# GCE AS MARKING SCHEME

**SUMMER 2022**

**HISTORY - UNIT 2**
**DEPTH STUDY 4: POLITICS AND SOCIETY IN WALES AND ENGLAND c.1900–1939**

**PART 1: POLITICS, SOCIETY AND THE WAR: WALES AND ENGLAND c.1900–1918**

**2100U40-1**

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## INTRODUCTION

This marking scheme was used by WJEC for the 2022 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.

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## Marking guidance for examiners

### Summary of assessment objectives for Question 1

Question 1 assesses assessment objective 2. This assessment objective is a single element focused on the ability to analyse and evaluate contemporary source material in its historical context. The mark awarded to Question 1 is 30.

### The structure of the mark scheme

The mark scheme for Question 1 has two parts:

- An assessment grid advising the bands and marks that should be given to responses that demonstrate the qualities needed in assessment objective 2.

- Advice on the specific question that outlines indicative content which may be used to assess the quality of the specific response. This content is not prescriptive and candidates are not expected to mention all the material referred to. Assessors must credit any further admissible evidence offered by candidates.

### Deciding on the mark awarded within a band

The first stage for an examiner is to decide the overall band. The second stage is to decide how firmly the qualities expected for that band are displayed. Thirdly, a final mark for the question can then be awarded.

### Summary of assessment objectives for Question 2

Question 2 assesses assessment objective 3. This assessment objective is a single element focussed on the ability to analyse and evaluate how and why different historical interpretations have been made. The mark awarded to Question 2 is 30.

### The structure of the mark scheme

The mark scheme for Question 2 has two parts:

- An assessment grid advising the bands and marks that should be given to responses that demonstrate the qualities needed in assessment objective 2

- Advice on the specific question outlining indicative content which can be used to assess the quality of the specific response. This content is not prescriptive and candidates are not expected to mention all the material referred to. Assessors should seek to credit any further admissible evidence offered by candidates.

### Deciding on the mark awarded within a band

The first stage for an examiner is to decide the overall band. The second stage is to decide how firmly the qualities expected for that level are displayed. Thirdly a final mark for the question can then be awarded.

**AO2**: Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.

| | | **Value of the sources** | **Analysis and evaluation of the sources in their historical context** | **Focus on the question set** |
|---|---|---|---|---|
| **Band 6** | **26–30 marks** | The learner shows clear understanding of the strengths and limitations of the sources. | The sources are clearly analysed and evaluated in the specific and wider historical context. | The learner will make a sustained and developed attempt to utilise the sources to directly answer the question set. |
| **Band 5** | **21–25 marks** | The learner considers the strengths and limitations of the sources. | There is some analysis and evaluation of the sources in the specific and wider historical context. | The learner deploys the sources appropriately to support the judgement reached about the question set. |
| **Band 4** | **16–20 marks** | The learner develops a response which begins to discuss the strengths and limitations of the sources. | There is some analysis and evaluation of the sources with an awareness of the wider historical context. | The learner deploys the sources to support the judgement reached about the question set. |
| **Band 3** | **11–15 marks** | The learner uses most of the source material to develop a response. | There is some analysis and evaluation of the sources. | The learner begins to discuss the sources' use in the context of the question set. |
| **Band 2** | **6–10 marks** | The learner uses some of the source material to develop a response. | The learner begins to analyse and evaluate the sources but it is largely mechanical. | The learner attempts to comment on the sources' use but lacks context. |
| **Band 1** | **1–5 marks** | There is limited evidence of the use of the sources. | Sources are used for their content only. | |
| Award 0 marks for an irrelevant or inaccurate response. | | | | |

**0 1** **Using the sources and your understanding of the historical context, assess the value of these three sources to an historian studying the impact of war on the people of Wales and England in the period from 1901 to 1918.**

Candidates will consider the value of the sources to an historian studying impact of war on the people of Wales and England during the period from 1901 to 1918. Understanding of the historical context should be utilised to analyse and evaluate the strengths and limitations of the sources. Appropriate observations in the analysis and evaluation of the sources may include the following,

**Source A** The general context of the source is the widespread poverty that existed in Britain, while the specific context may include reference to the timing of Rowntree's report; when Britain's role and performance during the Boer War was being questioned. Britain's unfit workforce and unfit army became a national debate and increased the demand for social reform. Being a social investigation, the survey would be of value to an historian studying the impact of war because of the detailed research undertaken and the ability it gives a historian to correlate what was happening socially with what was happening militarily. Ultimately such work contributed to an increased demand for social reform and offers historians a contemporary insight into the issues that dominated political and social debate at the time.

**Source B** The general context of the source is the wider war effort, while the specific context may reference that at the time these words were spoken, conscription was being enacted and all men between the ages of 18 and 41 were compelled to join the war effort. This compulsion caused a rift politically and socially and had a major impact on the lives of many people. The king's upbeat tone is indicative of the type of proclamations officially given at the time, which is supportive of government decisions and prevents a pro-British populist view of how the war is developing and being run. It is clearly designed to praise the war effort and the British people in order to show solidarity and unity of purpose which may not really reflect the situation politically and socially at the time.

**Source C** The general context of the source is that the war has been won, while the specific context was a period that saw much debate about the enfranchisement of women: the war had a discernible impact on changing attitudes towards the role and status of women. This was to be the first election where women dominated the electorate following the reform of the voting system. Lloyd George is praising women for their help during the war and it may be argued that this is a politically motivated speech in order to garner the support of women during said election. Some were unhappy that only certain women, over the age of 30, were given the vote, as clearly the majority of women that had worked during the war years were still without the vote. This questions whether attitudes had really changed.

**AO3**: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.

| | | Focus on the question set | Analysis of the interpretation |
|---|---|---|---|
| **Band 6** | **26–30 marks** | The learner discusses clearly the question set in the context of alternative interpretations. | The learner considers the validity of the interpretations in the development of the historiographical context. They demonstrate an understanding of how and why this issue has been interpreted in different ways. They discuss **why** a particular historian or school of history would form an interpretation based on the evidence available to the historian. |
| **Band 5** | **21–25 marks** | The learner discusses the question set in the context of alternative interpretations. | The learner discusses the work of different historians and/or schools of history to show an understanding of the development of the historical debate. The learner analyses and explains the key issues in the question set when considering the interpretation in the question. |
| **Band 4** | **16–20 marks** | The learner discusses the question set in the context of the development of the historical debate that has taken place. | There is some attempt to explain **why** different interpretations have been formed. The learner considers a counterargument to that presented in the question. |
| **Band 3** | **11–15 marks** | The learner attempts to discuss the question set in the context of the development of the historical debate that has taken place. | There is a limited attempt to explain **why** different interpretations have been formed. |
| **Band 2** | **6–10 marks** | The learner is able to show understanding of the question set. There is an attempt to reach a judgement but it is not firmly supported or balanced. | The learner's discussion of the interpretation is valid, with reference to alternate interpretations. |
| **Band 1** | **1–5 marks** | Any judgement reached is limited and unsupported. | The learner attempts to discuss the interpretation by tending to agree or disagree with it. |
| Award 0 marks for an irrelevant or inaccurate response. | | | |

**0 2** **How valid is the view that the Liberal social reforms of the period from 1906 to 1911 were limited?**

Candidates are expected to show an understanding of how aspects of the past have been interpreted in different ways. Answers will consider the provided material and use their own understanding of the historical context and of the wider historical debate in making their judgement regarding the validity of the view that the Liberal social reforms of the period from 1906 to 1912 were limited. Some of the issues to consider may include the following.

**Interpretation 1** This argues that the Liberal reforms were far too narrow to have made a significant impact on the people and that issues such as pensions and health insurance did not cover enough people to be meaningful in their impact. Hopkins's interpretation is that the reforms were limited and did not lay the foundations for a welfare state. The Liberal Party was split between old Liberal ideas and the ideas of New Liberalism, which was causing a rift within the party. There were concerns about the rise of Labour and this may have played a part in certain Acts. The Liberal reforms were not meant to be the creation of the welfare state; they were meant to tackle the worst aspect of social deprivation only. Being a social and economic interpretation, the historian gives us a general view of the effects of the reforms on the working classes between 1815 and 1945, so may have a limited coverage of the development of 20th-century social reforms. His specialism in economic and social reforms may mean his focus was primarily on the effects on the working classes at the time which is indicative of historians who study social history.

**Interpretation 2** This argues that the reforms were driven by social considerations and that the extent of poverty and suffering in Britain was such that action had to be taken. Laybourne suggests that the reforms can lay claim to having laid the foundations of the welfare state as government intervention was on a scale never seen before. Numerous Acts could be used to support this contention, for example the 1906 School Meals act, 1907 School Medical Inspectors, 1909 Old Age pensions Act, 1911 National Insurance Act and the 1909 People's Budget Act. Left-wing historians argue that this was driven by a moral obligation to the people, and the beginning of a process of intervention on behalf of governments. This view was very popular among Liberal historians writing in the period following the Second World War, some of whom argue that the Labour government of 1945–51 merely finished what the Liberals started.

**Wider debate** There are economic arguments that focus on national efficiency rather than social equality, and these suggest that reforms were limited to bolstering the British economy. Other left-wing commentators would argue that social reform occurred due to capitalist ideals being under threat and the state's desire to uphold its Capitalist principles (just enough to quieten the masses). Modern historians tend to look at a plethora of various, interweaved factors.