



GCE MARK SCHEME

SUMMER 2017

HISTORY - UNIT 2
DEPTH STUDY 4: POLITICS AND SOCIETY IN
WALES AND ENGLAND, c. 1900-1939

PART 1: POLITICS, SOCIETY AND THE WAR:
WALES AND ENGLAND, c. 1900-1918

2100U40-1

INTRODUCTION

This marking scheme was used by WJEC for the 2017 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.

UNIT 2

DEPTH STUDY 4

POLITICS AND SOCIETY IN WALES AND ENGLAND, c. 1900-1939

PART 1: POLITICS, SOCIETY AND THE WAR: WALES AND ENGLAND, c. 1900-1918

MARK SCHEME

Marking guidance for examiners for Question 1

Summary of assessment objectives for Question 1

Question 1 assesses assessment objective 2. This assessment objective is a single element focused on the ability to analyse and evaluate contemporary source material in its historical context. The mark awarded to Question 1 is 30.

The structure of the mark scheme

The mark scheme for Question 1 has two parts:

- advice on the specific question outlining indicative content which can be used to assess the quality of the specific response. This content is not prescriptive and candidates are not expected to mention all the material referred to. Assessors should seek to credit any further admissible evidence offered by candidates.
- an assessment grid advising which bands and marks should be given to responses which demonstrate the qualities needed in assessment objective 2.

Deciding on the mark awarded within a band

The first stage for an examiner is to decide the overall band. The second stage is to decide how firmly the qualities expected for that level are displayed. Thirdly a final mark for the question can then be awarded.

INDICATIVE CONTENT FOR QUESTION 1

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Assessors should seek to credit any further admissible evidence offered by candidates. Each answer will be assessed on its merits according to the assessment grid as well as the indicative content.

With reference to the sources and your understanding of the historical context, assess the value of these three sources to an historian studying social change in Wales and England 1901-1909.

Candidates are expected to demonstrate their ability to analyse and evaluate a range of primary source material with a high degree of discrimination. Source evaluation skills should focus on discussing the strengths and the limitations of the nominated primary sources on their historical context. To judge value to an historian, there should also be analysis and evaluation of the content and the authorship of the primary sources.

Candidates will consider the value of the sources to an historian studying social change in Wales and England between 1901-1909. Understanding of the historical context should be demonstrated to analyse and evaluate the value of the sources to the particular enquiry. Appropriate observations in the analysis and evaluation of the sources may include:

- Source A is a report from a social survey of life in York at the turn of the century. The social commentator would be in a position to relay information about what he has witnessed in one town in England during his study. The source is discussing the cyclical nature of poverty and its tone is sympathetic in nature. The source is of value in studying social change as it portrays the situation in the town of York though the actual situation would vary from one area or town to another.
- Source B is a cartoon from the satirical magazine *Punch*. The 'philanthropic highwayman' in this cartoon is Lloyd George, the Chancellor of the Exchequer, whose Old Age Pensions Act of 1908 contained proposals for funding pensions out of direct taxation. The alternative was to rely on workers' contributions - which would not have helped women who had no opportunity to work, or those who were paid too little to make contributions. In this cartoon Lloyd George is collecting money in order to raise pensions, and the gun indicates the use of force to give money as he is a highwayman. It shows that he is a charitable robber, as he wants to steal from the rich and give to the poor, a good cause borne from a bad act possibly. The car in the background is a symbol of new wealth. The cartoon is of considerable value to a study of social change as it is not supportive of this attempt to help the poor and it clearly depicts Lloyd George in a negative light indicating that not everyone supported the attempt to allay the impact of poverty at this time.
- Source C is a valuable source in studying social change, coming as it does from a prominent politician associated with the fight against poverty. David Lloyd George was Chancellor and would have first hand knowledge as to the extent of poverty and its impact on society during this decade. As such he would be in a pivotal position to be able to make informed comments on Britain's need to react to it, thus his Budget speech. This is a political speech in the House of Commons and an element of appealing to public opinion may well form a part of his speech.

Overall, candidates will assess the value of the sources to an historian studying social change in Wales and England 1901-1909. They are able to demonstrate that value through consideration of the content, provenance and tone of the presented sources with appropriate reference to the historical context linked to the sources.

ASSESSMENT GRID FOR QUESTION 1

Target: AO2

Total mark: 30

Focus: *Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context*

Band 6 CHARACTERISTICS		<i>Sustained and accurate analysis and evaluation of the given sources involving full and valid consideration of the content, provenance and tone of the sources; full understanding shown of the correct historical context associated with the set enquiry; reaches a full and substantiated judgement regarding the value of the sources to an historian studying a particular issue.</i>
B6H	30	The response shows accurate and sustained source evaluation using the content and attributions to deal with the strengths and limitations of each of the three sources, setting the response in the correct historical context and covering all of the period set in the enquiry. There will be a sustained and fully substantiated judgement on both the individual and collective values of all three sources to an historian studying the particular issue.
B6L	26	The response begins to show some characteristics of Band 6.
Band 5 CHARACTERISTICS		<i>Meaningful analysis and evaluation of the given sources involving valid consideration of the content, provenance and tone of the sources; understanding shown of the correct historical context associated with the set enquiry; reaches a valid judgement regarding the value of the sources to an historian studying a particular issue.</i>
B5H	25	The response shows accurate source evaluation using the content and attributions to deal with the strengths and limitations of each of the three sources, setting the response in the correct historical context and covering most of the period set in the enquiry. There will be a valid judgement on the value of all three sources to an historian studying the particular issue.
B5L	23	The response begins to show some characteristics of Band 5.
Band 4 CHARACTERISTICS		<i>Clearly attempts an analysis and evaluation of the given sources in relation to the historical context of the set enquiry with some consideration of the content, provenance and tone of the sources; a sound judgement is seen regarding the value of all or some of the three sources.</i>
B4H	20	The response is able to discuss the strengths and limitations of the three sources by focusing on their attributions, content and the historical context. The judgement on value will be clear and supported on all three sources.
B4M	18	The response is able to discuss the strengths and limitations of the three sources by focusing on their attributions, content and the historical context. There will be some issues with imbalance in the treatment of the sources. The judgement on value will be clear on some or all of the three sources but with some general comments.
B4L	16	The response begins to show some characteristics of Band 4. Value to the historian is seen here but the reference will be limited and not sustained.

Band 3 CHARACTERISTICS		<i>Mechanistic use of the content and attributions of the given sources to discuss their utility; begins to show some general awareness of the historical context relating to the set enquiry; limited judgement on the utility of all or some of the sources.</i>
B3H	15	The response is able to discuss the strengths and/or limitations of the three sources by focusing on their attributions and content. Any reference to the historical context will be limited. There will be a judgement on the utility of all of the sources.
B3M	13	The response is able to discuss the strengths and/or limitations of some of the three sources by focusing on their attributions and/or content. Any reference to the historical context will be limited. There will be a limited judgement on the utility of some of the three sources.
B3L	11	The response begins to show some characteristics of Band 3. Also use if only one attribution is attempted to show utility.
Band 2 CHARACTERISTICS		<i>Mechanistic and formulaic use of the content of the given sources to show their utility; little understanding of the historical context is seen.</i>
B2H	10	The response is able to discuss the strengths and/or limitations of some of the three sources by focusing on their content mostly; any references to the historical context will be general and vague. There will be a limited judgement on the utility of at least one of the sources.
B2M	8	The response is able to discuss the strengths and/or limitations of some of the three sources by focusing on their content and omissions with some imbalance; any references to the historical context will be very general and vague.
B2L	6	The response trawls through the sources only.
Band 1 CHARACTERISTICS		<i>Copies or paraphrases from content or attributions of the given sources.</i>
B1H	5	Paraphrases from all of the three sources and/or attributions or plain narrative.
B1L	3	Copies from one or two of the sources and/or attributions.
	0	Use for incorrect answers.

Marking guidance for examiners for Question 2

Summary of assessment objectives for Question 2

Question 2 assesses assessment objective 3. This assessment objective is a single element focused on the ability to analyse and evaluate how and why different historical interpretations have been made. The mark awarded to Question 2 is 30.

The structure of the mark scheme

The mark scheme for Question 2 has two parts:

- advice on the specific question outlining indicative content which can be used to assess the quality of the specific response. This content is not prescriptive and candidates are not expected to mention all the material referred to. Assessors should seek to credit any further admissible evidence offered by candidates.
- an assessment grid advising which bands and marks should be given to responses which demonstrate the qualities needed in assessment objective 3.

Deciding on the mark awarded within a band

The first stage for an examiner is to decide the overall band. The second stage is to decide how firmly the qualities expected for that level are displayed. Thirdly a final mark for the question can then be awarded.

INDICATIVE CONTENT FOR QUESTION 2

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Assessors should seek to credit any further admissible evidence offered by candidates. Each answer will be assessed on its merits according to the assessment grid as well as the indicative content.

How valid is the view that the First World War had a mainly negative impact on British society?

Candidates are expected to show an understanding of how aspects of the past have been interpreted in different ways. Answers will consider the provided extracts and use their own understanding of the historical context and of the wider historical debate in making their judgement regarding the validity of the view that the First World War had a negative impact on British society.

Candidates are invited to enter into a debate about whether the First World War had a mainly negative impact on British society. Learners will consider different interpretations of this issue within the wider historical debate about the extent and reasons for change. Some of the issues to consider may include:

- Interpretation 1 argues that the war had a detrimental impact on British society. Economically it was negative as well as socially. Workers during the war were not wholly supportive of the war effort as strikes continued to underline the fact that there were deep divisions within society. The war also did not change attitudes to women who were still treated unequally. Indeed the source indicates declining health and division between the workers and those in charge.
- In analysing and evaluating Interpretation 1 answers might argue that the historian Derrick Murphy is making a valid interpretation in an A level textbook with focus on the period in question. Written in 2000 it would have the benefit of hindsight and a wealth of research material available to give a well-balanced and informed opinion. However, being a general history A level text book may indicate that it lacks the in-depth analysis and a specialist might be able to look at the issues in more depth.
- Interpretation 2 argues that the First World War was not wholly a negative experience for the people of Wales and England. The health of the nation greatly improved as did the lives of the general population due to changes in industry. Women benefitted from the war as their contribution helped to change their position in society.
- In analysing and evaluating Interpretation 2 answers might argue that writing in 1991 the historian would have a wealth of information available following extensive research. The book is by a historian who is a specialist in the period and specifically the impact of the War. As the title of the book suggests he concedes the negative side of 'the carnage' during the period of 'slaughter' but the insertion of the question mark means that he is not convinced by arguments such as those by Murphy. He is also able to see some of the positive effects that developed due to the War effort. Being more in-depth than Interpretation 1 this historian may see the events in the light of the contextual long-term social and economic developments going back beyond 1914-1918. However, developments in the internet and local based history as well as the centenary reflections seen of late could have shed a different light on the reaction of the people to the impact of war.

- Candidates may show awareness of the wider historical debate surrounding this issue. In particular candidates should be aware of other interpretations of the impact of war such as the fact that there were some changes in attitude during the period and society was coming closer together despite the clear differences in opportunities and equality.

Overall candidates will analyse both interpretations using their own understanding of the debate over this issue, offer an evaluation of the validity of the given interpretations and provide a judgement on the issue in the question about whether the First World War had a mainly negative impact on British society.

ASSESSMENT GRID FOR QUESTION 2

Target: AO3

Total mark: 30

Focus: *Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted*

Band 6 CHARACTERISTICS		<i>Sustained and accurate analysis and evaluation of the provided extracts which is used effectively to show understanding of how and why different interpretations have been formed in relation to the set enquiry; sustained judgement seen regarding validity.</i>
B6H	30	The response fully integrates discussion of the content and authorship of both extracts together with knowledge and understanding of other possible interpretations of the set issue to reach a valid and substantiated judgement regarding the interpretation set in the question. The response should show a firm grasp of the wider debate and how interpretations have been formed in relation to context and authorship.
B6M	28	The response accurately discusses the content and authorship of both extracts together with understanding of other possible interpretations of the set issue to offer a substantiated judgement in relation to the interpretation set in the question.
B6L	26	The response begins to show some characteristics of Band 6.
Band 5 CHARACTERISTICS		<i>Meaningful analysis and evaluation of the provided extracts to show how and why different interpretations have been formed in relation to the set enquiry; clear judgement seen regarding validity.</i>
B5H	25	The response discusses the content and authorship of both extracts to offer a clear judgement on the validity of the given interpretation; shows clear understanding of other possible interpretations of the issue. The response will show a clear grasp of the wider debate regarding the issue.
B5M	23	The response discusses the content and authorship of both extracts to offer a clear judgement on the validity of the given interpretation; shows clear understanding of other possible interpretations of the issue. The response needs to indicate how and why interpretations are formed based on the content and especially the authorship of the extracts.
B5L	21	The response begins to show some characteristics of Band 5.
Band 4 CHARACTERISTICS		<i>Some valid analysis and evaluation of the provided extracts with some knowledge of other possible interpretations to reach a judgement on the specific enquiry.</i>
B4H	20	The response discusses the content and authorship of both extracts to offer a valid judgement on the given interpretation and shows understanding of other possible interpretations of this issue. The response needs some reference to both interpretations and discussion of why the authorship of at least one extract helps to explain any differences in interpretations.
B4M	18	The response discusses the content and authorship of both extracts to offer a valid judgement on the given interpretation and shows awareness of other possible interpretations of the issue. The response will have some general reference to the authorship.
B4L	16	The response begins to show some characteristics of Band 4.

Band 3 CHARACTERISTICS		<i>Mechanistic focus on the content and authorship of the extracts to identify and compare interpretations; should show awareness of other possible interpretations; any judgement will be limited.</i>
B3H	15	The response attempts to compare the content and authorship of both extracts to identify different interpretations; will show some awareness of other possible interpretations; will offer a limited judgement on validity in relation to the interpretation set.
B3M	13	The response attempts to compare the content and authorship of both extracts to identify different interpretations; will offer a 'bolt-on' judgement on validity in relation to the interpretation set.
B3L	11	The response begins to show some characteristics of Band 3.
Band 2 CHARACTERISTICS		<i>Mechanistic and formulaic use of the content of the given extracts only.</i>
B2H	10	The response attempts to consider the content of both extracts to show differences between interpretations and provides a judgement.
B2M	8	The response either begins to use the content of both extracts to identify some of the differences between the presented interpretations.
B2L	6	The response begins to show some characteristics of Band 2 such as considering the content of only one of the extracts.
Band 1 CHARACTERISTICS		<i>Copies or paraphrases from the content of the extracts.</i>
B1H	5	Basic comprehension and paraphrasing from the content of both extracts.
B1L	3	Basic comprehension or copying from the content of one of the extracts.
	0	Use for incorrect answers.