



**GCE MARK SCHEME (LEGACY)**

**SUMMER 2016**

**HISTORY - UNIT HY1  
PERIOD STUDY 4**

**ASPECTS OF THE HISTORY OF WALES AND  
ENGLAND c. 1880-1980**

**1231/04**

## **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 HY1**  
**PERIOD STUDY 4**  
**ASPECTS OF THE HISTORY OF WALES AND ENGLAND c. 1880-1980**

**Part (a)**

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

	<b>AO1a</b>	<b>AO1b</b>	<b>Total</b>
<b>Level 1</b>	1-3 marks	1-5 marks	8
<b>Level 2</b>	4-6 marks	6-10 marks	16
<b>Level 3</b>	7-8 marks	11-16 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, 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, examiners may decide not to award the higher mark within the level.

## ASSESSMENT GRID FOR PART (a)

Target: AO1

Total mark: 24

Focus: *Recall, selection and deployment of appropriate historical knowledge; show understanding of the past through explanation of key concepts*

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 limited evidence of understanding in their analysis and explanation of key concepts such as change, causation or significance. Candidates will convey meaning with some clarity, although powers of expression may be limited and there will be some accuracy in spelling, punctuation and grammar.</p> <p><b>Low Level 1: 1-2 marks</b> <i>Material seen is brief or very limited in scope; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p><b>Mid Level 1: 3-5 marks</b> <i>Some limited historical knowledge is recalled; brief explanation generally linked to key concept as identified in the question set; generally comprehensible with some accuracy in spelling, punctuation and grammar.</i></p> <p><b>High Level 1: 6-8 marks</b> <i>Limited historical knowledge is recalled; limited explanation of the key concept as identified in the question set; 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 show appropriate evidence of understanding in their analysis and explanation of the key concepts such as change, causation or significance. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p><b>Low Level 2: 9-10 marks</b> <i>Some relevant historical knowledge is recalled, selected and deployed; undeveloped explanation of the key concept as identified in the question set; reasonable expression with some organisation and appropriate spelling, punctuation and grammar.</i></p> <p><b>Mid Level 2: 11-13 marks</b> <i>Mostly relevant historical knowledge is recalled, selected and deployed; mostly appropriate explanation of the key concept as identified in the question set; clear expression and organisation with appropriate spelling, punctuation and grammar.</i></p> <p><b>High Level 2: 14-16 marks</b> <i>Relevant historical knowledge is recalled, selected and deployed; valid explanation of the key concept as identified in the question set; 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 accurate, relevant and detailed historical knowledge. They will show evidence of well-focussed understanding in their explanation and analysis of the key concepts such as change, causation or significance. They will communicate fluently and clearly, using appropriate language and structure, using standard conventions of spelling, punctuation and grammar.</p> <p><b>Low Level 3: 17-18 marks</b>  <i>Mostly accurate, relevant and detailed historical knowledge is recalled, selected and deployed; clear explanation of the key concept as identified in the question set, with some linking of important factors; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p><b>Mid Level 3: 19-21 marks</b>  <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; well-focussed explanation of the key concept as identified in the question set, demonstrating appropriate understanding of connections between important factors; answers will be largely coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p> <p><b>High Level 3: 22-24 marks</b>  <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; sustained and consistent explanation of the key concept as identified in the question set, demonstrating clear understanding of the relationship between important factors; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>
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## **INDICATIVE CONTENT FOR QUESTION 1(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.*

### **Explain why the Liberal Governments of 1906-1914 introduced social reforms.**

Candidates are required to demonstrate knowledge of historical concepts in the context of the question set.

Candidates are expected to show understanding of the inter-relationship of the reasons why the Liberal Governments of 1906-1914 introduced social reforms. Some of the issues to consider may include:

- the rise in the collective idea of social responsibility in respect of the poor
- the need to act to improve the lives of children through the Children's Charter
- the demand for better care for the elderly through the Pension Act
- the need to improve National Efficiency through workers' rights
- the demand for government action in respect of national Insurance

## **INDICATIVE CONTENT FOR QUESTION 2(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.*

### **Explain why Britain signed an Entente with France in 1904.**

Candidates are required to demonstrate knowledge of historical concepts in the context of the question set.

Candidates are expected to show understanding of the inter-relationship of the reasons why Britain signed an Entente with France in 1904. Some of the issues to consider may include:

- Britain's desire to protect her economic interests
- the influence of prominent individuals e.g. Edward VII
- the relationship between France and Russia
- the Entente Cordiale and Triple Entente
- the Anglo-French naval agreement
- fear of Germany in the later period

### **INDICATIVE CONTENT FOR QUESTION 3(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.*

### **Explain why the Coalition Government of Lloyd George came to an end in 1922.**

Candidates are required to demonstrate knowledge of historical concepts in the context of the question set.

Candidates are expected to show understanding of the inter-relationship of the reasons why the Coalition Government of Lloyd George came to an end in 1922. Some of the issues to consider may include:

- the character of Lloyd George and misgivings about his conduct
- the decline in the support for the Liberal party
- dissatisfaction with post war economy and trade
- the increasing confidence of the Conservative Party
- dissatisfaction with the situation in Ireland
- the success of minority parties in other countries
- the influence of some back-bench Conservative MPs in 1922

### **INDICATIVE CONTENT FOR QUESTION 4(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.*

### **Explain why the Suffragette movement became more militant.**

Candidates are required to demonstrate knowledge of historical concepts in the context of the question set.

Candidates are expected to show understanding of the inter-relationship of the reasons why the Suffragette movement became more militant. Some of the issues to consider may include:

- dissatisfaction with the progress made by the Suffragists
- the failure of the 1897 bill
- the need to gain media attention
- the refusal of Asquith and the Government to meet the suffragettes in the summer of 1909 heightened the militant attitude
- the failure of the Conciliation Bill
- attitude of Asquith and other leading liberals

## Part (b)

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

	<b>AO1a</b>	<b>AO1b</b>	<b>Total</b>
<b>Level 1</b>	1-4 marks	1-8 marks	12
<b>Level 2</b>	5-8 marks	9-16 marks	24
<b>Level 3</b>	9-12 marks	17-24 marks	36

### Marking guidance

#### 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 examiners may decide not to award the higher mark within the level.



## ASSESSMENT GRID FOR PART (b)

Target: AO1

Total mark: 36

Focus: *Recall, selection and deployment of appropriate historical knowledge; show understanding of the past through analysis and evaluation of key concepts and characteristics*

Level	Mark	Descriptor
Award 0 for incorrect or incomplete answers.		
1	1-12	<p>Generally for this level, candidates will recall and select limited historical knowledge. They will show limited evidence of understanding in their evaluation of the key concepts such as significance, consequence, change and continuity. They will show limited analysis of the key features and characteristics of the historical period. Candidates will convey meaning with some clarity, although powers of expression may be limited and there will be some accuracy in spelling, punctuation and grammar.</p> <p><b>Low Level 1: 1-4 marks</b> <i>Material seen is brief or very limited in scope; some meaning is conveyed with some accuracy in spelling, punctuation and grammar</i></p> <p><b>Mid Level 1: 5-8 marks</b> <i>Some limited knowledge is recalled; limited reference to the key issue only; generally comprehensible with some accuracy in spelling, punctuation and grammar</i></p> <p><b>High Level 1: 9-12 marks</b> <i>Limited knowledge is recalled; some evidence of evaluation of the key issue; limited judgement is offered regarding other key features; answer has some coherence and accuracy in spelling, punctuation and grammar</i></p>
2	13-24	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. They will show appropriate evidence of understanding in their evaluation of the key concepts such as significance, consequence, change and continuity. They will offer an appropriate analysis of the key features and characteristics of the historical period. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p><b>Low Level 2: 13-16 marks</b> <i>Some relevant historical knowledge recalled, selected and deployed; undeveloped analysis and evaluation of the key issue; credible judgement is offered regarding other key features of the historical period; reasonable expression with some organisation and appropriate spelling, punctuation and grammar.</i></p> <p><b>Mid Level 2: 17-20 marks</b> <i>Mostly relevant historical knowledge recalled, selected and deployed; some appropriate analysis and evaluation of the key issue; appropriate judgement is offered regarding other key features of the historical period; clear expression and organisation with appropriate spelling, punctuation and grammar.</i></p>

		<p><b>High Level 2: 21-24 marks</b>  <i>Relevant historical knowledge recalled, selected and deployed; valid analysis and evaluation of the key issue; clear judgement is offered regarding importance / significance of other key features of the historical period; clearly expressed with most parts showing clarity and coherence and appropriate spelling, punctuation and grammar.</i></p>
3	25-36	<p>Generally for this level, candidates will recall, select and deploy accurate, relevant and detailed historical knowledge. They will show clear evidence of understanding in their evaluation of the key concepts such as significance, consequence, change and continuity. They will provide a substantiated analysis of the relationship between key features and characteristics of the whole historical period. They will communicate fluently and clearly, using appropriate language and structure, using standard conventions of spelling, punctuation and grammar.</p> <p><b>Low Level 3: 25-28 marks</b>  <i>Mostly accurate, relevant and detailed historical knowledge is recalled, selected and deployed; clear analysis and evaluation of the key issue; focused judgement is offered regarding other key features of most of the historical period; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p><b>Mid Level 3: 29-32 marks</b>  <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; well-focussed analysis and evaluation of the key issue; well-focused judgement is reached regarding other key features of the whole historical period; answers will be largely coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p> <p><b>High Level 3: 33-36 marks</b>  <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; sustained analysis and evaluation of the key issue; substantiated and supported judgement is reached regarding other key features of the whole historical period; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>

## INDICATIVE CONTENT FOR QUESTION 1(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.*

### **To what extent were the effects of war the most important influence on the lives of the people of Wales and England 1880-1929?**

Candidates are expected to reach a substantiated and supported judgement about whether the effects of war were the most important influence on the lives of the people of Wales and England 1880-1929.

The influence of the effects of war should be analysed and evaluated in relation to issues such as:

- the loss of markets to foreign competitors
- the social impact on society, both negative and positive
- the short term and long term effects of war

The influence of the effects of war should be evaluated against other important influences on the lives of the people of Wales and England in this period. Some of the issues to discuss may include:

- the increasing call for social reform at the turn of the century
- the Liberal social reforms
- economic decline throughout the period
- the influence of industrial disputes such as the General Strike
- social developments during the 1920s including the changing status of women

## INDICATIVE CONTENT FOR QUESTION 2(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.*

### **To what extent was Britain's relationship with Germany the most important influence on British foreign policy between 1902-1939?**

Candidates are expected to reach a substantiated and supported judgement about whether Britain's relationship with Germany was the most important influence on British foreign policy between 1902-1939.

The influence of Britain's relationship with Germany should be analysed and evaluated in relation to issues such as:

- the fear of German aggression leading up to 1914
- the war between 1914-1918
- the post-war agreements and German instability
- the rise of fascism in Germany and Britain's response

The influence of Britain's relationship with Germany should be evaluated against the influence of other major factors on British foreign policy in this period. Some of the issues to discuss may include:

- economic considerations
- protecting the Empire
- the desire for isolation
- the fear of other nations such as Russia
- the desire for Collective Security and co-operation through the League of Nations
- the fear of war in the 1930s

### **INDICATIVE CONTENT FOR QUESTION 3(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.*

### **To what extent was the formation of the first Labour Government in 1924 the most important development in party politics 1900-1940?**

Candidates are expected to reach a substantiated and supported judgement about whether the formation of the first Labour Government in 1924 was the most important development in party politics 1900-1940.

The importance of the formation of the first Labour Government should be analysed and evaluated in relation to issues such as:

- the changing electoral scene in Wales and England
- the role of Ramsay MacDonald
- the extent of support for the first Labour Government
- the extent and nature of the Government's policies

The importance of the formation of the first Labour Government should be evaluated against other important developments in party politics in this period. Some of the issues to discuss may include:

- the reform of the House of Lords in 1911
- the establishment of the Coalition Government in 1916
- the establishment of the National government in 1931
- the decline of the Liberal party after 1922
- the rise and fall of prominent governments and political figures
- the rise of minority parties

## INDICATIVE CONTENT FOR QUESTION 4(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.*

### **To what extent was government legislation mainly responsible for the changing role and status of women 1880-1929?**

Candidates are expected to reach a substantiated and supported judgement about whether government legislation was mainly responsible for the changing role and status of women 1880-1929.

The influence of government legislation on the changing role and status of women should be analysed and evaluated in relation to issues such as:

- the gradual enfranchisement of women in this period
- government reform pre-1914
- legislation concerning women during the war, DORA, Munitions of War Act, Treasury Agreement Act
- employment legislation in the 1920s

The influence of government legislation should be evaluated against other factors responsible for influencing the changing role and status of women in this period. Some of the issues to discuss may include:

- the impact of the women's suffrage societies
- the changing attitude towards the role of women
- war-work and its opportunities
- changing educational opportunities
- influence of social change in the 1920s