



GCSE MARKING SCHEME

SUMMER 2013

**HISTORY - STUDY IN DEPTH
WALES AND ENGLAND IN THE EARLY TWENTIETH
CENTURY 1900-1919
4272/01**

INTRODUCTION

The marking schemes which follow were those used by WJEC for the Summer 2013 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 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

PAPER 4272/01 - Wales and England in the early twentieth century

MARKING SCHEME

QUESTION 1

Question 1 (a)

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

Question: **What does Source A show you about recruitment during the First World War?** [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:

The photograph shows that many men wanted to join the army in 1915. There are large crowds waiting outside the army recruiting office. They appear to be happy and eager to join up.

Question 1 (b)

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

Question: **Use the information in Source B and your own knowledge to explain why the government introduced DORA.** [4]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Paraphrases content; weak use of content only. [1-2]

E.g.: DORA was introduced to control people's lives.

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 source shows that DORA was introduced at the start of the way in August 1914. Because of wartime conditions, the government had to have more control over people's lives so that they could win the war. They took over industries, introduced rationing etc.

Question 1 (c)

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

Question: **How far does Source C support the view that the use of new technology during the First World War was largely ineffective?** [5]

Use 0 for incorrect or irrelevant answers.

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

Eg: Tanks were not used often during the war.

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

Eg: Source C shows that new weapons such as the submarines and tanks were not often used in the First World War so they were ineffective. Instead older weapons, like the machine guns, rifles and horses continued to be favoured. It supports the views of technology

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.** [4-5]

Eg: Source C supports the view that the new technology used during the First World War was ineffective. Historian H. O. Willmott states that aircraft were still in their infancy and that submarines and tanks were not used often. Traditional weapons such as artillery, rifles and horses were still used in combat. The potential of new technologies were not fully realised at this time. Tanks were used during the Battle of the Somme in 1916, but tended to break down or get stuck in the mud. Despite this lack of support in some cases towards the end of the war, the tank did prove to be a very effective weapon.

Question 1 (d)

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

Question: **How useful is Source D to an historian studying life in the trenches?** [6]

Use 0 for incorrect or irrelevant answers.

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

Eg: Source D tells us that although it rained a lot, soldiers had very little clean water in the trenches.

LEVEL 2 Considers usefulness of the source in terms of its content only.
OR
Deals with some aspects of content; copies/paraphrases attribution. [3]

Eg: Source D tells us that there was little clean water in the trenches, and that water was carried in petrol cans. The source was written by Harry Patch in 2007.

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

Eg: Source D is useful because it tells us that conditions were very difficult in the trenches in 1917. The soldier states that there was very little clean water available and it was difficult to wash. In the three months that he spent in the trenches he did not have a bath or any clean clothes. It was written by a soldier, Harry Patch, who was in the trenches in 1917.

LEVEL 3: Gives an imbalanced evaluation, considering usefulness in terms of content, origin and purpose of source. [5]

Eg: Source D is useful to an historian as it tells us that conditions were very difficult in the trenches in 1917. There was very little clean water available and it was difficult to wash. Water was carried in petrol cans which had not been cleaned out. In the three months that he spent in the trenches he did not have a bath or any clean clothes. This was written by Harry Patch in 2007. The purpose of this source is to inform the public of what life was like in the trenches and to record his memoirs for future generations.

Gives a reasoned and balanced evaluation, considering usefulness in terms of content, origin and purpose of source. [6]

Eg: Source D is useful to an historian as it tells us that conditions were very difficult in the trenches in 1917. There was very little clean water available and it was difficult to wash. Water was carried in petrol cans which had not been cleaned out. In the three months that he spent in the trenches he did not have a bath or any clean clothes. As Harry Patch was a soldier during the First World War he would have personal experience of life in the trenches and would know what conditions were actually like. However, as he is recalling his experience in 2007, many years after the war, he may have forgotten some details. The purpose of this source is to inform the public of what life was like in the trenches and to record his memoirs for future generations. It does not mention other difficulties faced in the trenches, such as danger from enemy attack, going over the top or the boredom suffered by troops.

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 Battle of the Somme?** [8]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 **Generalised answer; paraphrases the sources rambles off the point.** [1-2]
Eg: Source E tells us that the battle was a great success. Source F tells us that little land was gained.

LEVEL 2 **Starts to explain the different views in terms of either their content or their origin; limited development is seen.** [3-4]
Eg: In Source E, General Haig, who was in charge of the British army, believes that his troops achieved great success on the first day of the battle. He says that the soldiers are in good spirits. But Source F claims that the battle was not a success. The British army faced severe casualties on the first day and did not gain much land.

LEVEL 3 **Explains the difference in the views with clear reference to both content and attributions.** [5-6]
Eg: General Haig obviously believes that the Battle of the Somme was a great success. He states that the army made a very successful attack on the 1st July, and that the Germans were already surrendering freely. He claims that the soldiers are in excellent spirit. Haig would obviously think this as he was in charge of the British army. Source F says that British soldiers faced an intense attack by German machine guns. The author here is a historian who has done considerable research on the battle.

LEVEL 4 **Developed explanation with good support from the sources and own knowledge; detailed consideration of the attributions 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 attributions of each source; answer is sophisticated and integrated. [8]

Eg: The two sources provide contrasting views about the Battle of the Somme. Source E states that during the first day of the battle, the British attack on German lines was very successful. It states that the Germans were surrendering freely. General Haig claims that the soldiers are in excellent spirit and are very confident. The author of Source E was General Haig, who was in charge of the British Army at this time. He would obviously believe that the attack had been a success as he would not want to question his own tactics. As he is writing at the time, he may not have a full picture of what had happened on the day. Source F gives a contrasting view of the battle. It states that the British troops faced intense gunfire after going over the top. By the end of the first day, there had been 57,000 casualties. This goes against Haig's view of the battle as having been a success.

Source F also claims that very little land had been gained. The author of Source F is a military historian writing in 2003, from a more reasoned and distant perspective. He can see that the Battle of the Somme achieved very little in relation to the number of casualties suffered. The historian, Correlli Barnett, will have carried out extensive research on the battle and would have reached a more balanced view as he has the benefit of hindsight. As he is a military historian he would have a good knowledge and understanding of the battle. Also his book is specifically on World War I, therefore, he would have covered the Battle of the Somme in some detail.

QUESTION 2

Question 2 (a)

Target:	Recall and selection of knowledge; understanding of key historical features		
Mark allocation:	AO1	AO2	AO3
5	4		

Question: **Describe the protest made by Emily Davison.** [4]

Use 0 for incorrect or irrelevant answers.

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

Eg: She threw herself in front of a horse and died from her injuries.

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

Eg: She was a Suffragette who attempted to interrupt the Derby at Epsom in 1913. She wanted publicity for the Suffragette cause, and wore a 'Votes for Women' banner around her waist. She deliberately threw herself in front of the King's horse, Anmer. She was knocked down and died three days later.

Question 2(b)

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

Question: **Explain why the Labour Party grew before 1914.** [5]

Use 0 for incorrect or irrelevant answers.

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

Eg: It appealed to working people. It had the support of Trade Unions.

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

Eg: Keir Hardie had set up the Independent Labour Party in 1893 and it appealed to working people as many trade unions joined it. Working people realised that separate representation in parliament from the Liberals would benefit them greatly.

LEVEL 3 **Full explanation: focussed and explaining a range of factors.** [5]

Eg: Keir Hardie had set up the Independent Labour Party in 1893 and it increasingly appealed to working people as trade unions joined it. Eventually working people realised that separate representation in parliament from the Liberals would benefit them greatly. In 1906, the Labour Party won 29 seats in the general election; this gave them greater confidence. In 1911, the Liberal Government introduced payment of MPs and MPs. This meant that an increasing number of working men could now become MPs. Many of these working men represented the Labour Party.

Question 2(c)

Target:	Selection of knowledge; analysis of key concepts		
Mark allocation:	AO1	AO2	AO3
6	2	4	

Question: **How important were developments in popular entertainment in Wales and England?** [6]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 **Generalised reference to the key concept of historical context; weak or implied knowledge shown.** [1-2]

Eg: Sport and cinema made people happy.

LEVEL 2 **Some analysis of the key concept within the historical context with some detail and accuracy; attempts an evaluation, not fully sustained.** [3-4]

Eg: In the industrial and urban areas, traditional entertainments were replaced by new ones. Music hall entertainment was brought to Tonypany in 1909 and the Carlton Cinema opened in Swansea in 1914 as the first purpose-built cinema in Wales. Such entertainment was important as providing some form of escapism in a time which saw great industrial unrest throughout Wales.

LEVEL 3 **Detailed and accurate analysis of the key concept within the historical context; provides a reasoned evaluation.** [5-6]

Eg: Popular entertainment was important because it brought communities together. Most people could afford to go to the cinema, and it was an enjoyable way to spend their leisure time. Organised sport continued to develop, appealing to the working people - rugby in South Wales and through to national level, and football at a local level, especially in North Wales. There was a great sense of patriotism when the Wales rugby team beat New Zealand in 1905, the nation was united in pride. During the First World War the cinema offered a sense of escapism and was an enjoyable way to pass people's leisure time.

QUESTION 3

Question 3

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

Question: **Was the period from 1900-1914 a golden age for all workers in Wales?** [10]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 **Generalised answer; simple explanation which offers little support; poor quality of written communication.** [1-2]

Eg: This was a golden age for Welsh industry as many people were employed.

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.

At Level 2, quality of written communication will be sound, with some faults.

Eg: Answers will assert the period 1900 to 1914 was generally very successful for Welsh industry. This was a golden age for Welsh heavy industry because the coal industry reached its climax during this period. Industrial workers in associated industries would have shared in this golden age, too. However, the slate industry in North Wales struggled.

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.

At Level 3, quality of written communication will be good, with few faults.

Eg: The period was a golden age for Welsh industry. In 1913, coal production reached its maximum in Wales: 46 million tons were produced, of which 37 million tons were exported. Workers in the coal industry benefited from these golden years, as Cardiff and its people, as city status was achieved and Cardiff became a world-famous coal-exporting port. However, the Penrhyn Lockout dispute contributed to the collapse of the Welsh slate industry, and similar disputes in South Wales led to a poor relationship between workers and mine owners.

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.

At Level 4, quality of written communication will be very good, with very few faults.

Eg: Answers will clearly evaluate the issue in the question. Expect reference to examples of how Welsh industry witnessed a golden age, but also expect reference to some failures in industry. People suffered during the industrial protests at Tonypandy in 1910 and at Llanelli in 1911. The steel industry in Wales did not keep pace with the coal industry: Welsh supplies of iron ore ran out and the Welsh steel industry had come to depend on imported ores, so that the only profitable plants were those on the coast, like the East Moors works in Cardiff, Merthyr Tydfil had collapsed, providing evidence that, even in industrial South Wales, the period 1900-1914 was not a complete success for Welsh industry.

Examiners are also 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.