# GCSE MARKING SCHEME

**SUMMER 2024**

**HISTORY**
**COMPONENT 1: BRITISH STUDY IN DEPTH**
**1C. EMPIRE, REFORM AND WAR: BRITAIN, 1890–1918**
**C100UC0-1**

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## 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.

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**COMPONENT 1: BRITISH STUDY IN DEPTH**

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

**SUMMER 2024 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 British tactics during the Second Boer War?** **[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.



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***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 varying aspects of the British tactics during the Second Boer War;*
- *Source A shows a photograph of a Boer family outside their home after a British military operation;*
- *it shows that the property has been destroyed by fire as the roof is aflame; the family are outside with some of their possessions;*
- *it suggests that the British tactic was to destroy the property of Boer families as means of conducting military operations;*
- *it suggests the British tactics towards civilians was aggressive in nature;*
- *Source B shows the living conditions inside a camp occupied by Boer families;*
- *it states that the heat was suffocating, with many occupants inside; it shows how there was minimal furniture and that during wet weather the tents flooded;*
- *it suggests that living conditions for Boer families in these camps were extremely poor;*
- *both sources therefore suggest that British tactics towards civilians in the Second Boer War were harsh in nature.*



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**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.



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## Question 1

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

Question: **What can be learnt from Sources A and B about British tactics during the Second Boer 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 varying aspects of the British tactics during the Second Boer War;*
- *Source A shows a photograph of a Boer family outside their home after a British military operation;*
- *it shows that the property has been destroyed by fire as the roof is aflame; the family are outside with some of their possessions;*
- *it suggests that the British tactic was to destroy the property of Boer families as means of conducting military operations;*
- *it suggests the British tactics towards civilians was aggressive in nature;*
- *Source B shows the living conditions inside a camp occupied by Boer families;*
- *it states that the heat was suffocating, with many occupants inside; it shows how there was minimal furniture and that during wet weather the tents flooded;*
- *it suggests that living conditions for Boer families in these camps were extremely poor;*
- *both sources therefore suggest that British tactics towards civilians in the Second Boer War were harsh in nature.*



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## 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 women's suffrage movement during this period? [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 some Suffragettes imprisoned during this period were determined to carry on their protest regardless of the consequences;*
- *it shows how they were prepared to use the tactic of the hunger strike in order to achieve their aim of women's suffrage; it suggests that should that be granted, then the women would peacefully serve their sentence;*
- *to an extent, the source accurately reflects the success of the women's suffrage movement; it reveals the lengths to which the women would go to achieve their aims;*
- *the fact that the letter was published in The Times newspaper suggests they were achieving considerable publicity for their cause and implies a degree of success;*
- *however, the source does have a somewhat narrow, subjective focus; the fact that the authors were imprisoned suggests that the tactics they were adopting to achieve women's suffrage were being unsuccessful up to this point;*
- *similarly, it does not fully reflect the wider aspects of the women's suffrage movement in terms of how the government were responding to their actions; it does not reflect the varying tactics used by different factions of the women's suffrage movement by which a judgement on success could be made.*



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## Question 3

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

Question: **Why did First World War have a significant impact upon life on the Home Front?** **[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.



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***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 First World War had a very significant impact upon many aspects of life on the Home Front during this period;*
- *the first significant impact was in terms of recruitment; early enthusiasm for the war effort resulted in a surge of men enlisting to go and fight; a wave of patriotism swept the nation and had a significant impact in terms of recruitment for the armed forces;*
- *recruitment was also impacted as the war progressed and by January 1916 it was realised that conscription was needed to maintain the war effort; this had a significant impact in terms of extending government control; the result was also increased opposition from groups such as conscientious objectors;*
- *propaganda and censorship also had a significant impact upon life on the Home Front; public opinion was controlled through a variety of measures, such as propaganda posters, leaflets, patriotic books and comics; news of the military campaign was censored and had a significant impact in terms of controlling the information the public received about the conduct of the war;*
- *the First World War had a very significant impact on the lives of women on the Home Front; the Suffragists and Suffragettes called off their campaign for the vote; many women persuaded men to join the armed forces;*
- *the war had a very significant impact in terms of how women were employed in industry in large numbers, taking on roles that had previously been undertaken by men; women made a particularly significant contribution in the munitions factories; their contribution to organisations such as the Women's Land Army was part of a social revolution brought on by the war;*
- *the war also had a significant impact in terms of how the government assumed greater control over the war effort through the Defence of the Realm Act (DORA); this impacted upon people's lives on the Home Front in many ways, through control of industry, propaganda and censorship;*
- *the First World War also impacted life on the Home Front though the growth of disillusionment as the war progressed, which manifested itself in many ways;*
- *overall, the war had a very significant impact upon many aspects of British life, society and culture in general on the Home Front.*



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## 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 political developments at the start of the twentieth century. [10]**

- **Liberal government and reform**
- **The 1909 Budget**
- **The Constitutional Crisis**
- **The growth of the Labour Party**

**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.



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***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, the four issues relating to political developments at the start of the twentieth century are all interconnected;*
- *during this period, the Liberal government embarked upon a widespread programme of political and social reform, influenced by the reports of Rowntree and Booth and a belief that greater state intervention was needed to improve people's lives;*
- *the Liberal reform programme is connected to the 1909 Budget as the costly series of reforms, combined with greater demand for expenditure on the navy, led to Budget advocating an increase in taxation to fund them; this 'People's Budget' was rejected by the House of Lords as an attack on aristocracy;*
- *the Liberal reform programme and the 1909 Budget are therefore connected to the Constitutional Crisis as they precipitated the clash between the Liberal government and the House of Lords; the threat to create hundreds of new peers forced the House of Lords to accept the Budget in April 1910 and precipitated the events that led to the restriction of the power of the Lords in the Parliament Act, 1911;*
- *the Liberal reform programme and the 1909 Budget are connected to the growth of the Labour Party as the Liberals viewed welfare and political reforms as a way of combatting the rise of the Labour Party;*
- *the Constitutional Crisis is connected to the growth of the Labour Party in that two elections in 1910 resulted in hung parliaments in which the Liberals relied upon support from the Labour Party;*
- *the issues are all therefore interconnected in terms of explaining the political developments at the start of the twentieth century.*



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## Question 5

| *Mark allocation:* | *AO1 (b)* | *AO2* | *AO3* | *AO4(a-d)* | *SPaG* |
|---|---|---|---|---|---|
| **19** | **4** | | | **12** | **3** |

Question: **How far do you agree with this interpretation of the tactics used 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.



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***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 generals in the British Army were grossly incompetent and that Haig in particular, was obstinate, over-ambitious and in effect, a megalomaniac;*
- *it asserts that the tactics adopted on the Western Front achieved little apart from the deaths of hundreds of thousands of soldiers;*
- *the interpretation is accurate to a certain extent; generals such as Haig repeatedly failed to adapt their tactics during the early stages of the war; they relied on outdated tactics that relied on the open charge of thousands of infantry men against enemy positions that were very heavily defended;*
- *it is supported by the assertion that not enough consideration had taken place about how the pre-war advances in technology would impact upon tactics in such a conflict;*
- *however, other interpretations of this issue would differ; other historians and commentators would argue that the tactics used on the Western Front were appropriate to the new kind of warfare that industrialisation had brought;*
- *candidates may assert that the increase in defensive capabilities, in terms of the use of trench warfare, concrete pillboxes, machine guns and artillery, were issues that were essentially unprecedented;*
- *candidates may also assert that the very particular conditions on the Western Front led to a war of attrition that was in essence unavoidable;*
- *they may further assert that the interpretation is unfair insomuch as tactics were developed to try and break the stalemate, such as the creeping barrage; technological developments also enabled changes in tactics to be effected, such as the use of the tank;*
- *candidates may comment upon the fact the author is writing from a very particular perspective, as is strongly suggested by the title of the publication; the interpretation is strongly influenced by the predilections of the author and more particularly, the audience it is aimed at, who may well be sympathetic to the interpretation put forward;*
- *although appropriate research would have been done, the article is a limited perspective, based on the predilections of the author, its medium and the target audience;*
- *it should be viewed as part of a wider historical debate over the issue which includes a range of different interpretations of the tactics used 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.



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



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