



GCSE MARKING SCHEME

SUMMER 2012

HISTORY - STUDY IN DEPTH

WALES AND ENGLAND IN THE EARLY TWENTIETH CENTURY

4272/01

INTRODUCTION

The marking schemes which follow were those used by WJEC for the Summer 2012 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 questions 1(e) and either 2(d) or 3(d). 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

MARKING SCHEME

SECTION A

Question 1 (a)

Target:	Understanding of source material		
Mark allocation:	AO1	AO2	AO3
2			2

Question: **What does Source A show you about the slate industry? [2]**

Use 0 for incorrect or irrelevant answers.

Award one mark for one relevant selection from the source.

Award two marks for two relevant selections from the source.

The following can be credited:

Slate workers worked by hand - with hammer and chisel.

Source A shows that slate workers worked in ordinary clothing.

They had no protective clothing.

They worked in dirty and cramped conditions.

Question 1 (b)

Target:	Understanding of source material; recall and deployment of knowledge		
Mark allocation:	AO1	AO2	AO3
4	2		2

Question: **Use the information in Source B and your own knowledge to explain why the Penrhyn Lockout had a big impact on North Wales. [4]**

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer; uses content of source only. [1/2]

Eg: It was a big employer and the Lockout led to closure and unemployment.

LEVEL 2 Development of the content with an attempt to provide some explanation. Needs explanation and background knowledge/context for highest mark. [3/4]

Eg: The Penrhyn and Dinorwic slate quarries were the biggest in the world, and they were big employers in North Wales. As the Lockout lasted for three years, many quarrymen became unemployed and their families suffered. The Lockout had a knock-on impact because many families left North Wales, to look for work. Also, other sources of roofing material, like tiles, were used instead of slate. North Wales lost Welsh-speaking inhabitants as some families moved to South Wales and elsewhere for work. Welsh culture was diluted. The slate industry never recovered fully from the disastrous Lockout.

Question 1 (c)

Target:	Analysis and evaluation of source material; reading supported judgements		
Mark allocation:	AO1	AO2	AO3
5		1	4

Question: **How far does Source C support the view that the growth of Cardiff was due to the building of the Taff Vale Railway?** [5]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 **Generalised answer; weak reference to content of source only.** [1/2]

Eg: It tells us that the Taff Vale Railway led to the growth of Cardiff. It helped it to grow far more quickly than any other town in Wales.

LEVEL 2 **Discusses content of source with an attempt at a judgement on the extent of support for the view.** [3/4]

Eg: Source C tells us that the building of the Taff Vale Railway in the C19th led to the development of Cardiff as a port and a town. It grew far more quickly than other ports and towns in Wales. The Taff Vale Railway allowed Cardiff to become the biggest coal-exporting port in the world.

LEVEL 3 **Answer uses the source and its authorship or contextual knowledge to offer a reasoned judgement on the extent of support for the view.** [5]

Eg: The source, written by an historian, does support the view that the growth of Cardiff was due to the building of the Taff Vale Railway, but only to a certain extent. The source tells us that trade, money, industry and immigration also changed Cardiff and made it the biggest coal exporter in the world, but it does not tell us how the railway did this. It does not say that the railway linked Cardiff with the coal-producing Rhondda valleys, for example, and that it was the export of coal from this area that necessitated the building of the Bute Docks, to enable this export trade to flourish.

Question 1 (d)

Target:	Critical analysis and evaluation of source material; deployment of knowledge		
Mark allocation:	AO1	AO2	AO3
6	2	1	3

Question: **How useful is Source D to an historian studying the Llanelli Riots of 1911?** [6]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer; paraphrases content of source. [1/2]

Eg: Source D tells us that a riot occurred in Llanelli in August 1911 and two men were killed.

LEVEL 2 Considers usefulness of the source in terms of its content only.
OR
Deals with some aspects of content; refers to authorship. [3]

Eg: Source D is useful because it tells us that there was a national railway strike during the summer of 1911. The source tells us that in August 1911 the strike spread to Llanelli. Here it was obviously very serious because troops were called in, the Riot Act was read to warn the assembled crowd and two men were killed. The source is from an official internet website posted in 2010.

Deals with content of source well and begins to consider origin or purpose of source. [4]

Eg: Source D, posted in 2010, is a useful account to an historian because it gives a lot of interesting information about the events at Llanelli in 1911. The fact that the website is an official one and run by the National Library of Wales, focussing on Welsh history, gives the website authenticity. Its content is backed up by information seen in printed books.

LEVEL 3: Gives an evaluation with some imbalance, considering utility in terms of issues such as content, origin and purpose of source. [5]

Gives a reasoned and balanced evaluation, considering utility in terms of issues such as content, origin and purpose of source. [6]

Eg: Source D, from an official internet website, provides useful information about the Llanelli Riots of 1911. The information seems generally reliable, although there is a hint of bias when the source refers to the fact that the two men who were shot were 'innocent'. The source was written in order to inform people about the events of 1911. As such, Source D should be very useful to an historian studying the Llanelli Riots, but it must be used alongside other historical evidence in order to be of real use to an historian.

Question 1 (e)

Target:	Recognition and explanation of different historical interpretations; deployment of knowledge		
Mark allocation:	AO1	AO2	AO3
8	2	2	4

Question: **Why do Sources E and F have different views about the Tonypandy Riots?** [8]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 **Generalised answer; paraphrases the sources; may contain irrelevancy.** [1/2]

The Level 1 descriptor for quality of written communication may be considered here.

Eg: Source E tells us that Churchill stopped the troops and kept them in the background. Source F tells us that Churchill ordered troops to reinforce the police in the Tonypandy area.

LEVEL 2 **Starts to explain the different views in terms of either their content or their authorship; limited development is seen.** [3/4]

The Level 2 descriptor for quality of written communication may be considered here.

Eg: In Source E, Churchill is saying that as Home Secretary he was horrified at the thought of troops firing on crowds of strikers. He says that it was the Chief Constable of Glamorgan who had requested the troops and he – Churchill – stopped the troops and sent in Metropolitan Police instead. He was concerned with preventing loss of life. Churchill's view is that of Home Secretary, responsible for law and order in Britain. Horner in Source F has a different view.

LEVEL 3 **Explains the difference in the views with clear reference to both content and authorship.** [5/6]

The Level 3 descriptor for quality of written communication may be considered here.

Eg: In Source E, Churchill is explaining his role as Home Secretary at the time of the Tonypandy Riots. He is also trying to put to rest what he considers to have been a cruel lie against him – that he had used troops against strikers in Tonypandy. Source F is written by a South Wales miners' leader in his autobiography in 1960. He describes how the coal owners were backed by the police and armed troops against the miners. His views are those of the working people who suffered at the time. He seems to have been an eye witness to the events.

LEVEL 4 **Developed explanation with good support from the sources and own knowledge; detailed consideration of the authorship of each source; some routine elements still seen.** [7]

Balanced and developed explanation with good support from the sources and own knowledge; detailed consideration of the authorship of each source; answer is sophisticated and integrated. [8]

The Level 4 descriptor for quality of written communication may be considered here.

Eg: The two sources provide interesting, and contrasting, views about the Tonyandy Riots. The author of Source E was definitely affected by the fact that he was Home Secretary in 1910. But his public speech in Cardiff in 1950 was to try to make clear his view of events in 1910 and to try to get more votes for his Conservative Party in the election campaign of that year. The author of Source F was a leading member of the miners and the title he chose for his autobiography, Incorrigible Rebel, may suggest that his views were a little extreme.

SECTION B

Question 2(a)

Target:	Understanding of source material		
Mark allocation:	AO1	AO2	AO3
2			2

Question: **What does this picture show you about popular entertainment in the early twentieth century?** [2]

Use 0 for incorrect or irrelevant answers.

Award one mark for one relevant selection from source
Award two marks for two relevant selections from source

The following can be credited:

There was a silent cinema.

The picture shows that silent cinemas were grand buildings with a commissionaire in charge.

This large building was constructed in 1910.

Question 2(b)

Target:	Recall and deployment of knowledge; understanding of key historical features		
Mark allocation:	AO1	AO2	AO3
5	3	2	

Question: **Describe the pressures on the Welsh language in the early twentieth century.** [5]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 **Generalised answer with a weak or implied point made.** [1/2]

Eg: English migration into Wales and the increasing encouragement to speak English put pressure on the Welsh language.

LEVEL 2 **A more detailed description with up to two accurate points made.** [3/4]

Eg: The Welsh language came under pressure in the early twentieth century because lots of English-speaking people came to Wales for work and the English language became increasingly heard. A further pressure on the Welsh language came from the fact that English-language teaching predominated in schools.

LEVEL 3 **A fully developed description with three or more accurate points made.** [5]

Eg: As for Level 2 plus many young people turned to the English language, encouraged by their parents, who thought that speaking English was essential for their children to 'get on'. Businessmen and teachers supported such attitudes, to the detriment of the Welsh language.

Question 2(c) (i)

Target:	Recall and deployment of knowledge; explanation of key historical features and characteristics		
Mark allocation:	AO1	AO2	AO3
4	2	2	

Question: **Explain why the reports of Booth and Rowntree were important.** [4]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer; only one reason given OR description only. [1/2]

Eg: Booth produced a series of reports on the reasons for poverty in London; Rowntree published a report in 1901 which outlined the reasons for poverty in his home city of York.

LEVEL 2 More detailed and accurate explanation; which discusses at least two reasons. [3/4]

Eg: Both Charles Booth and Seebohm Rowntree collected evidence to explain why people were poor in both London and York. In the latter city, Rowntree showed that nearly 28% of the population lived below the minimum level on which to survive (about £1 per week). It had been believed that poverty was a crime. The detailed work of Booth and Rowntree was important in that it changed attitudes to the relief of the poor. When the Liberal Party came to power in 1906, they wanted to be seen as a reforming party and adopted the evidence of Booth and Rowntree to bring in a series of social reforms targeted on helping the poor.

Question 2(c) (ii)

Target:	Recall and deployment of knowledge; explanation of key historical features and characteristics		
Mark allocation:	AO1	AO2	AO3
4	2	2	

Question: **Explain why the Parliament Act was passed in 1911.** [4]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer; only one reason given OR description only. [1/2]

Eg: It was passed to limit the power of the House of Lords.

LEVEL 2 More detailed and accurate explanation which discusses at least two reasons. [3/4]

Eg: The Parliament Act was passed in 1911 because there had been a constitutional crisis in 1909-1910. The House of Lords had objected to the 1909 Budget, so the 1911 Parliament Act was passed to limit the power of the House of Lords in financial matters. At the same time, the opportunity was taken to increase democracy in Britain by holding elections every five years, instead of seven, and by introducing payment of MPs, so that more working-men could enter parliament as MPs.

Question 2(d)

Target:	Recall and deployment of knowledge; analysis of key concepts; quality of written communication		
Mark allocation:	AO1	AO2	AO3
10	4	6	

Question: **Did the Liberal governments of 1900-1914 deal successfully with the political and social and issues of the time?** [10]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer; simple response which offers little support. [1/2]

The Level 1 descriptor for written communication can be considered here.

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

LEVEL 2 To distinguish between 3 and 5 marks apply the following framework: [3/5]

For 3-4 marks: A basic one-sided answer with some contextual support **OR** a very weak two-sided answer with limited contextual support.

For 5 marks: A reasoned one-sided answer with contextual support **OR** a weak two-sided answer with some contextual support.

The Level 2 descriptor for quality of written communication can be considered here.

Eg: Answers will assert that the Liberal governments were generally successful. They came to power in 1906 promising a number of reforms. They successfully introduced a number of social reforms but they had mixed success with their political reforms.

LEVEL 3 To distinguish between 6 and 8 marks apply the following framework: [6/8]

For 6-7 marks: A developed one-sided answer with good contextual support **OR** an unbalanced two-sided answer with contextual support.

For 8 marks: A two-sided answer with good contextual support but lacking some detail or balance.

The Level 3 descriptor for quality of written communication can be considered here.

Eg: Answers will begin to offer a judgement with good reasoning. The reforming Liberal governments of 1906-1914 successfully introduced a number of social reforms – old age pensions, educational reforms and National Insurance – which had a long-lasting impact. In fact, the Liberal governments of this time laid the foundations of 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.

LEVEL 4 **To distinguish between 9 and 10 marks apply the following framework:** **[9/10]**

For 9 marks: A reasoned and supported two-sided answer with balance, using mostly accurate and relevant historical detail.

For 10 marks: A reasoned and supported two-sided answer with good balance, using fully accurate and relevant historical detail and with a clear judgement.

The Level 4 descriptor for quality of written communication may be considered here.

Eg: Answers will clearly evaluate the issue in the question. Answers will discuss the extent of success. Expect reference to successful aspects, but also to some failures. The Liberal governments were not always successful. They struggled to cope with the challenges of the suffragette movement and failed to give full representation to women in 1918. The Liberals also failed to offset the rise of the Labour movement and Labour was to oust the Liberals from power in the years after the First World War.

Question 3(a)

Target:	Understanding of source material		
Mark allocation:	AO1	AO2	AO3
2			2

Question: **What does this picture show you about the government's recruitment campaign?** [2]

Use 0 for incorrect or irrelevant answers.

Award one mark for one relevant selection from source
Award two marks for two relevant selections from source

The following can be credited:

Women worked in the Land Army

The picture shows that the government recruited women in 1917.

Question 3(b)

Target:	Recall and deployment of knowledge; understanding of key historical features		
Mark allocation:	AO1	AO2	AO3
5	3	2	

Question: **Describe the work and influence of a war poet that you have studied.** [5]

(Candidates can choose any relevant war poet that they have studied.)

Use 0 for incorrect or irrelevant answers.

LEVEL 1 **Generalised answer with a weak or implied point made.** [1/2]

Eg: Hedd Wyn wrote poems about war/Wilfred Owen wrote poems about the futility of war.

LEVEL 2 **A more detailed description with up to two accurate points made.** [3/4]

Eg: People had been largely in favour of war in 1914, as they thought it would be 'over by Christmas'. As the war dragged on, however, poets like Hedd Wyn began to change people's attitudes as more soldiers were killed. Hedd Wyn wrote poems of remembrance, like Nid â'n Ango (Do Not Forget) and Rhyfel (War). His poem, Yr Arwr (The Hero) won the bardic chair at the 1917 Birkenhead Eisteddfod, but people were shocked to hear of his death before he could claim his award. A life had been sacrificed.

LEVEL 3 **A fully developed description with three or more accurate points made.** [5]

Eg: Wilfred Owen was wounded in the trenches and, when recovering in hospital, he met two war poets, Siegfried Sassoon and Robert Graves, who encouraged him to continue with his writing. His most famous poems were Anthem for Doomed Youth and Dulce et Decorum Est. His death at the age of 25, one week before the armistice, convinced many people of the futility of war.

Question 3(c) (i)

Target:	Recall and deployment of knowledge; explanation of key historical features and characteristics		
Mark allocation:	AO1	AO2	AO3
4	2	2	

Question: **Explain why David Lloyd George was important in the First World War.** [4]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 **Generalised answer; only one reason given OR description only.** [1/2]

Eg: He was Prime Minister and leader.

LEVEL 2 **More detailed and accurate explanation which discusses at least two reasons.** [3/4]

Eg: David Lloyd George was important because he was Minister of Munitions from 1915 and was successful in increasing the number of weapons for the British war effort. As Prime Minister from 1916, he introduced conscription because the number of volunteers had greatly reduced; he kept up the nation's morale through his press conferences; and, by introducing rationing from November 1917, he very importantly kept the British people from hunger.

Question 3(c) (ii)

Target:	Recall and deployment of knowledge; explanation of key historical features and characteristics		
Mark allocation:	AO1	AO2	AO3
4	2	2	

Question: **Explain why life in the trenches on the Western Front was difficult.** [4]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 **Generalised answer; only one reason given OR description only.** [1/2]

Eg: There was constant bombardment from enemy guns.

LEVEL 2 **More detailed and accurate explanation which discusses at least two reasons.** [3/4]

Eg: Life in the trenches was difficult because the front line trenches at the Battle of the Somme, for example, were sometimes very close to those of the enemy. There was the constant noise of enemy fire and bombardment and, during their time at the front line, the soldiers would have little opportunity to take any rest at all. It was a very exhausting and traumatic experience. Both in front line and in rear-most trenches, conditions were difficult. Even in the summer months, there was mud, many inches deep, and trenches could be infested with rats and soldiers' uniforms with lice.

Question 3(d)

Target:	Recall and deployment of knowledge; analysis of key concepts; quality of written communication		
Mark allocation:	AO1	AO2	AO3
10	4	6	

Question: **Did the First World War have only bad effects on people's lives in Wales and England?** [10]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer; simple response which offers little support. [1/2]

The Level 1 descriptor for quality of written communication may be considered here.

Eg: Yes/no – loved ones were killed/women gained more opportunities.

LEVEL 2 To distinguish between 3 and 5 marks apply the following framework: [3/5]

For 3-4 marks: A basic one-sided answer with some contextual support **OR** a very weak two-sided answer with limited contextual support.

For 5 marks: A reasoned one-sided answer with contextual support **OR** a weak two-sided answer with some contextual support.

The Level 2 descriptor for quality of written communication may be considered here.

Eg: Answers will assert that life in wartime had to be tough. Expect references to the fact that life on the Western front proved to be tremendously challenging and there was a high death rate. At home, even though there were far more opportunities in employment for women, they were paid only half the rate of men. Additionally, people suffered from shortages at the end of the war.

LEVEL 3 To distinguish between 6 and 8 marks apply the following framework: [6/8]

For 6-7 marks: A developed one-sided answer with good contextual support **OR** an unbalanced two-sided answer with contextual support.

For 8 marks: A two-sided answer with good contextual support but lacking some detail or balance.

The Level 3 descriptor for quality of written communication may be considered here.

Eg: Answers will begin to offer a judgement with good reasoning. Answers will give examples of mostly bad experiences but will also begin to look at more positive aspects. Expect references to people's views of war changing as the fighting dragged on, when conscription was introduced from 1916, and when families lost more and more loved ones. Many people's disillusionment with the long-lasting war was reflected in the words of the 'war poets'.

LEVEL 4 **To distinguish 9 and 10 marks apply the following framework:** **[9/10]**

For 9 marks: A reasoned and supported two-sided answer with balance, using mostly accurate and relevant historical detail.

For 10 marks: A reasoned and supported two-sided answer with good balance, using fully accurate and relevant historical detail and with a clear judgement.

The Level 4 descriptor for quality of written communication may be considered here.

Eg: Answers will clearly evaluate the issue in the question. Answers will discuss many aspects of life on the home front in the First World War with a balanced look at bad and good features. People pulled together during the war as never before; men were quite willing to join up at the start of the war as posters encouraged them to take free travel! DORA generally kept up the morale of the people and women were given more opportunities in employment, allowing them to obtain more independence. Government changes improved the lot of the farmers and agricultural labourers.