

GCSE



# WJEC GCSE in HISTORY

APPROVED BY QUALIFICATIONS WALES

## SAMPLE ASSESSMENT MATERIALS

Teaching from 2017

This Qualifications Wales regulated qualification is not available to centres in England.







For teaching from 2017  
For award from 2019

GCSE HISTORY

UNIT 3

SAMPLE ASSESSMENT  
MATERIALS



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Candidate Name	Centre Number				Candidate Number			
					0			



**GCSE**

**HISTORY**

**UNIT 3: THEMATIC STUDY**

**3A. CHANGES IN CRIME AND PUNISHMENT  
c.1500 TO THE PRESENT DAY**

**SAMPLE ASSESSMENT MATERIALS**

**1 Hour 15 minutes**

### **INSTRUCTIONS TO CANDIDATES**

Write your name, centre number and candidate number in the spaces at the top of this page.

**Answer all questions on the examination paper.**

Write your answers in the spaces provided in this booklet.

### **INFORMATION FOR CANDIDATES**

The number of marks is given in brackets at the end of each question or part-question.

Question 7 will assess your ability to construct a balanced, reasoned and well substantiated extended response.

In addition your answer to question 7 will assess your ability to spell, punctuate and use grammar accurately and use a wide range of specialist language as appropriate.

*In all the questions you are advised to support your answers with references drawn from the history of Wales where appropriate.*

**QUESTION 1**

**[4]**

Complete the sentences below with an accurate term.

- a. Streets in some Tudor towns were patrolled at night by \_\_\_\_\_
- b. The Bow Street Runners were established by Henry \_\_\_\_\_
- c. The Metropolitan Police Act was passed in 18\_\_\_\_\_
- d. A type of prison for young offenders first opened in 1902 was called \_\_\_\_\_

**QUESTION 2**

**This question is about methods of punishment over time.**

Look at the three sources below which show types of punishment used over time and answer the question that follows.

**Source A**



[Criminals being punished in the Middle Ages]

Source B



[A criminal being punished in the seventeenth century]

Source C



[Criminals being punished in the eighteenth century]

Use Sources A, B and C above to identify one similarity and one difference in the methods of punishing criminals over time. [4]

*[Use at least two of the sources to answer the question]*

*[12 x answer lines]*

### QUESTION 3

**This question is about methods of combating crime over time.**

Describe the role of a Tudor Justice of the Peace in combating crime. [6]

*[18 x answer lines]*

### QUESTION 4

**This question is about prison reform.**

Describe the work of John Howard in reforming prisons in the late eighteenth century [6]

*In your answer you are advised to refer to the state of prisons in Wales at this time.*

*[18 x answer lines]*

### QUESTION 5

**This question is about the nature and causes of crimes over time.**

Explain why opportunities for crime increased by the end of the eighteenth century. [12]

*[36 x answer lines]*

### QUESTION 6

**This question is about the study of an historic environment connected with crime and punishment.**

Explain why areas such as 'China' in nineteenth century Merthyr were significant in the development of crime and policing in Wales. [12]

*[36 x answer lines]*

## QUESTION 7

**This question is about the causes of crime.**

To what extent has poverty been the main cause of crime over time? [16]

*In your answer you should:*

- *show how poverty has been a cause of crime over three historical eras*
- *discuss the importance of other causes of crime over three historical eras*
- *include direct references to the history of Wales.*

*Marks for spelling, punctuation and the accurate use of grammar and specialist language are allocated to this question.* [4]

*[48 x answer lines]*



**MARK SCHEME****UNIT 3: THEMATIC STUDY****3A. CHANGES IN CRIME AND PUNISHMENT c.1500 TO THE PRESENT DAY****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

<i>Mark allocation:</i>	A01	A02	A03	A04
6	6			

Question: e.g. **Describe the role of a Tudor Justice of the Peace in combating crime.**

**[6]**

This is the question and its mark tariff.

**Band descriptors and mark allocations**

AO1 6 marks		
<b>BAND 3</b>	<b>Demonstrates detailed knowledge to fully describe the issue set within the appropriate historical context.</b>	<b>4-6</b>
<b>BAND 2</b>	<b>Demonstrates knowledge to partially describes the issue.</b>	<b>3-4</b>
<b>BAND 1</b>	<b>Demonstrates limited knowledge to describe the issue.</b>	<b>1-2</b>

Use 0 for incorrect or irrelevant answers.

This section contains the band descriptors which explain the principles that must be applied when marking each question. The examiner must apply this when applying the marking scheme to the response. The descriptor for the band provides a description of the performance level for that band. The band descriptor is aligned with the Assessment Objective(s) targeted in the question.

**Indicative content**

This content is not prescriptive and candidates are not expected to refer to all the material identified below.

Some of the issues to consider are:

*The role of the Tudor JP can be described with reference to several historical features: the Tudor reliance on the gentry to take responsibility for law and order; the need for responsibility in the supervision and regulation of ale-houses; the need for responsibility in suppressing of unlawful games; the need to invest powers of arrest, detention, interrogation and punishment in a respected local official; the increasingly common task of dealing with vagrants and administering the Poor Law; a further role was regular attendance at Petty and Quarter Sessions; some answers may make reference to the fact that many JPs used their position of power to their own selfish ends*

This section contains indicative content (see below under banded mark schemes Stage 2). It may be that the indicative content will be amended at the examiner's conference after actual scripts have been read. The indicative content is not prescriptive and includes some of the points a candidate might include in their response.

## **Banded mark schemes**

Banded mark schemes are divided so that each band has a relevant descriptor. The descriptor for the band provides a description of the performance level for that band. Each band contains marks. Examiners should first read and annotate a learner's answer to pick out the evidence that is being assessed in that question. Once the annotation is complete, the mark scheme can be applied. This is done as a two stage process.

### **Banded mark schemes Stage 1 – Deciding on the band**

When deciding on a band, the answer should be viewed holistically. Beginning at the lowest band, examiners should look at the learner's answer and check whether it matches the descriptor for that band. Examiners should look at the descriptor for that band and see if it matches the qualities shown in the learner's answer. If the descriptor at the lowest band is satisfied, examiners should move up to the next band and repeat this process for each band until the descriptor matches the answer.

If an answer covers different aspects of different bands within the mark scheme, a 'best fit' approach should be adopted to decide on the band and then the learner's response should be used to decide on the mark within the band. For instance if a response is mainly in band 2 but with a limited amount of band 3 content, the answer would be placed in band 2, but the mark awarded would be close to the top of band 2 as a result of the band 3 content. Examiners should not seek to mark learners down as a result of small omissions in minor areas of an answer.

### **Banded mark schemes Stage 2 – Deciding on the mark**

Once the band has been decided, examiners can then assign a mark. During standardising (marking conference), detailed advice from the Principal Examiner on the qualities of each mark band will be given. Examiners will then receive examples of answers in each mark band that have been awarded a mark by the Principal Examiner. Examiners should mark the examples and compare their marks with those of the Principal Examiner.

When marking, examiners can use these examples to decide whether a learner's response is of a superior, inferior or comparable standard to the example. Examiners are reminded of the need to revisit the answer as they apply the mark scheme in order to confirm that the band and the mark allocated is appropriate to the response provided.

Indicative content is also provided for banded mark schemes. Indicative content is not exhaustive, and any other valid points must be credited. In order to reach the highest bands of the mark scheme a learner need not cover all of the points mentioned in the indicative content but must meet the requirements of the highest mark band.

Where a response is not creditworthy, that is contains nothing of any significance to the mark scheme, or where no response has been provided, no marks should be awarded.

**MARK SCHEME****UNIT 3: THEMATIC STUDY****3A. CHANGES IN CRIME AND PUNISHMENT c.1500 TO THE PRESENT DAY****Question 1**

<i>Mark allocation:</i>	<i>AO1</i>	<i>AO2</i>	<i>AO3</i>	<i>AO4</i>
<b>4</b>	<b>4</b>			

Award one mark for each correct response:

- a. Watchmen
- b. Fielding
- c. 1829
- d. Borstal

**Question 2**

Mark allocation:	A01	A02	A03	A04
<b>4</b>		<b>2</b>	<b>2</b>	

Question: **Use Sources A, B and C above to identify one similarity and one difference in the methods of punishing criminals over time.** **[4]**

**Band descriptors and mark allocations**

	AO2 2 marks		AO3 2 marks	
<b>BAND 2</b>	<b>Identifies clearly one similarity and one difference.</b>	<b>2</b>	<b>Uses the sources to identify both similarity and difference.</b>	<b>2</b>
<b>BAND 1</b>	<b>Identifies either one similarity or one difference.</b>	<b>1</b>	<b>Uses the sources to identify either similarity or difference</b>	<b>1</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:

*Similarities – The punishments shown in Sources A and C are in public and seem to constitute forms of entertainment; these come from different centuries and show that the idea of punishment in public hadn't changed; Sources B and C show extremes in punishment (mutilation and garroting in Source B; hanging in Source C); these show that the idea of inflicting pain and even death as punishment remained similar for many centuries*

*Differences – Source A uses humiliation as a punishment; there is no emphasis on inflicting pain; the punishment in Source B seems to be in private while the other punishments are taking place in public; the methods of punishment are different, one shows use of the pillory, one shows mutilation and the other execution.*

**Question 3**

Mark allocation:	AO1	AO2	AO3	AO4
6	6			

Question: **Describe the role of a Tudor Justice of the Peace in combating crime.** [6]

**Band descriptors and mark allocations**

AO1 6 marks		
<b>BAND 3</b>	<b>Demonstrates detailed knowledge to fully describe the issue set within the appropriate historical context.</b>	<b>5-6</b>
<b>BAND 2</b>	<b>Demonstrates knowledge to partially describe the issue.</b>	<b>3-4</b>
<b>BAND 1</b>	<b>Demonstrates limited knowledge to describe the issue.</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 role of the Tudor JP can be described with reference to several historical features: the Tudor reliance on the gentry to take responsibility for law and order; the need for responsibility in the supervision and regulation of ale-houses; the need for responsibility in suppressing of unlawful games; the need to invest powers of arrest, detention, interrogation and punishment in a respected local official; the increasingly common task of dealing with vagrants and administering the Poor Law; a further role was regular attendance at Petty and Quarter Sessions; some answers may make reference to the fact that many JPs used their position of power to their own selfish ends.*

**Question 4**

Mark allocation:	AO1	AO2	AO3	AO4
<b>6</b>	<b>6</b>			

Question: **Describe the work of John Howard in reforming prisons in the late eighteenth century.** **[6]**

**Band descriptors and mark allocations**

	AO1 6 marks	
<b>BAND 3</b>	<b>Demonstrates detailed knowledge to fully describe the issue set within the appropriate historical context.</b>	<b>5-6</b>
<b>BAND 2</b>	<b>Demonstrates knowledge to partially describes the issue.</b>	<b>3-4</b>
<b>BAND 1</b>	<b>Demonstrates limited knowledge to describe the issue.</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 work of John Howard in reforming prisons can be described with reference to several historical features: he was a leading philanthropist and social reformer; in 1773, he was appointed high sheriff of Bedfordshire and supervision of the county jail became of one his responsibilities. He was shocked by the conditions he found there: gaolers were not salaried but lived off fees paid by prisoners for food, bedding and other facilities; this meant that poorer prisoners lived in terrible conditions; many gaolers demanded payment before prisoners were released, meaning that some stayed in jail even if they were innocent or had served their sentences; he travelled extensively across Europe and in Britain visiting prisons; at least two Welsh gaols received visits – those in Caernarfon and Swansea; Caernarfon is criticised for having neither drainage or fresh water with the inmates housed in tiny windowless cells; Howard published his findings in an influential book 'The State of Prisons in England and Wales' in 1775 which led to some interest in Parliament; he had some influence in Wales as Thomas Penson built a new gaol in Caernarfon in 1784 as a result of Howard's criticism and went on to improve the gaols in Wrexham and Flint; Howard died in 1790 after catching typhus in Russia; in 1866, the pressure group, the Howard League for Penal Reform was founded in his honour.*

**Question 5**

Mark allocation:	AO1	AO2	AO3	AO4
<b>12</b>	<b>2</b>	<b>10</b>		

Question: **Explain why opportunities for crime increased by the end of the eighteenth century.** [12]

**Band descriptors and mark allocations**

		AO1 2 marks		AO2 10 marks		
				<b>BAND 4</b>	Fully explains the issue with clear focus set within the appropriate historical context.	<b>8-10</b>
				<b>BAND 3</b>	Explains the issue set within the appropriate historical context.	<b>5-7</b>
<b>BAND 2</b>	Demonstrates detailed knowledge and understanding of the key features in the question.	<b>2</b>		<b>BAND 2</b>	Partially explains the issue with some reference to the appropriate historical context.	<b>3-4</b>
<b>BAND 1</b>	Demonstrates some knowledge and understanding of the key features in the question.	<b>1</b>		<b>BAND 1</b>	Mostly descriptive response with limited explanation of the issue.	<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:

*Crime increased in the eighteenth century largely due to the increasing opportunities created by the development of the commerce and trade of the country: one example of increasing crime was highway robbery; more wealth and money was transported due to increasing trade; there were many vulnerable, open areas outside towns; handguns became easier to purchase and horses cheaper to obtain; escape became easy as parish constables found it difficult to pursue highwaymen; another example was an increase in smuggling; this was a direct result of the economic policy of protecting British industry by putting high tariffs on imported goods; smugglers avoided paying the excise and could sell goods at a cheaper rate than in shops and markets; large areas of the south and west of the country were economically depressed at times in the century and resorted to smuggling to survive.*

**Question 6**

<i>Mark allocation:</i>	A01	A02	A03	A04
<b>12</b>	<b>2</b>	<b>10</b>		

Question: **Explain why areas such as 'China' in nineteenth century Merthyr were significant in the development of crime and its policing in Wales.** [12]

**Band descriptors and mark allocations**

	AO1 2 marks			AO2 10 marks	
			<b>BAND 4</b>	Offers a sophisticated and reasoned explanation and analysis of the significance of the historic environment. The answer fully addresses the position of the historic environment in showing changes in crime and punishment set within the appropriate historical context.	<b>9-10</b>
			<b>BAND 3</b>	Offers a reasoned explanation and analysis of the significance of the historic environment in showing changes in crime and punishment set within the appropriate historical context.	<b>6-8</b>
<b>BAND 2</b>	Demonstrates detailed knowledge and understanding of the key features in the question.	<b>2</b>	<b>BAND 2</b>	Offers some explanation and analysis of the historic environment in showing changes in crime and punishment set within the appropriate historical context.	<b>4-5</b>
<b>BAND 1</b>	Demonstrates some knowledge and understanding of the key features in the question.	<b>1</b>	<b>BAND 1</b>	Offers a generalised analysis of the historic environment with limited reference to changes in crime and punishment	<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:

*Analysis of the historic environment of 'China' shows that its growth represented a significant change in crime and policing in industrial Wales in the nineteenth century; the area was made up of basic industrial housing on the banks of the River Taff and was taken over by the undesirable element of Merthyr society; the area became notorious as a den of vice; the most powerful criminal in the area was known as the 'Emperor' and it became a noted hiding place for fugitives from justice from far afield; its inhabitants would gang together to resist the arrest of any of their neighbours; for many decades in the early nineteenth century the local police forces failed to control the area; however, with the establishment of the town police*

*force in the late 1830s, an organised force started to gain some respect and control; the methods used show how effective an organised police could be; two policemen were put at night on each of the two beats adjoining them; when it became necessary to make an arrest, the whole available force of the police would take part, most often led by the Superintendent; a special target was made of the leaders of these clans of gangsters, so as to weaken their organisation; the inhabitants of China and similar areas responded by assaulting individual constables on their beats; during the 1840s the police proved their toughness and an ability to hit back hard; by the 1850s it became possible to extend the beat system to the whole town, although it was not until the end of the century that it became possible for the area to be patrolled by one constable; in this way, the study of the historic environment of 'China' shows a significant change in the enforcement of law and order in industrial Wales.*

**Question 7**

Mark allocation:	AO1	AO2	AO3	AO4	SPaG
<b>20</b>	<b>6</b>	<b>10</b>			<b>4</b>

Question: **To what extent has poverty been the main cause of crime over time?** [16+4]

**Band descriptors and mark allocations**

	AO1 6 marks		AO2 10 marks	
<b>BAND 4</b>	Demonstrates very detailed knowledge and understanding of the key issue in the question including clear and detailed references to the Welsh context.	5-6	Fully analyses the importance of the key issue. There will be a clear analysis of other factors and their relative impact set within the appropriate historical context.	8-10
<b>BAND 3</b>	Demonstrates detailed knowledge and understanding of the key issue in the question including clear references to the Welsh context.	3-4	Partially analyses the key issue along with a consideration of the impact of other factors in the historical context.	5-7
<b>BAND 2</b>	Demonstrates some knowledge and understanding of the key issue in the question.	2	Basic analysis while considering some other factors and their impact.	3-4
<b>BAND 1</b>	Generalised answer displaying basic knowledge and understanding of the key issue in the question.	1	Offers a generalised response with little analysis of impact.	1-2

Use 0 for incorrect or irrelevant answers.

This question requires candidates to draw upon the Welsh context in their responses. This is assessed in AO1 and candidates who do not draw upon the Welsh context cannot be awarded band 3 or band 4 marks for this assessment objective. Candidates who do not draw upon the Welsh context may, however, be awarded band 3 or band 4 marks for AO2, for an appropriately detailed analysis of the key issue.

**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 argument that poverty has been a cause of crime will be explored through a narrative of the three historical eras covered in this theme. Answers will demonstrate the extent to which poverty was a major cause of crime across the whole period covered. In relation to the medieval era there will be reference to the survival of the subsistence economy worsened frequently by famine and the effects of war; these saw regular instances of stealing and begging including frequent bread riots in the marches of Wales. In the early modern era there will be reference to factors that caused poverty such as increased unemployment, the closing of the monasteries; changes in farming and the cloth industry and inflation. These saw stealing and begging increase rapidly leading to legislation such as the Elizabethan Poor Law. In the modern era there will reference to the economic problems caused by urbanisation and industrialisation in the nineteenth centuries and the endemic problems of stealing and theft in large towns and cities such as Merthyr and Cardiff.*

*There should be discussion of other causes of crime across the eras such as the impact of civil war, the lack of effective policing and political and social unrest; dispute over religion was a cause in the sixteenth and seventeenth centuries. Credit references to the religious martyrs in Wales including Rawlins White, Richard Gwyn and John Penry. In the later twentieth century, technology became a cause of crime in a number of ways. Answers may question whether poverty is still a major cause of crime in the twenty first century and whether there are now other major factors including greed, anti-social behavior and access to new technology that are more important causes.*

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 language that follow.

In applying these performance descriptors:

- learners may only receive SPaG marks for responses that are in the context of the demands of the question; that is, where learners have made a genuine attempt to answer the question
- the allocation of SPaG marks should take into account the level of the qualification.

<b>Band</b>	<b>Marks</b>	<b>Performance descriptions</b>
<i>High</i>	4	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with consistent accuracy</li> <li>• Learners use rules of grammar with effective control of meaning overall</li> <li>• Learners use a wide range of specialist terms as appropriate</li> </ul>
<i>Intermediate</i>	2-3	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with considerable accuracy</li> <li>• Learners use rules of grammar with general control of meaning overall</li> <li>• Learners use a good range of specialist terms as appropriate</li> </ul>
<i>Threshold</i>	1	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with reasonable accuracy</li> <li>• Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall</li> <li>• Learners use a limited range of specialist terms as appropriate</li> </ul>
	0	<ul style="list-style-type: none"> <li>• The learner writes nothing</li> <li>• The learner's response does not relate to the question</li> <li>• The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning</li> </ul>



Candidate Name	Centre Number				Candidate Number			
					0			



**GCSE**

**HISTORY**

**UNIT 3: THEMATIC STUDY**

**3B. CHANGES IN HEALTH AND MEDICINE, c.1340 TO THE PRESENT DAY**

**SAMPLE ASSESSMENT MATERIALS**

**1 Hour 15 Minutes**

### **INSTRUCTIONS TO CANDIDATES**

Write your name, centre number and candidate number in the spaces at the top of this page.

**Answer all questions on the examination paper.**

Write your answers in the spaces provided in this booklet.

### **INFORMATION FOR CANDIDATES**

The number of marks is given in brackets at the end of each question or part-question.

Question 7 will assess your ability to construct a balanced, reasoned and well substantiated extended response.

In addition your answer to question 7 will assess your ability to spell, punctuate and use grammar accurately and use a wide range of specialist language as appropriate.

*In all the questions you are advised to support your answers with references drawn from the history of Wales where appropriate.*

**QUESTION 1**

**[4]**

Complete the sentences below with an accurate term.

- a. James Lister is best known for his work with \_\_\_\_\_
- b. William Harvey wrote a book about the circulation of the \_\_\_\_\_
- c. The National Health Service was set up after World War \_\_\_\_\_
- d. An influential report on public health was written in 1842 by Edwin \_\_\_\_\_

**QUESTION 2**

**This question is about developments in public health and welfare over time.**

Look at the three sources below which show living conditions over time and answer the question that follows.

**Source A**



[A Tudor street scene]

**Source B**



[An industrial town in the nineteenth century]

**Source C**



[A housing development in the 1930s]

Use Sources A, B and C above to identify one similarity and one difference in living conditions over time.

[4]

*[Use at least two of the sources to answer the question]*

*[12 x answer lines]*

### QUESTION 3

**This question is about the study of an historic environment connected with health and medicine.**

Describe the living conditions in industrial towns such as Cardiff that led to cholera outbreaks in the mid-nineteenth century. [6]

*[18 x answer lines]*

### QUESTION 4

**This question is about traditional methods of treating disease.**

Describe traditional herbal remedies that were used before the modern era. [6]

*In your answer you are advised to refer to herbal remedies that were used in Wales.*

*[18 x answer lines]*

### QUESTION 5

**This question is about attempts to prevent illness and disease.**

Explain why developments in vaccination were important in the prevention of illness and disease in the nineteenth and twentieth centuries. [12]

*[36 x answer lines]*

### QUESTION 6

**This question is about advances in medical knowledge.**

How effective was the development and use of scanning techniques in the twentieth century? [12]

*[36 x answer lines]*

## QUESTION 7

**This question is about attempts to treat and cure illness and disease.**

To what extent has the development of modern anaesthetics been the most effective method of treating and curing illness over time? [16]

*In your answer you should:*

- *assess the effectiveness of modern anaesthetics as a method of treating illness*
- *discuss the effectiveness of other methods of treating illness over three historical eras*
- *include direct references to the history of Wales.*

*Marks for spelling, punctuation and the accurate use of grammar and specialist language are allocated to this question.* [4]

*[48 x answer lines]*



**MARK SCHEME**  
**UNIT 3: THEMATIC STUDY**  
**3B. CHANGES IN HEALTH AND MEDICINE c.1340 TO THE PRESENT DAY**

**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

<i>Mark allocation:</i>	AO1	AO2	AO3	AO4
<b>6</b>	6			

Question: e.g. Describe the living conditions in industrial towns such as Cardiff that led to cholera outbreaks in the mid-nineteenth century. [6]

This is the question and its mark tariff.

**Band descriptors and mark allocations**

AO1 6 marks		
<b>BAND 3</b>	<b>Demonstrates detailed knowledge to fully describe the issue set within the appropriate historical context.</b>	<b>5-6</b>
<b>BAND 2</b>	<b>Demonstrates knowledge to partially describes the issue.</b>	<b>3-4</b>
<b>BAND 1</b>	<b>Demonstrates limited knowledge to describe the issue.</b>	<b>1-2</b>

Use 0 for incorrect or irrelevant answers.

This section contains the band descriptors which explain the principles that must be applied when marking each question. The examiner must apply this when applying the marking scheme to the response. The descriptor for the band provides a description of the performance level for that band. The band descriptor is aligned with the Assessment Objective(s) targeted in the question.

**Indicative content**

This content is not prescriptive and candidates are not expected to refer to all the material identified below.

Some of the issues to consider are:

*The huge growth in population in Cardiff in the early nineteenth century; in 1831 the population of Cardiff was 6,137; by 1849 the population of Cardiff was 16,000; in the 1840s, Cardiff had huge social and public health problems as a result of the period of rapid population growth; there was insufficient housing which caused overcrowding; there was very poor sanitation with people using the River Taff and the Glamorgan Canal was for both drinking water and sewage disposal; such overcrowded and filthy conditions meant that diseases spread very quickly amongst the population; credit reference to other towns in Wales that experienced similar conditions and outbreaks of disease.*

This section contains indicative content (see below under banded mark schemes Stage 2). It may be that the indicative content will be amended at the examiner's conference after actual scripts have been read. The indicative content is not prescriptive and includes some of the points a candidate might include in their response.

## **Banded mark schemes**

Banded mark schemes are divided so that each band has a relevant descriptor. The descriptor for the band provides a description of the performance level for that band. Each band contains marks. Examiners should first read and annotate a learner's answer to pick out the evidence that is being assessed in that question. Once the annotation is complete, the mark scheme can be applied. This is done as a two stage process.

### **Banded mark schemes Stage 1 – Deciding on the band**

When deciding on a band, the answer should be viewed holistically. Beginning at the lowest band, examiners should look at the learner's answer and check whether it matches the descriptor for that band. Examiners should look at the descriptor for that band and see if it matches the qualities shown in the learner's answer. If the descriptor at the lowest band is satisfied, examiners should move up to the next band and repeat this process for each band until the descriptor matches the answer.

If an answer covers different aspects of different bands within the mark scheme, a 'best fit' approach should be adopted to decide on the band and then the learner's response should be used to decide on the mark within the band. For instance if a response is mainly in band 2 but with a limited amount of band 3 content, the answer would be placed in band 2, but the mark awarded would be close to the top of band 2 as a result of the band 3 content. Examiners should not seek to mark learners down as a result of small omissions in minor areas of an answer.

### **Banded mark schemes Stage 2 – Deciding on the mark**

Once the band has been decided, examiners can then assign a mark. During standardising (marking conference), detailed advice from the Principal Examiner on the qualities of each mark band will be given. Examiners will then receive examples of answers in each mark band that have been awarded a mark by the Principal Examiner. Examiners should mark the examples and compare their marks with those of the Principal Examiner.

When marking, examiners can use these examples to decide whether a learner's response is of a superior, inferior or comparable standard to the example. Examiners are reminded of the need to revisit the answer as they apply the mark scheme in order to confirm that the band and the mark allocated is appropriate to the response provided.

Indicative content is also provided for banded mark schemes. Indicative content is not exhaustive, and any other valid points must be credited. In order to reach the highest bands of the mark scheme a learner need not cover all of the points mentioned in the indicative content but must meet the requirements of the highest mark band.

Where a response is not creditworthy, that is contains nothing of any significance to the mark scheme, or where no response has been provided, no marks should be awarded.

**MARK SCHEME****UNIT 3: THEMATIC STUDY****3B. CHANGES IN HEALTH AND MEDICINE c.1340 TO THE PRESENT DAY****Question 1**

<i>Mark allocation:</i>	<i>AO1</i>	<i>AO2</i>	<i>AO3</i>	<i>AO4</i>
<b>4</b>	<b>4</b>			

Award one mark for each correct response:

- a Antiseptics
- b Blood
- c Two
- d Chadwick

**Question 2**

Mark allocation:	A01	A02	A03	A04
<b>4</b>		<b>2</b>	<b>2</b>	

Question: **Use Sources A, B and C above to identify one similarity and one difference in living conditions over time. [4]**

**Band descriptors and mark allocations**

	AO2 2 marks		AO3 2 marks	
<b>BAND 2</b>	<b>Identifies clearly one similarity and one difference.</b>	<b>2</b>	<b>Uses the sources to identify both similarity and difference.</b>	<b>2</b>
<b>BAND 1</b>	<b>Identifies either one similarity or one difference.</b>	<b>1</b>	<b>Uses the sources to identify either similarity or difference</b>	<b>1</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:

*Similarities – The living conditions shown in Sources A and B both show cramped housing; they both show terraced housing with narrow streets and little space; both Sources A and B show insanitary conditions; Source A shows disposal of human waste in the streets while Source B shows smoke and pollution; another similarity is that both environments would have been likely to lead to disease outbreaks*

*Differences – Source C highlights several differences in living conditions; it shows a modern development with better planning and more spacious semi-detached houses; Source C shows a cleaner environment which would be much more likely to keep disease at bay; there are also historical differences between Sources A and B, especially in the size of the communities – the town in Source B is much larger growing because of the industrialisation of the nineteenth century.*

**Question 3**

Mark allocation:	AO1	AO2	AO3	AO4
6	6			

Question: **Describe the living conditions in industrial towns such as Cardiff that led to cholera outbreaks in the mid-nineteenth century.** [6]

**Band descriptors and mark allocations**

AO1 6 marks		
<b>BAND 3</b>	<b>Demonstrates detailed knowledge to fully describe the issue set within the appropriate historical context.</b>	<b>5-6</b>
<b>BAND 2</b>	<b>Demonstrates knowledge to partially describes the issue.</b>	<b>3-4</b>
<b>BAND 1</b>	<b>Demonstrates limited knowledge to describe the issue.</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 living conditions in industrial towns such as Cardiff can be described with reference to several historical features; the huge growth in population in Cardiff in the early nineteenth century; in 1831 the population of Cardiff was 6,137: by 1849 the population of Cardiff was 16,000; in the 1840s, Cardiff had huge social and public health problems as a result of the period of rapid population growth; there was insufficient housing which caused overcrowding; there was very poor sanitation with people using the River Taff and the Glamorgan Canal for both drinking water and sewage disposal; such overcrowded and filthy conditions meant that diseases spread very quickly amongst the population; credit reference to other towns in Wales that experienced similar conditions and outbreaks of disease.*

**Question 4**

Mark allocation:	A01	A02	A03	A04
<b>6</b>	<b>6</b>			

Question: **Describe traditional herbal remedies that were used before the modern era.** [6]

**Band descriptors and mark allocations**

AO1 6 marks		
<b>BAND 3</b>	<b>Demonstrates detailed knowledge to fully describe the issue set within the appropriate historical context.</b>	<b>5-6</b>
<b>BAND 2</b>	<b>Demonstrates knowledge to partially describe the issue.</b>	<b>3-4</b>
<b>BAND 1</b>	<b>Demonstrates limited knowledge to describe the issue.</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:

*Traditional herbal remedies can be described with reference to several historical features: most people in Medieval times never saw a doctor; for many illnesses they were treated by the local people who were skilled in the use of herbs; monks and nuns also ran hospitals in their monasteries, and usually had at least one herbalist, skilled in using herbs to treat and cure illness; medicines were made from herbs, spices and resins and applied in drinks, pills, washes, baths, rubs, poultices, purges and ointments. Credit candidates who can give examples of herbal remedies such as the Black Death was treated by applying a warm poultice of butter, onion and garlic, head pains were treated with sweet-smelling herbs such as rose, lavender, sage, and bay, a mixture of henbane and hemlock were applied to aching joints, coriander was used to reduce a fever.*

*Some candidates may refer to the Physicians of Myddfai as well-known herbalists, living and working in and around the Carmarthenshire village of Myddfai in the mid twelfth century; these were trained at the monastery of Strata Florida in Ceredigion and used herbal remedies made from only natural products grown locally in the Myddfai area. They included cures for such things as headache, sunburn, swellings and pain in the legs, coughs and sneezes; the knowledge of these physicians, their healing arts and remedies, were passed down from one generation to the next.*

**Question 5**

Mark allocation:	A01	A02	A03	A04
<b>12</b>	<b>2</b>	<b>10</b>		

Question: **Explain why developments in vaccination were important in the prevention of illness and disease in the nineteenth and twentieth centuries.** [12]

**Band descriptors and mark allocations**

		AO1 2 marks		AO2 10 marks		
				<b>BAND 4</b>	Fully explains the issue with clear focus set within the appropriate historical context.	<b>8-10</b>
				<b>BAND 3</b>	Explains the issue set within the appropriate historical context.	<b>5-7</b>
<b>BAND 2</b>	Demonstrates detailed knowledge and understanding of the key features in the question.	<b>2</b>		<b>BAND 2</b>	Partially explains the issue with some reference to the appropriate historical context.	<b>3-4</b>
<b>BAND 1</b>	Demonstrates some knowledge and understanding of the key features in the question.	<b>1</b>		<b>BAND 1</b>	Mostly descriptive response with limited explanation of the issue.	<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:

*Developments in vaccination were important in the prevention of illness and disease in the nineteenth and twentieth centuries; early attempts were made to vaccinate against the disease of smallpox; expect reference to the pioneering work of Edward Jenner in the early nineteenth century; later follow up development was carried out by Pasteur in immunization in the 1870s and 1880s and led to a vaccine for rabies; development of large-scale vaccines in the twentieth century was a great advance in combating devastating diseases such as pertussis, diphtheria, tetanus, polio and MMR; vaccines were vital in preventing illnesses such as influenza and hepatitis A and B in the later twentieth century.*

**Question 6**

Mark allocation:	AO1	AO2	AO3	AO4
<b>12</b>	<b>2</b>	<b>10</b>		

Question: **How effective was the development and use of scanning techniques in the twentieth century?** **[12]**

**Band descriptors and mark allocations**

AO1 2 marks		AO2 10 marks			
			<b>BAND 4</b>	Offers a sophisticated and reasoned explanation and analysis of the set issue. The answer fully addresses the effectiveness of the set issue within the appropriate historical context.	<b>9-10</b>
			<b>BAND 3</b>	Offers a reasoned explanation and analysis of the effectiveness of the set issue within the appropriate historical context.	<b>6-8</b>
<b>BAND 2</b>	Demonstrates detailed knowledge and understanding of the key features in the question.	<b>2</b>	<b>BAND 2</b>	Offers some explanation and analysis of the effectiveness of the set issue within the appropriate historical context.	<b>4-5</b>
<b>BAND 1</b>	Demonstrates some knowledge and understanding of the key features in the question.	<b>1</b>	<b>BAND 1</b>	Offers a generalised analysis of the set issue with limited reference to any historical context.	<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 effectiveness of the development and use of scanning techniques can be analysed with reference to several historical features: the development of x-rays began with Rontgen in the early twentieth century; the technique gave the advantage of seeing deep into the body rather than using exploratory surgery; this made them particularly effective for diagnosing broken bones and fractures; the use of scanning techniques then developed through the twentieth century: expect reference to the use of radiotherapy; the use of x-rays was very effective for diagnosing disease such as tuberculosis; the development of ultrasound in the 1950s enabled more detailed images of the internal organs to be undertaken; as the twentieth century neared its end, scanning techniques became even more sophisticated and even more effective; credit references to Positron Emission Tomography (PET) which helped in the detection of cancer, brain disease and heart problems, Computerised Axial Scanning (CAT) used to pinpoint tumours and direct radiotherapy and Magnetic Resonance Imaging (MRI) used to detect brain and spinal cord abnormalities in the 1970s.*

**Question 7**

<i>Mark allocation:</i>	AO1	AO2	AO3	AO4	SPaG
<b>20</b>	<b>6</b>	<b>10</b>			<b>4</b>

Question: **To what extent has the development of modern anaesthetics been the most effective method of treating and curing illness over time?** **[16+4]**

**Band descriptors and mark allocations**

	AO1 6 marks		AO2 10 marks	
<b>BAND 4</b>	Demonstrates very detailed knowledge and understanding of the key issue in the question including clear and detailed references to the Welsh context.	5-6	Fully analyses the importance of the key issue. There will be a clear analysis of other factors and their relative impact set within the appropriate historical context.	8-10
<b>BAND 3</b>	Demonstrates detailed knowledge and understanding of the key issue in the question including clear references to the Welsh context.	3-4	Partially analyses the key issue along with a consideration of the impact of other factors in the historical context.	5-7
<b>BAND 2</b>	Demonstrates some knowledge and understanding of the key issue in the question.	2	Basic analysis while considering some other factors and their impact.	3-4
<b>BAND 1</b>	Generalised answer displaying basic knowledge and understanding of the key issue in the question.	1	Offers a generalised response with little analysis of impact.	1-2

Use 0 for incorrect or irrelevant answers.

This question requires candidates to draw upon the Welsh context in their responses. This is assessed in AO1 and candidates who do not draw upon the Welsh context cannot be awarded band 3 or band 4 marks for this assessment objective. Candidates who do not draw upon the Welsh context may, however, be awarded band 3 or band 4 marks for AO2, for an appropriately detailed analysis of the key issue.

**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 argument that the development of modern anaesthetics was the most effective method of treating illness over time will be explored by a narrative of and a comparison with other methods and developments in the three historical eras covered in this theme. Answers will demonstrate the extent to which the development of modern anaesthetics was the most effective method of treating illness over time across the whole period covered. Answers will be likely to highlight the importance of the development of modern anaesthetics in improving surgery and the complications associated with it. The work of James Simpson and the use of nitrous oxide and ether and their advantages will be assessed as will further developments in this area in the twentieth century such as specialist training and improved facilities such as those at Cardiff and Morriston hospitals.*

Answers should also evaluate the effectiveness of other methods of treating and curing disease over time. In relation to the medieval and early modern eras there will be evaluation of methods such as herbal medicines and the use of leeches in surgery. The work of the renowned physicians of Myddfai can be used to illustrate this aspect. Credit reference to early anaesthetics such as alcohol and opium. Other factors that can be evaluated for their effectiveness in treating disease and illness might include the development of antiseptics and aseptic surgery; developments in bacteriology such as that pioneered in Cardiff by J W Power; vaccinations and inoculations; blood transfusions and later advances in surgical methods; improvements in treating diseases such as cancer and diabetes.

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 language that follow.

In applying these performance descriptors:

- learners may only receive SPaG marks for responses that are in the context of the demands of the question; that is, where learners have made a genuine attempt to answer the question
- the allocation of SPaG marks should take into account the level of the qualification.

<b>Band</b>	<b>Marks</b>	<b>Performance descriptions</b>
<i>High</i>	4	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with consistent accuracy</li> <li>• Learners use rules of grammar with effective control of meaning overall</li> <li>• Learners use a wide range of specialist terms as appropriate</li> </ul>
<i>Intermediate</i>	2-3	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with considerable accuracy</li> <li>• Learners use rules of grammar with general control of meaning overall</li> <li>• Learners use a good range of specialist terms as appropriate</li> </ul>
<i>Threshold</i>	1	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with reasonable accuracy</li> <li>• Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall</li> <li>• Learners use a limited range of specialist terms as appropriate</li> </ul>
	0	<ul style="list-style-type: none"> <li>• The learner writes nothing</li> <li>• The learner's response does not relate to the question</li> <li>• The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning</li> </ul>

Candidate Name	Centre Number				Candidate Number			
					0			



**GCSE**

**HISTORY**

**UNIT 3: THEMATIC STUDY**

**3C. THE DEVELOPMENT OF WARFARE,  
c.1250 TO THE PRESENT DAY**

**SAMPLE ASSESSMENT MATERIALS**

**1 Hour 15 Minutes**

### **INSTRUCTIONS TO CANDIDATES**

Write your name, centre number and candidate number in the spaces at the top of this page.

**Answer all questions on the examination paper.**

Write your answers in the spaces provided in this booklet.

### **INFORMATION FOR CANDIDATES**

The number of marks is given in brackets at the end of each question or part-question.

Question 7 will assess your ability to construct a balanced, reasoned and well substantiated extended response.

In addition your answer to question 7 will assess your ability to spell, punctuate and use grammar accurately and use a wide range of specialist language as appropriate.

*In all the questions you are advised to support your answers with references drawn from the history of Wales where appropriate.*

**QUESTION 1**

**[4]**

Complete the sentences below with an accurate term.

- a. A leader that led a struggle for Welsh independence was Owain \_\_\_\_\_
- b. The Royal Navy played a major role in the defeat of the French ruler \_\_\_\_\_
- c. Tanks were first used during World War \_\_\_\_\_
- d. The process of compelling people to join the army is called \_\_\_\_\_

**QUESTION 2**

**This question is about changes in battle tactics and strategy.**

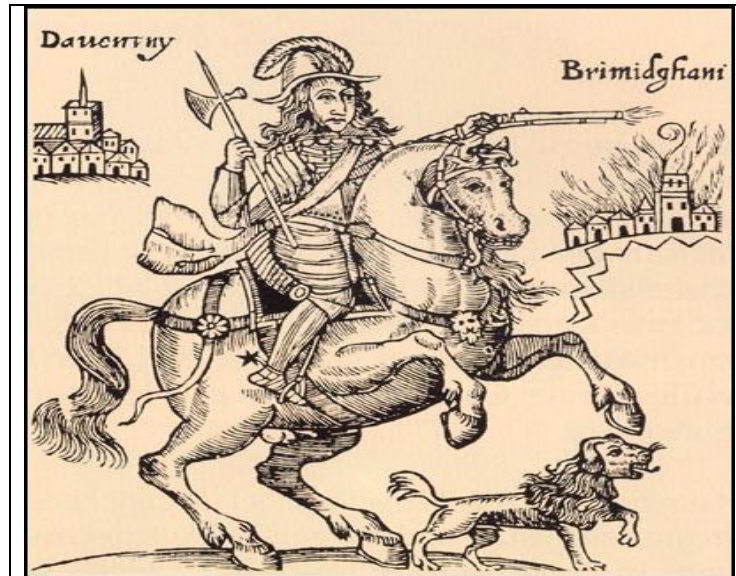
Look at the three sources below which show tactics in battle over time and answer the question that follows.

**Source A**



[Soldiers fighting at the Battle of Hastings in 1066]

Source B



[A royalist soldier in the 1640s]

Source C



[Welsh soldiers in a trench at Mametz Wood in 1916]

Use Sources A, B and C above to identify one similarity and one difference in the use of tactics in battle over time. [4]

*[Use at least two of the sources to answer the question]*

*[12 x answer lines]*

### QUESTION 3

**This question is about changes in technology.**

Describe the main changes in technology in warfare in the medieval period. [6]

*[18 x answer lines]*

### QUESTION 4

**This question is about the role of women in warfare**

Describe the role played by women on the Home Front during the Second World War. [6]

*In your answer you are advised to refer to examples of the role played by women on the Home Front in Wales.*

*[18 x answer lines]*

### QUESTION 5

**This question is about the development of naval warfare.**

Explain why changes in English naval technology and tactics led to the defeat of the Spanish Armada in 1588. [12]

*[36 x answer lines]*

### QUESTION 6

**This question is about methods of recruitment.**

How effective was the use of propaganda in recruiting soldiers during World War I? [12]

*[36 x answer lines]*

## QUESTION 7

**This question is about the causes of war.**

To what extent have political factors always been the main cause of war over time? [16]

*In your answer you should:*

- *show how political factors have been a cause of war over three historical eras*
- *discuss the importance of other causes of war over three historical eras*
- *include direct references to the history of Wales.*

*Marks for spelling, punctuation and the accurate use of grammar and specialist language are allocated to this question.* [4]

*[48 x answer lines]*



## MARK SCHEME

### UNIT 3: THEMATIC PAPER

#### 3C. THE DEVELOPMENT OF WARFARE, c.1250 TO THE PRESENT DAY

#### 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	AO4
6	6			

Question: e.g. **Describe the main changes in technology in warfare in the medieval period.** [6]

This is the question and its mark tariff.

##### Band descriptors and mark allocations

AO1 6 marks		
<b>BAND 3</b>	<b>Demonstrates detailed knowledge to fully describe the issue set within the appropriate historical context.</b>	<b>5-6</b>
<b>BAND 2</b>	<b>Demonstrates knowledge to partially describes the issue.</b>	<b>3-4</b>
<b>BAND 1</b>	<b>Demonstrates limited knowledge to describe the issue.</b>	<b>1-2</b>

Use 0 for incorrect or irrelevant answers.

This section contains the band descriptors which explain the principles that must be applied when marking each question. The examiner must apply this when applying the marking scheme to the response. The descriptor for the band provides a description of the performance level for that band. The band descriptor is aligned with the Assessment Objective(s) targeted in the question.

##### Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below.

Some of the issues to consider are:

*The use of technology in warfare increased in the medieval period due several factors: the introduction of new weapons prompted new defensive technologies; the introduction of the cross-bow led to the adoption of plate armour; improvements in castle design and building were met by the use of technology to breach walls by tunnelling and scaling; the development of siege machinery was also needed to tackle improved castle design; other technological developments were quickly adapted to military purposes such as biological warfare and the transition to gunpowder warfare.*

## **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****UNIT 3: THEMATIC PAPER****3C. THE DEVELOPMENT OF WARFARE, c.1250 TO THE PRESENT DAY****Question 1**

<i>Mark allocation:</i>	<i>AO1</i>	<i>AO2</i>	<i>AO3</i>	<i>AO4</i>
<b>4</b>	<b>4</b>			

Award one mark for each correct response:

- a. Glyndwr
- b. Napoleon
- c. One
- d. Conscription (allow press-ganging)

**Question 2**

Mark allocation:	A01	A02	A03	A04
<b>4</b>		<b>2</b>	<b>2</b>	

Question: **Use Sources A, B and C above to identify one similarity and one difference in the use of tactics in battle over time.** **[4]**

**Band descriptors and mark allocations**

	AO2 2 marks		AO3 2 marks	
<b>BAND 2</b>	Identifies clearly one similarity and one difference.	2	Uses the sources to identify both similarity and difference.	2
<b>BAND 1</b>	Identifies either one similarity or one difference.	1	Uses the sources to identify either similarity or difference	1

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:

*Similarities – Sources A and B both show soldiers engaged in battle with the use of weapons such as axes; in both the soldiers are protected by the wearing of armour; in both sources the armies are using horses; these sources show that some of the tactics used in battle over time did not change that much; another similarity is seen in Sources B and C as they are both showing the use of firearms as a method*

*Differences – the more recent Source C shows many differences in tactics; it shows the use of trenches as protection instead of armour; it shows that some wars have become wars of attrition; Source C shows soldiers wearing uniform with no body armour.*

**Question 3**

<i>Mark allocation:</i>	AO1	AO2	AO3	AO4
<b>6</b>	<b>6</b>			

Question: **Describe the main changes in technology in warfare in the medieval period.** **[6]**

**Band descriptors and mark allocations**

AO1 6 marks		
<b>BAND 3</b>	<b>Demonstrates detailed knowledge to fully describe the issue set within the appropriate historical context.</b>	<b>5-6</b>
<b>BAND 2</b>	<b>Demonstrates knowledge to partially describe the issue.</b>	<b>3-4</b>
<b>BAND 1</b>	<b>Demonstrates limited knowledge to describe the issue.</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:

*Technology in warfare in the medieval period can be described with reference to several historical features; the use of technology in warfare increased greatly in the medieval period; the introduction of new weapons prompted new defensive technologies; the introduction of the crossbow led to the adoption of plate armour; improvements in castle design and building were met by the use of technology to breach walls by tunnelling and scaling; the development of siege machinery was also needed to tackle improved castle design; other technological developments were quickly adapted to military purposes such as the transition to gunpowder warfare.*

**Question 4**

Mark allocation:	A01	A02	A03	A04
6	6			

Question: **Describe the role played by women on the Home Front during the Second World War.** [6]

**Band descriptors and mark allocations**

AO1 6 marks		
<b>BAND 3</b>	<b>Demonstrates detailed knowledge to fully describe the issue set within the appropriate historical context.</b>	<b>5-6</b>
<b>BAND 2</b>	<b>Demonstrates knowledge to partially describe the issue.</b>	<b>3-4</b>
<b>BAND 1</b>	<b>Demonstrates limited knowledge to describe the issue.</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 role played by women on the Home Front during the Second World War can be described with reference to several historical features: women were encouraged to join the war effort in factories, farms and the forces; the biggest demand for female labour came from the new munitions factories; in Wales the largest such factories were in Hirwaun, Glascoed and Bridgend which alone employed over 60,000 people between them, the majority of whom were women; many women worked as 'land girls', sent to work on farms; in 1943, 55 percent of Welsh war workers were female, the highest percentage anywhere in Britain; the experience of working was not all positive; leaving home could be traumatic, especially for Welsh speakers sent to English factories; munitions work could turn women's hair and skin yellow, the hours in factories were long and the work itself monotonous. hard physical work and the isolation of rural farms were all common complaints among land girls; credit candidates who refer to the roles of women as mothers, housewives and volunteers, helping with everything from dealing with air raids and evacuees to cooking and cleaning for the troops.*

**Question 5**

<i>Mark allocation:</i>	<i>AO1</i>	<i>AO2</i>	<i>AO3</i>	<i>AO4</i>
<b>12</b>	<b>2</b>	<b>10</b>		

Question: **Explain why changes in English naval technology and tactics led to the defeat of the Spanish Armada in 1588.**  
[12]

**Band descriptors and mark allocations**

	AO1 2 marks			AO2 10 marks	
			<b>BAND 4</b>	<b>Fully explains the issue with clear focus set within the appropriate historical context.</b>	<b>8-10</b>
			<b>BAND 3</b>	<b>Explains the issue set within the appropriate historical context.</b>	<b>5-7</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>Partially explains the issue with some reference to the appropriate historical context.</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>Mostly descriptive response with limited explanation of the issue.</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:

*There are a number of changes in naval technology that can be used in an explanation: investment in and major expansion of the English fleet during the Tudor period; the advantages of fully rigged ships; improved tactics and designs; the Dreadnought and the transformation of naval warfare; the beginning of broadside tactics; the use of standardised gun sizes and shot and the advantage of four wheeled gun carriages; superior leadership; tactics and the use of fireships.*

**Question 6**

Mark allocation:	A01	A02	A03	A04
12	2	10		

Question: **How effective was the use of propaganda in recruiting soldiers during World War I?** [12]

**Band descriptors and mark allocations**

AO1 2 marks		AO2 10 marks			
			<b>BAND 4</b>	Offers a sophisticated and reasoned explanation and analysis of the set issue. The answer fully addresses the effectiveness of the set issue within the appropriate historical context.	9-10
			<b>BAND 3</b>	Offers a reasoned explanation and analysis of the effectiveness of the set issue within the appropriate historical context.	6-8
<b>BAND 2</b>	Demonstrates detailed knowledge and understanding of the key features in the question.	2	<b>BAND 2</b>	Offers some explanation and analysis of the effectiveness of the set issue within the appropriate historical context.	4-5
<b>BAND 1</b>	Demonstrates some knowledge and understanding of the key features in the question.	1	<b>BAND 1</b>	Offers a generalised analysis of the set issue with limited reference to any historical context.	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 effectiveness of the the use of propaganda in recruiting soldiers during World War I can be assessed with reference to several historical features: there was a surge in volunteering for the army in the early months of the war; there were several reasons for this but one of them was the issue of a series of memorable recruiting posters designed by leading graphic artists of the day; expect reference here to posters and slogans that have been studied and can be used as illustration; these were published in both the English language and in Welsh; the propaganda posters helped to back up the spirit of adventure and patriotism that was seen at the time; the posters were effective because they had an emotional and patriotic appeal; the effectiveness may be also assessed by pointing out that though over 2,400,000 men joined the British army voluntarily between August 1914 and December 1915, even this enormous total was insufficient to fight a modern industrialised war; even propaganda lost its influence and declining recruiting totals led to increasing calls for compulsory military service which came in early 1916.*

**Question 7**

Mark allocation:	AO1	AO2	AO3	AO4	SPaG
20	6	10			4

Question: **To what extent have political factors always been the main cause of war over time?** [16+4]

**Band descriptors and mark allocations**

	AO1 6 marks		AO2 10 marks	
<b>BAND 4</b>	Demonstrates very detailed knowledge and understanding of the key issue in the question including clear and detailed references to the Welsh context.	5-6	Fully analyses the importance of the key issue. There will be a clear analysis of other factors and their relative impact set within the appropriate historical context.	8-10
<b>BAND 3</b>	Demonstrates detailed knowledge and understanding of the key issue in the question including clear references to the Welsh context.	3-4	Partially analyses the key issue along with a consideration of the impact of other factors in the historical context.	5-7
<b>BAND 2</b>	Demonstrates some knowledge and understanding of the key issue in the question.	2	Basic analysis while considering some other factors and their impact.	3-4
<b>BAND 1</b>	Generalised answer displaying basic knowledge and understanding of the key issue in the question.	1	Offers a generalised response with little analysis of impact.	1-2

Use 0 for incorrect or irrelevant answers.

This question requires candidates to draw upon the Welsh context in their responses. This is assessed in AO1 and candidates who do not draw upon the Welsh context cannot be awarded band 3 or band 4 marks for this assessment objective. Candidates who do not draw upon the Welsh context may, however, be awarded band 3 or band 4 marks for AO2, for an appropriately detailed analysis of the key issue.

**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 argument that political factors have always been the main cause of war over time will be explored through a narrative of the three historical eras covered in this theme. Answers will demonstrate the extent to which political factors were the major cause of crime across the whole period covered. In relation to political factors there should be reference to the political causes of conflicts such as the desire for territory that can be illustrated by the Edwardian conquest of Wales, struggles for independence such as the campaigns of Owain Glyndwr at the end of the fourteenth century; the power struggle that led to the English Civil War and Britain's nationalistic campaign in the Falklands in 1982.*

*Political factors were crucial in many conflicts but the argument can be made that other factors have had more impact as causes of wars that have involved Britain; these could include economic and geographical factors such as the American War of Independence and the Crimean War; nationalism and expansionism as causes of both World Wars; religious factors in causing the Crusades and ideological issues at stake in conflicts such as the Cold War of the 1950s and 1960s. Answers may concede that political factors must present in nearly all wars that Britain has been involved in, but often these are not the main cause; there will be an appreciation that wars over time have been always been caused by a combination of factors.*

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 language that follow.

In applying these performance descriptors:

- learners may only receive SPaG marks for responses that are in the context of the demands of the question; that is, where learners have made a genuine attempt to answer the question
- the allocation of SPaG marks should take into account the level of the qualification.

<b>Band</b>	<b>Marks</b>	<b>Performance descriptions</b>
<i>High</i>	4	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with consistent accuracy</li> <li>• Learners use rules of grammar with effective control of meaning overall</li> <li>• Learners use a wide range of specialist terms as appropriate</li> </ul>
<i>Intermediate</i>	2-3	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with considerable accuracy</li> <li>• Learners use rules of grammar with general control of meaning overall</li> <li>• Learners use a good range of specialist terms as appropriate</li> </ul>
<i>Threshold</i>	1	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with reasonable accuracy</li> <li>• Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall</li> <li>• Learners use a limited range of specialist terms as appropriate</li> </ul>
	0	<ul style="list-style-type: none"> <li>• The learner writes nothing</li> <li>• The learner's response does not relate to the question</li> <li>• The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning</li> </ul>

Candidate Name	Centre Number				Candidate Number			
					0			

**GCSE****HISTORY****UNIT 3: THEMATIC STUDY****3D. CHANGES IN PATTERNS OF MIGRATION,  
c.1500 TO THE PRESENT DAY****SAMPLE ASSESSMENT MATERIALS****1 Hour 15 Minutes****INSTRUCTIONS TO CANDIDATES**

Write your name, centre number and candidate number in the spaces at the top of this page.

**Answer all questions on the examination paper.**

Write your answers in the spaces provided in this booklet.

**INFORMATION FOR CANDIDATES**

The number of marks is given in brackets at the end of each question or part-question.

Question 7 will assess your ability to construct a balanced, reasoned and well substantiated extended response.

In addition your answer to question 7 will assess your ability to spell, punctuate and use grammar accurately and use a wide range of specialist language as appropriate.

*In all the questions you are advised to support your answers with references drawn from the history of Wales where appropriate.*

**QUESTION 1**

**[4]**

Complete the sentences below with an accurate term.

- a. A major reason for emigration in the seventeenth century was \_\_\_\_\_
- b. A country in the Commonwealth that saw migration to Britain is \_\_\_\_\_
- c. Patagonia is a region in \_\_\_\_\_
- d. 'Ten-bob' tourists was a nickname for emigrants to \_\_\_\_\_

**QUESTION 2**

**This question is about reasons for emigration from Britain over time.**

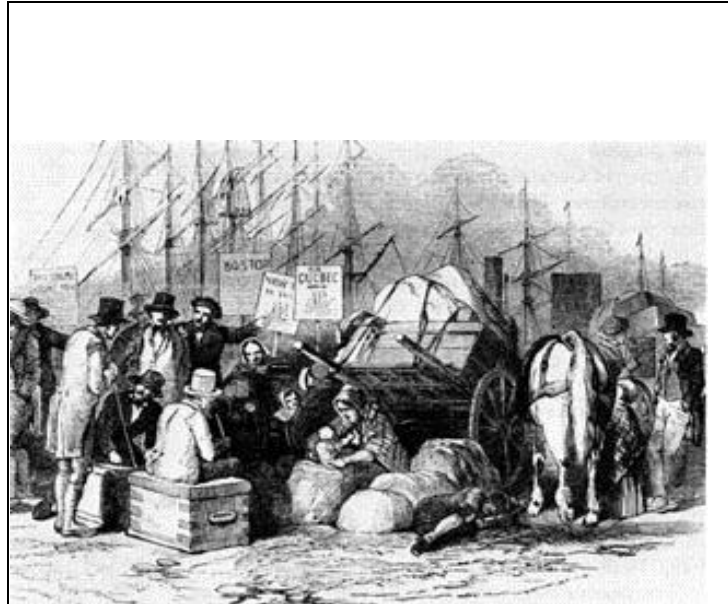
Look at the three sources below which are associated with emigration from Britain over time and answer the question that follows.

**Source A**



[The Pilgrim Fathers departing from Plymouth for America in 1620]

**Source B**



[Irish emigrants departing for America in the 1850s]

**Source C**



[Some of the original Welsh settlers to Patagonia pictured in 1890]

Use Sources A, B and C above to identify one similarity and one difference in patterns of emigration from Britain over time. [4]

*[Use at least two of the sources to answer the question]*

*[12 x answer lines]*

### QUESTION 3

**This question is about the experiences of emigrants.**

Describe the experiences of the early Puritan settlers to America in the seventeenth century [6]

*[18 x answer lines]*

### QUESTION 4

**This question is about reaction to immigration.**

Describe reaction in Britain to the arrival of Irish migrants during the Industrial Revolution of the nineteenth century. [6]

*In your answer you are advised to refer to reactions to Irish migrants in Wales at this time.*

*[18 x answer lines]*

### QUESTION 5

**This question is about responses to immigration in Britain**

Explain why Race Relations Acts were passed in the 1960s and 1970s. [12]

*[36 x answer lines]*

### QUESTION 6

**This question is about the impact of immigration on Britain.**

How significant has the impact of immigrants been on British society in the twentieth century? [12]

*[36 x answer lines]*

## QUESTION 7

**This question is about reasons for immigration.**

To what extent has the search for employment been the most important reason for immigration into Britain over time? [16]

*In your answer you should:*

- *show how the search for employment has been a reason for immigration over three historical eras*
- *discuss other important factors that led to immigration across these historical eras*
- *include direct references to the history of Wales.*

*Marks for spelling, punctuation and the accurate use of grammar and specialist language are allocated to this question.* [4]

*[48 x answer lines]*



**MARK SCHEME**  
**UNIT 3: THEMATIC STUDY**  
**3D. CHANGES IN PATTERNS OF MIGRATION, c.1500 TO THE PRESENT DAY**

**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

<i>Mark allocation:</i>	<i>AO1</i>	<i>AO2</i>	<i>AO3</i>	<i>AO4</i>
<b>6</b>	<b>6</b>			

Question: e.g. Describe the experiences of the early Puritan settlers to America in the seventeenth century [6]

This is the question and its mark tariff.

**Band descriptors and mark allocations**

<b>AO1 6 marks</b>		
<b>BAND 3</b>	<b>Demonstrates detailed knowledge to fully describe the issue set within the appropriate historical context.</b>	<b>5-6</b>
<b>BAND 2</b>	<b>Demonstrates knowledge to partially describe the issue.</b>	<b>3-4</b>
<b>BAND 1</b>	<b>Demonstrates limited knowledge to describe the issue.</b>	<b>1-2</b>

Use 0 for incorrect or irrelevant answers.

This section contains the band descriptors which explain the principles that must be applied when marking each question. The examiner must apply this when applying the marking scheme to the response. The descriptor for the band provides a description of the performance level for that band. The band descriptor is aligned with the Assessment Objective(s) targeted in the question.

***Indicative content***

This content is not prescriptive and candidates are not expected to refer to all the material identified below.

Some of the issues to consider are:

*The first colony was established in 1620; conditions were very harsh and it has been estimated that by February 1621 50% of the settlers had died as a result of the cold weather and the inadequate housing that they had built for themselves; there were also difficult relations with the local Indian tribes; many immigrant settlements had to build wooden fences with watchtowers surrounded the homes that had been built and some even built forts; as time progressed communities grew and settled and the settlers discussed issues of government within the new colony; by 1630, their numbers were such that the Puritans were able to establish the Massachusetts Bay Company and establish Boston, which was to grow as a major port; despite the privations of 1620, the Puritans founded colonies that thrived and their success depended on fishing, shipbuilding, trade and farming.*

This section contains indicative content (see below under banded mark schemes Stage 2). It may be that the indicative content will be amended at the examiner's conference after actual scripts have been read. The indicative content is not prescriptive and includes some of the points a candidate might include in their response.

## **Banded mark schemes**

Banded mark schemes are divided so that each band has a relevant descriptor. The descriptor for the band provides a description of the performance level for that band. Each band contains marks. Examiners should first read and annotate a learner's answer to pick out the evidence that is being assessed in that question. Once the annotation is complete, the mark scheme can be applied. This is done as a two stage process.

### **Banded mark schemes Stage 1 – Deciding on the band**

When deciding on a band, the answer should be viewed holistically. Beginning at the lowest band, examiners should look at the learner's answer and check whether it matches the descriptor for that band. Examiners should look at the descriptor for that band and see if it matches the qualities shown in the learner's answer. If the descriptor at the lowest band is satisfied, examiners should move up to the next band and repeat this process for each band until the descriptor matches the answer.

If an answer covers different aspects of different bands within the mark scheme, a 'best fit' approach should be adopted to decide on the band and then the learner's response should be used to decide on the mark within the band. For instance if a response is mainly in band 2 but with a limited amount of band 3 content, the answer would be placed in band 2, but the mark awarded would be close to the top of band 2 as a result of the band 3 content. Examiners should not seek to mark learners down as a result of small omissions in minor areas of an answer.

### **Banded mark schemes Stage 2 – Deciding on the mark**

Once the band has been decided, examiners can then assign a mark. During standardising (marking conference), detailed advice from the Principal Examiner on the qualities of each mark band will be given. Examiners will then receive examples of answers in each mark band that have been awarded a mark by the Principal Examiner. Examiners should mark the examples and compare their marks with those of the Principal Examiner.

When marking, examiners can use these examples to decide whether a learner's response is of a superior, inferior or comparable standard to the example. Examiners are reminded of the need to revisit the answer as they apply the mark scheme in order to confirm that the band and the mark allocated is appropriate to the response provided.

Indicative content is also provided for banded mark schemes. Indicative content is not exhaustive, and any other valid points must be credited. In order to reach the highest bands of the mark scheme a learner need not cover all of the points mentioned in the indicative content but must meet the requirements of the highest mark band.

Where a response is not creditworthy, that is contains nothing of any significance to the mark scheme, or where no response has been provided, no marks should be awarded.

**MARK SCHEME****UNIT 3: THEMATIC STUDY****3D. CHANGES IN PATTERNS OF MIGRATION, c.1500 TO THE PRESENT DAY****Question 1**

<i>Mark allocation:</i>	<i>AO1</i>	<i>AO2</i>	<i>AO3</i>	<i>AO4</i>
<b>4</b>	<b>4</b>			

Award one mark for each correct response:

- a. Persecution (religious or political); economic (better life)
- b. Credit any relevant – most likely to see India, Pakistan or West Indies
- c. Argentina
- d. Australia

**Question 2**

Mark allocation:	A01	A02	A03	A04
<b>4</b>		<b>2</b>	<b>2</b>	

Question: **Use Sources A, B and C above to identify one similarity and one difference in patterns of emigration from Britain over time.** **[4]**

**Band descriptors and mark allocations**

	AO2 2 marks		AO3 2 marks	
<b>BAND 2</b>	Identifies clearly one similarity and one difference.	2	Uses the sources to identify both similarity and difference.	2
<b>BAND 1</b>	Identifies either one similarity or one difference.	1	Uses the sources to identify either similarity or difference	1

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:

*Similarities – Sources A and B show that the emigrants left Britain by sea; credit reference to the date of Source C where the emigrants would also have used ships; in Sources A and B the emigrants are departing for America; credit answers which also place Patagonia in the Americas; both Sources B and C show that emigrant groups included both men and women*

*Differences – the sources show that the emigrants come from different parts of Britain, from Plymouth, from Ireland and from Wales; credit answers which refer to different motives for emigration: religious toleration, poverty and the desire to protect a culture and language*

**Question 3**

<i>Mark allocation:</i>	AO1	AO2	AO3	AO4
<b>6</b>	<b>6</b>			

Question: **Describe the experiences of the early Puritan settlers to America in the seventeenth century. [6]**

**Band descriptors and mark allocations**

AO1 6 marks		
<b>BAND 3</b>	<b>Demonstrates detailed knowledge to fully describe the issue set within the appropriate historical context.</b>	<b>5-6</b>
<b>BAND 2</b>	<b>Demonstrates knowledge to partially describe the issue.</b>	<b>3-4</b>
<b>BAND 1</b>	<b>Demonstrates limited knowledge to describe the issue.</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 experience of the early Puritan settlers to America in the seventeenth century can be described with reference to several historical features;*

*the first colony was established in 1620; conditions were very harsh and it has been estimated that by February 1621 50% of the settlers had died as a result of the cold weather and the inadequate housing that they had built for themselves; there were also difficult relations with the local Indian tribes; many immigrant settlements had to build wooden fences with watchtowers surrounded the homes that had been built and some even built forts; as time progressed communities grew and settled and the settlers discussed issues of government within the new colony; by 1630, their numbers were such that the Puritans were able to establish the Massachusetts Bay Company and establish Boston, which was to grow as a major port; despite the privations of 1620, the Puritans founded colonies that thrived and their success depended on fishing, shipbuilding, trade and farming.*

**Question 4**

Mark allocation:	AO1	AO2	AO3	AO4
<b>6</b>	<b>6</b>			

Question: **Describe reaction in Britain to the arrival of Irish migrants during the Industrial Revolution of the nineteenth century.** **[6]**

**Band descriptors and mark allocations**

AO1 6 marks		
<b>BAND 3</b>	<b>Demonstrates detailed knowledge to fully describe the issue set within the appropriate historical context.</b>	<b>5-6</b>
<b>BAND 2</b>	<b>Demonstrates knowledge to partially describes the issue.</b>	<b>3-4</b>
<b>BAND 1</b>	<b>Demonstrates limited knowledge to describe the issue.</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:

*Reaction in Britain to the arrival of Irish migrants during the Industrial Revolution can be described with reference to several historical features: the largest proportion of immigrants to Britain during the Industrial Revolution was from Ireland; there was also considerable migration from rural to urban areas of Britain; reaction to the immigrants varied considerably; there was a large degree of negative reaction based around issues such as: lots of the Irish immigrants were Catholic, especially before 1880 most people on the mainland of Britain were Protestants and some worried that Catholicism would grow; many Irish people were very poor when they arrived; people worried that the Irish immigrants would drain the Poor Law provision, costing them more in taxes; many workers felt that the Irish immigrants took their jobs. The immigrants were willing to work for lower pay and in poor conditions and people felt that this put them out of a job; the period of the 1840s saw the arrival of a large number of Irish immigrants coincide with a serious outbreak of cholera in South Wales; local newspapers such as the Cardiff and Merthyr Guardian and local political leaders were keen to make a link between immigration and the spread of disease. Credit answers that show that there was also a positive reaction to the Irish immigration during the Industrial Revolution. Answers may mention that Irish immigrants often married locals and established families; employers were very happy to see so many Irish immigrants as there was a shortage of manual workers and factory workers; the Irish worked hard and proved successful employees.*

**Question 5**

<i>Mark allocation:</i>	AO1	AO2	AO3	AO4
<b>12</b>	<b>2</b>	<b>10</b>		

Question: **Explain why Race Relations Acts were passed in the 1960s and 1970s.** [12]

**Band descriptors and mark allocations**

		AO1 2 marks		AO2 10 marks		
				<b>BAND 4</b>	Fully explains the issue with clear focus set within the appropriate historical context.	<b>8-10</b>
				<b>BAND 3</b>	Explains the issue set within the appropriate historical context.	<b>5-7</b>
<b>BAND 2</b>	Demonstrates detailed knowledge and understanding of the key features in the question.	<b>2</b>		<b>BAND 2</b>	Partially explains the issue with some reference to the appropriate historical context.	<b>3-4</b>
<b>BAND 1</b>	Demonstrates some knowledge and understanding of the key features in the question.	<b>1</b>		<b>BAND 1</b>	Mostly descriptive response with limited explanation of the issue.	<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:

*There were several Race Relations Acts passed by Parliament in the 1960s and 1970s; they were passed to guarantee the rights of immigrants to the UK; the UK saw an influx of economic migrants after World War II, many from the Commonwealth countries such as the West Indies and India; evidence suggests that the immigrants were met with hostility in some areas and that casual discrimination and prejudice was part of daily life for many immigrants; tensions sometimes boiled over: in 1958, London saw the Notting Hill riots and in 1963 the Bristol Bus Boycott occurred; the Race Relations Act of 1965 was the first legislation in the United Kingdom to address racial discrimination; it outlawed any discrimination on the grounds of colour, race or ethnic origins; this Act was strengthened with the Race Relations Act 1968, which extended the law to cover discrimination in employment and housing; this was replaced by the Race Relations Act 1976, which saw the creation of the Commission for Racial Equality which was put in place to make sure the Act was followed.*

**Question 6**

Mark allocation:	AO1	AO2	AO3	AO4
<b>12</b>	<b>2</b>	<b>10</b>		

Question: **How significant has the impact of immigrants been on British society in the twentieth century?** [12]

**Band descriptors and mark allocations**

AO1 2 marks		AO2 10 marks			
			<b>BAND 4</b>	Offers a sophisticated and reasoned explanation and analysis of the set issue. The answer fully addresses the significance of the set issue within the appropriate historical context.	<b>9-10</b>
			<b>BAND 3</b>	Offers a reasoned explanation and analysis of the significance of the set issue within the appropriate historical context.	<b>6-8</b>
<b>BAND 2</b>	Demonstrates detailed knowledge and understanding of the key features in the question.	<b>2</b>	<b>BAND 2</b>	Offers some explanation and analysis of the significance of the set issue within the appropriate historical context.	<b>4-5</b>
<b>BAND 1</b>	Demonstrates some knowledge and understanding of the key features in the question.	<b>1</b>	<b>BAND 1</b>	Offers a generalised analysis of the set issue with limited reference to any historical context.	<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:

*Analysis of the impact of immigrants in the twentieth century shows that this has been considerable and caused much debate; there has sometimes been a perception of a negative impact and the fear that immigrants bring with them strange habits and ideas; the idea that these can be dangerous and divisive is not new: in the 1950s and 1960s the arrival of immigrants from the Caribbean and South Asia provoked anxieties shaped by the legacy of empire as has the more recent rise in immigrants from the extended EU; answers should also point out that the impact made by the vast majority of immigrants over time has been very positive; patterns of employment, residence and marriage have become less distinctive over time as immigrants become integrated into their host country; answers can be credited if they look fully at the impact from a positive angle; examples may be given of immigrants who have made an impact through politics, the arts and music and sport; also credit answers that look to give examples involving changing fashions and foodstuffs.*

**Question 7**

<i>Mark allocation:</i>	<i>AO1</i>	<i>AO2</i>	<i>AO3</i>	<i>AO4</i>	<i>SPaG</i>
<b>20</b>	<b>6</b>	<b>10</b>			<b>4</b>

Question: **To what extent has the search for employment been the most important reason for immigration into Britain over time?** **[16+4]**

**Band descriptors and mark allocations**

	AO1 6 marks		AO2 10 marks	
<b>BAND 4</b>	Demonstrates very detailed knowledge and understanding of the key issue in the question including clear and detailed references to the Welsh context.	5-6	Fully analyses the importance of the key issue. There will be a clear analysis of other factors and their relative impact set within the appropriate historical context.	8-10
<b>BAND 3</b>	Demonstrates detailed knowledge and understanding of the key issue in the question including clear references to the Welsh context.	3-4	Partially analyses the key issue along with a consideration of the impact of other factors in the historical context.	5-7
<b>BAND 2</b>	Demonstrates some knowledge and understanding of the key issue in the question.	2	Basic analysis while considering some other factors and their impact.	3-4
<b>BAND 1</b>	Generalised answer displaying basic knowledge and understanding of the key issue in the question.	1	Offers a generalised response with little analysis of impact.	1-2

Use 0 for incorrect or irrelevant answers.

This question requires candidates to draw upon the Welsh context in their responses. This is assessed in AO1 and candidates who do not draw upon the Welsh context cannot be awarded band 3 or band 4 marks for this assessment objective. Candidates who do not draw upon the Welsh context may, however, be awarded band 3 or band 4 marks for AO2, for an appropriately detailed analysis of the key issue.

**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 argument that the search for employment been the most important reason for immigration into Britain over time will be explored through a narrative covering the three historical eras covered in this theme. The search for employment has been a constant theme in encouraging migration into Britain over many eras; in the medieval era, commerce and trade provided much employment and several groups of migrants established themselves in the major ports setting up shops and later banks and companies; as the Industrial Revolution advanced, there were large waves of internal migration into areas such as South Wales*

where work was plentiful; for example many Irish immigrants went to find work in the Merthyr ironworks in the nineteenth century and Italians opened cafes in the South Wales valleys in the early twentieth century; later, after 1945, immigrants were encouraged to settle in Britain to provide a ready work-force in the new factories and workshops. These immigrants, including many Poles in Wrexham, settled in large towns and cities all over Britain like Cardiff, where employment was plentiful at this time.

There should be discussion of other factors that caused immigration across the whole period; these may include one factor that no longer applies, that of conquest in the period around 1066; other factors include religious persecution with the Jewish race in particular settling in Britain in the medieval period and in the later nineteenth century and early years of the twentieth century; Jewish communities were established as a result in Wales, especially in Cardiff and Merthyr Tydfil; there was also the pressure caused by war with Britain being a haven for many groups escaping civil war and strife in their own countries. Some candidates may refer to migration within Britain; they should be credited for this including reference to rural to urban migration within Wales in the nineteenth century and Welsh emigration to England during the Depression of the 1930s leading to the establishment of sizeable Welsh communities in English cities like London, Liverpool or Coventry.

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 language that follow.

In applying these performance descriptors:

- learners may only receive SPaG marks for responses that are in the context of the demands of the question; that is, where learners have made a genuine attempt to answer the question
- the allocation of SPaG marks should take into account the level of the qualification.

<b>Band</b>	<b>Marks</b>	<b>Performance descriptions</b>
<i>High</i>	4	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with consistent accuracy</li> <li>• Learners use rules of grammar with effective control of meaning overall</li> <li>• Learners use a wide range of specialist terms as appropriate</li> </ul>
<i>Intermediate</i>	2-3	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with considerable accuracy</li> <li>• Learners use rules of grammar with general control of meaning overall</li> <li>• Learners use a good range of specialist terms as appropriate</li> </ul>
<i>Threshold</i>	1	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with reasonable accuracy</li> <li>• Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall</li> <li>• Learners use a limited range of specialist terms as appropriate</li> </ul>
	0	<ul style="list-style-type: none"> <li>• The learner writes nothing</li> <li>• The learner's response does not relate to the question</li> <li>• The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning</li> </ul>

**ASSESSMENT GRID FOR UNIT 3**

Candidates answer all questions.

**Thematic Studies**

<b>Question</b>	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>	<b>AO4</b>	<b>SPaG</b>
<b>1</b>	<b>4 marks</b>				
<b>2</b>		<b>2 marks</b>	<b>2 marks</b>	-	
<b>3</b>	<b>6 marks</b>	-		-	
<b>4</b>	<b>6 marks</b>				
<b>5</b>	<b>2 marks</b>	<b>10 marks</b>	-	-	
<b>6</b>	<b>2 marks</b>	<b>10 marks</b>	-	-	
<b>7</b>	<b>6 marks</b>	<b>10 marks</b>	-		<b>4</b>
<b>Total</b>	<b>26 marks</b>	<b>32</b>	<b>2 marks</b>	-	<b>4</b>