GCE MARK SCHEME (LEGACY)

SUMMER 2017

HISTORY - UNIT HY1
PERIOD STUDY 4

ASPECTS OF THE HISTORY OF WALES AND ENGLAND, c. 1880-1980

1231/04
INTRODUCTION

This marking scheme was used by WJEC for the 2017 examination. It was finalised after detailed discussion at examiners’ conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was 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 conference was to ensure that the marking scheme was 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’ conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.
HISTORY
MARK SCHEME
UNIT 1
PERIOD STUDY 4
ASPECTS OF THE HISTORY OF WALES AND ENGLAND, c 1880-1980

Part (a)
Distribution of marks within each level for part (a), explaining the weighting for each assessment objective.

<table>
<thead>
<tr>
<th></th>
<th>AO1a</th>
<th>AO1b</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>1-3 marks</td>
<td>1-5 marks</td>
<td>8</td>
</tr>
<tr>
<td>Level 2</td>
<td>4-6 marks</td>
<td>6-10 marks</td>
<td>16</td>
</tr>
<tr>
<td>Level 3</td>
<td>7-8 marks</td>
<td>11-16 marks</td>
<td>24</td>
</tr>
</tbody>
</table>

Marking guidance for examiners

Deciding on the mark point within a level
The first stage for an examiner is to decide the overall level and then whether the work represents high, mid or low performance within the level.

Quality of written communication
This issue should have a bearing if the quality of written communication is inconsistent with the descriptor for the level in which the answer falls. In this situation, examiners may decide not to award the higher mark within the level.
**ASSESSMENT GRID FOR PART (a)**

**Target: AO1**

**Focus:** Recall, selection and deployment of appropriate historical knowledge; show understanding of the past through explanation of key concepts

<table>
<thead>
<tr>
<th>Level</th>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Award 0 for incorrect or incomplete answers.</td>
</tr>
<tr>
<td>1</td>
<td>1-8</td>
<td>Generally for this level, candidates will recall and select limited historical knowledge. They will show limited evidence of understanding in their analysis and explanation of key concepts such as change, causation or significance. Candidates will convey meaning with some clarity, although powers of expression may be limited and there will be some accuracy in spelling, punctuation and grammar.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Low Level 1: 1-2 marks</strong>&lt;br&gt;Material seen is brief or very limited in scope; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</td>
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<tr>
<td></td>
<td></td>
<td><strong>Mid Level 1: 3-5 marks</strong>&lt;br&gt;Some limited historical knowledge is recalled; brief explanation generally linked to key concept as identified in the question set; generally comprehensible with some accuracy in spelling, punctuation and grammar.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>High Level 1: 6-8 marks</strong>&lt;br&gt;Limited historical knowledge is recalled; limited explanation of the key concept as identified in the question set; answer has some coherence and accuracy in spelling, punctuation and grammar.</td>
</tr>
<tr>
<td>2</td>
<td>9-16</td>
<td>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. They will show appropriate evidence of understanding in their analysis and explanation of the key concepts such as change, causation or significance. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Low Level 2: 9-10 marks</strong>&lt;br&gt;Some relevant historical knowledge is recalled, selected and deployed; undeveloped explanation of the key concept as identified in the question set; reasonable expression with some organisation and appropriate spelling, punctuation and grammar.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Mid Level 2: 11-13 marks</strong>&lt;br&gt;Mostly relevant historical knowledge is recalled, selected and deployed; mostly appropriate explanation of the key concept as identified in the question set; clear expression and organisation with appropriate spelling, punctuation and grammar.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>High Level 2: 14-16 marks</strong>&lt;br&gt;Relevant historical knowledge is recalled, selected and deployed: valid explanation of the key concept as identified in the question set; clearly expressed with most parts showing clarity and coherence and appropriate spelling, punctuation and grammar.</td>
</tr>
</tbody>
</table>
| 3 | 17-24 | Generally for this level, candidates will recall, select and deploy accurate, relevant and detailed historical knowledge. They will show evidence of well-focused understanding in their explanation and analysis of the key concepts such as change, causation or significance. They will communicate fluently and clearly, using appropriate language and structure, using standard conventions of spelling, punctuation and grammar.  

**Low Level 3: 17-18 marks**  
Mostly accurate, relevant and detailed historical knowledge is recalled, selected and deployed; clear explanation of the key concept as identified in the question set, with some linking of important factors; answer shows good organisation, structure and spelling, punctuation and grammar.  

**Mid Level 3: 19-21 marks**  
Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; well-focused explanation of the key concept as identified in the question set, demonstrating appropriate understanding of connections between important factors; answers will be largely coherent, fluent and well-organised with good spelling, punctuation and grammar.  

**High Level 3: 22-24 marks**  
Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; sustained and consistent explanation of the key concept as identified in the question set, demonstrating clear understanding of the relationship between important factors; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar. |
INDICATIVE CONTENT FOR QUESTION 1(a)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

Explain why the British economy declined following the First World War.

Answers should consider a range of reasons why the British economy declined following the First World War.

Candidates are expected to show understanding of the inter-relationship of the reasons why the British economy declined following the First World War.

Some of the issues to consider may include:

- the economic decline that was apparent even before 1914
- the financial cost of war
- the loss of European and International markets
- the post war economic condition of Europe
- war debts

INDICATIVE CONTENT FOR QUESTION 2(a)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

Explain why Britain formed an alliance with Japan in 1902.

Answers should consider a range of reasons why Britain formed an alliance with Japan in 1902.

Candidates are expected to show understanding of the inter-relationship of the reasons why Britain formed an alliance with Japan in 1902.

Some of the issues to consider may include:

- Britain’s desire to protect her interest in the far east
- the need to protect the Empire in other parts of the world
- the need to re-deploy her navy
- the desire to avoid war

Some of the issues to consider may include:
INDICATIVE CONTENT FOR QUESTION 3(a)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

Explain why the Conservative government was unpopular by 1905.

Answers should consider a range of reasons why the Conservative government was unpopular by 1905.

Candidates are expected to show understanding of the inter-relationship of the reasons why the Conservative Government had become unpopular by 1905.

Some of the issues to consider may include:

- the debate about social conditions and alleged Conservative indifference
- the perceived failures of the Boer War
- issue of Chinese slavery
- the increasing popularity of the Liberal party
- the debate about National Efficiency and economic decline

INDICATIVE CONTENT FOR QUESTION 4(a)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

Explain why the government extended the role to all women in 1928.

Answers should consider a range of reasons why the government extended the role to all women in 1928.

Candidates are expected to show understanding of the inter-relationship of the reasons why the government extended the role to all women in 1928.

Some of the issues to consider may include:

- the international move towards enfranchisement
- the need to change the electoral system due to the issue of men returning from the war
- influence of the Suffragist movement prior to the war
- changing attitude to votes for women post 1918
- changing social and employment patterns in the 1920s
Part (b)

Distribution of marks within each level for part (b), explaining the weighting for each assessment objective.

<table>
<thead>
<tr>
<th>Level</th>
<th>AO1a</th>
<th>AO1b</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>1-4 marks</td>
<td>1-8 marks</td>
<td>12</td>
</tr>
<tr>
<td>Level 2</td>
<td>5-8 marks</td>
<td>9-16 marks</td>
<td>24</td>
</tr>
<tr>
<td>Level 3</td>
<td>9-12 marks</td>
<td>17-24 marks</td>
<td>36</td>
</tr>
</tbody>
</table>

Marking guidance

Deciding on the mark point within a level
The first stage for an examiner is to decide the overall level and then whether the work represents high, mid or low performance within the level.

Quality of written communication
This issue should have a bearing if the quality of written communication is inconsistent with the descriptor for the level in which the answer falls. In this situation examiners may decide not to award the higher mark within the level.
# ASSESSMENT GRID FOR PART (b)

**Target:** AO1  
**Total mark:** 36

**Focus:**  
Recall, selection and deployment of appropriate historical knowledge;  
show understanding of the past through analysis and evaluation of key  
concepts and characteristics

<table>
<thead>
<tr>
<th>Level</th>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
</table>
| 1     | 1-12 | Generally for this level, candidates will recall and select limited historical knowledge. They will show limited evidence of understanding in their evaluation of the key concepts such as significance, consequence, change and continuity. They will show limited analysis of the key features and characteristics of the historical period. Candidates will convey meaning with some clarity, although powers of expression may be limited and there will be some accuracy in spelling, punctuation and grammar.  
**Low Level 1: 1-4 marks**  
Material seen is brief or very limited in scope; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.  
**Mid Level 1: 5-8 marks**  
Some limited knowledge is recalled; limited reference to the key issue only; generally comprehensible with some accuracy in spelling, punctuation and grammar.  
**High Level 1: 9-12 marks**  
Limited knowledge is recalled; some evidence of evaluation of the key issue; limited judgement is offered regarding other key features; answer has some coherence and accuracy in spelling, punctuation and grammar. |
| 2     | 13-24 | Generally for this level, candidates will recall, select and deploy relevant historical knowledge. They will show appropriate evidence of understanding in their evaluation of the key concepts such as significance, consequence, change and continuity. They will offer an appropriate analysis of the key features and characteristics of the historical period. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.  
**Low Level 2: 13-16 marks**  
Some relevant historical knowledge recalled, selected and deployed; undeveloped analysis and evaluation of the key issue; credible judgement is offered regarding other key features of the historical period; reasonable expression with some organisation and appropriate spelling, punctuation and grammar.  
**Mid Level 2: 17-20 marks**  
Mostly relevant historical knowledge recalled, selected and deployed; some appropriate analysis and evaluation of the key issue; appropriate judgement is offered regarding other key features of the historical period; clear expression and organisation with appropriate spelling, punctuation and grammar. |
<table>
<thead>
<tr>
<th>Level</th>
<th>Marks</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>High Level 2</strong>: 21-24 marks</td>
<td>Relevant historical knowledge recalled, selected and deployed; valid analysis and evaluation of the key issue; clear judgement is offered regarding importance / significance of other key features of the historical period; clearly expressed with most parts showing clarity and coherence and appropriate spelling, punctuation and grammar.</td>
<td></td>
</tr>
<tr>
<td>25-36</td>
<td>Generally for this level, candidates will recall, select and deploy accurate, relevant and detailed historical knowledge. They will show clear evidence of understanding in their evaluation of the key concepts such as significance, consequence, change and continuity. They will provide a substantiated analysis of the relationship between key features and characteristics of the whole historical period. They will communicate fluently and clearly, using appropriate language and structure, using standard conventions of spelling, punctuation and grammar.</td>
<td></td>
</tr>
<tr>
<td><strong>Low Level 3</strong>: 25-28 marks</td>
<td>Mostly accurate, relevant and detailed historical knowledge is recalled, selected and deployed; clear analysis and evaluation of the key issue; focused judgement is offered regarding other key features of most of the historical period; answer shows good organisation, structure and spelling, punctuation and grammar.</td>
<td></td>
</tr>
<tr>
<td><strong>Mid Level 3</strong>: 29-32 marks</td>
<td>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; well focused analysis and evaluation of the key issue; well-focused judgement is reached regarding other key features of the whole historical period; answers will be largely coherent, fluent and well-organised with good spelling, punctuation and grammar.</td>
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</tr>
<tr>
<td><strong>High Level 3</strong>: 33-36 marks</td>
<td>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; sustained analysis and evaluation of the key issue; substantiated and supported judgement is reached regarding other key features of the whole historical period; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</td>
<td></td>
</tr>
</tbody>
</table>
INDICATIVE CONTENT FOR QUESTION 1(b)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

To what extent were the Liberal social reforms 1906-1914 the most important change in the lives of the people of Wales and England 1880-1929?

Candidates are expected to reach a substantiated and supported judgement about whether the Liberal social reforms were the most important change in the lives of the people of Wales and England 1880-1929.

The importance of the Liberal social reforms should be analysed and evaluated in relation to issues such as:

- the reforms and their impact on children
- the reforms and their impact on the elderly
- the short term and long term effects of the reforms on the social condition of Wales and England

The importance of the Liberal social reforms should be evaluated against other important changes in the lives of the people of Wales and England in this period. Some of the issues to discuss may include:

- the work of social reformers
- the impact of war
- economic decline throughout the period
- the influence of industrial disputes such as the General Strike
- social developments during the 1920s
To what extent was the desire to avoid war the main influence on British foreign policy 1902-1939?

Candidates are expected to reach a substantiated and supported judgement about whether the desire to avoid war was the main influence on British foreign policy 1902-1939.

The influence of the desire to avoid war should be analysed and evaluated in relation to issues such as:

- the alliance with Japan in 1902
- the forming of Ententes with France and Russia
- the attempts at collective security
- the policy of appeasement

The influence of the desire to avoid war should be evaluated against the influence of other major influences on British foreign policy in this period. Some of the issues to discuss may include:

- economic considerations
- protecting the Empire
- the desire for Isolation
- the fear of other nations such as Russia
- the desire for Collective Security and co-operation through the League of Nations
INDICATIVE CONTENT FOR QUESTION 3(b)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

To what extent was the formation of the National Government in 1931 the most important development in party politics 1900-1940?

Candidates are expected to reach a substantiated and supported judgement about whether the formation of the National Government in 1931 was the most important development in party politics 1900-1940.

The importance of the formation of the National Government in 1931 should be analysed and evaluated in relation to issues such as:

- the economic problems facing Wales and England by 1931
- the role of Ramsay MacDonald
- the need to make financial cuts to appease foreign investors
- the position of other political parties by 1931

The importance of the formation of the National Government in 1931 should be evaluated against other important influences of British politics in this period. Some of the issues to discuss may include:

- the reform of the House of Lords 1911
- the establishment of the coalition Government
- the establishment of the first Labour Government
- the decline of the Liberal party
- the rise and fall of prominent governments and political figures
- the rise of minority parties
INDICATIVE CONTENT FOR QUESTION 4(b)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

To what extent was the involvement of women in the First World War the main influence on the changing role and status of women 1880-1929?

Candidates are expected to reach a substantiated and supported judgement about whether the involvement of women in the First World War was the main influence on the changing role and status of women 1880-1929.

The involvement of women in the First World War should be analysed and evaluated in relation to issues such as:

- government legislation e.g. Treasury Agreement Act, Munitions of War Act
- women’s role on the Home Front
- changing attitudes within society and how women conducted themselves
- the call for enfranchisement by 1918

The influence of women’s involvement during the war should be evaluated against other factors responsible for influencing the changing role and status of women in this period. Some of the influences to discuss may include:

- the impact of the women’s suffrage societies
- government legislation
- the changing attitude towards the role of women
- changing educational opportunities
- influence of social change in the 1920s