



GCE MARK SCHEME (LEGACY)

SUMMER 2016

**HISTORY - UNIT HY2
DEPTH STUDY 4**

CHANGE AND CONFLICT IN WALES c. 1900-1918

1232/04

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.

HISTORY MARK SCHEME

UNIT HY2

DEPTH STUDY4

CHANGE AND CONFLICT IN WALES c. 1900-1918

Part (a)

Distribution of marks within each level for part (a), explaining the weighting for each assessment objective.

	AO1	AO2a	Total
Level 1	1-2 marks	1-2 marks	4
Level 2	3-4 marks	3-4 marks	8

Marking guidance for examiners

Deciding on the mark point within a level

The first stage for an examiner is to decide the overall level and then whether the work represents high or low performance within the level.

Quality of written communication

This issue should have a bearing if the quality of written communication is inconsistent with the descriptor for the level in which the answer falls. In this situation, this may mean not awarding the higher mark within the level.

ASSESSMENT GRID FOR PART (a)

Target: AO1; AO2a

Total mark: 8

Focus: *Recall, selection and deployment of appropriate historical knowledge in context; evaluation of source material*

Level	Mark	Descriptor
Award 0 for incorrect or incomplete answers.		
1	1-4	<p>Generally for this level, candidates will recall some historical knowledge. They will show some evidence of understanding of the named issue. They will comprehend and extract some information from the source. Candidates will convey meaning with some clarity, although powers of expression may be limited; there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1-2 marks <i>Material seen is brief or very limited in scope; use of source is limited to comprehension; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p>High Level 1: 3-4 marks <i>Limited historical knowledge is deployed; use of source is limited to comprehension and extraction; answer has some coherence and accuracy in spelling, punctuation and grammar.</i></p>
2	5-8	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. They will show sound evidence of understanding of the named issue. They will analyse and evaluate the source material in its historical context. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 5-6 marks <i>Mostly relevant historical knowledge recalled and selected; some analysis of both content and authorship of source; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>High Level 2: 7-8 marks <i>Relevant historical knowledge recalled and selected; sound analysis of source and its context; answer is clearly expressed answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>

INDICATIVE CONTENT FOR PART (a)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

QUESTION: 1(a)

What does the author of Source B mean by the phrase 'prolonged conflict has been the main characteristic of industry in South Wales'?

Candidates are expected to use their own knowledge of the period to demonstrate understanding of the phrase and of the context in which it was made. Candidates are expected to analyse both the content and the authorship of the source. Some of the issues to consider may include:

- the context is the conflict in the Cambrian Coalfield and at Tonypany in 1911
- expect reference to the struggles between miners and owners at the time or further disputes such as Llanelli railwaymen dispute
- the author's standpoint in relation to this issue: an English regional paper offering a viewpoint from outside the conflict area

QUESTION: 2(a)

What does the author of Source A mean by the phrase 'Crowds of people would ask me, with one voice, "Is the awakening happening"?'

Candidates are expected to use their own knowledge of the period to demonstrate understanding of the phrase and of the context in which it was made. Candidates are expected to analyse both the content and the authorship of the source. Some of the issues to consider may include:

- the context is the Religious awakenings of 1904/05; otherwise known as the Revival
- the influence of Evan Roberts and other ministers
- the enthusiasm that surrounded the awakening revival
- the author's standpoint in relation to this issue: a nonconformist Minister who is discussing what he experienced in Cardigan.

Part (b)

Distribution of marks within each level for part (b), explaining the weighting for each assessment objective.

	AO1	AO2a	Total
Level 1	1-3 marks	1-5 marks	8
Level 2	4-6 marks	6-10 marks	16

Marking guidance for examiners

Deciding on the mark point within a level

The first stage for an examiner is to decide the overall level and then whether the work represents high or low performance within the level.

Quality of written communication

This issue should have a bearing if the quality of written communication is inconsistent with the descriptor for the level in which the answer falls. In this situation, this may mean not awarding the higher mark within the level.

ASSESSMENT GRID FOR PART (b)

Target: AO1; AO2a

Total mark: 16

Focus: Recall, selection and deployment of appropriate historical knowledge in context; analysis and evaluation of source material to discuss importance / significance

Level	Mark	Descriptor
Award 0 for incorrect or incomplete answers.		
1	1-8	<p>Generally for this level, candidates will recall and select limited historical knowledge. They will show some understanding through explanation and analysis of the named issue. They will comprehend and extract information from the sources in relation to the historical enquiry. Candidates will convey meaning with some clarity, although expression may be limited; there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1-4 marks <i>Some limited historical knowledge is recalled; very limited attempt to consider the importance / significance of the named issue; only comprehends and extracts from sources; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p>High Level 1: 5-8 marks <i>Limited historical knowledge is recalled; weak attempt to assess the importance / significance of the named issue; comprehension of source material with limited analysis and evaluation; answer has some coherence and accuracy in spelling, punctuation and grammar.</i></p>
2	9-16	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. They will give sound explanation of the importance / significance of the named issue. They will analyse and evaluate the source material in relation to the historical enquiry with a degree of discrimination. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 9-12 marks <i>Mostly accurate, relevant and detailed historical knowledge is recalled, selected and deployed; well-focussed explanation of the significance / importance of the named issue; valid but incomplete analysis and evaluation of the content and authorship of the sources; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>High Level 2: 13-16 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; full explanation of the significance / importance of the named issue; appropriate analysis and evaluation of both the content and authorship of the sources; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>

INDICATIVE CONTENT FOR PART (b)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

QUESTION: 1(b)

How important was the relationship between workers and employers in causing industrial unrest in Wales in this period?

Candidates are expected to analyse and evaluate both the content and the authorship of the sources as part of an enquiry into the importance of the relationship between the workers and the employers. Candidates are also expected to use their own knowledge of the period to demonstrate understanding of the importance of the relationship between workers and the employers in causing industrial unrest in Wales in this period. In relation to the set enquiry and in their analysis of the sources, candidates may consider some of the following issues:

- how the agenda of the workers and the owners differed and led to unrest
- how a lack of a middle ground and the ability to seek compromise made for prolonged disputes during the period
- Source A refers to entrenched nature of the relationship and also the attitude of the Government
- Source B refers to the fact there was a lack of negotiation and willingness to compromise
- Source A is from an academic historian who would have done some research, into this issue
- Source B is a newspaper article and may have a wider perspective although clearly has an English bias

QUESTION: 2(b)

How significant was the influence of religion on life in Wales in this period?

Candidates are expected to analyse and evaluate both the content and the authorship of the sources as part of an enquiry into the significance of the influence of religion on life in Wales in this period. Candidates are also expected to use their own knowledge of the period to demonstrate understanding of the importance of religion on life in Wales. In relation to the set enquiry and in their analysis of the sources, candidates may consider some of the following issues:

- the way the religious revival got people talking about religion and how congregation numbers increased with the growing enthusiasm
- how the fate of the Welsh language was linked strongly with religious attitudes
- Source A refers to the vast revival crowds and the pure belief in the reality of the religious awakening
- Source B refers to the fact that the survival of the language depended on the survival of religion.
- Source A is from a nonconformist's recollection of events in Cardigan
- Source B is school-teacher discussing the link between language and religion

Part (c)

Distribution of marks within each level for part (c), explaining the weighting for each assessment objective.

	AO1	AO2a	AO2b	Total
Level 1	1 mark	1-2 marks	1-5 marks	8
Level 2	2-3 marks	3-4 marks	6-9 marks	16
Level 3	4 marks	5-6 marks	10-14 marks	24

Marking guidance for examiners

Deciding on the mark point within a level

The first stage for an examiner is to decide the overall level and then whether the work represents high or low performance within the level.

Quality of written communication

This issue should have a bearing if the quality of written communication is inconsistent with the descriptor for the level in which the answer falls. In this situation, this may mean not awarding the higher mark within the level.

ASSESSMENT GRID FOR PART (c)

Target: AO1; AO2a; AO2b

Total mark: 24

Focus: Recall, selection and deployment of appropriate historical knowledge in context; analysis and evaluation of how aspects of the past have been interpreted and represented in different ways

Level	Mark	Descriptor
Award 0 for incorrect or incomplete answers.		
1	1-8	<p>Generally for this level, candidates will recall and select limited historical knowledge. They will comprehend and extract information from the sources. They will use the sources as evidence to support limited arguments. Awareness of different interpretations will be very limited. Candidates will convey meaning with some clarity, although powers of expression may be limited; there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1-4 marks <i>Some limited historical knowledge is recalled; extracts material from sources; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p>High Level 1: 5-8 marks <i>Limited historical knowledge is recalled; comprehends and extracts from source material with limited analysis and evaluation; shows some awareness of the interpretations of the issue in the sources; answer has some coherence and accuracy in spelling, punctuation and grammar.</i></p>
2	9-16	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. There will be appropriate but patchy analysis and evaluation of the sources. They will use the sources as evidence to support arguments. They will show an understanding of different interpretations. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 9-12 marks <i>Some accurate and relevant historical knowledge is recalled, selected and deployed; some appropriate analysis and evaluation of source material; shows awareness of different interpretations of the issue; reasonable expression with some organisation and appropriate spelling, punctuation and grammar.</i></p> <p>High Level 2: 13-16 marks <i>Mostly accurate and relevant historical knowledge is recalled, selected and deployed; valid analysis and evaluation of source material; sources used to support argument; shows awareness of different interpretations of the issue; clearly expressed with most parts showing clarity and coherence and appropriate spelling, punctuation and grammar.</i></p>

3	17-24	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge appropriately. They will analyse and evaluate source material with discrimination. They will use the sources appropriately to support arguments. They will show an understanding of how aspects of the past have been interpreted in different ways. They will communicate fluently and clearly, using appropriate language and structure, using standard conventions of spelling, punctuation and grammar.</p> <p>Low Level 3: 17-20 marks <i>Mostly accurate, relevant and detailed historical knowledge is recalled, selected and deployed; convincing analysis and evaluation of source material with sources used to support argument; shows how the issue has been interpreted in different ways; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>High Level 3: 21-24 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; sustained analysis and evaluation of source material with sources used to support argument; shows clear awareness of different interpretations of the issue; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>
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INDICATIVE CONTENT FOR PART (c)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

QUESTION: 1(c)

Do you agree with the interpretation that the Welsh language was under threat in this period?

Candidates are expected to show an understanding of how aspects of the past have been interpreted in different ways. They are also expected to demonstrate their ability to analyse and evaluate source material and use it to support arguments. Answers will consider the content and authorship of the sources and use their own knowledge of other interpretations in making their judgement about the interpretation that the Welsh language was under threat in this period. Some of the issues to consider may include:

- candidates are invited to enter into a debate on the extent to which the Welsh language was under threat in this period. Candidates should be able to consider whether this interpretation is valid and supported or is there evidence to the contrary?
- answers will consider the evidence provided in each source and the circumstances in which each view was expressed. They should consider the motivation behind each source
- expect discussion of the viewpoint of a manager of a school in one area that may have seen much by way of inward migration. This evidence certainly supports the interpretation in the question.
- the evidence of Source D does not support the interpretation in the question. The interpretation here is more positive and based on statistical analysis and a wider perspective
- candidates will consider alternative interpretations about whether the Welsh language was under threat in Wales in this period, especially the regional experiences felt. The picture in some parts of Wales was more positive than in others.

QUESTION: 2(c)

Do you agree with the interpretation that political parties were greatly influenced by Welsh culture and values in this period?

Candidates are expected to show an understanding of how aspects of the past have been interpreted in different ways. They are also expected to demonstrate their ability to analyse and evaluate source material and use it to support arguments. Answers will consider the content and authorship of the sources and use their own knowledge of other interpretations in making their judgement about the interpretation that political parties were greatly influenced by Welsh culture and values in this period. Some of the issues to consider may include:

Candidates are invited to enter into a debate on the extent to which political parties were greatly influenced by Welsh culture and values in this period. Candidates should be able to consider whether this interpretation is valid or is there evidence to the contrary?

- answers will consider the evidence provided in each source and the circumstances in which each view was expressed. They should consider the motivation behind each source.
- expect discussion of the viewpoint of an historian who would have looked at the whole range of issues involved in the debate before arriving at his interpretation.
- the evidence of Source D supports the interpretation in the question. The view here is based on research and the author specialises in this area.
- the evidence of Source C does not support the interpretation in the question. The author is highly sceptical of the values of the Labour Party, but answers may point to his obvious bias as a nationalist writer.
- candidates will consider alternative interpretations about whether political parties were influenced by Welsh culture and values in this period.
- candidates may refer to the alternative interpretation that Welsh culture and values had little influence upon the Conservative party and perhaps Labour and the Liberal party only paid lip service to the Welsh dimension.

Part (d)

Distribution of marks within each level for part (d), explaining the weighting for each assessment objective.

	AO1	AO2a	AO2b	Total
Level 1	2 mark	1-6 marks	1-2 marks	10
Level 2	4 marks	7-14 marks	3-4 marks	22
Level 3	6 marks	15-20 marks	5-6 marks	32

Marking guidance for examiners

Deciding on the mark point within a level

The first stage for an examiner is to decide the overall level and then whether the work represents high, mid or low performance within the level.

Quality of written communication

This issue should have a bearing if the quality of written communication is inconsistent with the descriptor for the level in which the answer falls. In this situation, this may mean not awarding the higher mark within the level.

ASSESSMENT GRID FOR PART (d)

Target: AO1; AO2a; AO2b

Total mark: 32

Focus: Recall, selection and deployment of appropriate historical knowledge in context; analysis and evaluation of a range of source material with discrimination

Level	Mark	Descriptor
Award 0 for incorrect or incomplete answers.		
1	1-10	<p>Generally for this level, candidates will recall and select limited historical knowledge. They will comprehend and extract information from the sources. They will use the sources as evidence to support limited arguments. Candidates will convey meaning with some clarity, although powers of expression may be limited; there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1-4 marks <i>Some limited historical knowledge is recalled; only comprehends and extracts from some of the nominated sources; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p>Mid Level 1: 5-7 marks <i>Limited historical knowledge is demonstrated; comprehends and extracts from the nominated source material; shows some awareness of the limitations of the given sources; generally comprehensible with some accuracy in spelling, punctuation and grammar.</i></p> <p>High Level 1: 8-10 marks <i>Limited historical knowledge is applied; comprehends and extracts from source material with weak analysis of each of the nominated sources; offers a very limited judgement on utility of sources; answer has some coherence and accuracy in spelling, punctuation and grammar.</i></p>
2	11-22	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. There will be appropriate but patchy analysis and evaluation of the sources. They will use the sources as evidence to support arguments. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 11-14 marks <i>Some accurate and relevant historical knowledge is recalled, selected and deployed; some analysis and evaluation of nominated source material; offers a limited judgement on utility of sources; reasonable expression with some organisation and appropriate spelling, punctuation and grammar.</i></p> <p>Mid Level 2: 15-18 marks <i>Accurate and relevant historical knowledge is recalled, selected and deployed; some analysis and evaluation of nominated source material; offers an appropriate judgement on utility of sources; there will be some attempt to place the sources in the context of the depth study; clear expression and organisation with appropriate spelling, punctuation and grammar.</i></p> <p>High Level 2: 19-22 marks <i>Mostly accurate and relevant historical knowledge is recalled, selected and deployed; valid analysis and evaluation of nominated source material; there will be some attempt to place the sources in the context of the depth study; offers a clear judgement on utility of sources; clearly expressed with most parts showing clarity and coherence and appropriate spelling, punctuation and grammar.</i></p>

3	23-32	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge appropriately. They will analyse and evaluate source material with discrimination and in relation to the historical context. They will use the sources appropriately to support arguments. They will communicate fluently and clearly, using appropriate language and structure, using standard conventions of spelling, punctuation and grammar.</p> <p>Low Level 3: 23-25 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; mostly appropriate analysis and evaluation of nominated source material; offers a supported judgement on utility of some of the sources; there will be a clear attempt to place the sources in the context of the depth study; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>Mid Level 3: 26-29 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; appropriate analysis and evaluation of nominated source material; offers a supported judgement on utility of all of the sources; there will be an obvious attempt to place the sources in the context of the depth study; answers will be largely coherent, fluent and well-organised. with good spelling, punctuation and grammar.</i></p> <p>High Level 3: 30-32 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; appropriate analysis and evaluation of nominated source material; there will be a sustained focus on dealing with the sources in the context of the depth study; offers a sustained judgement on utility of sources; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>
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INDICATIVE CONTENT FOR PART (d)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

QUESTION: 1(d)

How useful are Sources A, E and F in understanding change and conflict in Wales, 1900-1918?

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 are also expected to demonstrate their ability to discuss the sources in the wider context associated with change in Wales, 1900-1914. Some of the issues to consider may include:

- the sources give a very useful summary of some issues that affected Wales in this period. In particular the issues of industrial conflict, Welsh language and Liberalism
- there are many other important issues not really covered, such as wider causes of industrial conflict or economic and cultural change in other parts of Wales. Thus as an overall picture, the collection is limited. Industrial conflict in Llanelli, Penrhyn are needed for a contextual understanding as are the influential religious and sporting developments of the period
- there is a variety of source material, including an historian, an autobiography and a political cartoon. Candidates should consider the strengths and weaknesses of the sources and should consider issues such as the effect of any bias on utility in respect of the origin and purpose of the sources
- there will be a discussion of the greater range of sources available to an understanding of Wales in this period.

QUESTION: 2(d)

How useful are Sources A, E and F in understanding change and conflict in Wales, 1900-1914?

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 are also expected to demonstrate their ability to discuss the sources in the wider context associated with change in Wales, 1900-1914. Some of the issues to consider may include:

- the sources give a very useful summary of some issues that affected Wales in this period, in particular the issues of the revival, political change and industry.
- there are many other important issues not really covered, such as industrial conflicts and economic and social change. Thus as an overall picture, the collection is limited. Educational conflict is not covered, neither are the influential sporting and cultural and educational developments of the period or social changes that were introduced
- there is a variety of contemporary source material, including a recollection, a cartoon from a newspaper and a speech. Candidates should consider the strengths and weaknesses of the sources and should consider issues such as the effect of any bias on utility in respect of the origin and purpose of the sources
- there will be a discussion of the greater range of sources available to an understanding of change in Wales in this period.