



GCSE MARK SCHEME

SUMMER 2015

**HISTORY - STUDY IN-DEPTH
DEPRESSION, WAR AND RECOVERY IN WALES
AND ENGLAND, 1930-1951
4272/02**

INTRODUCTION

The marking schemes which follow were those used by WJEC for the Summer 2015 examination in GCSE HISTORY. They were finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conferences were held shortly after the papers were 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 conferences was to ensure that the marking schemes were 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' conferences, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about these marking schemes.

NOTE ON THE QUALITY OF WRITTEN COMMUNICATION

Examiners are required to credit the quality of written communication for each candidate's performance on particular questions. These are questions 1(c) and question 3(b). There are no additional marks for the Quality of Written Communication, but examiners are expected to consider the following descriptions of performance when awarding levels to the work of candidates:

Level 1	the text is generally legible; aspects of spelling, punctuation and grammar are clear; some information is presented in a suitable manner
Level 2	most of the text is legible; spelling, punctuation and grammar are used to make the meaning clear; information is presented in a suitable format
Level 3	the text is legible; spelling, punctuation and grammar are sufficiently accurate to make meaning clear; relevant information is presented in a suitable format; uses an appropriate structure and style of writing; uses some specialist vocabulary
Level 4	the text is legible; spelling, punctuation and grammar are consistently accurate to make meaning clear; information is always presented in a suitable format; uses an appropriate structure and style of writing; uses specialist vocabulary accurately

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UNIT 2: STUDY IN-DEPTH

DEPRESSION, WAR AND RECOVERY IN WALES AND ENGLAND, 1930-1951

MARKING SCHEME

QUESTION 1

Question 1 (a)

Target:	Understanding of source material; recall of own knowledge		
Mark allocation:	AO1	AO2	AO3
3	1		2

Question: **Use Source A and your own knowledge to describe the role of women during the Second World War.** [3]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 **Generalised answer, paraphrasing or brief description of source only.** [1]

Eg: Women worked as mechanics during the war.

LEVEL 2 **Brief description of the source with some own knowledge or detailed description of the source.** [2]

Detailed description of the source and own knowledge. [3]

Eg: Women took over many jobs usually performed by men, such as mechanics. The source shows women working outside in muddy conditions, servicing a truck. They also worked in the Land Army, helping to produce food for the country. Women also played a key role in munition factories, producing weapons for the war.

Accept reference to any relevant role played by women – industrial, agricultural, domestic, armed forces.

Question 1 (b)

Target:	Recall and deployment of knowledge; explanation of causation of an historical event		
Mark allocation:	AO1	AO2	AO3
6	2	4	

Question: **Explain why Britain went to war with Germany in 1939.** [6]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer; only one reason given OR description only. [1-2]

Eg: Britain went to war because Germany invaded Poland in September 1939.

LEVEL 2 More detailed and accurate explanation; gives more than one reason. [3-4]

Eg: The policy of appeasement, which Britain had been following, had obviously failed by September 1939. Hitler's Germany had already invaded the Rhineland, formed an Anschluss with Austria, and invaded the Sudetenland and Czechoslovakia. His aggression had not been stopped. Hitler had not kept to the promises he made at the Munich Conference, when he claimed that he would not advance any further into Czechoslovakia. It was obvious that peace was no longer possible.

LEVEL 3 Full explanation which is focused and explains a range of reasons. [5-6]

Eg: Hitler was determined to build his Third Reich and win back the land lost after the First World War. He kept breaking the Treaty of Versailles – he introduced conscription, sent troops into the Rhineland, united with Austria. Appeasement had failed and only encouraged Hitler to push his demands further. Britain had guaranteed its support if Poland was invaded. The Russo-German Pact of August 1939 made war inevitable. On 1st September 1939 the German Army invaded Poland, and as a result Britain had no choice but to go to war with Germany.

Question 1 (c)

Target:	Analysis and evaluation of source material; quality of written communication		
Mark allocation:	AO1	AO2	AO3
8			8

Question: **Why do Sources B and C have different views about how well people in Wales and England coped with the experience of war?** [8]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer; paraphrases the sources, or brief reference to authors. [1-2]

Eg: Source B tells us that life was hard during the war. Source C says that people coped well during the war.

LEVEL 2 Starts to offer limited explanation of difference in terms of either the content or the authorship of the sources. [3-4]

Eg: Source B tells us that people were struggling to cope with the experience of war. It states that there were many shortages, such as bread and electricity. The author visited London during the war and saw for himself how difficult it was. Source C has the opposite view and claims that people coped very well. There were plenty of jobs and women could leave the home. The author of Source C is an historian and has an unbiased point of view.

LEVEL 3 Examines more fully the difference in the views with clear reference to both content and authorship of the sources; some analysis of each view is seen. [5-6]

Eg: There is a considerable difference in attitude shown by the two sources. The author of Source B claims that people living in the East End of London were struggling during the war. Many goods and services were in short supply, such as bread, milk, electricity, gas and telephones and there was low morale due to the constant bombing raids. Source C has the opposite view. The author, Philip Ziegler, states that people coped very well with the experience of war. The population became healthier due to rationing, and there was very little unemployment. He states that women were given the opportunity to leave their domestic life to play an important role in the war. There was a strong community spirit throughout the country. Source B was written by the Bishop of Winchester, who was an eyewitness to the suffering during the war. He saw first-hand how difficult conditions were in the East End of London. As a religious figure he has no reason to lie, but the nature of his job may mean that he was more inclined to deal with people's suffering. The author of Source C is an historian writing from a more distant and unbiased point of view. His book was published in 1986 after he had carried out considerable research into the war.

LEVEL 4 **Balanced and developed explanation of the difference in the sources; good analysis of the authorship of the sources and use of contextual knowledge.** **[7-8]**

Eg: The two sources provide clearly contrasting views about people's experiences of war. Answers should offer reasons for the differences shown in the two sources. A major reason should be the differences between contemporary views and those of later interpreters.

The author of Source B is definitely affected by the time in which he lived. He claims that life was very difficult for people living in the East End and that everywhere there was fear. Services were in short supply and the constant bombing raids of 1940 had left people with a very low morale. However, he is only considering one of the most badly affected areas of the war. Other areas also saw extensive damage and destruction during the war, but life was not the same across the whole of Wales and England. It gives an example of the East End and claims that morale there had collapsed, but morale was very high in other parts of the country, and even within the East End. He is simply commenting on the area that he visited at this time. The author of Source C is writing from a more reasoned and distant perspective. Having carried out extensive research he has developed a more balanced viewpoint. As a result, he believes that the people of Wales and England did cope well with the war and that it improved the lives of many. He is writing a history book so his information should be accurate and reliable. However, the nature of his book is fairly general. It is about Britain between 1926 and 1986, which is a substantial period of history. As a result, perhaps he has not given enough attention to the study of particular areas in Wales and England, and has tended to generalise the effects of war.

QUESTION 2

Question 2(a)

Target:	Recall and deployment of knowledge; understanding of historical features		
Mark allocation:	AO1	AO2	AO3
4	2	2	

Question: **Describe how the Labour Governments dealt with the housing crisis after 1945.** [4]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 **Generalised answer with weak or implied points made.** [1-2]

Eg: The Labour Government built many new houses.

LEVEL 2 **More detailed and accurate understanding shown.** [3-4]

Eg: The government introduced the 'Homes for All' policy as part of its attack on squalor. It wanted to ensure better homes for working people after the Second World War. Many properties had been destroyed by bombs during the war. Aneurin Bevan, the Minister for Housing, wanted to develop local authority housing. Around 800,000 new homes were built between 1946 and 1951, of which 80% were council homes. These houses were much larger than previous homes, many were semi-detached, and came with all the mod-cons, such as hot water, electricity and gardens. The 1946 New Towns Act saw the construction of 14 new towns, such as Stevenage in England and Cwmbran in Wales. These were attempts to alleviate the housing crisis. Some people were also housed in disused army camps and prefabs were built as temporary accommodation, although these remained in place for many years.

Question 2(b)

Target:	Recall and deployment of knowledge; explanation of causation of an historical event		
Mark allocation:	AO1	AO2	AO3
6	2	4	

Question: **Explain why the Labour Party won the General Election in 1945.** [6]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer; only one reason given OR description only. [1-2]

Eg: They defeated the Conservatives in the election.

LEVEL 2 More detailed and accurate explanation; gives more than one reason. [3-4]

Eg: Labour won a landslide victory over the Conservatives as people still associated them with the economic problems and Depression of the 1920s and 1930s. Their determination that these conditions should not return was one of the reasons for the Labour victory. The Conservatives fought a disastrous campaign in 1945. They focused too much on the achievements of Winston Churchill during the war, and not on the way they would rebuild the country after the war. Working people felt that they had made many sacrifices during the war and that they should be rewarded. They voted for a party that represented working people.

LEVEL 3 Full explanation which is focused and explains a range of reasons. [5-6]

Eg: It was felt that Labour would continue with the war-time spirit of co-operation and people looked forward to Labour's social and economic reforms. Labour had promised to accept and implement the Beveridge Report as part of their policy. The British people wanted change and this was offered to them by Labour. Their slogan 'Let us face the future together' was very appealing. Labour promised jobs, fair wages, good houses, pensions, free education and free health care. They also promised to rebuild the nation's economy and return Britain to prosperity. The British people were ready for this 'different' Britain.

Question 2(c)

Target:	Analysis and evaluation of concept of change and continuity; recall and deployment of knowledge; explanation of key features of an historical period		
Mark allocation:	AO1	AO2	AO3
8	2	6	

Question: **Why was the nationalisation of industries important? [8]**

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer; lack of focus, or description only. [1-2]

Eg: It was important as it provided lots of work for people.

LEVEL 2 Answer which begins to address the concept of change; will mostly tend to describe. [3-4]

Eg: The Labour government took over many key industries between 1946 and 1949, such as coal and electricity. These were old fashioned industries which needed investment. Members of the Labour Party believed that the country's main industries should be owned by the people and not by a small group of owners and shareholders.

LEVEL 3 Accurate answer which focuses on the concept of change or continuity with some contextual support. [5-6]

Eg: Labour nationalised many key industries between 1946 and 1949 – coal, electricity, transport, gas. This was important as these industries were very old fashioned and needed massive investment in order to modernise and only the government could provide the money for this. Modernising the industries would make them more productive and thus improve the British economy. Labour felt it was wrong for owners and shareholders to profit from key industries. They believed private owners neglected the welfare of their workforce. Under nationalisation, workers' rights were protected by national guidelines guaranteed by the government. Workers were proud of working for the nation and for themselves, rather than for private individuals.

LEVEL 4 Detailed analysis of the key concept within the historical context; provides a reasoned evaluation of extent of change. [7-8]

Eg: Nationalisation was important as Labour believed that profits made from state controlled industries could be used to either reduce taxation or increase spending on welfare. In Wales, colliery workers welcomed nationalisation. It helped to promote a more thriving and harmonious atmosphere in the Welsh industrial scene. It was seen as a victory over hated coal owners, and as a result, working conditions and safety improved. Nationalisation was an expensive process. The government invested nearly £32 million in coal mines in the South Wales region alone, and by 1949, the Conservatives were objecting to the nationalisation of iron and steel. They won public approval and managed to delay the nationalisation of these industries. The public began to see that nationalisation was associated with declining industries and centralised government control. Nationalisation was seen as uncompetitive, and by 1950, only 20% of British industry had been nationalised. It was important as it led to a loss in support for the government, and was one of the reasons why Labour lost the election in 1951. Many people believed there should be open competition in business.

QUESTION 3

Question 3(a)

Target:	Recall and deployment of knowledge; understanding of historical features		
Mark allocation:	AO1	AO2	AO3
4	4		

Question: **Outline briefly some of the causes of the Depression. [4]**

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer, listing weak or implied points. [1-2]

Eg: Traditional industries declined and there was greater competition from abroad.

LEVEL 2 Deploys a more accurate and focused list of factors. [3-4]

Eg: Traditional industries in Wales and England declined during the 1920s and 1930s. The coal industry had achieved record production figures before the First World War by employing more miners, not by investing in machinery or modernising working practices. This made Welsh coal more expensive. Investment in modern technology meant that French, German and Polish mines were producing more coal and at a cheaper price than could be mined in Wales. Germany was also paying reparations in coal and oil was taking the place of coal as the main fuel for ships. Britain's traditional pre-war export market – Australia, Canada, New Zealand – were no longer willing to 'buy British'. They bought American steel, German coal, Japanese ships and Indian cotton. This led to huge unemployment. About 800,000 jobs were lost due to the fall in overseas exports alone. The General Strike of 1926 saw further decline in the coal industry. Mines were closed and miners 'locked out'. The miners remained on strike for nine months and suffered extreme poverty before finally giving in. It further soured the already strained relationship between the mine owners and workers. The Wall Street Crash also led to the Depression. The collapse of the largest, richest and most powerful economy in the world had a disastrous effect on Britain. It depended on American loans and trade, so that when its economy crashed so did theirs.

Question 3(b)

Target:	Recall and deployment of knowledge; analysis of concept of success; quality of written communication			
Mark allocation:	AO1	AO2	AO3	SPG
15	4	8		3

Question: **Did the Depression of the 1930s affect everyone equally in Wales and England?** [12+.3]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer; basic response which offers little support. [1-3]

Eg: Yes/No – Not everyone suffered equally as some areas of Wales, such as the areas of traditional industries, saw high unemployment, but certain areas of England, like the Midlands, had many jobs available in car factories.

LEVEL 2 Answer begins to discuss the issue set in the question. [4-6]

To distinguish between 4 and 6 marks apply the following:

For 4 marks: A one-sided answer with some contextual support **OR** a very weak two-sided answer with little contextual support.

For 5-6 marks: A developed one-sided answer with contextual support **OR** a weak two-sided answer with some contextual support. Award the higher mark for the degree of contextual support.

Eg: People generally had a bad time during the 1930s. There was mass unemployment in the areas of heavy industries – coal and iron/steel in South Wales, textiles in the north of England and shipbuilding in the NE of England. Here people had to live on the dole, women had to struggle to make ends meet and men were desperate for jobs and so went on protest marches. Not everyone suffered equally as there were many jobs available in certain areas of Wales and England. Many found good jobs and a high standard of living in the Midlands and in the South East of England. Some historians claim that the 1930s was a period of 'Two Nations' – where some parts of the country suffered, but other parts were extremely lucrative and successful.

LEVEL 3 Answer is mainly a reasoned analysis of the issue set in the question. [7-9]

To distinguish between 7 and 9 marks apply the following:

For 7 marks: A very good one-sided answer with contextual support **OR** an unbalanced two-sided response with contextual support.

For 8-9 marks: A reasoned and developed analysis of the issue but lacking some detail or balance. Award the higher mark for the degree of contextual support.

Eg: Answers will begin to offer a judgement with good reasoning. People were affected differently by the Depression in different parts of Wales and England. The 1930s was a period of depression for people in areas of traditional, heavy industry. There was mass unemployment in South Wales, because markets for coal and steel had contracted; this was also the case in the traditional textile producing areas in Manchester and in the North of England. Traditional shipbuilding areas like Jarrow in the north-east of England suffered too. Here, masses of people suffered. However, not everyone suffered during the depression. In London and the South-East and in certain parts of the English Midlands, government money was invested in the new, light industries and people here were much better off. They found work in the motor industry such as with Morris of Oxford, or Ford of Dagenham, or in factories producing new branded goods, such as Mars in Slough. New housing was available and many were able to gain mortgages to buy their own properties. They had a very high standard of living. In fact the 1930s has been depicted as a 'golden era' for some people who were unaffected by the depression.

LEVEL 4 **Answer is a developed, reasoned and well-substantiated analysis of the issue set in the question. [10-12]**

To distinguish between 10 and 12 marks apply the following:

For 10 marks: A developed, reasoned and well-substantiated analysis with good balance, using mostly accurate and relevant contextual support.

For 11-12 marks: A developed, reasoned and well-substantiated analysis with good balance, using fully accurate and relevant contextual support. Award the higher mark for the quality of contextual support.

Eg: Answers will clearly evaluate the issue in the question. There was a marked difference between the areas of traditional industry and those of the new industry in Wales and England and in the problems from which these areas suffered. However, even in the areas which suffered most, people did not suffer equally. There was relative prosperity in areas like Uplands in Swansea, Garden Village in Wrexham, and Roath and Cyncoed in Cardiff. By the Special Areas Act, the steel industry built a new plant at Ebbw Vale in the late 1930s, so that the problems of the people here must have been alleviated belatedly.

Examiners are expected to award marks for spelling, punctuation and the accurate use of grammar in this question.

Level	Performance descriptions
0	Candidates do not reach the threshold performance outlined in the performance description below.
<i>Threshold performance</i> 1 mark	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
<i>Intermediate performance</i> 2 marks	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
<i>High performance</i> 3 marks	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.