



GCE MARK SCHEME (New Specification - Wales only)

SUMMER 2018

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 2018 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 4: 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 political developments in Wales and England 1906-1912.

Candidates are expected to demonstrate their ability to analyse and evaluate a range of source material with a high degree of discrimination. Source evaluation skills should focus on discussing the strengths and the limitations of the nominated sources. To judge utility, there should be consideration of the content and the authorship of the nominated sources to discuss reliability, bias, purpose and validity, as appropriate.

Candidates will consider the value of the sources to an historian studying political developments in Wales and England between 1906-1912. Understanding of the historical context should be utilised to analyse and evaluate the strengths and limitations of the sources. Appropriate observations in the analysis and evaluation of the sources may include:

- Source A is part of a speech by David Lloyd George to the leading members of the Liberal Party at the Welsh National Liberal Council in Cardiff in 1906. Being a prominent Liberal politician he would be in a position to comment about the threat posed to the Liberal party by the rise of the new Independent Labour Party. The source is discussing the need to respond to the needs of the workers and people of Britain in order to gain votes and halt the new Independent Labour Party in its tracks. The source is valuable in portraying the threat posed by the new independent Labour Party and the fact that the Liberals feel obliged to change their political standpoints and policies in view of it.
- Source B is a cartoon from the satirical publication Punch in 1909. David Lloyd George was Chancellor and has clearly forged ahead with his ideas to raise tax on the rich in order to pay for reforms, most notably the 1908 Old Age Pensions Act. The cartoon sees this as an attack on the rich and clearly sees it as a threat to the rich as Lloyd George is depicted as a giant with a club towering above a plutocrat who is trying to hide, possibly from the gaze of the giant who was looking around for further reforms. This is a political cartoon and has a political slant as it does not focus on the need for reform or the benefits to society of such reform. However it is of great value to the enquiry as it shows how political policy was being influenced by the need for social reform at this time.

- Source C is a report from the Daily Telegraph newspaper, known for its support for the government. As such, it is highly critical of the violent acts of the Suffragettes during this event in 1912. The violent acts of the Suffragettes were a growing concern both within and outside the movement by 1912 and the Votes for Women fellowship was formed by Pethick Lawrence who was dissatisfied with this rise in militancy. The Suffragettes' actions were condemned by the Suffragists who blamed the movement for the Bill's demise. In this growing context of militancy the newspaper is supporting the Government line and anti-Suffragette groups who were of the opinion that the movement was damaging its own campaign by resorting to violence. This was not the view of the movement itself but the biased nature of the paper would lead to a critical tone being adopted. The source is of considerable value as it shows the impact of the militant actions by the Suffragettes on the political establishment as represented by the Daily Telegraph.

Overall, candidates will assess the value of the sources to an historian studying political developments in Wales and England 1906-1912. 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.

MARK SCHEME UNIT 2 QUESTION 1

In general terms the responses will display characteristics of one of the six bands shown below.

The table below gives advice on which band, sub-band and marks should be given to certain types of answer. The published mark scheme for Unit 2 question 1 also gives a similar breakdown and descriptors.

Band 6 CHARACTERISTICS		<i>Sustained and accurate analysis and evaluation of the given sources; full understanding shown of the appropriate historical context associated with the set enquiry; reaches a full and substantiated judgement regarding the value of the sources to an historian studying the development of a particular issue over the period set.</i>
ACX, VTH, ATQS OVER THE PERIOD SET		
B6S	30	The response shows accurate and sustained source evaluation using the content and attributions of each of the three sources, setting the response in the appropriate historical context and covering all of the period set in the enquiry. There will be a substantiated judgement regarding the value of the sources to an historian studying the development of a particular issue over the period set.
B6C	27	The response begins to show some characteristics of Band 6

Band 5 CHARACTERISTICS		<i>Meaningful analysis and evaluation of the given sources involving valid evaluation of the content and attribution of the sources; understanding shown of the appropriate 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>
ACX and VTH		
B5S	25	The response shows accurate source evaluation using the content and attributions of the three sources, setting the response in the appropriate historical context and covering most of the period set in the enquiry. There will be a valid and supported judgement on the value of all three sources to an historian studying a particular issue.
B5C	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 general historical context of the set enquiry with some evaluation of the content and attribution; a sound judgement is seen regarding the value to an historian of some or all three sources.</i>
GCX, VTH and U		
B4H	20	The response is able to discuss the strengths and limitations of the three sources by focusing on their attributions, content and especially the general historical context. This will be used to reach a reasoned judgement on value to an historian of all three sources. Occasional references to utility are acceptable.
B4S	18	The response is able to discuss the strengths and limitations of the three sources by focusing on their attributions, content and the general historical context. A judgement on value to an historian will be present on some or all of the three sources though some general comments on utility may be seen.
B4C	16	The response begins to show some characteristics of Band 4 in discussing the general historical context. Mainly focussed on UTILITY but with a limited reference to value.

Band 3 CHARACTERISTICS		<i>Mechanistic and formulaic use of the content and attributions of the given sources to evaluate their utility and / or value; a limited judgement on the utility and / or value of the sources will be seen. Limited understanding of the historical context.</i>
Mechanistic V, S&L and U		
B3H	15	The response is able to evaluate the three sources by focusing on their attributions and content. Any reference to the historical context will be limited. There will be a mechanistic focus on evaluating the UTILITY and / or the VALUE of some or all of the sources. There will be a limited judgement on all of the sources.
B3S	13	The response is able to evaluate some or all 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 some of the sources.
B3C	11	The response begins to show some characteristics of Band 3. This can also be used if only one source is attempted.

Band 2 CHARACTERISTICS		<i>Mechanistic and formulaic use of the content and / or attributions of the given sources to show their strengths and / or limitations.</i>
TRAWL		
B2H	8	The response is able to discuss the strengths and / or limitations of all three sources by focusing on their content and / or attributions.
B2S	6	The response is able to discuss the strengths and / or limitations of some of the three sources by focusing on their content mostly.

Band 1 CHARACTERISTICS		<i>Copies or paraphrases from content or attributions of the given sources.</i>
COPYING / COMPREHENSION		
B1H	5	Paraphrases from all of the three sources and / or attributions or plain narrative.
B1S	3	Copies from one or two of the three 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 focussed 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 economic reasons were mainly responsible for industrial conflict in the period 1900-1914? [30]

Candidates are expected to show an understanding of how aspects of the past have been interpreted in different ways. Answers will consider the provided material 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 economic reasons were mainly responsible for industrial conflict in the period 1900-1914.

Candidates are invited to enter into a debate about whether economic reasons were mainly responsible for industrial conflict in the period 1900-1914. Learners will consider 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 industrial conflict was a politically motivated assault on the ruling classes and a call for political change in a period of tension between capitalism and the workers. The author claims the workers were beginning to form themselves into a distinct group and the idea of a class consciousness was being formed. The author cites examples such as the incidents in Liverpool and in Llanelli to back up his interpretation. Clearly the source sees the period as a period of class warfare. In analysing and evaluating Interpretation 1 answers might argue that writing in 1950 the historian would have some information available following some academic research. However the source is heavily influenced by its intended audience, being a clearly left-wing publication aimed at supporting the spread of communist ideology at a time when the debate between left and right was at its height in America as well as Europe. The source is aimed at Communist sympathising readers which may account for its left-wing standpoint on this issue. Being from America the interpretation also might raise questions about the nature of any research undertaken at this time.
- Interpretation 2 argues that industrial conflict had primarily economic reasons and that militancy was mainly a reaction to government tactics which were heavy handed. Economically it was poverty and the need for improvement in the treatment of the workers that were the root cause of the disputes but this was not recognized at the time. The source also dismisses these conflicts as genuine threats to the government of the day and sees the violence as a reaction to government tactics rather than action instigated by disgruntled workers. In analysing and evaluating Interpretation 2 answers might argue that the historian Robert Pearce represents a generally held view of the causes of industrial unrest at this time. Written in 1993 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. It is likely that historians like Pearce could use the example of the Tonypandy riots to back up their interpretations regarding government action.

- Candidates may show awareness of the wider historical debate surrounding the reasons for Industrial conflict in this period. In particular candidates should be aware of other interpretations such as the fact that there were some changes in political attitude during the period and that the reasons for dispute might have been influenced by local factors as well as economic, political and social circumstances that varied from region to region. More recent developments in local based history could shed a different light on the nature of specific industrial conflicts in the period. There may also be some awareness that historians can formulate different interpretations by using the same evidence.

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 industrial conflict being driven by economic reasons in this period

MARK SCHEME UNIT 2 QUESTION 2

In general terms the responses will display characteristics of one of the six bands shown below.

The table below gives advice on which band, sub-band and marks should be given to certain types of answer. The published mark scheme for Unit 2 question 2 also gives a similar breakdown and descriptors.

Band 6 CHARACTERISTICS		<i>Sustained and accurate analysis and evaluation of the provided material in its historical context which is used effectively to show how and why different interpretations have been formed in relation to the set enquiry; sustained judgement seen regarding validity.</i>
ACX, WHD, OPI		
B6H	30	The response fully integrates discussion of the context, authorship and content of the provided material together with knowledge and understanding of other possible interpretations of the set issue to reach a well supported and convincing judgement. The response shows convincing understanding of the wider historical debate and of why different interpretations have been formed with discussion of the context and authorship of the provided material.
B6S	27	The response discusses the context, authorship and content, of the provided material together with knowledge and understanding of other possible interpretations to offer a substantiated judgement. The response explains why differing / different interpretations of the issue have been formed.
Band 5 CHARACTERISTICS		<i>Meaningful analysis and evaluation of the provided material in its historical context to show how and why different interpretations have been formed in relation to the set enquiry; clear judgement seen regarding validity.</i>
ACX, WHD, OPI		
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 firm grasp of the wider historical debate regarding the issue.
B5S	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. The response needs to indicate how and why interpretations are formed based on the content and especially the authorship of the extracts.

Band 4 CHARACTERISTICS		<i>Some valid analysis and evaluation of the provided material with some knowledge of other possible interpretations to reach a judgement on the specific enquiry; needs a reasonable grasp of the other possible interpretations (OPIs) and the context of the developments in the provided material. There may be some mechanistic comments on the authorship but this is not required.</i>
ACX AND GCX OPI		
B4H	20	The response analyses and evaluates the provided material in its appropriate historical context to offer a valid judgement on the given interpretation together with other possible interpretations of the issue.
B4S	18	The response analyses and evaluates the provided material in its historical context to offer a judgement on the given interpretation; the response shows understanding of other possible interpretations.
B4C	16	The response begins to analyse and evaluate the provided material to offer a judgement on the given interpretation; the response shows awareness of another possible interpretation.

Band 3 CHARACTERISTICS		<i>Mechanistic focus on the authorship and content of the provided material to identify and compare interpretations; some awareness of the general context; any judgement will be limited. There may be some mechanistic comments on the authorship of the provided material.</i>
AUTH GCX		
B3H	15	The response attempts to consider the provided material to identify and compare different interpretations and will offer a limited judgement on the validity of the interpretation presented in the question.
B3S	13	The response attempts to consider the content of the provided material to identify different interpretations; will offer a 'bolt-on' judgement on the validity of the interpretation presented in the question.

Band 2 CHARACTERISTICS		<i>Mechanistic and formulaic use of the content of the provided material only.</i>
B2H	8	The response attempts to consider the content of the provided material to show differences between the two presented interpretations and provides a limited judgement on validity.
B2S	6	The response begins to use the content of the provided material to identify some of the differences between the presented interpretations.

Band 1 CHARACTERISTICS		<i>Copies or paraphrases from the content of the provided material.</i>
B1H	5	Basic comprehension and paraphrasing from the content of the provided material.
B1S	3	Basic comprehension or copying from the content of one of the provided materials.
	0	Use for incorrect answers