



GCE MARK SCHEME (New Specification - Wales only)

SUMMER 2016

HISTORY - UNIT 1
PERIOD STUDY 4

POLITICS, PEOPLE AND PROGRESS IN WALES AND
ENGLAND, c. 1880-1980

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INTRODUCTION

This marking scheme was used by WJEC for the 2016 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.

UNIT 1
PERIOD STUDY 4
POLITICS, PEOPLE AND PROGRESS IN WALES AND ENGLAND c.1880-1980
MARK SCHEME

Section A

Marking guidance for examiners

Summary of assessment objectives for Section A

Section A questions assess assessment objective 1. This assessment objective is a single element focussed on the ability to analyse and evaluate and reach substantiated judgements. The mark awarded to each question chosen in this section is 30.

The structure of the mark scheme

The mark scheme for Section A has two parts:

- advice on each 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.
- an assessment grid advising which bands and marks should be given to responses which demonstrate the qualities needed in assessment objective 1.

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.

Organisation and communication

This issue should have a bearing if the standard of organisation and communication is inconsistent with the descriptor for the band in which the answer falls. In this situation, examiners may decide not to award the highest mark within the band.

INDICATIVE CONTENT FOR QUESTION 1

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Assessors should seek to credit any further admissible evidence offered by candidates. Each answer will be assessed on its merits according to the assessment grid as well as the indicative content.

How far do you agree with the view that the experience of war had the most important influence on the role and status of women between 1900 and 1939?

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question – in this case the extent to which the experience of war had the most important influence on the role and status of women between 1900 and 1939. They will consider a range of key concepts such as causation, consequence, continuity, change and significance where appropriate and also the relationship between the key characteristics and features associated with the issue in the question.

Candidates will offer an analysis and evaluation of the extent to which the experience of war had the most important influence on the role and status of women between 1900 and 1939. In order to reach a substantiated judgement about this issue, candidates may argue that the experience of war did have the most important influence on the role and status of women between 1900 and 1939. The response might support this proposition by considering issues such as:

- government legislation during the First World War empowered women with all kinds of opportunities e.g. DORA, the Munitions of War Act and the Treasury Agreement Act
- attitudes to women changed as a result of their varied contributions to the war effort e.g. WHC, WAC, WAAC, WRAF and the Land Army
- the role of prominent female individuals in promoting the war effort such as the Pankhursts
- some women gaining the right to vote in the 1918 Representation of the People Act shows how much of an impact the experience of war had at this time
- this move to enfranchise women culminated in the 1928 Act which gave all women over 21 the vote. It can be argued that this was also connected with the impact of war.

Candidates might consider challenging the proposition in the question by arguing that in some respects the experiences of war did not have the most important influence on the role and status of women between 1900-1939. The response might consider issues such as:

- the passing of the Liberal social reforms which affected the lives of women in a number of ways
- the role and influence of women's movements e.g. Suffragettes, Suffragists, NUSS, in bringing about a change in attitude in the early twentieth century
- the limited timescale of the changes introduced during the war years as a result of the Treasury Agreement Act, and return to pre-war attitudes among many men after 1918
- the developments in the role of women during the 1920s and 1930s in the field of work and employment, legal entitlement, and educational spheres.
- development of the role of women in sport, entertainment and literature of the period
- the developing political scene, namely the role of government legislation, developing democracy and changing attitude of prominent politicians to the role and status of women.

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which the experiences of war had the most important influence on the role and status of women between 1900-1939.

INDICATIVE CONTENT FOR QUESTION 2

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Assessors should seek to credit any further admissible evidence offered by candidates. Each answer will be assessed on its merits according to the assessment grid as well as the indicative content.

To what extent was the decline of the Liberal party the most important development in party politics between 1914 and 1939?

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question – in this case the extent to which the decline of the Liberal party was the most important development in party politics between 1914 and 1939. They will consider a range of key concepts such as causation, consequence, continuity, change and significance where appropriate and also the relationship between the key characteristics and features associated with the issue in the question.

Candidates will offer an analysis and evaluation of the extent to which the decline of the Liberal party was the most important development in party politics between 1914 and 1939. In order to reach a substantiated judgement about this issue, candidates may argue that the decline of the Liberal party was the most important development in party politics between 1914 and 1939. The response might support this proposition by considering issues such as:

- the prominent role of Asquith and Lloyd George during the First World War
- the diminishing power of the Liberal party from 1916 onwards e.g. the decline of the Lloyd George Coalition by 1922
- the split within the Liberal Party between the supporters of Asquith and those supporting Lloyd-George and its impact on party politics
- the failure of the Liberal party to gain popular support after 1922 and its increasingly peripheral role within party politics during the 1930s
- the ability of both Conservatives and Labour to take advantage of the decline of the Liberal Party

Candidates might consider challenging the proposition in the question by arguing that in some respects the decline of the Liberal party was not the most important change in party politics between 1914 and 1939. The response might consider issues such as:

- the rise of the Labour party as a force in British politics, including the first Labour Government of 1924, the second Labour Government of 1929-1931 and the role of Labour within the National Governments of 1931-1939
- the continual dominance of the Conservative party throughout the period, as an independent government as well as part of the Coalition Governments of 1916-1921, and National Governments of 1931-1939
- the role of minority parties e.g. the Communists, BUF, Plaid Cymru, within party politics in the period may be mentioned
- more general political factors such as Britain as a growing democracy, expanding voting rights in 1918 and 1928, the curtailing of the power and influence of the House of Lords in 1911, increased taxation and spending powers of government

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which the decline of the Liberal party was the most important development in party politics between 1914 and 1939.

ASSESSMENT GRID FOR SECTION A QUESTIONS

Target: AO1

Total mark: 30

Focus: *Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.*

Band 6 CHARACTERISTICS		<i>The response is fully focussed on the exact key concept in the set question, covering the set period, with a clear and convincing debate on the main developments and reaching a substantiated judgement in a lucid and fully coherent essay.</i>
B6H	30	The response engages with the exact key concept and the fuller range of issues arising from the question set throughout the essay and is able to provide an analytical, evaluative and lucid essay with a fully convincing substantiated judgement covering the whole of the set period.
B6M	28	The response engages with the exact key concept and the fuller range of issues arising from the question set throughout the essay and is able to provide an analytical, evaluative and lucid essay with a convincing substantiated judgement covering most of the set period.
B6L	26	The response begins to show some characteristics of Band 6
Band 5 CHARACTERISTICS		<i>The response is mainly focussed on debating the key concept in the set question, covering most or all of the full period. The response considers most of the main developments; provides a convincing debate and is able to come to a supported, balanced and appropriate judgement.</i>
B5H	25	The response clearly engages with the key concept and offers a convincing debate regarding the range of issues arising from the question set throughout most of the essay and is able to provide an analytical, evaluative well written essay with a balanced and appropriate judgement covering the whole of the set period.
B5M	23	The response engages with the key concept and offers a debate regarding the range of issues arising from the question set throughout the essay and is able to provide an analytical, evaluative well written essay with a balanced and appropriate judgement covering most of the set period.
B5L	21	The response begins to show some characteristics of Band 5
Band 4 CHARACTERISTICS		<i>The response has some focus on the key concept in the set question covering some to all of the set period, with some debate on some of the developments and a supported, balanced judgement on the key concept in a structured essay. There may well be some drift but there should be the beginning of a meaningful debate in the response.</i>
B4H	20	The response will be mainly focussed on debating the key concept in the set question. There will be some meaningful discussion of how and why the main developments, events or factors impacted on the key concept in the set question. There will be a balanced judgement, largely supported by the bulk of the essay, though some slight drift may be apparent.
B4M	18	The response begins to debate the key concept in the question set. There will be an attempt to analyse and evaluate a series of developments, events or factors over the period in relation to the key concept. There may be some listing of developments and a series of mini judgements. There should be some focus on the key concept in the question set and there will be a balanced judgement; there may well be some drift.
B4L	16	The response begins to show some characteristics of Band 4

Band 3 CHARACTERISTICS		<i>The response has some focus on the key issues set and begins to discuss these to come to a judgement on the question set. The response is usually restricted to a “for and against” discussion with some evidence of listing and unloading of notes. There may well be some considerable drift; and there may well be a mechanistic tone to the response.</i>
B3H	15	The response tends to focus on using a highly structured series of developments, events and / or factors over the period rather than the key concept in the question set. The response does offer a judgement with some support, often by considering factors for and against - <i>[the yes / no – for and against – essay]</i>
B3M	13	The response tends to be in the form of a generalised, listing of developments, events and / or factors. There may a weak focus and imbalanced judgement on the key concept in the question set <i>[the yes (or no) imbalanced essay]</i>
B3L	11	The response begins to show some characteristics of Band 3
Band 2 CHARACTERISTICS		<i>The response is largely based on the TOPIC area but is descriptive in tone with very limited focus on discussing the key concept in the set question.</i>
B2H	10	The response is a predominantly descriptive account of the developments, events and / or factors of the topic area. There may be a “tagged on” [throwaway / simplistic / bolt-on] judgement referring to the key concept in the set question which is not appropriately supported.
B2M	8	The response is limited to a predominantly descriptive account of the developments, events and / or factors related to the topic area.
B2L	6	The response begins to show some characteristics of Band 2.
Band 1 CHARACTERISTICS		<i>The response is very limited, undeveloped, very brief or largely irrelevant.</i>
B1H	5	The response is very limited and undeveloped though there is some weak link to the topic area.
B1L	3	The response is very brief and / or largely irrelevant to the concept set.
	0	Use for incorrect answers

Section B

Marking guidance for examiners

Summary of assessment objectives for Section B

Section B questions also assess assessment objective 1. This assessment objective is a single element focussed on the ability to analyse and evaluate and reach substantiated judgements. The mark awarded to each question chosen in this section is 30.

The structure of the mark scheme

The mark scheme for Section B has two parts:

- advice on each 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.
- an assessment grid advising which bands and marks should be given to responses which demonstrate the qualities needed in assessment objective 1.

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.

Organisation and communication

This issue should have a bearing if the standard of organisation and communication is inconsistent with the descriptor for the band in which the answer falls. In this situation, examiners may decide not to award the highest mark within the band.

.INDICATIVE CONTENT FOR QUESTION 3

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Assessors should seek to credit any further admissible evidence offered by candidates. Each answer will be assessed on its merits according to the assessment grid as well as the indicative content.

'Governments were largely effective in dealing with the social and economic problems facing Wales and England in the period 1906-1951.' Discuss.

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question – in this case the extent to which governments were largely effective in dealing with the social and economic problems facing Wales and England 1906-1951. They will consider a range of key concepts such as causation, consequence, continuity, change and significance where appropriate and also the relationship between the key characteristics and features associated with the issue in the question.

Candidates will offer an analysis and evaluation of the extent to which governments were largely effective in dealing with the social and economic problems facing Wales and England in the period 1906-1951. In order to reach a substantiated judgement about this issue, candidates may argue that governments were indeed largely effective in dealing with the social and economic problems facing Wales and England in the period 1906-1951. The response might support this proposition by considering issues such as:

- the response of the Liberal governments of 1906-1914 to the problems of poverty and economic decline and stagnation e.g. responding to social surveys, the concern for national efficiency, creating a healthier workforce and military
- how successive governments responded positively to the post-war difficulties facing Britain in 1918 e.g. developments in housing and education
- the response of various governments to the challenge of the economic difficulties during the inter-war years 1919-1939 e.g. promoting house building, channeling benefits, gold standard, trade with the Empire, special areas acts
- the effectiveness of the Labour governments of 1945-1951 in dealing with the issues that faced Britain in 1945 e.g. creating full employment, creating an NHS, enhancing the national Insurance Act

Candidates might consider challenging the proposition in the question by arguing that governments were more ineffective in dealing with the social and economic problems facing Wales and England in the period 1906-1951. The response might consider alternate factors such as:

- the failure of the Liberal reforms between 1906-1914 to build a fairer country and make an effective assault on the issue of poverty and inequality
- the failure of the Lloyd George Coalition in its pledge to build homes for heroes after 1918 and strikes and clashes with the unions
- the actions of the second Labour government 1929-1931 in bringing about wage and benefit cuts
- the limited response of the National Government to the depression and its focus on cuts e.g. benefit cuts, UAB and means testing, the gold standard, limited investment, failure to listen to prominent economists like JM Keynes
- limited post-war policy of nationalisation, failure to invest in the economic infrastructure, rising costs, and the continuance of a divided nation

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which governments were largely effective in dealing with the social and economic problems facing Wales and England in the period 1906-1951.

INDICATIVE CONTENT FOR QUESTION 4

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Assessors should seek to credit any further admissible evidence offered by candidates. Each answer will be assessed on its merits according to the assessment grid as well as the indicative content.

Was the status of the Welsh language the most challenging issue facing Wales in the period from 1900-1967?

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question – in this case the extent to which the status of the Welsh language was the most challenging issue facing Wales in the period 1900-1967. They will consider a range of key concepts such as causation, consequence, continuity, change and significance where appropriate and also the relationship between the key characteristics and features associated with the issue in the question.

Candidates will offer an analysis and evaluation of the extent to which the status of the Welsh language was the most challenging issue facing Wales in the period 1900-1967. In order to reach a substantiated judgement about this issue, candidates may argue that the status of the Welsh language was indeed the most challenging issue facing Wales in the period 1900-1967. The response might support this proposition by considering issues such as:

- the statistical situation regarding the language after 1918 indicates a % decline e.g. 1921-40% Welsh speakers and 36.8% by 1931, and circa 20% by 1980
- reactions to the decline in the Welsh language e.g. fire at Penyberth in 1936, protest at Tryweryn 1957
- the creation of Plaid Cymru in 1925, initially in order to protect the Welsh language, and the formation of the Welsh Language Society after Saunders Lewis speech 'Tynged yr Iaith' in 1962
- legal steps to safeguard and protect the language e.g. 1942 usage of Welsh in court proceedings, the 1967 Welsh Language Act.

Candidates might consider challenging the proposition in the question by arguing that the status of the Welsh language was not the most challenging issue facing Wales 1918-1967. The response might consider alternate factors such as:

- the decline in religion in Wales after 1918
- the rise of new leisure activities and influence of the media from the 1950s
- the impact of economic change such as the collapse of staple industries in the 1920s, the Depression of the 1930s and the nationalisation of heavy industries after 1945
- the emergence of a Welsh national consciousness in the 1960s
- the introduction of the Welfare State after 1945

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which the status of the Welsh language was the most challenging issue facing Wales in the period 1900-1967.

ASSESSMENT GRID FOR SECTION B QUESTIONS

Target: AO1

Total mark: 30

Focus: *Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.*

Band 6 CHARACTERISTICS		<i>The response is fully focussed on the exact key concept in the set question, covering the set period, with a clear and convincing debate on the main developments and reaching a substantiated judgement in a lucid and fully coherent essay.</i>
B6H	30	The response engages with the exact key concept and the fuller range of issues arising from the question set throughout the essay and is able to provide an analytical, evaluative and lucid essay with a fully convincing substantiated judgement covering the whole of the set period.
B6M	28	The response engages with the exact key concept and the fuller range of issues arising from the question set throughout the essay and is able to provide an analytical, evaluative and lucid essay with a convincing substantiated judgement covering most of the set period.
B6L	26	The response begins to show some characteristics of Band 6
Band 5 CHARACTERISTICS		<i>The response is mainly focussed on debating the key concept in the set question, covering most or all of the full period. The response considers most of the main developments; provides a convincing debate and is able to come to a supported, balanced and appropriate judgement.</i>
B5H	25	The response clearly engages with the key concept and offers a convincing debate regarding the range of issues arising from the question set throughout most of the essay and is able to provide an analytical, evaluative well written essay with a balanced and appropriate judgement covering the whole of the set period.
B5M	23	The response engages with the key concept and offers a debate regarding the range of issues arising from the question set throughout the essay and is able to provide an analytical, evaluative well written essay with a balanced and appropriate judgement covering most of the set period.
B5L	21	The response begins to show some characteristics of Band 5
Band 4 CHARACTERISTICS		<i>The response has some focus on the key concept in the set question covering some to all of the set period, with some debate on some of the developments and a supported, balanced judgement on the key concept in a structured essay. There may well be some drift but there should be the beginning of a meaningful debate in the response.</i>
B4H	20	The response will be mainly focussed on debating the key concept in the set question. There will be some meaningful discussion of how and why the main developments, events or factors impacted on the key concept in the set question. There will be a balanced judgement, largely supported by the bulk of the essay, though some slight drift may be apparent.
B4M	18	The response begins to debate the key concept in the question set. There will be an attempt to analyse and evaluate a series of developments, events or factors over the period in relation to the key concept. There may be some listing of developments and a series of mini judgements. There should be some focus on the key concept in the question set and there will be a balanced judgement; there may well be some drift.
B4L	16	The response begins to show some characteristics of Band 4

Band 3 CHARACTERISTICS		<i>The response has some focus on the key issues set and begins to discuss these to come to a judgement on the question set. The response is usually restricted to a “for and against” discussion with some evidence of listing and unloading of notes. There may well be some considerable drift; and there may well be a mechanistic tone to the response.</i>
B3H	15	The response tends to focus on using a highly structured series of developments, events and / or factors over the period rather than the key concept in the question set. The response does offer a judgement with some support, often by considering factors for and against - <i>[the yes / no – for and against – essay]</i>
B3M	13	The response tends to be in the form of a generalised, listing of developments, events and / or factors. There may a weak focus and imbalanced judgement on the key concept in the question set <i>[the yes (or no) imbalanced essay]</i>
B3L	11	The response begins to show some characteristics of Band 3
Band 2 CHARACTERISTICS		<i>The response is largely based on the TOPIC area but is descriptive in tone with very limited focus on discussing the key concept in the set question.</i>
B2H	10	The response is a predominantly descriptive account of the developments, events and / or factors of the topic area. There may be a “tagged on” [throwaway / simplistic / bolt-on] judgement referring to the key concept in the set question which is not appropriately supported.
B2M	8	The response is limited to a predominantly descriptive account of the developments, events and / or factors related to the topic area.
B2L	6	The response begins to show some characteristics of Band 2.
Band 1 CHARACTERISTICS		<i>The response is very limited, undeveloped, very brief or largely irrelevant.</i>
B1H	5	The response is very limited and undeveloped though there is some weak link to the topic area.
B1L	3	The response is very brief and / or largely irrelevant to the concept set.
	0	Use for incorrect answers