

**MARK SCHEME**  
**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	

Question: e.g. **What can be learnt from Sources A and B about the main features of culture in this period?**

[4]

This is the question and its mark tariff.

**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.

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:

- *Source A shows that some male authors had become famous during this period, with Shaw, Wells and Hardy given as prominent examples. It suggests that the novel was now the most popular literary form as it was accessible to many;*
- *however, during this period female authors such as Beatrix Potter were becoming more prominent and partly as a result of this the number of women readers was increasing;*
- *Source B shows a different cultural feature - a typical layout of a music hall of the time. It suggests they were very popular, with many people seated and with galleries surrounding the stage, watching a dance troupe;*
- *in Source B the hall appears to be a grand building, with considerable decoration;*
- *the two sources show that the main features of culture were varied, ranging from reading to attending the music hall.*

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 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, 1890-1918****Question 1**

<i>Mark allocation:</i>	A01	A02	A03 (a)	A04
<b>4</b>			<b>4</b>	

Question: **What can be learnt from Sources A and B about the main features of culture during this period? [4]**

**Band descriptors and mark allocations**

	A03(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:

- *Source A shows that some male authors had become famous during this period, with Shaw, Wells and Hardy given as prominent examples. It suggests that the novel was now the most popular literary form as it was accessible to many;*
- *however, during this period female authors such as Beatrix Potter were becoming more prominent and partly as a result of this the number of women readers was increasing;*
- *Source B shows a different cultural feature - a typical layout of a music hall of the time. It suggests they were very popular, with many people seated and with galleries surrounding the stage, watching a dance troupe;*
- *in Source B the hall appears to be a grand building, with considerable decoration;*
- *the two sources show that the main features of culture were varied, ranging from reading to attending the music hall.*

**Question 2**

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

Question: **To what extent does this source accurately explain the reasons for the Second Boer War?** [8]

**Band descriptors and mark allocations**

	AO1(b) 2 marks		AO3 (a+b) 6 marks	
			<b>BAND 3</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.	5-6
<b>BAND 2</b>	Demonstrates detailed understanding of the key feature in the question.	2	<b>BAND 2</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.	3-4
<b>BAND 1</b>	Demonstrates some understanding of the key feature in the question.	1	<b>BAND 1</b> 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 is partially accurate in explaining the reasons for the Second Boer War; the source partly reflects one of the driving forces behind imperial expansion;
- the source clearly shows a Boer perspective on the reasons for the Second Boer War; Smuts is very biased, being the leader of the Boer Commando during the Second Boer War and clearly wishes to portray the British in a negative light; he views the British as violators of international law, driven by greed for the raw materials of the Transvaal;
- Smuts is in a unique position however, being central to the unfolding events;
- in this respect the source is somewhat limited in its explanation; the source does not take account of the wider historical context regarding other reasons for the Second Boer War;
- in order to fully evaluate the accuracy of this source, answers should refer to the wider historical context that tensions between the British and Boers had increased for several other reasons;
- candidates may be given credit for any reference to other reasons not mentioned in the source such as the treatment of British 'Uitlander' miners, the legacy of the Jameson Raid or Boer-German relations, the increasing wealth and power of the Transvaal, the imperialist beliefs of Milner;
- candidates may conclude that the source does not accurately explain the reasons for the Second Boer War due to its bias and its narrow focus.

**Question 3**

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

Question: **Why was new technology significant during the fighting on the Western Front?** [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:

- *new technology such as the machine gun, heavy artillery, poison gas and tanks was extremely significant during the fighting on the Western Front for several reasons:*
- *mass produced new technology transformed the type of warfare fought on the Western Front;*
- *it led to a highly mechanised war of mass destruction;*
- *the use of heavy artillery and machine guns such as the Lewis and Hotchkiss guns was significant because they wiped out frontal assaults;*
- *chemical warfare in the form of mustard gas was significant because it led to mass casualties and created a new kind of warfare;*
- *soldiers were psychologically traumatised by new technology used on the Western Front;*
- *it led to huge casualties on the Western Front;*
- *the development of the tank was significant in changing the type of warfare fought and was probably a contributory factor in ending the war in 1918.*

**Question 4**

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

Question: **Explain the connections between TWO of the following that are to do with political developments during this period. [10]**

**Band descriptors and mark allocations**

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

*All the features mentioned are closely connected political developments of the period; connections identified may include:*

- *the growth of the Labour Party was connected to the 1909 budget because the Liberals saw welfare and political reforms as a way of combatting the rise of the Labour Party and embarked upon a programme of constitutional reform; the 1909 Budget was aimed at redistributing wealth via tax increases ;*
- *the 1909 budget was connected to the constitutional crisis because its veto by the House of Lords created a constitutional crisis; two elections in 1910 resulted in hung parliaments in which the Liberals relied upon support from the Labour Party;*
- *the constitutional crisis was therefore linked to the growth of the Labour Party as the Liberals' reliance on their support further increased the influence of the Labour Party;*
- *the constitutional crisis was connected to the 1911 Parliament Act; the result of the stand-off was the Parliament Act of 1911, passed with the support of George V who threatened to create enough Liberal peers to overcome the Conservative majority.*

**Question 5**

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

Question: **How far do you agree with this interpretation of the impact of the First World War upon the lives of people?**  
**[16+3]**

**Band descriptors and mark allocations**

	<b>AO1(b) 4 marks</b>		<b>AO4 (a-d) 12 marks</b>	
<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 the war brought lasting, negative changes to ordinary people; this interpretation appears to be based on several issues:*
- *many families suffered bereavement given the huge number of fatalities; many men were permanently disabled and there were food shortages and disease; returning soldiers found it difficult to readjust to civilian life;*

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- *the conditions faced physically and psychologically impacted upon the returning soldiers; hopelessness and dejection were prevalent;*
- *candidates may assert that the author of this particular interpretation is a Liberal politician and historian writing relatively close to the First World War; he would be well informed about the aftermath of the First World War and would have witnessed its impact on the lives of ordinary people; he was also writing at a time of great economic hardship for many;*
- *however, in some respects this interpretation is limited in scope; it is possible for an historian to interpret the effects of the war differently, and possibly put a more positive slant on certain aspects;*
- *the position of women was significantly affected in a positive way by their contribution to the war effort; freer attitudes became more prevalent and women became more independent;*
- *the distinction between the classes became blurred due to the common experience in the front lines; government changes improved the lot of the farmers and agricultural labourers;*
- *candidates may assert that the author of this particular interpretation is a Liberal politician and historian writing from a particular perspective; he appears to be generalising about the impact of war across Europe, as suggested by the title of his book;*
- *he would have lived through the war and may be directly influenced by his experiences of it; he is also writing during a time of uncertainty, when memories of the war were still fresh in people's minds;*
- *although appropriate research would have been undertaken the interpretation may be subjective; it is part of the wider historical debate that exists over the impact of the First World War on people's lives, but it does need to be more balanced.*

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.

<b>Band</b>	<b>Marks</b>	<b>Performance descriptions</b>
<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>