



GCSE MARKING SCHEME

SUMMER 2016

**HISTORY - STUDY IN-DEPTH
WALES AND ENGLAND IN THE EARLY TWENTIETH
CENTURY, c.1890-1919
4271/02**

INTRODUCTION

This marking scheme was used by WJEC for the 2016 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

NOTE ON THE QUALITY OF WRITTEN COMMUNICATION

Examiners are required to credit the quality of written communication for each candidate's performance on particular questions. These are question 2(c) and question 3. There are no additional marks for the Quality of Written Communication, but examiners are expected to consider the following descriptions of performance when awarding levels to the work of candidates:

Level 1	the text is generally legible; aspects of spelling, punctuation and grammar are clear; some information is presented in a suitable manner
Level 2	most of the text is legible; spelling, punctuation and grammar are used to make the meaning clear; information is presented in a suitable format
Level 3	the text is legible; spelling, punctuation and grammar are sufficiently accurate to make meaning clear; relevant information is presented in a suitable format; uses an appropriate structure and style of writing; uses some specialist vocabulary
Level 4	the text is legible; spelling, punctuation and grammar are consistently accurate to make meaning clear; information is always presented in a suitable format; uses an appropriate structure and style of writing; uses specialist vocabulary accurately

PAPER 4271/02

UNIT 1: STUDY IN-DEPTH

WALES AND ENGLAND IN THE EARLY TWENTIETH CENTURY,
c.1890-1919

MARKING SCHEME

QUESTION 1

Question 1 (a)

<i>Target:</i>	<i>Understanding of source material</i>		
<i>Mark allocation:</i>	AO1	AO2	AO3
4			4

Question: **What do Sources A and B suggest about the jobs carried out by women during the First World War?** [4]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 **Generalised answer, paraphrasing or describing sources only.** [1-2]

Eg: Source A tells us that women worked as policewomen and drove delivery vans.

LEVEL 2 **Uses the content of both sources in their historical context. If answer is imbalanced in use of sources award 3 marks.** [3-4]

Eg: Source A tells us that war gave women many new opportunities. They could work in a variety of jobs previously not available to them, such as shops and offices and could be postwomen and policewomen. They could also drive delivery vans. Source B shows that many women worked in munition factories, carrying out dangerous work in very crowded conditions. They are all wearing a uniform and the munitions are piled high all around them. It looks like very monotonous work.

No marks for own knowledge.

Question 1 (b)

Target:	Understanding of source material; recall and deployment of own knowledge		
Mark allocation:	AO1	AO2	AO3
6	4		2

Question: **Use Source C and your own knowledge to explain why rationing was introduced in November 1917.** [6]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 **Generalised answer; copies or paraphrases source material; uses content of source only.** [1-2]

Eg: The source shows that Germany was sinking ships carrying food supplies into Britain, so rationing was introduced to limit the amount of food people could buy.

LEVEL 2 **Understands content of the source with some background knowledge.** [3-4]

Eg: During the war Britain continued to import food from the USA and Canada. German U-boats were sinking these ships. This led to a shortage of food, and it was important that rationing was introduced to limit the amount of food that people could buy every week. It was also essential to avoid waste and to encourage people to grow their own food. People were issued with ration books so food was more equally shared out. It meant that everyone had the same, regardless of class or wealth.

LEVEL 3 **Clear use of the content of the source with accurate and detailed background knowledge used to explain the issue.** [5-6]

Eg: Rationing was introduced into Britain in November 1917 because there was a shortage of essential foodstuff such as sugar, milk, wheat and bread. German U-boats were sinking merchant ships that were bringing food and raw materials into Britain. Not enough food was being grown in Britain, so food was in short supply. As there was a shortage of goods, prices were rising and this meant that many poor people could not afford food. Malnutrition was seen in poor communities. The introduction of rationing meant that there would be a fair and assured supply of food for everyone. It was also introduced to avoid panic buying and people storing food at home. Food products were added to the list as the year progressed. In January 1918, sugar was rationed and by the end of April meat, butter, cheese and margarine were added to the list of rationed food. Rationing was very successful, and no one starved during the war.

Question 1 (c)

Target:	Understand, analyse and evaluate source material: recall and deployment of own knowledge		
Mark allocation:	AO1	AO2	AO3
8	2		6

Question: **How useful are Sources D and E to an historian studying conscientious objectors in the First World War? [8]**

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Comprehends content of the sources; little focus on utility. [1-2]

Eg: Source D tells us that people who refused to be a soldier or be armed with a weapon during the war were sent to prison. Source E tells us that men who refused to fight were cowards.

LEVEL 2 Considers usefulness of the sources in terms of both their content and their authorship. [3-4]

Eg: Source D is useful as it tells us that a conscientious objector refused to become a soldier or carry weapons because of his religious beliefs. As a result he has been imprisoned and kept in chains and handcuffs for five months. It was written by J. B. Saunders, a conscientious objector during the war, from his prison cell in September 1917. Source E is useful because it tells us that it was a man's duty to fight for his country. If they refused they were cowards and traitors.

LEVEL 3 Evaluates both sources in context with some imbalance; reaches conclusion regarding utility for the set enquiry. [5-6]

Eg: The sources are useful in finding out about conscientious objectors during the First World War. Source D tells us the reasons why some men were unwilling to fight and describes the way they were treated. It also shows how determined some men were in keeping to what they believed as J. B. Saunders refuses to play any role in the war, and as a result was imprisoned for his beliefs. He has been in chains and handcuffs for five months, been fed bread and water and been kept in solitary confinement. The author was a conscientious objector, writing in September 1917. He is writing a letter to his wife and has no reason to lie to her about his experience in prison. He sounds very bitter about the way that he is being treated, which is understandable. But he is also clear in the fact that he is determined to stand by his beliefs. Source E tells us that it was the man's duty to fight in the war, and that those who refused were traitors and cowards. The source states that the man in question would make a splendid soldier as he has a fine physique. It shows that Captain Rigby does not believe that there are any reasons as to why men should not fight. As an Army Captain he is obviously in action during the war, and would be resentful towards those who refused to help the war effort by not fighting.

LEVEL 4 **Evaluates both sources regarding the specific historical context; reaches reasoned and substantiated conclusion regarding their utility for the set enquiry.** **[7-8]**

Eg: Both sources are very useful in finding out about conscientious objectors during the First World War. The candidates will point out that Source D is by a man who has had first-hand experience of being a conscientious objector. He was an eyewitness. The purpose of this source is to explain to his wife the way he is being treated in prison, and to show her that he is determined to stand by his beliefs. Source E has been written by a Captain in the army. He is giving evidence against a Conscientious Objector. He claims that there is no reason for this man to be excluded from the war, and that he would make a splendid soldier. He does not accept that this man may have genuine reasons as to why he does not want to fight. He claims that this man wants the nonsense knocked out of him and that he is a traitor and a coward for not fighting. The author is obviously affected and his emotional attachment to what happened has clouded his judgement. He has a biased viewpoint, and shows clearly that he has no sympathy with the man in question. The purpose of this source is to persuade the court not to allow him to be excused from fighting. As an army man it is understandable why he says this. He is saying this in 1916, at a time when conscription has just been introduced. He understands that the country needs to have as many men in the army as possible in order for them to win the war.

QUESTION 2

Question 2 (a)

Target:	Recall and deployment of knowledge		
Mark allocation:	AO1	AO2	AO3
4	4		

Question: **Describe the work of Sir O. M. Edwards.** [4]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 **Generalised answer with weak or implied points made.** [1-2]

Eg: He was a school inspector and promoted the Welsh language by writing books.

LEVEL 2 **A more detailed and accurate description.** [3-4]

Eg: Sir O. M. Edwards was appointed the first Chief Inspector of Schools in Wales from 1907. He saw it as his life's work to make the Welsh language and culture more popular. He encouraged the use of the Welsh language in primary schools in Wales and encouraged the recognition of Welsh as a full subject in secondary schools. It was recognised as an examination subject. He wrote a series of travel books in Welsh and established several successful Welsh magazines.

Question 2 (b)

Target:	Understand and analyse source material; recall and deployment of knowledge		
Mark allocation:	AO1	AO2	AO3
6	2		4

Question: **Why was Source F produced in 1911?** [6]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 **Comprehends content of the source; little focus on why it was produced.** [1-2]

Eg: The source shows a sick gentleman in bed with the words National Insurance against sickness and disablement to his side.

LEVEL 2 **Considers the source in its historical context; suggests some reasons for its production.** [3-4]

Eg: The source was produced by the Liberal government in 1911. It shows Lloyd George sitting by the bedside of a worker, who is ill. It says 'National Insurance against sickness and disablement'. It was produced to publicise Lloyd George's National Insurance Act of 1911. It aimed to inform people of what the National Insurance scheme was and how it would help workers when they were ill or disabled. It is aimed at reassuring workers that if they become ill or disabled and need help, they will get it through the National Insurance scheme.

LEVEL 3 **Analyses the source in its historical context; gives detailed reasons regarding its production at the time.** [5-6]

Eg: Source F was typical of the propaganda posters issued by the Liberal government to promote their social policies. The poster shows Lloyd George sitting by the bedside of a worker, who is ill. It says 'National Insurance against sickness and disablement'. It was produced to publicise Lloyd George's National Insurance Act of 1911. It aimed to persuade people that the National Insurance scheme was to help the workers by insuring them against sickness and ill-health. Since the scheme's success depended on the regular contributions of the workers and employer, Lloyd George made it compulsory. National Insurance was not popular with everyone, as workers themselves had to contribute 2p a week towards the scheme, so this poster was produced to persuade them that it was worth the expense. The poster is asking people to support the Liberal government in their policy of social reform. These reforms cost a great deal of money, and the Liberal government realised that they needed to gain the support of the general public in order to pass the acts through Parliament.

Question 2 (c)

Target:	Recognition and explanation of historical interpretations; analysis of key historical features; quality of written communication		
Mark allocation:	AO1	AO2	AO3
10	2	2	6

Question: **One interpretation is that the violent tactics used by the Suffragettes lost support for the Votes for Women campaign. How far do you agree with this interpretation?** [10]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer; makes simple comments about the interpretation; will copy or paraphrase the given evidence. [1-2]

Eg: Evidence 1 states that the violent tactics used by the Suffragettes lost them support. Evidence 2 argues that their violent tactics were needed to gain publicity for the Votes for Women campaign.

LEVEL 2 Identifies differences between ways in which the issue has been interpreted; will offer a basic judgement with some support from given evidence and/or own knowledge of the issue. [3-5]

Eg: Answers will show understanding of the named interpretation that the violent tactics used by the Suffragettes lost them support. Their violent behaviour showed that women were not responsible enough to gain the vote, and actually gave them negative publicity. It was a mistake as politicians and the general public turned against them.

Expect basic contextual support to be given in terms of a judgement. The source was written by W. Gareth Evans, an historian. He would have carried out considerable research into the subject and would have a balanced view of the situation. Evidence 2 argues that the violent tactics used by the Suffragettes were needed to achieve the vote. They were willing to take whatever action was needed, legal or illegal, in order to gain the vote. Use of the given evidence will be more apparent than use of own knowledge.

LEVEL 3 Begins to recognise and comment on how and why this issue has been interpreted in different ways; will give a judgement regarding the given interpretation. [6-8]

Eg: Answers will address the question by offering comment on different interpretations of the violent tactics used by the Suffragettes.

Answers will begin to demonstrate why different interpretations of this issue have been made, possibly with comments on the attitude of the authorities and the views of later historians. The first interpretation clearly shows that the violent tactics used by the Suffragettes were wrong and ineffective. He argues that their violent behaviour showed clearly that women were not responsible enough to gain the vote. Their tactics had the opposite effect to what Emmeline Pankhurst believed at the time, as they caused anger and resentment towards the Suffragettes. Their violent tactics was a mistake and lost the Votes for Women campaign support. He is an historian, writing in a specialist book, who has done considerable research in the issue of women's

history, to arrive at his conclusion. He has had an opportunity to form his interpretation over many years. The evidence he has seen has led him to this interpretation. Evidence 2 is the interpretation of Sylvia Pankhurst, who believes that the violent tactics used by the Suffragettes, such as destroying public property and going to prison, was the only action that could gain the publicity needed to achieve votes for women. As she is the daughter of Emmeline Pankhurst, the leader of the WSPU at the time, this is obviously a biased account.

Answers will be supported by a greater degree of contextual knowledge regarding this issue.

Answers will begin to judge the worth of different interpretations by using their own knowledge and given evidence to comment on issues such as the fact that W. Gareth Evans has the benefit of hindsight and would have studied both sides before reaching his interpretation.

Evidence 3 supports the interpretation made in Evidence 1. It shows the Suffragettes being arrested by police outside Buckingham Palace in 1912. There appears to be a scuffle between the Suffragettes and the police, which would give the view that the tactics used were of a violent nature, and would no doubt, lose them the support of the public.

LEVEL 4 **Recognises and provides reasoned comments on how and why this issue has been interpreted in different ways; will give a clear judgement considering the given interpretation in the historical context. [9-10]**

Eg: Answers will clearly state whether they agree with the given interpretation that the violent tactics used by the Suffragettes were a mistake and lost the Votes for Women campaign support.

In order to make this judgement, answers will discuss how the given interpretation has been arrived at and recognise that there are other valid interpretations of this issue.

Answers will demonstrate why it is possible to make different interpretations of this issue. There will be a considerable degree of historical support in the answer using both the given evidence and own knowledge. Answers will test the value of the chosen interpretation by commenting on issues such as the fact that W. Gareth Evans is an historian writing in 1998, from a more reasoned and distant perspective. He can see that the tactics used by the Suffragettes caused anger and resentment, and lost them valuable support. He has the benefit of hindsight, and would understand that the Suffragettes did not actually achieve votes for women. It was only due to the contribution of women to the First World War that the government granted women the vote, showing clearly that the violent tactics used were unsuccessful. W. Gareth Evans will have carried out extensive research and has reached a more balanced view. Also his book is specifically on women in the 20th century, therefore, he would have covered the votes for women campaign in some detail.

Answers may comment on the differences in interpretation given. Sylvia Pankhurst clearly sympathises with the Suffragettes. Their purpose was to gain the right to vote for women, and they were willing to carry out any action, legal or illegal, in order to achieve this. Her mother was Emmeline Pankhurst, leader of the Suffragettes, so she has a personal connection to this issue. She would no doubt have been aware of her mother's actions and opinion, and is explaining her reasons for carrying out such violent behaviour. Her personal experience of the Suffragette campaign has affected her interpretation. She was talking in an interview given to the BBC in 1953 about her mother, and would want to portray her mother in a favourable light. She would be eager to defend her mother's violent behaviour and illegal tactics. As this was said many years after women had gained the vote, perhaps she believes that the Suffragettes' tactics did play a very important role in achieving this.

Evidence 3 supports the view of W. Gareth Evans as it shows the Suffragettes clashing with the police. They are being arrested outside Buckingham Palace in 1912. There appears to be a scuffle between the Suffragettes and the police, which would give the view that the tactics used were of a violent nature, and would no doubt, lose them the support of the public. Some candidates could point out that it agrees with the comments made by Sylvia Pankhurst, as their violent tactics are obviously gaining great publicity as this photograph has appeared in a newspaper.

QUESTION 3

Question 3

Target:	Recall and deployment of knowledge; explanation and analysis of key concepts; quality of written communication			
Mark allocation:	AO1	AO2	AO3	SPG
15	4	8		3

Question: **Was the period 1900-1914 a complete success for industry in Wales?** **[12+3]**

Use 0 for incorrect or irrelevant answers.

LEVEL 1 **Generalised answer; basic response which offers little support.** **[1-3]**

Eg: Yes – this was a period which saw success in industry as many people were employed.

LEVEL 2 **Answer begins to discuss the issue set in the question.** **[4-6]**

To distinguish between 4 and 6 marks apply the following:

For 4 marks: A one-sided answer with some contextual support **OR** a very weak two-sided answer with little contextual support.

For 5-6 marks: A developed one-sided answer with contextual support **OR** a weak two-sided answer with some contextual support. Award the higher mark for the degree of contextual support.

Eg: Answers will assert that the period 1900 to 1914 was generally very successful for Welsh industry. This was a golden age for Welsh heavy industry because the coal industry reached its climax during this period. Industrial workers in associated industries would have shared in this golden age, too. However, the slate industry in North Wales struggled.

LEVEL 3 **Answer is mainly a reasoned analysis of the issue set in the question.** **[7-9]**

To distinguish between 7 and 9 marks apply the following:

For 7 marks: A very good one-sided answer with contextual support **OR** an unbalanced two-sided response with contextual support.

For 8-9 marks: A reasoned and developed analysis of the issue but lacking some detail or balance. Award the higher mark for the degree of contextual support.

Eg: The period was a success for industry in Wales. In 1913, coal production reached its maximum in Wales: 46 million tons were produced, of which 37 million tons were exported. The coal industry employed 140,000 workers, and was Wales' largest employer. Workers in the coal industry benefited from these golden years, as did Cardiff and its people, as city status was achieved and Cardiff became a world-famous coal-exporting port. Mine owners, such as D. A. Thomas, became very rich from the profits of the coal industry. The North Wales slate industry employed around 18,000 workers in 1900, and Welsh slate was shipped around the world. However, the Penrhyn Lockout dispute contributed to the collapse of the Welsh slate industry, and similar disputes in South Wales led to a poor relationship between workers and mine owners.

LEVEL 4 **Answer is a developed, reasoned and well-substantiated analysis of the issue set in the question.** **[10-12]**

To distinguish between 10 and 12 marks apply the following:

For 10 marks: A developed, reasoned and well-substantiated analysis with good balance, using mostly accurate and relevant contextual support.

For 11-12 marks: A developed, reasoned and well-substantiated analysis with good balance, using fully accurate and relevant contextual support. Award the higher mark for the degree of contextual support.

Eg: Answers will clearly evaluate the issue in the question. Expect reference to successful aspects of Welsh industry, but also expect reference to some failures in industry. The Penrhyn Lockout led to a loss of markets for slate at home and abroad, and replacement products, such as roofing tiles made of clay or cement were developed. The great days of the slate industry were over. There were many accidents, such as in Senghennydd, where 439 miners were killed in an explosion in 1913. People suffered during the industrial protests at Tonypany in 1910 and at Llanelli in 1911. The steel industry in Wales did not keep pace with the coal industry: Welsh supplies of iron ore ran out and the Welsh steel industry had come to depend on imported ores, so that the only profitable plants were those on the coast, like the East Moors works in Cardiff. Merthyr Tydfil had collapsed, providing evidence that, even in industrial South Wales, the period 1900-1914 was not a complete success for Welsh industry.

Examiners are expected to award marks for spelling, punctuation and the accurate use of grammar in this question.

Level	Performance descriptions
0	Candidates do not reach the threshold performance outlined in the performance description below.
<i>Threshold performance</i> 1 mark	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
<i>Intermediate performance</i> 2 marks	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
<i>High performance</i> 3 marks	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.