

Surname	Centre Number	Candidate Number
Other Names		0

**GCSE**

4271/02



S17-4271-02

HISTORY**UNIT 1: STUDY IN-DEPTH****Wales and England in the Early Twentieth Century,
c. 1890-1919**

MONDAY, 5 JUNE 2017 – MORNING

1 hour 15 minutes

For Examiner's use only		
Question	Maximum Mark	Mark Awarded
1.	18	
2.	20	
3.	12	
SPaG	3	
Total	53	

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020001**INSTRUCTIONS TO CANDIDATES**

Use black ink or black ball-point pen.

Write your name, centre number and candidate number in the spaces at the top of this page.

Answer ALL the questions on the examination paper.

Write your answers in the spaces provided in this booklet. If you run out of space, use the continuation page at the back of the booklet, and if this is not sufficient use a pink 4-page continuation booklet. Write your name on the front of the continuation booklet and indicate clearly the number(s) of the questions you answer. Put the continuation booklet inside this booklet.

INFORMATION FOR CANDIDATES

The number of marks is given in brackets at the end of each question or part-question.

You are reminded that assessment will take into account the quality of written communication used in your answers that involve extended writing. These are question 2(c) and question 3.

In addition, your ability to spell, punctuate and use grammar accurately will be assessed in your answer to question 3.

Answer all questions.

QUESTION 1

This question is focused on the main political, social and cultural issues.

[18]

Study the sources below and then answer the question which follows.

Source A

The early 1900s saw the growth of the cinema and movie stars such as Charlie Chaplin. In 1914 the Carlton Cinema in Swansea became the first cinema to be built in Wales. Music halls remained popular and were often visited by touring theatre productions which entertained large audiences.

[From a school textbook]

Source B



[The Welsh rugby team that defeated New Zealand in front of 45,000 people in Cardiff in 1905]

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(a) What do Sources A and B suggest about popular entertainment in the early twentieth century? [4]

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Study the source below and then answer the question which follows.

Source C

Booth and Rowntree's studies found that the poor were not to blame for the poverty they suffered. Times were hard and there was high unemployment. They claimed that having large families led to poverty. Those with very young children suffered as they would not be able to contribute to the financial needs of the family.

[From a school textbook]

- (b) Use Source C and your own knowledge to explain why there was so much poverty at the beginning of the twentieth century. [6]

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Study the sources below and then answer the question which follows.

Source D

The Old Age Pension Act is just the beginning of things. We are determined to deal with the problems facing the sick, the unemployed, the widows and the orphans. We must eliminate the widespread poverty which scars this land. Otherwise the working men of Britain will vote Labour instead of Liberal.

[David Lloyd George, the Liberal Chancellor, speaking in a Liberal Party meeting in Cardiff in 1909]

Source E

Mr Lloyd George wants to increase the amount of tax paid by those earning over £3,000 a year. He claims it is in order to raise money to pay for social reforms. These reforms are not needed. I say that the real reason for this tax rise is not to improve the national welfare of the people, but to strike at the rich.

[The Duke of Marlborough, a Conservative politician, speaking about the Liberal reforms in the House of Lords, 1909]

- (c) How useful are Sources D and E to an historian studying attitudes towards the Liberal government's social reforms? [8]

Explain your answer using the sources and your own knowledge.

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END OF QUESTION 1

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QUESTION 2

This question is focused on the main economic and industrial developments.

[20]

(a) Describe the Tonypandy Riots of 1910.

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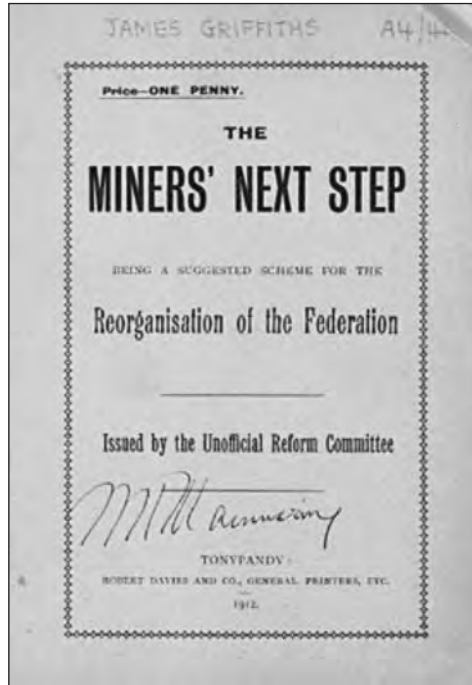
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Study the source below and then answer the question which follows.

Source F



[A document produced for the miners in 1912]

(b) Why was Source F produced in 1912?

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Historians have made different interpretations about who was to blame for the Penrhyn Lockout lasting so long.

The following pieces of evidence refer to who was to blame for the Penrhyn Lockout lasting so long.

Study these and answer the question that follows.

Evidence 1

This interpretation is from Geraint H. Jenkins, an historian, writing in a general history of Wales, *Wales: Yesterday and Today*, published in 1990.

He argues that Lord Penrhyn was to blame for the Penrhyn Lockout lasting so long.

Lord Penrhyn was as stubborn as a mule. He said that he expected all his workers to be loyal and obedient to him. He refused to budge an inch. He did not see why the quarrymen should join together in a union or go on strike. He would not negotiate wages or working conditions with them.

Evidence 2

This interpretation is from R. Merfyn Jones, a specialist on North Wales quarrying, writing in *The North Wales Quarrymen 1874-1922*, published in 1982.

He argues that the striking quarrymen were to blame for the Penrhyn Lockout lasting so long.

Encouraged by the union and by local newspapers, the striking quarrymen were determined not to return to work. They wanted to force Lord Penrhyn into allowing the slate industry to decline in the short term. Quarrymen who returned to work were assaulted by the strikers, their homes were attacked and they were constantly abused. This behaviour made it very difficult to sort out the dispute.

Evidence 3

This evidence is a photograph of a sign put in the window of homes of people who continued striking between 1900 and 1903. The phrase says, 'There are no traitors in this house.'



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END OF QUESTION 2

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QUESTION 3

This question is focused on the impact of the First World War on the lives of the people of Wales and England. [12 + 3]

Was the First World War a mostly negative experience for the people of Wales and England? [12]

In your answer you should discuss the negative and positive experiences of the First World War on the lives of the people of Wales and England.

Marks for spelling, punctuation and the accurate use of grammar are allocated to this question. [3]

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END OF QUESTION 3

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SPaG 3
