that it is from a particular perspective, particularly as society was patriarchal at the time;*
- *the source does not take into account the degree of publicity achieved and only views the event in its most narrow, immediate sense;*
- *it would also presumably be aimed at a readership that to an extent would concur with its views.*

Question 3

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

Question: **Why was the 1909 Budget a significant political development during this period?** [12]

Band descriptors and mark allocations

	AO1(a+b) 4 marks		AO2 8 marks	
BAND 4	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
BAND 3	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
BAND 2	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
BAND 1	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 1909 Budget was a significant political development during this period;
- the 'People's Budget' was significant as it was the culmination of increasing conflict between the House of Commons and the House of Lords; the Lords, dominated by Conservative peers, had increasingly sought to obstruct the Liberal reform programme of the period;
- in order to pay for social reforms, Lloyd-George's Budget sought to increase income tax on those with an income of over £3000, increase death duty and tax profits on land sales; this was seen as a direct assault on the landed classes;
- this was very significant as it was the first real attempt to redistribute wealth;
- despite easily passing through the Commons, the Lords rejected the Budget outright;
- the rejection was significant as it precipitated a constitutional crisis;
- many viewed the Budget as a significant test of strength between the landed class and a government elected with an enormous majority;
- a general election was called over the issues of the Budget and the role of the House of Lords; the Liberals won but by a reduced margin, meaning they needed the support of the Irish nationalists;

- *it was demanded that the Lords' veto on legislation be removed; King Edward VII stated he would create hundreds of peers to get the measure through;*
- *this was significant as the Lords accepted the Budget in April 1910; this however did not deflect from the Parliament Bill, designed to restrict the Lords' power;*
- *the new King, George V, supported his late father's stance and the Lords eventually acquiesced, seeing its power considerably cut;*
- *the 1909 Budget was therefore one of the most significant political developments of the period as it fundamentally altered the relationship between Commons and the Lords.*

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 the Second Boer War. [10]**

Band descriptors and mark allocations

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

- *early Boer victories are connected to guerrilla warfare as these victories at places such as Stormberg, the Battle of Colenso and Spion Kop, led to the British sending an overwhelming military force; this would eventually tip the war in Britain's favour and would result in the Boers adopting the tactics of guerrilla warfare;*
- *guerrilla warfare is connected to concentration camps as the Boer tactics were very effective in terrorising British soldiers and outposts; the result was that the British were forced to bring in the blockhouse system, clearing 'squares' and driving Boer families into newly established concentration camps;*
- *guerrilla warfare is connected to changing attitudes in Britain as the cost of the ongoing war started to change attitudes in Britain as the expected easy victory did not materialise; there was now an increasing sense of disillusionment at the conduct of the war;*
- *concentration camps are connected to changing attitudes in Britain as the conditions in the camps soon became a national scandal; the work of Emily Hobhouse and then Millicent Fawcett led to conditions being slowly improved, but the attitude of the public towards the war changed, damaging the government's reputation, eventually contributing to the defeat of the Conservatives in 1906.*

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 how the war was conducted on the Western Front? [16+3]**

Band descriptors and mark allocations

	AO1(b) 4 marks		AO4 (a-d) 12 marks	
BAND 4	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
BAND 3	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
BAND 2	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
BAND 1	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 interpretation states that the conduct of the war on the Western Front led to a harsh existence and that thousands of lives would have been saved with proper materials, instruction and leadership;*
- *the author has based the interpretation on his experiences as a soldier on the Western Front during the war;*
- *the interpretation is widely supported by a range of available evidence from the time; British tactics were aimed at pushing back the German forces and as a result the British trench systems were rudimentary compared to the German defensive positions;*

- *conditions in the trenches were undoubtedly extremely difficult with sanitation and hygiene proving to be basic in the extreme; it is also possible to assert that the British forces were poorly led and a lack of flexibility among the leadership led to increased casualties;*
- *candidates may assert that the author of the interpretation is a former soldier who is writing many years later in his memoirs; this clearly may have a bearing on how and why the interpretation was formed;*
- *candidates may assert that the interpretation may however, be limited in scope; it is possible for the interpretation to be challenged;*
- *the First World War was a new type of war and therefore the initial concept took time to be changed; tactics had to be adapted and it was necessary to maintain an offensive attitude to break the stalemate;*
- *soldiers on the Western Front were provided with the materials and instruction available at the time; leadership eventually became more effective as tactics developed;*
- *the author's assertion that thousands of lives would have been saved is said in hindsight and could not have been foreseen at the time;*
- *candidates may therefore assert that the interpretation of the author is narrow in focus and that he writing from a particular perspective to a modern audience brought up with possibly similar views;*
- *the interpretation may therefore be subjective; it is part of a wider historical debate that exists over the conduct of the war on the Western Front.*

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"> • 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
<i>Intermediate</i>	2	<ul style="list-style-type: none"> • 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
<i>Threshold</i>	1	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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