GCSE MARKING SCHEME

SUMMER 2018

GCSE (LEGACY)
HISTORY UNIT 1 - STUDY IN-DEPTH
WALES AND ENGLAND IN THE EARLY TWENTIETH CENTURY, c. 1890 - 1919

4271/02
INTRODUCTION

This marking scheme was used by WJEC for the 2018 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.

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 2(c) and question 3. 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:

| Level 1 | the text is generally legible; aspects of spelling, punctuation and grammar are clear; some information is presented in a suitable manner |
| Level 2 | most of the text is legible; spelling, punctuation and grammar are used to make the meaning clear; information is presented in a suitable format |
| Level 3 | 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 |
| Level 4 | 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 |
Question 1(a)

<table>
<thead>
<tr>
<th>Target: Understanding of source material</th>
<th>Mark allocation:</th>
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**Question:** What do Sources A and B suggest about the coal industry in the early twentieth century? [4]

Use 0 for incorrect or irrelevant answers.

**LEVEL 1** Generalised answer, paraphrasing or describing sources only. [1-2]

*Eg:* Source A tells us that the coal industry was growing quickly in Wales. The work was dangerous.

**LEVEL 2** Uses the content of both sources in their historical context. [3-4]

If answer is imbalanced in use of sources award 3 marks.

*Eg:* Source A shows that the coal industry was the largest and fastest growing industry in Wales, but it was dangerous work for the miners. Source B shows that the coal industry covered a very large area in South Wales. The map shows that there were many different types of coal located in the South Wales Coalfield – anthracite, steam and coking coal. The Coalfield was dominated by many valleys with major ports at Swansea, Cardiff and Newport.
Question 1(b)

<table>
<thead>
<tr>
<th>Target:</th>
<th>Understanding of source material; recall and deployment of own knowledge</th>
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Question: Use Source C and your own knowledge to explain why there was a decline in the slate industry at the beginning of the twentieth century. [6]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer; copies or paraphrases source material; uses content of source only. [1-2]

Eg: The source shows that there was a fall in demand for Welsh slate and the overseas markets collapsed.

LEVEL 2 Understands content of the source with some background knowledge. [3-4]

Eg: The source shows that the slate industry declined because a fall in demand after the Penrhyn Lockout led to the collapse of overseas markets. Less people were employed in the industry. When Lord Penrhyn closed his quarry between 1900 and 1903 it stopped producing slate.

LEVEL 3 Clear use of the content of the source with accurate and detailed background knowledge used to explain the issue. [5-6]

Eg: As above with a more detailed reference to the effect of the Penrhyn Lockout and other reasons such as the fact that products were being produced such as cement and clay tiles which replaced slate.
Question 1(c)

Question: How useful are Sources D and E to an historian studying D. A. Thomas? [8]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Comprehends content of the sources; little focus on utility. [1-2]

Eg: Source D tells us that D. A. Thomas had provided men with employment and wages. He had contributed greatly to the wellbeing of miners.

LEVEL 2 Considers usefulness of the sources in terms of their content and/or authorship. [3-4]

Eg: Source D is useful as it tells us that D. A. Thomas had provided thousands of men with employment and wages to look after their families. He had contributed more to their wellbeing than any other mine owner. He had used his money to benefit others. The source is an interview with D. A. Thomas himself in 1916. Source E is useful because it tells us that some people hated D. A. Thomas, and felt that he was only interested in making money.

LEVEL 3 Evaluates both sources in context with some imbalance; reaches conclusion regarding utility for the set enquiry. [5-6]

Eg: As above. The author of Source D was D. A. Thomas, speaking in an interview with the South Wales Daily News in 1916. He would obviously want to portray himself as a successful businessman who looked after his workers. Source E tells us that the wages paid by D. A. Thomas were not enough, and that the miners could not survive on them. It claims that D. A. Thomas was unwilling to discuss wage negotiations with his workers, and sacked 80 of his miners because they would not accept them. He then closed the mine to 800 other workers and brought in blackleg labour. This has been said by Noah Ablett, a Union Leader and miner who worked for D. A. Thomas and who was directly affected by Thomas’ actions. He is bound to have a negative attitude towards him. He is bitter and angry that he has been sacked for trying to stand up to Thomas’ unreasonable wage offer.
LEVEL 4  Evaluates both sources regarding the specific historical context; reaches reasoned and substantiated judgement regarding their utility for the set enquiry.

Eg: As above. Both sources are very useful in finding out about attitudes towards D. A. Thomas. Candidates may refer to the fact that D. A. Thomas would be unlikely to view his own actions in a negative way, and would want to look good in the local newspaper. He is emphasising the positive effect of his work, by giving thousands of men jobs and a way of looking after their families. He wants to show that he genuinely cared about his miners, and that he used his money to do good. He is talking in 1916, a few years after the problems at his colliery and events such as the Tonypandy Riots, and perhaps is trying to present himself in a positive light.

The author of Source E is obviously affected by the events of 1910 and his emotional attachment to what happened may have clouded his judgement. He is angry with D. A. Thomas because he believes that D. A. Thomas did not care about his workers at all, and was only interested in making money. He was not paid a great wage, so could not survive the hardships of life. As he was a miner who actually worked for D. A. Thomas he is an eye-witness to events and would understand first-hand what the effect of Thomas’ wage negotiations were. His life would obviously have been difficult considering that he had been sacked. He is also a Union Leader and would be concerned with the interests of the workers over the coal owner. He is writing in his book in 1922, a few years after the events, and may have exaggerated what happened in order to make D. A. Thomas look bad and to gain sympathy for the miners.
Question 2(a)

<table>
<thead>
<tr>
<th>Target:</th>
<th>Recall and deployment of knowledge</th>
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Question: Describe life in the trenches during the First World War. [4]

Use 0 for incorrect or irrelevant answers.

**LEVEL 1**

Generalised answer with weak or implied points made. [1-2]

*Eg: Conditions were hard, trenches were often filled with mud and rats.*

**LEVEL 2**

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

*Eg: expect reference to any of the following:*

*Conditions in the trenches – mud, damp, cold, water-filled, rats, poor food, lack of hygiene and equipment.*

*Dangers – firing steps, parapets, snipers, machine guns, barbed wire, going 'over the top', disease, deaths, injuries.*

*Boredom – writing letters, smoking.*

*Routine – shifts, rest, sleep, meals and fatigues.*
**Question 2(b)**

<table>
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<tr>
<th>Target: Understand and analyse source material; recall and deployment of knowledge</th>
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**Question:** Why was Source F produced in 1915?  
Use 0 for incorrect or irrelevant answers.

**LEVEL 1** Comprehends content of the source; little focus on why it was produced.  
Eg: The source shows a poster produced by the government to try and persuade women to go to work in munition factories to produce weapons for the war.

**LEVEL 2** Considers the source in its historical context; suggests some reasons for its production.  
Eg: The source shows a government poster, which was produced to try and persuade women to work in munitions factories during the First World War. By 1915 the amount of munitions being produced by Britain was declining and there was a shortage of weapons to send to the front line. It was vital to get more workers in the factories, and the government appealed to women to help in the war effort by producing munitions. The high number of men recruited into the armed forces created labour shortages, especially in key industries essential for the war effort. The government realised that women could fill many of the vacant jobs in munitions factories. By using posters such as this one, the government ensured that women could fill the labour shortage and produce more weapons which could be sent to the front line.

**LEVEL 3** Analyses the source in its historical context; gives detailed reasons regarding its production at the time.  
Eg: as above with other reasons such as to show that women had a role to play in the war effort as well as the men. The poster shows men going off to war, and therefore is trying to get the message across to women that they have a duty to ‘do their bit’. It aims to show that women should be proud and eager to be a part of the war by learning to make munitions to help the soldiers going off to war. The smocked woman is compared to the soldier in the background, marching off to war, safe in the knowledge he’ll be kept in bullets by his industrious sisters.
Question 2(c)

<table>
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<th>Target:</th>
<th>Recognition and explanation of historical interpretations; analysis of key historical features; quality of written communication</th>
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**Question:**

One interpretation is that the First World War had a positive effect on life on the Home Front. How far do you agree with this interpretation? \[10\]

Use 0 for incorrect or irrelevant answers.

**LEVEL 1** Generalised answer; makes simple comments about the interpretation; will copy or paraphrase the given evidence. \[1-2\]

*Eg: Evidence 1 states that the First World War had a positive effect on life on the Home Front as it says that daily life improved. Evidence 2 argues that the First World War had a negative effect.*

**LEVEL 2** Identifies differences between ways in which the issue has been interpreted; will offer a basic judgement with some support from given evidence and/or own knowledge of the issue. \[3-5\]

*Eg: Answers will show understanding of the named interpretation that the First World War had a positive effect on life on the Home Front. Whilst the author accepts that there were problems to be faced, day to day life improved on the whole. People’s diets improved, there were plenty of jobs available and new medical and technological developments were seen. Expect basic contextual support to be given in terms of a judgement. The source was written by Clive Emsley, an historian. He would have carried out considerable research into the subject and would have a balanced view of the situation. Evidence 2 argues that the First World War had a negative effect on life on the Home Front. There were food shortages and everyone had to make sacrifices. Use of the given evidence will be more apparent than use of own knowledge.*

**LEVEL 3** Begins to recognise and comment on how and why this issue has been interpreted in different ways; will give a judgement regarding the given interpretation. \[6-8\]

*Eg: as above. Answers will address the question by offering comment on the different interpretations. Expect detailed discussion of the first interpretation. He is an historian, and whilst he would have carried out considerable research into the issue, he has not looked at it in enough detail to give a full interpretation as his opinion appears in an article, not in an in-depth study of the war. The article would be a fairly general one discussing the war overall. However, as an historian, he should have considered both sides. Having considered all the evidence this historian feels that overall there were many benefits to the war.*
Evidence 2 is the interpretation of Arthur Graham, who believes that the First World War had a negative effect. He is discussing the effect that the war had on his parents. He states that they faced many problems because of food shortages. He says that the price of food increased and this made life hard for them. Only small amounts of food were available, and these could only be collected with a ration book. He is bound to have a negative view of the war as his family was personally affected by it. Evidence 3 may be seen to support the interpretation made in Evidence 2. It shows a photograph of the destruction of a property on the East Coast after a German bombing campaign in 1914.

LEVEL 4

Recognises and provides substantiated comments on how and why this issue has been interpreted in different ways; will give a clear judgement considering the given interpretation in the historical context. [9-10]

Eg: as above. Answers will clearly state whether they agree with the given interpretation. In order to make this judgement, answers will discuss how the given interpretation has been arrived at and recognise that there are other valid interpretations of this issue. Answers will demonstrate why it is possible to make different interpretations of this issue. There will be a considerable degree of historical support in the answer using both the given evidence and own knowledge. Answers will test the value of the chosen interpretation by commenting on issues such as the fact that the historian is writing from a more reasoned and distant perspective. Clive Emsley will have carried out extensive research and has reached a balanced view, but his article is a generalised look at the First World War, therefore, he would not have had the space to write extensively on the effects of the First World War. He is giving a brief overview of the topic. Arthur Graham was talking about his parents for a book which was published in 1983. His parents were eyewitnesses to the way that the general population were affected by war, such as through suffering food shortages. As this was written many years after the war, he may be exaggerating the situation his parents experienced. He is depending on what he was told by them. As his own family has suffered during the war, he is bound to have a negative viewpoint. However, his parents have no reason to lie about their experiences. Some candidates may make a reference to the fact that the book is about the experience of war in Wales, and that this might not give an accurate representation of the situation throughout the whole of Britain.

Evidence 3 can be seen to support the view of source 2. It shows that certain parts of Britain, in this case, the East Coast, suffered from German bombing raids from as early as 1914. It shows how a property has been destroyed and paints a picture of suffering, destruction, injuries and even death.
Question 3

Target: Recall and deployment of knowledge; explanation and analysis of key concepts; quality of written communication

Mark allocation: 15

AO1  4
AO2  8
AO3  3

SPG

Question: Did the Liberal governments of 1906-1914 always deal successfully with the social and political problems of the period? [12+3]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer; basic response which offers little support. [1-3]

Eg: Yes – they passed lots of reforms which benefited the people generally. Children enjoyed free school meals and they introduced pensions.

LEVEL 2 Answer begins to discuss the issue set in the question. [4-6]

To distinguish between 4 and 6 marks apply the following:
For 4 marks: A one-sided answer with some contextual support OR a very weak two-sided answer with little contextual support.
For 5-6 marks: A developed one-sided answer with contextual support OR a weak two-sided answer with some contextual support. Award the higher mark for the degree of contextual support.

Eg: The Liberal Governments passed a number of social reforms – old age pensions and educational reforms, which were very successful. Free school meals made children healthier. However, they failed to deal with the Suffragettes and their reforms did not help everyone. Pensions were not very generous and were only available to people aged 70 or over.

LEVEL 3 Answer is mainly a reasoned analysis of the issue set in the question. [7-9]

To distinguish between 7 and 9 marks apply the following:
For 7 marks: A very good one-sided answer with contextual support OR an unbalanced two-sided response with contextual support.
For 8-9 marks: A reasoned and developed analysis of the issue but lacking some detail or balance. Award the higher mark for the degree of contextual support.

Eg: Answers will begin to offer a judgement with good reasoning. On the one hand, the Liberal Governments had come to power in 1906 and successfully introduced a number of social reforms – old age pensions (1908) and National Insurance (1911). They had improved the health of school children by allowing free school meals. The Liberals also successfully reformed the House of Lords and introduced payment of MPs, both of which gave more power to Britain’s elected representatives in parliament. However, they failed to deal with the Suffragettes and their reforms did not help everyone. Women were still not allowed to vote and the cost of the reforms caused a Parliamentary crisis. Tax was increased which angered the rich.
LEVEL 4  Answer is a developed, reasoned and well-substantiated analysis of the issue set in the question.  [10-12]

To distinguish between 10 and 12 marks apply the following:
For 10 marks: A developed, reasoned and well-substantiated analysis with good balance, using mostly accurate and relevant contextual support.
For 11-12 marks: A developed, reasoned and well-substantiated analysis with good balance, using fully accurate and relevant contextual support. Award the higher mark for the degree of contextual support.

Eg: Answers will clearly evaluate the issue in the question. Answers may suggest that the Liberal Governments had come to power in 1906 and successfully introduced a number of social reforms – old age pensions (1908), educational reforms and National Insurance (1911) – which had a long-lasting impact. In fact, the Liberal governments of this time laid the foundations of a welfare state. The Liberals also successfully reformed the House of Lords and introduced payment of MPs, both of which gave more power to Britain’s elected representatives in parliament. However, the Liberal governments were not always successful. They struggled to cope with the challenges of the Suffragette movement and failed to give women the vote. The Liberals also failed to offset the rise of the Labour movement and the trade unions became more important. The cost of the social reforms caused the parliamentary crisis in the House of Lords and they did not help everyone.

Examiners are expected to award marks for spelling, punctuation and the accurate use of grammar in this question.

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<tr>
<th>Level</th>
<th>Performance descriptions</th>
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<tr>
<td>0</td>
<td>Candidates do not reach the threshold performance outlined in the performance description below.</td>
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<tr>
<td>Threshold performance 1 mark</td>
<td>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.</td>
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<tr>
<td>Intermediate performance 2 marks</td>
<td>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.</td>
</tr>
<tr>
<td>High performance 3 marks</td>
<td>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.</td>
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