



# **GCSE MARKING SCHEME**

**SUMMER 2014**

**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 2014 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:

<b>Level 1</b>	the text is generally legible; aspects of spelling, punctuation and grammar are clear; some information is presented in a suitable manner
<b>Level 2</b>	most of the text is legible; spelling, punctuation and grammar are used to make the meaning clear; information is presented in a suitable format.
<b>Level 3</b>	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
<b>Level 4</b>	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, 1900 - 1919**  
**MARKING SCHEME**

**QUESTION 1**

**Question 1 (a)**

<i>Target:</i>	<i>Understanding of source material</i>		
<i>Mark allocation:</i>	AO1	AO2	AO3
<b>2</b>			<b>2</b>

Question: **What does Source A show you about life for some children at the beginning of the twentieth century?** [2]

Use 0 for incorrect or irrelevant answers.

**Award one mark** for one relevant selection from the source.

*Eg: Some children were homeless*

**Award two marks** for two relevant selections from the source.

The following can be credited:

*Eg: The photograph shows that life was very difficult for some children. Living conditions were very poor. Many children were homeless. The children in the photograph are wearing thin clothing, there are holes in their trousers and they do not have any shoes. They look very unhappy and appear to be very weak. They are sitting on straw.*

**Question 1 (b)**

<i>Target:</i>	<i>Understanding of source material; recall and deployment of own knowledge</i>		
<i>Mark allocation:</i>	AO1	AO2	AO3
<b>4</b>	<b>2</b>		<b>2</b>

Question: **Use the information in Source B and your own knowledge to explain why use of the Welsh language had declined by 1919.** [4]

Use 0 for incorrect or irrelevant answers.

**LEVEL 1** **Copies or paraphrases content; weak use of content only.** [1-2]

*Eg: It declined because English people were moving into Wales.*

**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 the Welsh language came under pressure in the early twentieth century because a lot of English-speaking people came to Wales to work and English became increasingly heard. 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. English-language teaching predominated in schools. The Welsh language declined further during the First World War, as English newspapers were read and the use of Welsh in the armed forces was discouraged.*

**Question 1 (c)**

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

Question: **How far does Source C support the view that poor children had benefitted from the Liberal reforms by 1914?** [5]

Use 0 for incorrect or irrelevant answers.

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

*Eg: It shows that children received free school meals and medical inspections.*

**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 supports the view to some extent. It shows that children who attended school received free school meals from 1906 onwards. This greatly benefitted children as quite often this was the only hot meal they would receive every day. They were also provided with medical inspections. However, it does not fully support this view as it states that free school meals were not made compulsory until 1914, and that free medical treatment was not available until 1912.*

**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 to some extent. Expect reference to the above, along with contextual knowledge, such as the fact that the 1908 Children's Charter imposed severe punishments for neglecting or treating children cruelly. It was made illegal to sell cigarettes to children or send them out begging. Separate juvenile courts were set up, which sent children convicted of a crime to borstals, instead of prison. All these reforms had benefitted children greatly by 1914. However, it does not fully support this view. As above, along with reference to the fact that some of the reforms were not made compulsory until 1914, therefore it took time for children to benefit greatly from them. It shows that during school holidays children's weight declined. It also does not consider the fact that only children who attended school benefitted from some Liberal reforms, therefore, they did not benefit all children. Expect reference to the fact that the source is from an educational website.*

**Question 1 (d)**

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

Question: **How useful is Source D to an historian studying the Votes for Women campaign?** [6]

Use 0 for incorrect or irrelevant answers.

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

*Eg: Source D tells us that the Votes for Women campaign had tried every way to gain the vote but without success.*

**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 the Votes for Women campaign had made many different attempts to gain the right to vote, including holding public meetings. The source was part of a speech by Emmeline Pankhurst in 1908.*

**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 the Suffragettes had made many different attempts to gain the right to vote. Mrs Pankhurst states that they gathered petitions, held public meetings and faced violence, but without success. This was part of a speech by the leader of the Suffragettes, Emmeline Pankhurst in 1908, who had been campaigning at the time.*

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

*Eg: Source D is very useful as it tells us that the Suffragettes held public meetings and presented petitions in order to gain the right to vote. They also suffered violence from hostile crowds, but had still not been granted the vote by 1908. Instead they were treated as law-breakers and had to face court proceedings for their actions. This was part of a speech by the leader of the Suffragettes, Emmeline Pankhurst, in 1908, who had been campaigning at the time. She would understand the situation as she was part of it. She has first-hand experience of what has happened. She is in court for her actions. The purpose of this source is to defend her actions and gain support for the Votes for Women campaign.*

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

*Eg: As above, along with reference to the fact that Emmeline Pankhurst would be biased towards the Suffragettes and would want them to be seen as victim not criminals. She does not mention the violent tactics used by the Suffragettes in their campaign. Her emotional attachment to the cause would affect her viewpoint, and for this reason, she would not consider the Suffragettes' actions as wrong.*

**Question 1 (e)**

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

Question: **Why do Sources E and F have different views about the People's Budget of 1909?** [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 Budget was produced in order to attack rich people. Source F tells us that the Budget was to help people like the elderly.*

**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, the Duke of Marlborough states that the aim of the Budget was to attack the rich by making them pay more taxes. But, Source F claims that its was introduced to pay for social reforms which would help the elderly, the unemployed and the poor.*

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

*Eg: The author of Source E believes that the intention of the Budget is not to improve the welfare of the people, but in fact, to attack the rich by making them pay taxes on earnings over £3,000 a year. The author of the source is the Duke of Marlborough, a Conservative politician and someone who would be directly affected by Lloyd George's Budget. As his party is in opposition, he would obviously find fault with any Liberal policy, especially one that would cost him money. Source F clearly believes that the Budget was introduced in order to help the poor of society. The Budget would help to fund the Liberal's social reforms, which aimed to improve the lives of the poor and the vulnerable. The source states that David Lloyd George's intention was to help people, and not a specific attack against the rich. This interpretation has been produced by the Liberal Democrat History Group, and therefore, it is bound to be in favour of Lloyd George, who was a Liberal Chancellor. It is obviously going to portray Lloyd George and the Budget as a source of good for the nation.*

**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 interesting, and contrasting, views about the People's Budget of 1909. Source E states that the Budget was introduced in order to attack the rich by making them pay more tax. The author does not believe that the Budget was trying to improve the welfare of the people. As the Duke of Marlborough was a Conservative politician, he was unlikely to give his support to any Liberal policy. As most members of the House of Lords were Conservative politicians, and the richest people in society, they would have to carry the burden of paying for these extra taxes. As a Duke, he would find that his taxes would rise considerably, and for this reason, speaks against the Budget. He is speaking in 1909, when the Budget was introduced, and would no doubt be angry about the effect it would have on his own personal finances. At the time, he was unlikely to be interested in the major needs of the aged or the poor, as his own lifestyle would have been remarkably different. Source F gives a contrasting view of the Budget. It claims that Lloyd George was driven by a need to help the most vulnerable in society, such as the elderly and the unemployed. He needed to raise money in order to pay for social reforms, and wage war against poor living conditions. The source is an interpretation reached by the Liberal Democrat History Group. It is taken from their website and is bound to be biased in favour of the Liberal Chancellor. The Group would seek to show Lloyd George as a saviour of the poor, and would aim to promote the actions of the Liberal Government of 1909, not criticise their policies. The source would not have been written with any sense of balance, and would not consider the fact that Lloyd George did want to punish the rich with his Budget of 1909. The source was written 100 years after the Budget was passed, and it is likely that this extract was from a piece written to celebrate this event.*

## QUESTION 2

### Question 2 (a)

Target:	Recall and selection of knowledge; understanding of key historical features		
Mark allocation:	AO1	AO2	AO3
<b>4</b>	<b>4</b>		

Question:      **Describe the Penrhyn Lockout.** **[4]**

Use 0 for incorrect or irrelevant answers.

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

*Eg: Lord Penrhyn sacked some of his quarrymen. Fellow workers stopped work in sympathy and the quarry was closed.*

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

*Eg: In October 1900, Lord Penrhyn and his manager tried to introduce new working practices into the quarry, but refused to meet officials of the union to negotiate terms. This led to the sacking of 26 quarrymen and, when their fellow workers stopped work in sympathy, the manager closed the quarry. The quarry reopened in 1901 to those men who accepted Lord Penrhyn's terms. They received a gold sovereign, called the 'Blacklegs' Pound. Strike-breakers were often abused and attacked. By the winter of 1902 the strikers were suffering severe hardship. Police and soldiers were sent to Bethesda to keep order. Some strikers left the district to seek work elsewhere. In 1903 large numbers of quarrymen had returned to work on Lord Penrhyn's terms and the strike was called off on 11 November 1903.*



**Question 2(b)**

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

Question: **Explain why many workers joined trade unions between 1900 and 1914.** [5]

Use 0 for incorrect or irrelevant answers.

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

*Eg: Trade unions looked after the interest of workers within specific industries.*

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

*Eg: Workers joined trade unions because they would fight for their rights. They could negotiate with Managers or owners in order to improve conditions. They would push for safer working conditions and better wages, and would support them when there was a strike or lockout, eg the North Wales Quarrymen's Union supported the workers at the time of the Penrhyn Lockout.*

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

*Eg: Workers joined trade unions because they would fight for their rights. They could negotiate with Managers or owners in order to improve conditions. They would push for safer working conditions and better wages, and would support them when there was a strike or lockout. The early twentieth century was a time of volatile industrial relations when workers needed the support offered to them by trade unions to protect them against their employers. The North Wales Quarrymen's Union supported the workers at the time of the Penrhyn Lockout and the South Wales Miners Federation was established in 1898 to protect coal miners.*

**Question 2(c)**

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

Question: **Why was D.A. Thomas important in the coal industry in South Wales?** [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: He was the owner of the Cambrian Coal Combine.*

**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: D.A. Thomas was very important to the coal industry as he was an expert in every aspect of coal mining and marketing. He bought a number of small coal companies and by 1908 had created the Cambrian Coal Combine, which employed thousands of workers and was worth £2 million.*

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

*Eg: D.A. Thomas was incredibly important to the coal industry of South Wales as he had created the Cambrian Coal Combine, which employed thousands of workers and was worth £2 million. He was an expert in every aspect of coal mining and marketing. He was determined to become the most successful industrialist in South Wales and as MP for Merthyr, and later Cardiff, he saw himself as the political leader of South Wales. He had a hardline attitude towards trade unions and wage disputes, and this led to the Tonypandy Riots in 1910.*

### QUESTION 3

#### Question 3

Target:	Recall and deployment selection of knowledge; analysis of key concepts; quality of written communication		
Mark allocation:	AO1	AO2	SPaG
<b>13</b>	<b>4</b>	<b>6</b>	<b>3</b>

Question: **Did the First World War have mostly positive effects on the lives of the people of Wales and England?** [13]

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: Yes/No - women's lives improved as there were more jobs available to them, loved ones were killed.*

**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: The war did bring about some positive effects on the lives of people. Expect references to the fact that women were given new opportunities to work on farms and in munitions factories and were rewarded with the vote. However, many lives were lost and families were broken up.*

**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: Answers will give examples of mostly positive effects but will begin to look at negative effects. The war did have a positive effect on the lives of people in Wales and England. Women played a vital role in the war, working in war factories and in the Land Army, producing food for the population. They gained a new sense of independence and those over 30 were rewarded with the vote. New advances were made in medicine and technology as a result of the war. However, there was increasing disillusionment with the war. The loss of life and the shortages caused by war led to considerable suffering. Conscription had to be introduced from 1916 because there were insufficient volunteers. This was unpopular.*

**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. Answers will discuss many aspects of life on the home front during the First World War with a balanced look at the positive and negative effects. The war did have a positive effect on the lives of people in Wales and ENGLAND. Women played a vital role in the war, working in war factories and in the Land Army, producing food for the population. They gained a new sense of independence and those over 30 were rewarded with the vote. New advances were made in medicine and technology as a result of the war. DORA generally kept up the morale of the people and rationing ensured that people did not suffer too greatly. Government changes improved the lot of the farmers and agricultural labourers. However, there was increasing disillusionment with the war. The loss of life and the shortages caused by war led to considerable suffering. Conscription had to be introduced from 1916 because there were insufficient volunteers. This was unpopular. Conscientious objectors were treated as criminals. Although women had benefited from the increased opportunities during the war, many tended to revert back to their traditional duties in the home when the war was over.*

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.