



GCSE MARKING SCHEME

SUMMER 2023

**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 2023 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.

COMPONENT 1: BRITISH STUDY IN DEPTH

1C. EMPIRE, REFORM AND WAR: BRITAIN, 1890–1918

SUMMER 2023 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. | | | | |
| Mark allocation: | AO1 | AO2 | AO3 (a) | AO4 |
| 4 | | | 4 | |

Question: e.g. **What can be learnt from Sources A and B about entertainment during this period?** [4]

This is the question and its mark tariff.

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 that there were different forms of entertainment enjoyed during this period;
- Source A shows a variety of sports that were classed as lawn sports in 1904;
- it shows cricket, football and golf being played by males and tennis and croquet by females;
- the source shows the styles of attire that were worn; the women are in full dresses whilst the male cricketer is wearing a tie; this suggests a degree of formality was the norm when taking part in these sports;
- Source B shows a different form of entertainment that was popular as in the music hall.
- it shows that places such as Empires and Palaces had excellent programmes, but also maintained moral standards due to the type of clientele they attracted;
- the source shows that a wide variety of shows were put on in the music halls, such as conjurers, acrobats and performing animals; in addition to this, shortened versions of plays were performed and the performers were of a variety of ages;
- both sources suggest that entertainment was varied and popular during this period.

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.

Question 1

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

Question: **What can be learnt from Sources A and B about entertainment during this period?** **[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 that there were different forms of entertainment enjoyed during this period;*
- *Source A shows a variety of sports that were classed as lawn sports in 1904;*
- *it shows cricket, football and golf being played by males and tennis and croquet by females;*
- *the source shows the styles of attire that were worn; the women are in full dresses whilst the male cricketer is wearing a tie; this suggests a degree of formality was the norm when taking part in these sports;*
- *Source B shows a different form of entertainment that was popular – the music hall;*
- *it shows that venues, for example those called Empires and Palaces had excellent programmes, but also maintained moral standards due to the type of clientele they attracted;*
- *the source shows that a wide variety of shows were put on in the music halls, such as conjurers, acrobats and performing animals; in addition to this, shortened versions of plays were performed and the performers were of a variety of ages;*
- *both sources suggest that entertainment was varied and popular during this period.*

Question 2

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

Question: **To what extent does this source accurately reflect the aims of the 1909 Budget?** **[8]**

Band descriptors and mark allocations

| | AO1(b) 2 marks | | AO3 (a+b) 6 marks | |
|---------------|--|----------|---|--|
| | | | 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. |
| 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. |

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 Lloyd George considered the Budget to be a 'war' budget; it suggests that the war was against poverty and squalidness;*
- *the source suggests that the passing of the Budget would help remove poverty, misery and degradation and that they would in effect be distant memories;*
- *the source is accurate to an extent inasmuch as after winning the 1906 election, the Liberal Party sought to undertake a widespread programme of social reforms; these had been much influenced by the work of Rowntree and Booth;*
- *their work had stressed the need for measures to deal with the widespread problems of poverty, unemployment, old age and ill-health; as such, the Liberal government wanted to introduce, for example, the Old Age Pensions Act as one of the reforming measures;*
- *however, the source is part of Lloyd George's address to Parliament and should be seen in that context; it does not fully reflect the wider, unstated aims of the 1909 Budget;*

- *the source does not account for the aims to maintain the construction of Dreadnought battleships in the face of the increasing challenge from Germany, in addition to undertaking social reforms; its proposal to increase income tax and death duty was, in effect, an assault on the landed classes and was a means of eventually overriding the constitutional power of the House of Lords;*
- *therefore, the source is narrow in focus and subjective in its tone and does not fully reflect the aims of the 1909 Budget.*

Question 3

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

Question: **Why did the tactics used on the Western Front have a significant impact on the course of the First World War?**
[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 tactics used on the Western Front had a very significant impact on the course of the First World War;*
- *the nineteenth-century process of industrialization had created the ability to mass produce goods and therefore wage an 'industrial war'; however, this significant development was not fully reflected in the initial tactics used by the combatants during the war;*
- *the initial failure of the German Schlieffen Plan had a significant impact in terms of it resulting in Germany having to fight a war on two fronts; as a result of the Battle of the Marne and the subsequent German retreat, they began to protect their positions by digging trenches; this would have an extremely significant impact on the course of the war on the Western Front;*

- *the resultant trench warfare was significant in many respects; the war now became one based around defensive capability; the construction of heavily fortified, reinforced positions meant that there was now an increased reliance upon artillery as the primary means to destroy trench positions;*
- *the use of cavalry charges was now redundant and the use of mass artillery bombardment, followed by infantry going over the top, was the most significant feature of the conduct of the war;*
- *the tactics of attrition therefore had a very significant impact on the course of the war as it resulted in large scale losses for often minimal return;*
- *the tactics used developed slowly during the course of the war, but innovations such as the 'creeping barrage' gradually improved the success rate and combined with an increasingly one-sided war of attrition, had a significant impact in terms of wearing down German resources;*
- *overall, the tactics used during the war, in addition to the technological developments that took place, had a significant impact on the course of the war on the Western Front.*

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]**

- **Emily Hobhouse**
- **The 'Khaki election'**
- **Millicent Fawcett**
- **Concentration camps**

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:

- *to a certain extent, all four issues to do with the Second Boer War are interconnected;*
- *during the war, the British had increasingly resorted to the use of a scorched earth policy and concentration camps as a means of denying Boer commandos access to food, shelter and houses; however, conditions in these camps soon deteriorated and became a national scandal, especially after the conditions and the resulting thousands of deaths were exposed by the human rights campaigner Emily Hobhouse;*

- *Emily Hobhouse and concentration camps are connected as it was her exposure of the conditions in the camps that led to the setting up of a formal commission to investigate the matter in 1901;*
- *Hobhouse and concentration camps are connected to the 'Khaki election' as even though the election was fought on patriotic grounds, they provided the backdrop to the changing attitudes towards the war in Britain; attitudes were increasingly split between imperialists and those becoming disillusioned by the course and the conduct of the war;*
- *Millicent Fawcett is connected to Emily Hobhouse and the concentration camps as she was appointed to lead the official investigators inspecting the camps as part of the Fawcett Commission; the Fawcett Commission corroborated Hobhouse's claims and further contributed to changing attitudes in Britain.*

Question 5

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

Question: **How far do you agree with this interpretation of the women's suffrage movement during this period? [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 cause of women's suffrage was not all about the Suffragettes; it states that although they played a vital part, they were essentially a minority within the movement;*
- *the interpretation asserts that their confrontational tactics attracted the headlines, but distracted the public from the unseen work done in the name of the cause by thousands of others across the country;*
- *to an extent, this interpretation can be agreed with; the author has based the interpretation on the fact that during this period the activities of the Suffragettes overshadowed the peaceful, moderate work of the Suffragists, led by Millicent Fawcett;*
- *the primary methods of issuing leaflets, petitioning, lobbying MPs and organising marches were widely used by the Suffragists to further the cause of women's suffrage; in addition to this, the peaceful contribution made by women in support of the war effort would prove to be a key factor in furthering the cause of women's suffrage;*
- *however, other interpretations of this issue may differ; other historians and commentators would argue that the Suffragettes played a substantial role in the cause of women's suffrage;*
- *candidates may assert that the non-confrontational tactics of the suffragists made very little headway in the years preceding the war; repeated attempts to push women's suffrage bills through Parliament during this period failed;*
- *candidates may assert that the militancy of the Suffragettes, whilst deepening the divisions in the suffrage movement, were more effective in keeping the issue at the forefront of gaining public attention as opposed to distracting it; events such as the 1908 'Women's Sunday' and the actions of figures such as Edith New, the Pankhursts and Emily Davidson, all significantly furthered the cause;*
- *however, it may be commented upon that the author of this extract is writing from a particular perspective; the specialist work focuses on the broader aspects of the women's suffrage movement and is approached through a certain perspective;*
- *although appropriate research would have been done, the book is based on the predilections of the author, its medium and the target audience;*
- *it is therefore a limited perspective and should be viewed as part of a wider historical debate over the issue which includes a range of different interpretations of the cause of women's suffrage during this period.*

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 |