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# **GCSE MARKING SCHEME**

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**SUMMER 2025**

**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 2025 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 use of new technology on the Western Front during the First World War?** [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> |

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 varying aspects of the use of new technology on the Western Front during the First World War;*
- *Source A shows the effects of poison gas, more specifically, mustard gas; it shows how the early stages of inhalation resulted in soldiers being burnt all over with blisters;*
- *it shows how soldiers' eyes were blinded and stuck together, as well as the respiratory effects in terms of soldiers fighting for breath and believing they were going to choke;*
- *it suggests that the debilitating effects of mustard gas had a significant impact on the soldiers affected by it;*
- *Source B shows the impact of new technology in terms of the effect the use of tanks had on the enemy;*
- *it suggests that enemy machine-gun fire was ineffective against the tank and that as such it was viewed by the soldiers in a very positive light;*
- *it shows how potent the tank was as a weapon, crushing enemy machine guns and killing their crews with its own machine-gun fire;*
- *both sources therefore show that new technology had a considerable impact upon the war in the Western Front.*

## **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**

|                         |     |     |          |     |
|-------------------------|-----|-----|----------|-----|
| <i>Mark allocation:</i> | AO1 | AO2 | AO3 (a)  | AO4 |
| <b>4</b>                |     |     | <b>4</b> |     |

Question: **What can be learnt from Sources A and B about the use of new technology on the Western Front during the First World War?** [4]

**Band descriptors and mark allocations**

|               | <b>AO3(a) 4 marks</b>                                                                                                          |            |
|---------------|--------------------------------------------------------------------------------------------------------------------------------|------------|
| <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:

- *both sources show varying aspects of the use of new technology on the Western Front during the First World War;*
- *Source A shows the effects of poison gas, more specifically, mustard gas; it shows how the early stages of inhalation resulted in soldiers being burnt all over with blisters;*
- *it shows how soldiers' eyes were blinded and stuck together, as well as the respiratory effects in terms of soldiers fighting for breath and believing they were going to choke;*
- *it suggests that the debilitating effects of mustard gas had a significant impact on the soldiers affected by it;*
- *Source B shows the impact of new technology in terms of the effect the use of tanks had on the enemy;*
- *it suggests that enemy machine-gun fire was ineffective against the tank and that as such it was viewed by the soldiers in a very positive light;*
- *it shows how potent the tank was as a weapon, crushing enemy machine guns and killing their crews with its own machine-gun fire;*
- *both sources therefore show that new technology had a considerable impact upon the war in the Western Front.*

**Question 2**

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

Question: **To what extent does this source accurately reflect the need for social reform during this period?** [8]

**Band descriptors and mark allocations**

|               | <b>AO1(b) 2 marks</b>                                                          |          |               | <b>AO3 (a+b) 6 marks</b>                                                                                                                                                                                                              |            |
|---------------|--------------------------------------------------------------------------------|----------|---------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
|               |                                                                                |          | <b>BAND 3</b> | <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.</b> | <b>5-6</b> |
| <b>BAND 2</b> | <b>Demonstrates detailed understanding of the key feature in the question.</b> | <b>2</b> | <b>BAND 2</b> | <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.</b>                                                        | <b>3-4</b> |
| <b>BAND 1</b> | <b>Demonstrates some understanding of the key feature in the question.</b>     | <b>1</b> | <b>BAND 1</b> | <b>Very basic judgement reached about the source with little or no analysis or evaluation.</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:

- *the source shows the deprivation and poverty that was prevalent in London during this period;*
- *it shows how drunkenness, brutality and crime accompanied these levels of deprivation and that these were related to the relative income of poor families;*
- *it suggests that the poor were disadvantaged and as such, there was a great deal of helplessness amongst the poor;*
- *to an extent, the source accurately reflects the need for social reform during this period; the conditions for the working class in the heavily urbanised areas of Britain were often appalling; poor physical health was compounded by financial poverty and surveys of the period found that a quarter of the population was living in poverty, with a tenth living below subsistence level;*
- *however, the source does emanate from a particular perspective and as such may be rather narrow in focus as the reports were specifically focused upon London;*
- *similarly, whilst it focuses upon general poverty, other issues such as education and the financial care for the elderly were also pressing social issues of the time.*



**Question 3**

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

Question: **Why did the Second Boer War have a significant impact upon Britain during this period?** [12]

**Band descriptors and mark allocations**

|               | <b>AO1(a+b) 4 marks</b>                                                                    |          | <b>AO2 8 marks</b>                                                                                                                                             |            |
|---------------|--------------------------------------------------------------------------------------------|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| <b>BAND 4</b> | Demonstrates very detailed knowledge and understanding of the key feature in the question. | <b>4</b> | Fully explains the significance of the identified issue. A fully reasoned and well supported judgement is reached, set within the relevant historical context. | <b>7-8</b> |
| <b>BAND 3</b> | Demonstrates detailed knowledge and understanding of the key feature in the question.      | <b>3</b> | Explains the significance of the identified issue. The answer reaches a supported judgement, set within the historical context.                                | <b>5-6</b> |
| <b>BAND 2</b> | Demonstrates some knowledge and understanding of the key feature in the question.          | <b>2</b> | Begins to explain the significance of the identified issue, culminating in a weakly supported judgement.                                                       | <b>3-4</b> |
| <b>BAND 1</b> | Demonstrates basic knowledge and understanding of the key feature in the question.         | <b>1</b> | A basic, unsupported explanation is provided regarding significance.                                                                                           | <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:

- *the Second Boer War had a very significant impact upon Britain in many different ways during this period;*
- *the first significant impact was in terms of the early success achieved by the Boers against the British forces; early defeats for the British and the besieging of British garrisons were further compounded by 'Black Week' in December 1899; these military setbacks at places such as Stormberg, Colenso and Spion Kop, had a significant military and psychological impact that reverberated throughout Britain;*
- *the war also had a significant impact in terms of the British now deploying significant forces in South Africa, in order to turn the tide of the war; the relief of the British garrisons at Kimberley, Ladysmith and Mafeking, had a significant impact upon the British public;*
- *the Second Boer War also had a significant impact on Britain as it moved into its second phase of guerrilla tactics; the British use of a scorched earth policy, blockhouses and eventually concentration camps, would have significant effect on the military progress of the war, but also on politics in Britain;*
- *the revealing to the British public of the conditions in the concentration camps by Emily Hobhouse, had a very significant impact in terms of changing attitudes towards the war;*
- *the scandal about the conditions in the camps and the increasingly burdensome cost of the war, were significant in increasing war-weariness amongst the British public;*
- *the financial cost of the war also had a significant impact upon Britain; the war cost Britain over £210 million, damaged the reputation of the country and in human terms, was significant as over 20,000 British soldiers died through combat or disease;*
- *the war also had a significant impact, as it revealed the poor physical health of working class men who were rejected from joining the army on physical or medical grounds;*
- *overall, the Second Boer War had a significant impact upon Britain, with the political and psychological effects being felt for many years.*

**Question 4**

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

Question: **Explain the connections between TWO of the following that are to do with the impact of the war upon life on the Home Front.** [10]

**Band descriptors and mark allocations**

|               | <b>AO1(a+b) 2 marks</b>                                                                       |          | <b>AO2 8 marks</b> |                                                                                                                        |            |
|---------------|-----------------------------------------------------------------------------------------------|----------|--------------------|------------------------------------------------------------------------------------------------------------------------|------------|
|               |                                                                                               |          | <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 historical features mentioned in the question are inter-related; connections identified may include:*

- *to a certain extent, the four issues relating to the impact of the First World War upon life on the Home Front are all interconnected;*
- *at the outbreak of war, a massive recruitment drive was needed and propaganda in terms of posters, leaflets, speeches all played an important role in helping to recruit men to the armed forces; propaganda fed patriotism, which combined with other factors, resulted in large numbers of men volunteering for service;*
- *the role of women is connected to propaganda as many propaganda posters utilised women as a means of encouraging men to join up; posters such as 'Women of Britain Say Go', the use of maternalistic posters, as well as women being encouraged to give white feathers to those who had not joined up, all played a role;*
- *the role of women was also connected to propaganda as the war progressed; as women assumed the roles of men in the workforce, propaganda reinforced the important part they were playing;*
- *propaganda and the role of women are connected to the Defence of the Realm Act (DORA) inasmuch as government control of industries vital to war production, such as munitions factories in which women played a crucial role, as well as propaganda, were now virtually all brought under the control of the government; the taking over of land under DORA was related to the use of the Women's Land Army, to ensure the supply of food;*
- *all the above are connected to the changing attitudes at the end of the war; despite the government's propaganda, disillusionment about the stalemate on the Western Front set in; attitudes also changed in terms of how the role of women was viewed; this would contribute to the enfranchisement of women in 1918; similarly, war weariness was reflected in the fact that the government needed to enact DORA;*
- *the issues are all therefore interconnected in terms of the impact of the war upon life on the Home Front.*

**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 importance of the music hall during this period?** [16+3]

**Band descriptors and mark allocations**

|               | <b>AO1(b) 4 marks</b>                                                               |          | <b>AO4 (a-d) 12 marks</b>                                                                                                                                                                                                                                                                                                                                                     |              |
|---------------|-------------------------------------------------------------------------------------|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| <b>BAND 4</b> | <b>Demonstrates very detailed understanding of the key feature in the question.</b> | <b>4</b> | <b>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.</b> | <b>10-12</b> |
| <b>BAND 3</b> | <b>Demonstrates detailed understanding of the key feature in the question.</b>      | <b>3</b> | <b>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.</b>                                                | <b>7-9</b>   |
| <b>BAND 2</b> | <b>Demonstrates some understanding of the key feature in the question.</b>          | <b>2</b> | <b>Some analysis and evaluation of the interpretation and other interpretations is displayed. A judgement is reached with superficial reference made to authorship.</b>                                                                                                                                                                                                       | <b>4-6</b>   |
| <b>BAND 1</b> | <b>Demonstrates basic understanding of the key feature in the question.</b>         | <b>1</b> | <b>Makes simple comments about the interpretation with little analysis or evaluation. Little or no judgement reached.</b>                                                                                                                                                                                                                                                     | <b>1-3</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:

- *the interpretation states that during this period, the music hall became the main populist entertainment for the population and was the most important form of entertainment of the age;*
- *it asserts that every town had a music hall and that the public were entertained by variety acts showing off a range of skills; it further asserts that the ideals of the era were reflected in music hall entertainment;*
- *the interpretation is accurate to a certain extent; the music hall epitomised entertainment for the working class during this period;*
- *it is supported by the fact that music halls had become more lavish in design and decoration, a reflection of its popularity and importance;*
- *it is also supported by the fact that during this period, certain acts achieved great popularity, such as Marie Lloyd and Harry Champion; professional song-writers penned songs that became extremely popular amongst the public and in culture in general; the music halls also played an important role in the First World War, in terms of maintaining enthusiasm for the war effort;*
- *however, other interpretations of this issue may differ; other historians and commentators would argue that other forms of entertainment were of considerable importance during this period;*
- *candidates may assert that this period was one of great literary expansion; the expansion of the education system improved standards of literacy and writers such as Kipling, Hardy, Shaw and HG Wells produced works of great significance;*
- *candidates may comment upon the fact that the growth of women readers aided the development of female writers such as Beatrix Potter and Virginia Woolf; the proliferation of not just fiction, but social investigations, were important developments during this period;*
- *candidates may also assert that other developments in entertainment, such as in cinema and the expansion of spectator sports, were also of great importance; the popularity of sport was marked by the vast crowds that attended fixtures; the increasing participation of women in sport was also an important feature of the period;*
- *candidates may comment upon the fact the author is writing from a very particular perspective and field of interest; this is suggested by the title of the article; the prospective audience may also have impacted upon the interpretation, as well as the medium through which the interpretation was published;*
- *although appropriate research would have been done, but the interpretation is based upon a rather narrow perspective, which is subjective in focus;*
- *it should be viewed as part of a wider historical debate over the issue which includes a range of different interpretations of the importance of the music hall 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.

| <b>Band</b>                | <b>Marks</b> | <b>Performance descriptions</b>                                                                                                                                                                                                                                                                                               |
|----------------------------|--------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b><i>High</i></b>         | <b>3</b>     | <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>                                                          |
| <b><i>Intermediate</i></b> | <b>2</b>     | <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>                                                          |
| <b><i>Threshold</i></b>    | <b>1</b>     | <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>         |
|                            | <b>0</b>     | <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> |