GCSE

4272/01

HISTORY

UNIT 1/UNIT 2: Wales and England in the Early Twentieth Century, 1900-1919

P.M. MONDAY, 2 June 2014

1 hour 15 minutes plus your additional time allowance

Surname _____

Other Names _____

Centre Number _____

Candidate Number 0 _____

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Question	Maximum Mark	Mark Awarded
1.	25	
2.	15	
3.	10	
SPaG	3	
Total	53	

INSTRUCTIONS TO CANDIDATES

Use black ink, black ball-point pen or your usual method.

Write your name, centre number and candidate number in the spaces provided on the front cover.

Answer ALL the questions on the examination paper.

Write your answers in the spaces provided in this booklet. Use supplementary sheets when there is insufficient room in this booklet. Write your name at the top of each supplementary sheet, indicating clearly the number of the question you answer. Put the supplementary sheets inside this booklet.

INFORMATION FOR CANDIDATES

The number of marks is given in brackets at the end of each question or part-question.

You are reminded that assessment will take into account the quality of written communication used in your answers that involve extended writing. These are questions 1(e) and 3.

In addition, your ability to spell, punctuate and use grammar accurately will be assessed in your answer to question 3.

SOURCE A

[A photograph of two homeless children in 1902. Two boys are huddled on the ground by the side of a doorway. They are in tattered and dirty clothes and have no socks or shoes on their feet. They look thin and exhausted. A few small objects are in a tin by their feet, and a broom is behind them.]

Answer ALL questions.

QUESTION 1

This question is an enquiry into the main political, social and cultural issues, 1900-1918.

[25]

Study the sources and then answer the questions which follow each source.

1(a) What does Source A opposite show you about life for some children at the beginning of the twentieth century? [2]

SOURCE B

During the early 1900s, the total population of Wales was growing rapidly and thousands of people, mainly from England, were moving into the industrial areas of Wales. Many parents believed that speaking English was essential for their children to get on in life.

[From a GCSE textbook]

1(b) Use the information in Source B and your own knowledge to explain why use of the Welsh language had declined by 1919. [4]

SOURCE C

In 1906, the government allowed local authorities to provide free school meals for poor children. In 1907 school medical inspections began, although it was not until 1912 that free medical treatment was available. However, the provision of free school meals was not made compulsory until 1914 and researchers found that during school holidays the growth of children slowed and their body weight often declined.

[From an educational website run by the BBC, discussing the impact of the Liberal reforms (2010)]

1(c) How far does Source C support the view that poor children had benefitted from the Liberal reforms by 1914? [5]

SOURCE D

We have tried every way to gain votes for women. We have presented larger petitions than ever before in the name of reform. We have succeeded in holding larger public meetings. We have faced hostile mobs at street corners, but still we have not been granted the vote. Instead we have been arrested for our actions. Sir, we are not here because we are law-breakers, we are here in our effort to become law-makers!

[Mrs Emmeline Pankurst, leader of the Suffragettes, speaking in front of magistrates in a London court (1908)]

1(d) How useful is Source D to an historian studying the Votes for Women campaign? [6]

[Explain your answer using the source and your own knowledge]

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SOURCE E

This Budget is the first of its kind in our history. It aims to increase the amount of tax paid by those earning over £3,000 a year. The real reason for this Budget is not to improve the national welfare of the people. Instead, it is a desire to strike at the rich.

[The Duke of Marlborough, a Conservative politician, speaking about the Budget in the House of Lords in 1909]

SOURCE F

Lloyd George's Budget was introduced in order to pay for social reforms for the needy and the vulnerable. It was designed to raise money to wage warfare against poverty and poor living conditions. The Liberal Chancellor wanted to help the aged, the unemployed and the poor.

[From the official website of the Liberal Democratic Party, highlighting the hundredth anniversary of the People's Budget (2009)]

The two sources opposite have different views about the People's Budget of 1909.

1(e) Why do Sources E and F have different views about the People's Budget of 1909? [8]

[In your answer you should refer to both the content of the sources and to the authors]

END OF QUESTION 1

25

QUESTION 2

This question is about economic and industrial developments in Wales and England between 1900 and 1914. [15]

2(a) Describe the Penrhyn Lockout. [4]

2(b) Explain why many workers joined trade unions between 1900 and 1914. [5]

2(c) Why was D. A. Thomas important in the coal industry in South Wales? [6]

END OF QUESTION 2

15

QUESTION 3

This question is about the impact of The First World War on the lives of the people of Wales and England. [10 + 3]

Did the First World War have mostly positive effects on the lives of the people of Wales and England? [10]

In your answer you should:

– discuss any positive effects of the First World War on the lives of the people of Wales and England;

– discuss any negative effects of the First World War on the lives of the people of Wales and England.

Marks for spelling, punctuation and the accurate use of grammar are allocated to this question. [3]

END OF QUESTION 3

END OF PAPER

10

SPaG 3