



GCE MARK SCHEME

SUMMER 2019

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

INTRODUCTION

This marking scheme was used by WJEC for the 2019 examination. It was finalised after detailed discussion at the examiners' conference 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 2**DEPTH STUDY 4****POLITICS AND SOCIETY IN WALES AND ENGLAND c.1900–1939****Part 4: Politics, society and the War: Wales and England, c.1900–1918****MARK SCHEME****Marking guidance for examiners for Question 1****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:

- Advice on the specific question outlining indicative content that 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 must credit any further admissible evidence offered by candidates.
- An assessment grid advising which bands and marks should be given to responses that demonstrate the qualities needed in assessment objective 2.

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.

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.

With reference to the sources and your understanding of the historical context, assess the value of these three sources to an historian studying the campaign for women's suffrage during the period from 1909 to 1917.

Candidates are expected to demonstrate their ability to analyse and evaluate a range of source material with a high degree of discrimination. Source evaluation skills should focus on discussing the strengths and the limitations of the nominated sources. To judge utility, there should be consideration of the content and the authorship of the nominated sources to discuss reliability, bias, purpose and validity, as appropriate.

Candidates will consider the value of the sources to an historian studying the campaign for women's suffrage during the period from 1909 to 1917. 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:

Source A This source is a contemporary recollection by a suffragette, which appeared in a pro-women's suffrage magazine in 1909. The general context is the campaign to achieve the vote for women in the early twentieth century. There should be reference to the specific historical context in which the source was created, including the force-feeding of suffragette prisoners and the reasons why this was done. Being a woman who had just been force fed, she would be in a position to comment about the distressing nature of the process and how some women reacted to it. The source is very valuable in studying the campaign for suffrage as it portrays the terrible nature of force feeding. That the woman was willing to go through this ordeal clearly shows the depth of her feelings towards women's issues and the reaction of the authorities at the time.

Source B This is a cartoon from the satirical publication *Anti Suffrage Review*, published in 1912. The general context is the attitude of the public to the campaign of the suffragettes. The cartoon is mocking the protests of the suffragettes and indicating that they will not lead to women being accepted as equals in Britain. This is a political cartoon with a viewpoint; it does not focus on the need for reform nor does it consider what has brought the women's movement to the position where it has to resort to drastic measures. There should also be understanding shown of the specific historical context, including reference to the attitudes of politicians and the public at this time. The source is of value in showing that many believed that the activities of the suffragettes were futile in changing attitudes.

Source C This is a speech by Asquith in the House of Commons in 1917. The general context is the potential change in attitude that had developed by 1917. Clearly, events during the war made Asquith reassess his personal opinion on the rights of women and he appears to have, by this point, changed his previous stance. He has clearly focussed on women's support in the war effort and as the war is still continuing he may not want to say anything to diminish this support. However, considering the volatile nature of the debate about women's right to vote he is clearly not putting this view across for any political gain, although it could be argued that the inevitability of changing the voting system may have led him to make a pre-emptive address in favour of future possible voters.

Overall, candidates will assess the value of the sources to an historian studying the campaign for women's suffrage during the period from 1909 to 1917. They will be able to demonstrate that value through consideration of the content, provenance and tone of the presented sources with appropriate reference to the historical context linked to the sources.

UNIT 2
MARK SCHEME QUESTION 1

In general terms the responses will display characteristics of one of the six bands shown below.

The table below gives advice on which band, sub-band and marks should be awarded to answers showing the appropriate characteristics.

Band 6 CHARACTERISTICS		<i>Sustained and accurate analysis and evaluation of the given sources; full understanding shown of the specific historical context associated with the set enquiry; reaches a full and substantiated judgement regarding the value of the sources to an historian studying the development of a particular issue over the period set.</i>
ASE OVER THE PERIOD SET		
B6S	30	The candidate provides accurate and sustained source evaluation using the content and attributions of each of the three sources, setting the response in the specific historical context and covering all of the period set in the enquiry. There is a substantiated judgement regarding the value of the sources to an historian studying the development of a particular issue over the period set.
B6C	27	The response begins to show some characteristics of Band 6

Band 5 CHARACTERISTICS		<i>Meaningful analysis and evaluation of the given sources involving valid evaluation of the content and attribution of the sources; understanding shown of the specific historical context associated with the set enquiry; reaches a valid judgement regarding the value of the sources to an historian studying a particular issue.</i>
ASE		
B5S	25	The candidate provides accurate source evaluation using the content and attributions of the three sources, setting the response in the specific historical context and covering most of the period set in the enquiry. There is a valid and supported judgement on the value of all three sources to an historian studying a particular issue.
B5C	23	The response begins to show some characteristics of Band 5.
B5L	21	This mark can be used if there is understanding shown of the specific historical context of one source only.

Band 4 CHARACTERISTICS		<i>Clearly attempts an analysis and evaluation of the given sources in relation to the general historical context of the set enquiry with some evaluation of the content and attribution; a sound judgement is seen regarding the value to an historian of some or all three sources.</i>	
GCX, V and/or U			
B4H	20		The candidate is able to discuss the strengths and limitations of the three sources by focusing on their attributions, content and especially the general historical context. This is used to reach a reasoned judgement on value to an historian of all three sources. Occasional references to utility are acceptable.
B4S	18		The candidate is able to discuss the strengths and limitations of the three sources by focusing on their attributions, content and the general historical context. A judgement on value to an historian is present on some or all of the three sources although some general comments on utility may be seen.
B4C	16	The response begins to show some characteristics of Band 4 with the candidate discussing the general historical context. Mainly focussed on UTILITY but with a limited reference to value.	

Band 3 CHARACTERISTICS		<i>Mechanistic and formulaic use of the content and attributions of the given sources to evaluate their utility and / or value; a limited judgement on the utility and / or value of the sources will be seen. Limited understanding of the historical context.</i>	
Mechanistic V, S&L and U			
B3H	15		The candidate is able to evaluate the three sources by focusing on their attributions and content. Any reference to the historical context will be limited. There is a mechanistic focus on evaluating the UTILITY and / or the VALUE of some or all of the sources. There is a limited judgement on all of the sources.
B3S	13		The candidate is able to evaluate some or all of the three sources by focusing on their attributions and / or content. Any reference to the historical context will be limited. There will be a limited judgement on some of the sources.
B3C	11	The response begins to show some characteristics of Band 3. This can also be used if only one source is attempted.	

Band 2 CHARACTERISTICS		<i>Mechanistic and formulaic use of the content and / or attributions of the given sources to show their strengths and / or limitations.</i>
TRAWL		
B2H	8	
B2S	6	The candidate discusses the strengths and/or limitations of some of the three sources by focusing mostly on their content.

Band 1 CHARACTERISTICS		<i>Copies or paraphrases from content or attributions of the given sources.</i>
COPYING / COMPREHENSION		
B1H	5	The candidate paraphrases the three sources and/or attributions or offers plain narrative.
B1S	3	The candidate copies from one or two of the three sources and/or attributions.
	0	Use for incorrect answers

Marking guidance for examiners for Question 2

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:

- Advice on the specific question outlining indicative content that 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 must credit any further admissible evidence offered by candidates
- An assessment grid advising which bands and marks should be given to responses that demonstrate the qualities needed in assessment objective 3.

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. Third, a final mark for the question can then be awarded.

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 must 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 valid is the view that the Liberal Party was largely in decline by 1914?

Candidates are expected to show an understanding of how aspects of the past have been interpreted in different ways. Candidates 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 Party was largely in decline by 1914.

Candidates are invited to enter into a debate about the view that the Liberal Party was largely in decline by 1914. They will consider interpretations of this issue within the wider historical debate about the changing fortunes of the Liberal Party up to 1914. Some of the issues to consider may include:

Interpretation 1 This argues that the Liberal Party had lost its desire to reform mainly because they did not understand the call for reform and the different factions involved in the various disputes at the time. This has put the Party into a steep decline. The war was the final nail in the coffin but Dangerfield is clearly saying that, by 1914, the Liberal Party was in decline. In analysing and evaluating this interpretation, candidates may argue that as he was writing in 1935, Dangerfield would have some research-based information available to him. However the source is heavily influenced by its provenance—it is a publication aimed at proving the reasons for the Liberal Party's decline. It is also focused on a critical analysis of the failure of Liberalism at a time of world recession in the 1930s. Being a journalistic work may also make it controversial for a particular audience as the book's name might indicate. By 1930, the Liberal Party was under huge pressure and this might also have influenced the author to reach his interpretation

Interpretation 2 This interpretation argues that the Liberal Party was far from over in 1914 as Dangerfield has claimed. The party was still doing well in elections, and party politics had changed very little. The relationship with Labour was working and Conservative support was generally strong, pointing to a situation in 1914 similar to how it had previously been. Clearly, Tanner sees some issue with leadership but does not build a picture of a Party that was largely in decline. In analysing and evaluating this interpretation, candidates may argue that the historian, Duncan Tanner, is writing a book on political history that focuses on the period in question. Written in 1990, it would have the benefit of hindsight and a wealth of research material available to give a well-balanced and informed opinion. However, being a general left-wing, Labour-based book may indicate some bias. Nevertheless, the comments seem to indicate a balanced view of the position of the political parties in 1914

Candidates may show awareness of the wider historical debate regarding the position of the Liberal Party by 1914. They should be able to place the two given interpretations within the wider historical debate over the issue. Candidates should be aware of other interpretations, such as the fact that there were some changes in attitude during the period— some in fact see it as a period of the rise of Labour, while others still see it as a hiatus period during a general pattern of Conservative dominance. Others may blame the Liberals' decline on leadership or on the war, perhaps arguing that this latter issue prevented its policies from reaching fruition.

Overall candidates will analyse both interpretations using their own understanding of the wider historical debate over this issue, offer an evaluation of the validity of the given interpretations and provide a judgement on the issue in the question about whether the Liberal Party was largely in decline by 1914.

UNIT 2 MARK SCHEME QUESTION 2

In general terms the responses will display characteristics of one of the six bands shown below.

The table below gives advice on which band, sub-band and marks should be given to certain types of answer. The published mark scheme for Unit 2 question 2 also gives a similar breakdown and descriptors.

Band 6 CHARACTERISTICS		<i>Sustained and accurate analysis and evaluation of the provided material in its historical context which is used effectively to show how and why different interpretations have been formed in relation to the set enquiry; sustained judgement seen regarding validity.</i>
ACX, WHD, OPI		
B6H	30	The candidate fully integrates discussion of the context, authorship and content of the provided material together with knowledge and understanding of other possible interpretations of the set issue to reach a well-supported and convincing judgement. The candidate shows a convincing understanding of the wider historical debate and of why different interpretations have been formed with discussion of the context and authorship of the provided material.
B6S	27	The candidate discusses the context, authorship and content, of the provided material together with knowledge and understanding of other possible interpretations to offer a substantiated judgement. The candidate explains why differing/different interpretations of the issue have been formed.
Band 5 CHARACTERISTICS		<i>Meaningful analysis and evaluation of the provided material in its historical context to show how and why different interpretations have been formed in relation to the set enquiry; clear judgement seen regarding validity.</i>
ACX, WHD, OPI		
B5H	25	The candidate discusses the content and authorship of both extracts to offer a clear judgement on the validity of the given interpretation; they show a clear understanding of other possible interpretations of the issue. The candidate shows a firm grasp of the wider historical debate regarding the issue.
B5S	23	The candidate discusses the content and authorship of both extracts to offer a clear judgement on the validity of the given interpretation; they show clear understanding of other possible interpretations. The candidate indicates how and why interpretations are formed based on the content and especially the authorship of the extracts.

Band 4 CHARACTERISTICS		<i>Some valid analysis and evaluation of the provided material with some knowledge of other possible interpretations to reach a judgement on the specific enquiry; needs a reasonable grasp of the other possible interpretations (OPIs) and the context of the developments in the provided material. There may be some mechanistic comments on the authorship but this is not required.</i>
ACX AND GCX OPI		
B4H	20	
B4S	18	
B4C	16	The candidate begins to analyse and evaluate the provided material to offer a judgement on the given interpretation; they show awareness of another possible interpretation.

Band 3 CHARACTERISTICS		<i>Mechanistic focus on the authorship and content of the provided material to identify and compare interpretations; some awareness of the general context; any judgement will be limited. There may be some mechanistic comments on the authorship of the provided material.</i>
AUTH GCX		
B3H	15	
B3S	13	The candidate attempts to consider the content of the provided material to identify different interpretations; they offer a 'bolt-on' judgement on the validity of the interpretation presented in the question.

Band 2 CHARACTERISTICS		<i>Mechanistic and formulaic use of the content of the provided material only.</i>
B2H	8	
B2S	6	

Band 1 CHARACTERISTICS		<i>Copies or paraphrases from the content of the provided material.</i>
B1H	5	The candidate offers basic comprehension and paraphrasing of the content of the provided materials.
B1S	3	The candidate offers basic comprehension or copying from the content of one of the provided materials.
	0	Use for incorrect answers