Candidate Name	Centre Number	Candidate Number	

WELSH JOINT EDUCATION COMMITTEE General Certificate of Secondary Education



CYD-BWYLLGOR ADDYSG CYMRU

Tystysgrif Gyffredinol Addysg Uwchradd

165/03

HISTORY

SPECIFICATION A: IN-DEPTH AND OUTLINE STUDIES OF ASPECTS OF WELSH/ENGLISH AND WORLD HISTORY

PAPER 1

STUDY IN DEPTH

03 – THE EDWARDIAN ERA AND THE FIRST WORLD WAR, 1902-1919

P.M. FRIDAY, 9 June 2006

1 hour (of two hour examination)

Questions answered	Office use
Q.1 (Compulsory)	20
Q.	25
TOTAL	45

INSTRUCTIONS TO CANDIDATES

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

Answer Question 1 (Section A) and either Question 2 or Question 3 (Section B).

Write your answers in the spaces provided in this booklet. Use supplementary sheets when there is insufficient room in this booklet. Write your name at the top of each supplementary sheet, indicating clearly the number of the question you answer. Put the supplementary sheets inside this booklet.

INFORMATION FOR CANDIDATES

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

You will be awarded marks for the quality of your written communication.

Your answers must be relevant and must make full use of information given to be awarded full marks for a question.

You are reminded that you should always support your answers using your knowledge and understanding of the topic chosen.

No certificate will be awarded to a candidate detected in any unfair practice during the examination.

Answer Question 1 in Section A and either Question 2 or Question 3 in Section B.

SECTION A

(COMPULSORY)

1. This question is about the First World War: the home front.

Study the sources below and then answer the questions which follow each source.

[20]

Source A



[A recruitment poster urging men to join the army in 1914]

(a) Use Source A and your own knowledge to describe the government's recruitment campaigness at the start of the First World War. [3]

Source B

New wartime conditions changed many aspects of life which the government had not been involved in before. The Defence of the Realm Acts (DORA), the first of which was passed in August 1914, gave the government sweeping powers to help fight the war and to control many aspects of people's lives.

[From P. Barnes, R. P. Evans and P. Jones-Evans, *GCSE History for WJEC Specification A* (2003)]

<i>(b)</i>	Use the information in Source B and your own knowledge to explain how tried to control life in Britain during the First World War.	the government [4]

Source C

I was working filling the bullets. You sat there with boxes of empty bullets and you filled them with powder. There were people there working with liddite and cordite (*explosives*). Their faces went all yellow. One day some flames started coming along the line towards us and two men got hold of us and threw us outside on the grass. The alarm was going but Queenie, our supervisor, had to go back for her watch. She was blown to pieces.

[From an interview in 1984 with a woman who was remembering her experiences as a munitions worker in the First World War]

(c)	(c) How useful is Source C as evidence to an historian studying the role of women in World War?		
	Explain your answer using the source and your own knowledge.	[5]	

Source D

Although the war resulted in the deaths of many thousands and left still more disabled, there was an improvement in people's diet and a decline in the death rate, especially in infant deaths. The explanation for this seems to be that many of the poor found themselves in permanent employment for the first time and wages generally kept up with wartime inflation.

[A modern historian, C. Emsley, writing in an article on the effects of the First World War in *New Perspectives* magazine (1996)]

(d)	In Source D the author is saying that life improved for civilians during the First World War. Is this a valid interpretation? In your answer you should use your own knowledge of the topic, refer to the other relevant sources in this question, and consider how the author came to this interpretation. [8]				
•••••					

SECTION B

Answer either Question 2 or Question 3.

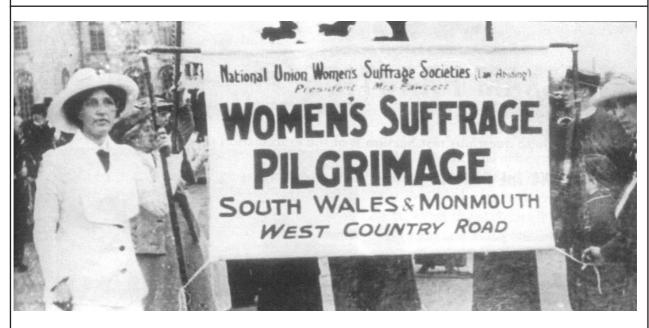
2. This question is about pre-war politics.

Study the information below and then answer the questions which follow.

[25]

INFORMATION

The Government at the time faced many political protests. This photograph shows a demonstration of NUWSS supporters in South Wales in 1907.



<i>(a)</i>	(i)	What was the Suffragette Movement?	[2]

(ii)	Explain why the Liberal Party won the general election in 1906.	[4]
(iii)	How important was the Parliament Act of 1911?	[5]
		(iii) Explain why the Liberal Party won the general election in 1906. (iii) How important was the Parliament Act of 1911?

<i>(b)</i>	(i)	Describe the protest of Emily Davison.	[3]
	(ii)	Explain the role of David Lloyd George in the Liberal Government before 1914.	[4]

(c)	Did the Liberal government of 1906-1914 deal successfully with the demand for political reform?			
	Explain your answer fully.	[7]		

3. This question is about economic development.

Study the information below and then answer the questions which follow.

[25]

INFORMATION

There was much economic development in Wales. This brought challenges and problems. This is a drawing of the emblem of the North Wales Quarrymen's Union.



<i>(a)</i>	(i)	What is a trade union?	[2]

(ii)	Explain how the Penrhyn Lockout of 1900-1903 affected the slate industry of I Wales.	North [4]
(iii)	How important was D. A. Thomas in the coal industry of South Wales?	[5]

<i>(b)</i>	(i)	Describe what happened at Tonypandy in 1910.	[3]
	(ii)	Explain why Cardiff had become so important by 1914.	[4]

(c)	Was the period from 1902-1914 a golden age for all of the workers of Wales? Explain your answer fully.	[7]

ACKNOWLEDGEMENT

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