



GCSE MARKING SCHEME

AUTUMN 2020

**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 2020 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 AUTUMN 2020

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

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

Question: e.g. **What can be learnt from Sources A and B about life in the trenches during the First World 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.

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 how life in the trenches had its hardships;*
- *Source A shows British soldiers in a trench; a soldier is on sentry duty, suggesting the threat of attack was always prevalent;*
- *other British soldiers are sleeping where they sit or lie; this suggests that life was difficult in the trenches and that sleep had to be gained wherever possible;*
- *the source shows how trenches were constructed, with a fire step and barbed wire visible;*
- *the conditions look difficult to live in with mud and materials strewn throughout the trench;*
- *Source B, an extract from a letter from a British soldier, describes the conditions in the trenches as being extremely hard;*
- *it describes the effects the poor weather had on life in the trenches, with them being full of mud and water, to the point that men had to wade through in mud up to their waists;*
- *it suggests that when the weather turned cold it resulted in men being afflicted with trench foot.*

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 life in the trenches 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 how life in the trenches had its hardships;*
- *Source A shows British soldiers in a trench; a soldier is on sentry duty, suggesting the threat of attack was always prevalent;*
- *other British soldiers are sleeping where they sit or lie; this suggests that life was difficult in the trenches and that sleep had to be gained wherever possible;*
- *the source shows how trenches were constructed, with a fire step and barbed wire visible;*
- *the conditions look difficult to live in with mud and materials strewn throughout the trench;*
- *Source B, an extract from a letter from a British soldier, describes the conditions in the trenches as being extremely hard;*
- *it describes the effects the poor weather had on life in the trenches, with them being full of mud and water, to the point that men had to wade through in mud up to their waists;*
- *it suggests that when the weather turned cold it resulted in men being afflicted with trench foot.*

Question 2

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

Question: **To what extent does this source accurately reflect the popularity of the music hall as entertainment?** [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 modern music halls had become extremely popular in London during this period;*
- *it suggests that the buildings were lavishly decorated and provided high class entertainment in spectacular productions; the reasonable admission prices contributed to its popularity;*
- *the source is accurate to an extent as music halls were one of the most popular forms of entertainment during this period; during the late 1880s on, they had become more elaborate in design and appealed to a wide audience, especially the working class;*
- *figures such as Marie Lloyd, Harry Champion, Joe Elvin and Marie Dainton became stars of the time; songs became widely known and music halls spread across the regions and in all major cities;*
- *the First World War saw music halls reach the peak of their popularity when they played an important role in maintaining enthusiasm for the war;*
- *the source however is from an article specifically focused on music halls in London and as such it may reflect a narrow view and overstate the popularity of the music hall;*
- *Newton is an author and theatre-critic and is writing for an audience that would presumably be interested in the subject matter; it therefore does not consider other popular forms of entertainment such as cinema and sport, which greatly increased in popularity from the early 1900s on.*

Question 3

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

Question: **Why was the role of women significant on the Home Front during 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 role of women on the Home Front during the First World War was significant in many ways;*
- *women's suffrage movements called off their campaigns and began to play a significant role in terms of persuading men to join the forces; many women were encouraged to identify young men who had not joined and give them white feathers; posters used the influence of wives and mothers as a recruitment tool;*
- *the Suffragettes demanded that women be allowed to contribute to the war effort by working in munitions factories; women's contribution in the munitions factories was vital to war production; these 'munitionettes' or 'canaries' worked in exhausting, dangerous conditions;*
- *women also made a very significant contribution in other areas of employment; more women trained and worked in medicine and education for example; the first women police officers served during the war;*
- *women began working in transport, as bus conductresses, ticket collectors and drivers; the number of women working on the railways increased considerably;*
- *women played a vital role in the home, taking care of families and homes; they also contributed to the war effort by hand-making products at home;*

- *women made a significant contribution in terms of keeping agricultural production running; over 250,000 women served in the Women's Land Army, which ensured that vital agricultural work was carried out.*

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 women's suffrage. [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:

- *the National Union of Women's Suffrage Societies (NUWSS) is connected to tactics used as their campaign revolved around using peaceful methods to secure the vote for women; the issuing of leaflets, petitioning, lobbying MPs, organized marches amongst other legal methods, were their primary undertakings; these tactics however, made relatively little headway in the NUWSS's early years;*
- *the NUWSS is connected to the Women's Social and Political Union (WSPU) and tactics used inasmuch as it was due to frustration with the lack of progress achieved by legal tactics that in 1903 Emmeline Pankhurst broke with the NUWSS to form the WSPU;*
- *the WSPU is connected to tactics used as they now adopted a far more militant approach by disrupting political meetings and undertaking more assertive tactics such as Edith New chaining herself to railings in Downing Street, stones being thrown through the windows of 10 Downing Street and most prominently, Emily Davison at the 1911 Derby; resorting to hunger strikes was also a prominent feature of the Suffragettes campaign;*
- *the Pankhursts are connected to the NUWSS as their dissatisfaction with the progress made by the NUWSS, led to them forming the WPSU as over the forthcoming years they led the*

organisation into adopting more militant tactics; Christabel's leadership of the group led to further militancy, which led to a split between Emmeline and Christabel who favoured militancy and Adela and Sylvia who did not.

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 causes of the Second Boer War?** **[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 Second Boer War was a struggle for power between Britain and the Dutch settlers;*
- *it asserts that the war was manufactured by the British as a means of gaining control over the gold and diamonds in South Africa;*
- *the author has based the interpretation on the fact that the discovery of gold on the Witwatersrand in the Transvaal in 1886 had greatly increased the Transvaal's economic and political prominence, which was felt to be a threat to Britain's position of control in the region;*

- the interpretation is also supported by the fact that the British may have used the issue of the Uitlanders, foreign workers who were denied the right to vote in the Transvaal, as a means of deliberately increasing tension in the area;
- the interpretation is also supported by the fact that the British helped to organise the Jameson Raid, an attempt to start an uprising of the Uitlanders in the Transvaal;
- the financial and political ambitions of British figures such as Cecil Rhodes and Alfred Milner also contributed to the outbreak of war;
- however, other interpretations of the issue differ; other historians and commentators would argue that the war was a culmination of several factors that were not necessarily instigated by the British;
- candidates may assert that the Transvaal became increasingly aggressive to British commercial interests due to its rapid increase in wealth;
- candidates may assert that the Transvaal's attitudes to the Uitlanders, a workforce they needed, necessitated Britain intervening on their behalf;
- it could also be asserted that the intransigence of Paul Kruger, the President of the Transvaal, contributed to the outbreak of war, as did the 'Kruger telegram' which enflamed public opinion in Britain;
- candidates may assert however, that the author of this interpretation is writing from a particular perspective; the title of the article implies an anti-imperial bias, as is reinforced by the language used;
- appropriate research would have been undertaken, but the interpretation may be based on the predilections of the author, who is not a specialist in political history; it may also be influenced by the target audience who could be interested in the wider aspects of the article;
- 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 causes of the Second Boer War.

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