GCSE

4271/02

HISTORY

UNIT 1: STUDY IN-DEPTH

Wales and England in the Early Twentieth Century, c. 1890-1919

A.M. MONDAY, 1 June 2015

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.	18	
2.	20	
3.	12	
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 question 2(c) and question 3.

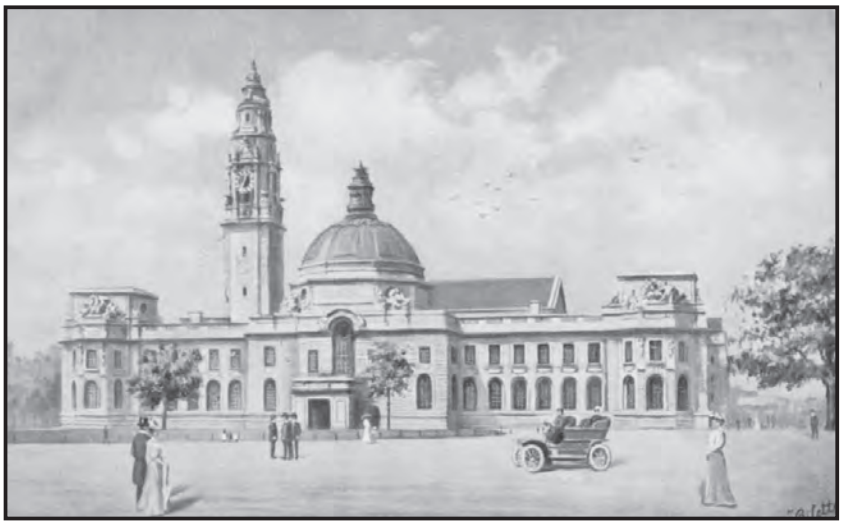
In addition, your ability to spell, punctuate and use grammar accurately will be assessed in your answer to question 3.

SOURCE A

In 1871 the population of Cardiff was 47,500, but today it has grown to over 182,000. Wages are increasing. Colleges and schools, libraries and parks, telephones and postal facilities, shops and transport have improved life in the city.

[A report in the Western Mail, 1 January 1914]

SOURCE B



[A picture of Cardiff City Hall, 1905. It is a large two-storey building faced in stone, with a dome and a tower. In front are trees and a large open area on which people can be seen walking. A car is slowly passing.]

Answer ALL questions.

QUESTION 1

This question is focused on the main economic and industrial developments. [18]

Study the sources opposite and then answer the question which follows.

(a) What do Sources A and B suggest about the growth of Cardiff in the early twentieth century? [4]

SOURCE C

There was a great deal of tension in the town of Llanelli during the strike. The shooting of two young men by government troops sparked a night of violence. One man was killed when a railway truck exploded and three more died later from their injuries.

[From a history textbook]

1(b) Use Source C and your own knowledge to explain why there was industrial unrest in Llanelli in 1911. [6]

SOURCE D

The rioters were completely out of control. Stone throwing spread quickly and urgent messages were sent to the police headquarters at Tonypandy for reinforcements. There was a total of 100 police against 3-4,000 angry rioters. They called in the military to disperse the rioters and then the police had little difficulty in clearing the streets.

[D. Evans, an historian writing in a book, Labour Strife in the South Wales Coalfields, published in 1911. This book was paid for by coal owners.]

SOURCE E

The riots took place following a strike by 15,000 miners who were demanding a decent wage and safer working conditions. The owners of the mines refused their demands and as a result there was unrest throughout the area. The arrival of the police and armed troops further angered the men and riots broke out.

[Arthur Horner, a 17 year-old miner and eyewitness to the Tonypandy riots, speaking to a journalist in 1911]

Study the sources opposite and then answer the question which follows.

1(c) How useful are Sources D and E to an historian studying the Tonypandy riots of 1910? [8]

Explain your answer using the sources and your own knowledge.

END OF QUESTION 1

18

QUESTION 2

This question is focused on the impact of the First World War. [20]

(a) Describe the role of David Lloyd George during the First World War. [4]

SOURCE F

[A poster produced by the government in 1915. A man, with a large moustache and wearing military uniform, is shown pointing forward. At the top it says 'Britons' and underneath the man's face is written 'Wants you. Join your country's army! God save the King.']

Study the source opposite and then answer the question which follows.

2(b) Why was Source F produced in 1915? [6]

Historians have made different interpretations about the role played by the generals in the great loss of life during the First World War.

The following pieces of evidence refer to the role of the generals in the great loss of life during the First World War.

Study these and answer the question which follows.

EVIDENCE 1

This interpretation is from Charles Messenger, a military historian who served as an officer in the armed forces during the 1940s and 1950s, writing in his book Trench Fighting, published in 1972.

He argues that the generals were not to blame for the great loss of life during the First World War.

It has been fashionable to criticise the generals during the war, as they continued to fight a trench war. But it must be remembered that they were all faced with an entirely new type of war, of which they had no previous experience. The task of the general in war is to win victories. Sooner or later one must attack and they did their best to do this.

EVIDENCE 2

This evidence is from George Morgan, recalling his time as a soldier in the First World War, for a BBC interview in 1976.

He argues that the generals were to blame for the great loss of life during the First World War.

The generals continued to order wave after wave of attacks from the trenches, wasting thousands of lives with each attempt, long after it should have been clear that they could not succeed. It was slaughter. The commanders, Haig and Rawlinson, didn't care about us. I don't think they were bothered about human lives.

EVIDENCE 3

This evidence is a photograph of soldiers in the trenches during a battle in 1915. They are lying on their stomachs on a slope and pointing their rifles over sandbags at the top. Men coming from behind them are bending forward to keep their heads down.

2(c) **One interpretation is that the generals were not to blame for the great loss of life during the First World War.**

How far do you agree with this interpretation? [10]

In your answer you should use the evidence and your own knowledge of how and why there are different interpretations of the role played by the generals in the great loss of life during the First World War.

END OF QUESTION 2

20

QUESTION 3

This question is focused on the main political, social and cultural issues. [12 + 3]

Did the Liberal governments of 1906-1914 deal successfully with the social and political problems of the time? [12]

In your answer you should discuss the successes and failures of the Liberal governments in dealing with social and political problems.

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

END OF QUESTION 3

END OF PAPER

12

SPaG 3