



GCSE MARK SCHEME

SUMMER 2015

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

INTRODUCTION

The marking schemes which follow were those used by WJEC for the Summer 2015 examination in GCSE HISTORY. They were finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conferences were held shortly after the papers were 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 conferences was to ensure that the marking schemes were 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' conferences, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about these marking schemes.

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

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UNIT 1: STUDY IN-DEPTH

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

MARKING SCHEME

QUESTION 1

Question 1 (a)

Target:	Understanding of source material		
Mark allocation:	AO1	AO2	AO3
4			4

Question: **What do Sources A and B suggest about the growth of Cardiff in the early twentieth century?** [4]

Use 0 for incorrect or irrelevant answers.

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

Eg: Source A shows that the population of Cardiff has grown to 182,000 by 1914. Source B shows that Cardiff City Hall had been built.

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 many new services were available in Cardiff by 1914. The population had increased, and new educational facilities were established. Shops and new transport facilities had led to the development of the city. The picture in Source B shows that by 1905 Cardiff was developing as a city. New buildings such as the City Hall were being built, which were very grand. Some people could afford to have a motor car.

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 there was industrial unrest in Llanelli in 1911.** [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 workers rioted and people were killed after two men were shot by government troops.

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

Eg: There was unrest in Llanelli as many railway workers were on strike. Source C explains that there was tension in Llanelli in 1911. Violence had erupted after two young men were killed by government forces. This shooting was the catalyst that set off a night of serious rioting in the town. One man had been killed when a railway truck exploded, and three other men lost their lives in the rioting.

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

Eg: In 1911 the National Union of Railwaymen called its members out on strike. The striking railwaymen threatened to stop trains. The government, determined to defend the movement of people and goods, responded by sending 600 troops to the area. This led to great unrest in the town. On 19 August 1911, during a bad-tempered exchange, the troops opened fire onto a crowd of onlookers and two people were killed. This led to further riots, and almost 100 railway trucks were destroyed. As the source shows, one man was killed when a railway truck exploded. A further four people died from their injuries.

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 the Tonypandy riots of 1910?** [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 the rioters got out of hand. Source E tells us that the miners were only asking for a decent wage.

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 the rioters got out of hand and the police were called to the scene. It was written by a historian in 1911, a year after the riots. Source E is useful because it shows that the miners were angry because the police and armed troops were called to Tonypandy.

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 the Tonypandy riots. Source D tells us that the rioters were throwing stones and the police and armed troops were needed to restore order. As soon as they charged the rioters were dispersed. The author was a historian, writing in 1911, one year after the riots. He is bound to be critical of the rioters, as his book was sponsored by the coal owners. Source E tells us that the miners were treated unfairly. The coal owners would not improve their wages or working conditions. The unrest was further added to when police and armed troops arrived at the scene and riots broke out. Arthur Horner was there at the time and would have seen for himself what happened, however, as he is a miner, he would want to lay the blame on the coal owners, police and troops and not on the men who rioted.

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

Eg: Both sources are very useful in finding out about the Tonypandy riots. The candidates will point out that Source D is by a historian writing in 1911, one year after the event. As an historian he would have been expected to carry out research into the event, perhaps he was even an eyewitness. However, they should also point out that his book was sponsored by the coal owners, who would obviously want to show that the rioters were to blame for the unrest and violence witnessed. His views are one-sided, he refers positively to the achievements of the police who 'had little difficulty in clearing the streets' and negatively to the rioters who he claims 'had got out of hand'. He has to conform to the view of the coal owners, who may have wanted to justify their role in the events at Tonypandy. The purpose of this source is to portray the miners in a bad light and support the coal owners in their actions. Source E has been written by a miner from Tonypandy. He was an eyewitness to the events and may even have taken part himself. He claims that the actions of the police and armed troops only served to further anger the miners, who only wanted a decent wage and safer working conditions. The author is obviously affected by the riots at Tonypandy and his emotional attachment to what happened has clouded his judgement. He has a biased viewpoint, and shows clearly that his sympathy is with the miners. He blames the coal owners, the police and the armed troops for the riots that took place and feels that the miners were mistreated. The purpose of this source is to portray the miners as the victims, and lay all responsibility for the riots at the hands of the coal owners and police.

QUESTION 2

Question 2(a)

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

Question: **Describe the role of David Lloyd George during the First World War.** **[4]**

Use 0 for incorrect or irrelevant answers.

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

Eg: He was the Prime Minister during the war.

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

Eg: Lloyd George was the Minister for Munitions from 1915 onwards. He was responsible for ensuring that there were enough weapons available for the troops on the front line. He was able to get Trade Unions to agree to the employment of women, in order to fill the gap in the labour market. This ensured that productivity was increased and weapons were delivered to the front line quickly. He also tried to encourage men to volunteer for the army and gave numerous speeches, including at the Eisteddfod, to raise troop numbers. He became Prime Minister in 1916 and was an energetic leader. He cut the war cabinet down to 5 members, ensuring that decisions could be made quickly. He introduced conscription because the number of volunteers had greatly reduced; he kept the nation's morale through his press conferences. By introducing rationing in November 1917, he kept the British people from starvation. He followed a policy of war socialism – the government takeover of railways, coal, shipyards and food. He became known as ‘the man who won the war’.

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 1915?** [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 was produced to try and persuade men to join the army in 1915.

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

Eg: The source was produced by the government in 1915. It shows Lord Kitchener appealing to the young men of Britain to join the armed forces. It says 'Britons wants you', and shows Lord Kitchener, a British military hero, who was known by all. In 1915 Britain did not have a standing army and depended on volunteers so posters were needed to encourage soldiers into the armed forces.

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 up to the end of 1915. The poster shows Lord Kitchener encouraging men to enlist in the armed forces. Unlike the rest of Europe, Britain did not have conscription in 1915, and depended on volunteers to join the army. This was backed up by an official recruitment campaign which used a series of effective posters, like the Kitchener poster, urging people to support the war effort. The government used a picture of an officer to appeal to men to join the army. It made a direct appeal to men to support their country by enlisting. By 1915 the number of volunteers was declining, and these posters were vital in ensuring the men continued to enlist in the army. The government used these propaganda posters as by 1915 the public were becoming more aware of the horrors of war, so fewer men were volunteering for the army. Reports of casualties were seen across the country and in local newspapers, and wounded soldiers were returning home. Without volunteers the army would struggle, so these posters were vital in encouraging men to join up.

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 generals were not to blame for the great loss of life during the First World War. 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 generals were not to blame for the loss of life during the First World War. Evidence 2 disagrees and blames the generals.

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 a general understanding of the named interpretation that the generals were not to blame for the great loss of life during the First World War. They were simply doing the best they could in the circumstances. They were trying to fight a new type of war with no previous experience. Expect basic contextual support to be given in terms of a judgement. Evidence 2 disagrees, and claims that the generals ordered wave after wave of attacks into No Man's Land, even though they were ineffective and a large number of soldiers were killed. 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 role played by the generals during the First World War. Answers will begin to demonstrate why different interpretations of this issue have been made. The first interpretation clearly shows how the generals were doing the best that they could, considering that they had no previous experience of fighting such a war. Charles Messenger has himself served as an officer in the armed forces, and is very sympathetic to the decisions that generals had to make in the First World War. Evidence 2 is the interpretation of George Morgan who was a soldier during the First World War. He was an eyewitness to the horrors of war, and saw a great deal of men killed after following the orders given to them by the generals. He feels that the tactics being used by the generals were wrong and ineffective. He is angry that the

generals did not realise this, instead they continued to order wave after wave of attacks, thus leading to great loss of life. As he is recalling his memories for an interview with the BBC in 1976 he has had an opportunity to form his interpretation over many years after the war. Perhaps he has spoken to fellow soldiers or seen the reports about the huge loss of life. The evidence he has seen has led him to this interpretation. However, he could also be too resentful of the generals and his own personal attachment to the war has clouded his judgement. 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 the generals were fighting a new type of war. Evidence 3 supports the interpretation made in Evidence 2. It shows how poor conditions were in the trenches during a battle in 1915. The soldiers are not wearing helmets and are not well protected.

LEVEL 4 **Recognises and provides substantiated 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 generals were not to blame for the great loss of life during the First World War. 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 that the generals were not to blame for the great loss of life by commenting on the fact that Charles Messenger believed that the generals did their best to achieve victory. Their task was to win the war, and they tried to do this even though they had no previous experience of trench warfare. He has served as an officer in the armed forces himself, so would have a good understanding of how difficult it is to make important decisions under pressure. Having looked at all the evidence he has reached his own interpretation. As a military historian he would have carried out extensive research into warfare. His book is about Trench Fighting, therefore, he has made a very detailed study of the First World War and the tactics used by the generals. He can see clearly that the generals were in a very difficult position, fighting a new type of war, without any previous experience. They had to try out certain tactics, and they did the best they could in the circumstances. They had to order these attacks as they were trying to win the war. He is writing many years after the war so has had plenty of opportunity to form his interpretation. His personal attachment to the armed forces may have led him to want to defend the role of people who are placed in charge of soldiers during a war.

Answers will also comment on the differences in the interpretation given by George Morgan. He served as a soldier during the First World War. He feels that the generals didn't care about the soldiers, and that many lives were wasted as they refused to change their tactics. The generals did make many wrong decisions. They were unaware of the true nature of trench warfare. People like General Haig did not even visit the front line. He is very bitter towards them and feels that they had no concern for human lives. His personal experience of war has affected his interpretation. He has not considered the fact that trench warfare was new and that mistakes were bound to be made. Tactics were changed towards the end of the war. As he is being interviewed many years after the war perhaps his bitterness towards the generals has grown.

Evidence 3 clearly supports the view of George Morgan as it shows soldiers fighting in the trenches in 1915. They are not very well protected; this particular trench is not very deep, and therefore, the troops are clearly in danger. They are not wearing helmets even though they appear to be engaging the enemy. The trench looks chaotic, equipment is scattered throughout.

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: **Did the Liberal governments of 1906-1914 deal successfully with the social and political problems of the time?** [12+3]

Use 0 for incorrect or irrelevant answers.

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

Eg: Yes – they passed lots of reforms which benefited the people generally.

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: The Liberal Government passed a number of social reforms – old age pensions and educational reforms, which were very successful. Free school meals made children healthier. However, they failed to deal with the Suffragettes and their reforms did not help everyone. Pensions were not very generous and were only available to people aged 70 or over.

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: Answers will begin to offer a judgement with good reasoning. On the one hand, the Liberal Government had come to power in 1906 and successfully introduced a number of social reforms – old age pensions (1908) and National Insurance (1911). They had improved the health of school children by allowing free school meals. The Liberals also successfully reformed the House of Lords and introduced payment of MPs, both of which gave more power to Britain's elected representatives in parliament. However, they failed to deal with the Suffragettes and their reforms did not help everyone. Women were still not allowed to vote and the cost of the reforms caused a Parliamentary crisis. Tax was increased which angered the rich.

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. Answers may suggest that the Liberal Government had come to power in 1906 and successfully introduced a number of social reforms – old age pensions (1908), educational reforms and National Insurance (1911) – which had a long-lasting impact. In fact, the Liberal governments of this time laid the foundations for a welfare state. The Liberals also successfully reformed the House of Lords and introduced payment of MPs, both of which gave more power to Britain’s elected representatives in parliament. However, the Liberal governments were not always successful. They struggled to cope with the challenges of the suffragette movement and failed to give women the vote. The Liberals also failed to offset the rise of the Labour movement and the trade unions became more important. The cost of the social reforms caused the parliamentary crisis in the House of Lords and they did not help everyone.

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.