

Candidate Name	Centre Number	Candidate Number
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GCSE

165/03

HISTORY

**SPECIFICATION A: IN-DEPTH AND OUTLINE
STUDIES OF ASPECTS OF WELSH/ENGLISH
AND WORLD HISTORY**

PAPER 1

STUDY IN-DEPTH

**03 – THE EDWARDIAN ERA AND THE
FIRST WORLD WAR, 1902-1919**

P.M. TUESDAY, 3 June 2008

1 hour (of two hour examination)

Questions answered	Office use
Q.1 (Compulsory)	/20
Q.	/25
TOTAL	/45

INSTRUCTIONS TO CANDIDATES

Write your name, centre number and candidate number in the spaces at the top of this page.

Answer Question 1 (Section A) **and** *either* Question 2 *or* Question 3 (Section B).

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 will be awarded marks for the quality of your written communication.

Your answers must be relevant and must make full use of information given to be awarded full marks for a question.

You are reminded that you should always support your answers using your knowledge and understanding of the topic chosen.

Answer Question 1 in Section A and either Question 2 or Question 3 in Section B.

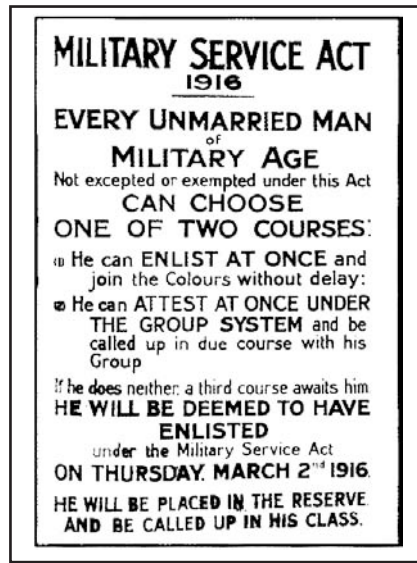
SECTION A

(COMPULSORY)

1. This question is about the First World War: the Home Front.

Study the sources below and then answer the questions which follow each source. [20]

Source A



[A poster explaining the Military Service Act, 1916]

(a) Use Source A and your own knowledge to describe the government's policy of conscription from 1916. [3]

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Source B

In 1915 women were asked to ‘Do Your Bit; Replace a Man for the Front’. Thousands did, working in munitions factories. In Woolwich Arsenal itself there were 27,000 women in 1917. In the Woolwich area there were 60,000 women in war work, where hardly any women had been working before.

[From Deborah Thom, *Women Workers in World War One* (2000)]

- (b) Use the information in Source B and your own knowledge to explain the role of women in the First World War. [4]

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Source C

My father, a conscientious objector, was sent to Dartmoor Prison. On arrival all the conscientious objectors were stoned by the local children. Each conscientious objector had a very small cell in the top landing of the main building where the lunatics were kept. Each weekend all the ‘conchies’ were locked in their cells at 5pm on Friday and not released until Monday morning. The ‘conchies’ were not allowed contact with their families. Everything was done by the Government to break my father’s spirit.

[Rhys Edwards, speaking in an interview in the 1980s. He was being interviewed for a television programme about his father, who was a conscientious objector in the First World War.]

- (c) How useful is Source C as evidence to an historian studying attitudes to conscientious objectors in the First World War?
Explain your answer using the source and your own knowledge. [5]

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Source D

Despite suffering many hardships, people gained a number of permanent advantages from the First World War – wage rates were doubled and the working week was reduced from 55 hours to 48. The war also created a demand for women’s jobs.

[W.O. Simpson, an historian, writing in a general history book,
Changing Horizons: Britain 1914-1980 (1986)]

(d) In Source D the author is saying that people gained many advantages from the First World War.

Is this a valid interpretation?

In your answer you should use your own knowledge of the topic, refer to the other relevant sources in this question, and consider how the author came to this interpretation. [8]

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SECTION B

Answer **either** Question 2 or Question 3.

2. This question is about economic development.

Study the information below and then answer the questions which follow.

[25]

INFORMATION
<p>The period from 1902 to 1914 saw considerable economic development in Wales, but also much conflict, too. The picture shows an artist's impression of the Penrhyn Lockout.</p>

(a) (i) What was a Lockout?

[2]

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3. This question is about social, cultural and religious change.

Study the information below and then answer the questions which follow.

[25]

INFORMATION
The period from 1902 to 1914 saw huge changes in people's attitudes and values. The photograph shows an important person, Hedd Wyn.


(a) (i) Who was Hedd Wyn?

[2]

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(b) (i) Describe the social activities organised by a church or chapel in the early twentieth century. [3]

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(ii) Explain why Sir O.M. Edwards was important in Wales. [4]

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