

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****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 focussed 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 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 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 living conditions in Wales before 1918.

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 living conditions in Wales before 1918. Knowledge of the historical context should be utilised to analyse and evaluate the strengths and limitations of the sources. Appropriate observations may be made in the analysis and evaluation of the sources including:

- Source A suggests that the living conditions in Wales were much better than the author expected on his visit to Cardiff. This is of value to an historian because it shows that the perceptions of the time in certain quarters about Wales were clearly diametrically opposed to the conditions in Cardiff. The source is limited in focussing only on Cardiff and does not consider the areas that feature in Source B and C. The tone of the source suggests that the historian should be aware of the class difference between the audience of the article and their conception of living conditions in the industrialised working class areas that they believed was Wales. The source provides accurate and reliable evidence of value to an historian of conditions in Cardiff if not in all areas of Wales.
- Source B is of value to an historian because it provides an insight to the outlook of the coal owners and their agents who sought to blame the poor living conditions on the people themselves while pointing out some of the improvements being made by owners and others. The historian would be aware of the biased nature of the doctor employed by the owners and would find the evidence difficult to reconcile with the evidence in Source C. The tone of the source appears to be one sided with favourable comments about the employers and criticism of the workers as in the context of industrialised Wales the historian would understand that the infrastructure of areas like the Rhondda Valley were a cause of concern at the time. The historian would be aware also of the purpose of the report and the possible objectives of the author.
- Source C appears to give evidence to an historian that there were very difficult living conditions in some areas of Wales though, like Source A and B, it refers to a narrow area of Wales and does not cover the majority of the geographical area of Wales. The historian would be aware of the potential of bias of the article from a newspaper supportive of workers' rights, especially given the industrial disputes of 1910. The tone of the article, the emotional language used, the details of the dead body and the particular focus on the plight of one family would cause the historian to look closely at the purpose of the evidence provided, to check the veracity of the statements and to attempt to place that evidence in relation to conditions in Cardiff and the Rhondda Valleys as well as the rest of Wales.

Overall, candidates will assess the value of the sources to an historian studying living conditions in Wales before 1918. They are 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.

ASSESSMENT GRID FOR QUESTION 1

Target: AO2

Total mark: 30

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

Band	Mark	Descriptor
6	26-30	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • demonstrate sustained and accurate analysis and evaluation of the content and authorship of the source material • provide sustained focus on evaluating the sources in the context of the specific enquiry • offer a sustained judgment regarding the value of the sources for the specific enquiry
5	21-25	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • demonstrate a clear and accurate focus on the analysis and evaluation of the content and authorship of the source material • provide a mostly clear focus on evaluating the sources in the context of the specific enquiry • offer a valid judgment regarding the value of the sources for the specific enquiry
4	16-20	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • demonstrate valid analysis and evaluation of the content and authorship of the source material • place the sources in the context of the specific enquiry • offer a clear judgment regarding the value of the sources for the specific enquiry
3	11-15	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • demonstrate some appropriate comments regarding the analysis and evaluation of the content and authorship of the source material • make an attempt to place the sources in the context of the enquiry • offer a limited judgment on the value of at least two sources
2	6-10	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • comprehend and extract information from the sources with some reference to the authorship of the provided material • make a limited attempt to place the sources in the context of the enquiry • offer a limited judgment on the value of at least one source
1	1-5	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • comprehend and extract from some of the source material
Award 0 for incorrect or irrelevant 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 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 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. Thirdly 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 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 valid is the view that Lloyd George was an effective politician?

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 Lloyd George was an effective politician.

Candidates are invited to enter into a debate on the extent to which Lloyd George was an effective politician. Candidates will consider interpretations of this issue within the wider historical debate about the effectiveness of Lloyd George as a politician. Some of the issues to consider may include:

- Interpretation 1 argues that Lloyd George was an effective politician who faced the challenge from organised labour, and the emergence of the Labour movement as a new political force by seeking to gain support from across the electorate by focussing on the debate on the “greedy landowners” rather than on the emerging LRC which claimed to represent the working classes.
- In analysing and evaluating Interpretation 1 answers might argue that this is a valid interpretation because Lloyd George was a principal member of the Liberal governments of 1906-1914 and was instrumental in the events of the People’s Budget and the Constitutional Crisis. His “People vs Peer” campaign can be seen in the context of the electoral issues between the Liberals, the Conservatives and the emerging Labour party. The author of the source, would have had available a range of primary sources and the work of other specialist historians to draw upon and as he is writing in a biography that would be closely reviewed had to offer an interpretation that could be fully supported.
- Interpretation 2 argues that although Lloyd George was motivated by disdain for the upper class he was an effective politician committed to bringing about change for the common man. However, the source infers that his effectiveness may have been limited because of his character and behaviour.
- In analysing and evaluating Interpretation 2 answers might argue that this is a valid interpretation because the author does suggest that although Lloyd George’s faults may have limited his effectiveness he was able to see things through – such as the Constitutional Crisis and later as Minister of Munitions and Prime Minister during the First World War. Lloyd George was effective in pushing through a series of reforms at the Board of Trade, at the Treasury and in Downing Street and you needed to be an effective politician to rise from his position in life to become Prime Minister. The author produced his work about a decade after the death of Lloyd George and would be well aware of the opportunist charges made against Lloyd George in the period following his usurping of Asquith in 1916, the split in the Liberal party and his fall from office in 1922 and the claims of his supporters who see him as the champion of the common man and in 1918 as the effective leader – the “Man who won the War.”
- Candidates may show awareness of the wider historical debate surrounding this issue such as the differing views between those who portray Lloyd George as a principled and effective politician and those who view him as a self-serving political opportunist.

Overall candidates will analyse both interpretations using their own understanding of the debate over this issue, offer an evaluation of the validity of the given interpretations and provide a judgement on the issue in the question that Lloyd George was an effective politician.

ASSESSMENT GRID FOR QUESTION 2

Target: AO3

Total mark: 30

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

Band	Mark	Descriptor
6	26-30	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>show sustained and accurate analysis and evaluation of provided material which is used effectively to discuss how and why different interpretations are formed</i> • <i>provide sustained focus on evaluating the interpretations in the context of the specific enquiry</i> • <i>demonstrate clear awareness of different interpretations of the issue set</i>
5	21-25	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>demonstrate a clear and accurate focus in the analysis and evaluation of provided material to show how and why different interpretations have been formed</i> • <i>provide a mostly clear focus on evaluating the interpretations in the context of the specific enquiry</i> • <i>show how the issue has been interpreted in different ways</i>
4	16-20	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>demonstrate valid analysis and evaluation of provided material to identify different interpretations</i> • <i>place both interpretations in the context of the specific enquiry</i> • <i>show awareness of different interpretations of the issue</i>
3	11-15	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>demonstrate some appropriate comments regarding the analysis and evaluation of provided material to identify different interpretations</i> • <i>make an attempt to place the interpretations in the context of the specific enquiry</i> • <i>show some awareness of different interpretations of the issue</i>
2	6-10	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>comprehend from provided material with only limited analysis shown</i> • <i>make a limited attempt to place the interpretations in the context of the enquiry</i> • <i>show some awareness of the different interpretations of the issue</i>
1	1-5	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>extract information from provided material</i> • <i>have some weak reference to different interpretations of the issue</i>
Award 0 for incorrect or irrelevant answers		