GCSE MARKING SCHEME

SUMMER 2022

HISTORY
COMPONENT 1: BRITISH STUDY IN DEPTH
1C. Empire, Reform and War: Britain, 1890-1918
C100UC0-1

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INTRODUCTION

This marking scheme was used by WJEC for the 2022 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.

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COMPONENT 1: BRITISH STUDY IN DEPTH

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

SUMMER 2022 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 the cause of women's suffrage 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 the cause of women's suffrage was a prominent feature of the period; they show the differing tactics used by the movement, one being direct action, the other non-violent;*
- *Source A shows a newspaper's coverage of the events at the 1913 Derby where a campaigner went on to the course and attempted to snatch the bridle of the King's horse;*
- *it shows the aftermath of the action taken by a female suffrage campaigner; it shows the lengths to which some would go to achieve publicity for the movement and the proactive tactics adopted;*
- *Source B is also from a newspaper of the period, but it shows a different aspect of the movement;*
- *it reports on a peaceful gathering of Suffragists at Hyde Park a few weeks after the event reported in Source A;*
- *it emphasizes the non-militant approach to the cause of women's suffrage that was favoured by those who followed the main speaker at the event, Millicent Fawcett.*

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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 the cause of women's suffrage 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 the cause of women's suffrage was a prominent feature of the period; they show the differing tactics used by the movement, one being direct action, the other non-violent;*
- *Source A shows a newspaper's coverage of the events at the 1913 Derby where a campaigner went on to the course and attempted to snatch the bridle of the King's horse;*
- *it shows the aftermath of the action taken by a female suffrage campaigner; it shows the lengths to which some would go to achieve publicity for the movement and the proactive tactics adopted;*
- *Source B is also from a newspaper of the period, but it shows a different aspect of the movement;*
- *it reports on a peaceful gathering of Suffragists at Hyde Park a few weeks after the event reported in Source A;*
- *it emphasizes the non-militant approach to the cause of women's suffrage that was favoured by those who followed the main speaker at the event, Millicent Fawcett.*

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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 reaction to the outbreak of war on the Home Front? [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 the reaction to the outbreak of war in Europe and Britain had been one of extreme patriotism;*
- *it suggests that the outbreak of war had brought out the worst instincts in society and had put it on the course to barbarism;*
- *the source is accurate to an extent as there was opposition to the outbreak of war on the Home Front;*
- *pacifist groups and conscientious objectors resisted the call to patriotic arms and their influence grew on the Home Front, albeit to a limited extent;*
- *some Socialist groups in Britain also reacted negatively to the outbreak of war and during the war protests were small, but did reflect a degree of opposition;*
- *the source however, is from a letter written by a pacifist which would clearly be reflective of his predilections;*
- *he is writing to an American magazine and consideration of the audience and medium would presumably have influenced his opinion;*
- *as such the source does not accurately reflect the reaction to the outbreak of war on the Home Front; there was widespread enthusiasm for the cause, reflected in the number of men who enlisted to fight and the general patriotic wave that was seen throughout the country.*

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Question 3

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

Question: **Why did the social reforms passed during this period have a significant impact on British society? [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 social reforms passed during this period had a very significant impact on British society;*
- *the late nineteenth and early twentieth centuries had seen little improvement in the lives of working people; poor living conditions and widespread poverty had led to over a quarter of the population living in poverty, many below subsistence level;*
- *these factors had been highlighted by the reports of Booth and Rowntree; these influenced the Liberals into following a policy of social reform;*
- *the significant impact of social reform can be seen in the field of education, with the 1902 Education Act; this imposed a unified system of education and was significant as it ensured that public money was available for a standardized level of education;*
- *this was also significant in the way it impacted upon society in terms of it establishing the right to a basic education with properly paid teachers for all children;*

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- *the introduction of the Old Age Pensions Act in 1908 was clearly very significant in terms of impacting upon society; during the first year 650,000 people collected old age pensions and it shifted the burden of care to the government;*
- *further reforms also had a significant impact upon society; the introduction of the National Insurance Act brought in an all-encompassing system across the nation;*
- *the National Insurance Act undoubtedly had a significant impact in terms of the health insurance it provided to workers; the introduction of short-term unemployment benefit was also significant in establishing state responsibility to provide for the welfare of the people.*

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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 life on the Western Front during the First World War. [10]**

Band descriptors and mark allocations

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

Use 0 for incorrect or irrelevant answers.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

All the historical features mentioned in the question are inter-related; connections identified may include:

- *the trench system developed as a result of the stalemate that was arrived at after the 'race to the sea' in Autumn 1914; it was a system of defensive trenches that stretched across Europe as the Western Front; they are connected to artillery as it was believed that the most effective way to destroy the enemy's trenches was by mass artillery bombardment;*
- *the trenches and artillery are connected to infantry as the tactics adopted were one of building defensive trench systems for the infantry and then using artillery bombardment prior to mass infantry attacks;*

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- *artillery and infantry are also connected as tactics further developed a 'creeping barrage' in which the artillery would lift at pre-set times for the infantry to follow closely behind to the enemy trench positions;*
- *the trench system, artillery and infantry are connected to attrition as the tactics adopted, combined with the geographical and weather conditions, led to the conflict on the Western Front becoming one of attrition;*
- *the difficulties encountered in attempting to break through deeply defended trenches, despite the use of mass artillery and infantry, resulted in the tactic of attrition being adopted as the only means of progression.*

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Question 5

Mark allocation:	*AO1 (b)*	*AO2*	*AO3*	*AO4(a-d)*	*SPaG*
16	**4**			**12**	

Question: **How far do you agree with this interpretation of political developments at the start of the twentieth century? [16]**

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 1909 Budget was the most important political development of the period;*
- *it asserts that it permanently weakened the power of the House of Lords and allowed the Liberals to implement social reforms that formed the foundations of the welfare state;*
- *the author has based the interpretation on the fact that the Liberal Party had embarked upon a wide-ranging series of social reforms, as well as a programme of funding the building of Dreadnoughts; the result was that changes to income tax were needed to fund both projects; this led to conflict with the House of Lords that would precipitate important constitutional changes;*
- *the interpretation is supported by the fact that the ensuing constitutional crisis, encompassing another general election and intervention from King Edward VII, led to the Lords finally accepting the Budget in April 1910;*
- *the interpretation is further supported by the fact that the crisis led to the passing of the Parliament Act of 1911 that fundamentally changed the relationship between the Houses of Commons and the Lords; it was a clear and unprecedented shift in power from the landed classes by elected representatives;*
- *however, other interpretations of this issue differ; other historians and commentators would argue that there were other very significant political developments that took place during this period;*
- *candidates may assert that the growth of trade unionism during this period and its accompanying political developments were of considerable importance;*
- *events such as the Taff Vale judgement contributed to the formation of the Labour Representation Committee and a rise in membership to over 860,000 by 1903;*
- *candidates may also assert that the subsequent formation of the Labour Party in 1906 was an extremely important political development, given the fact that it was able to gradually increase its representation and influence in Parliament and by the fact that it would supersede the Liberal Party as the official opposition to the Conservatives;*
- *candidates may assert however, that the author of this article is writing from a particular perspective; the article is specifically focused on the 1909 Budget and appeared on a website devoted to the history of the Liberal Party;*
- *although appropriate research would have been done, the article is based upon the predilections of the author, its medium and by the target audience, who would presumably concur with the thrust of the interpretation;*
- *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 main political developments during this period.*

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