



GCSE MARKING SCHEME

SUMMER 2016

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

INTRODUCTION

This marking scheme was used by WJEC for the 2016 examination. It was finalised after detailed discussion at examiners' conferences 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.

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

DRAFT 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 services offered by the NHS.** [3]

Use 0 for incorrect or irrelevant answers.

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

Eg: The Source shows that maternity services were offered by the NHS.

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: Whilst the source shows that maternity services were offered by the NHS, there were a range of other services that were offered for free. Hospital accommodation, medicines, GP cover, dental care and optician services were all provided as part of the NHS. By 1949, millions of people had benefitted from its services.

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 the policy of nationalisation was introduced by the post-war Labour government.** [6]

Use 0 for incorrect or irrelevant answers.

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

Eg: Nationalisation was the main policy of the Labour Party. Industries such as coal, gas, electricity and transport were to be purchased from private ownership and owned by the State. More work would be created as a result.

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

Eg: Nationalisation was the key policy of the Labour Party who felt that only the government could effectively run these industries. The industries to be nationalised required massive investment in order to modernize them, which could only be provided by the State. It was felt that many jobs would be created by this investment. Protection would be given to workers who worked in these industries.

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

Eg: Nationalisation was the key element of the Labour Party's socialist programme. The Labour government believed that the key industries should be run for the benefit of the people and not for individual profit. As a result the programme was also ideological in nature. Profits from these industries would be reinvested into welfare provision, or used to reduce taxation. It was felt that modernization across these industries could only be achieved with the financial power of the government. Workers would also be protected by national safety guidelines, which would be implemented and guaranteed by the government. It was felt that workers would commit to industries owned and run by the nation and would feel a sense of pride in their roles.

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 the 1945 General Election?** [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 Labour's policies were against freedom and that people's lives would be strictly controlled by a Labour government. Source C says that the electorate had not forgiven previous Conservative governments for their failures before 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: The sources say different things about the 1945 General Election. In Source B, Winston Churchill tries to warn people about Labour policies, saying they will try to control people's lives. He was leader of the Conservative Party and would clearly have this view. Robert Wilde is of the view that people were open to Labour's promises and were not convinced by Churchill. They had not forgiven the Conservatives for unemployment before the war. Wilde has a different view because he has taken a wider range of views into account. Answers may comment on the date of each source as a reason for the differences 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 sources are different for a variety of reasons. In Source B, the Conservative leader Winston Churchill is clearly trying to portray Labour policies as being dangerous to the electorate, saying that people would be strictly controlled if they were elected. He is influenced by who he is, by his aim of trying to win the election and by the fact that he was making an election broadcast. As such this presents a very biased view of the election and of the policies of the Labour Party. In Source C, Robert Wilde takes a wider view, influenced by his research as an historian. He has a more balanced view and has reached his interpretation by using the benefit of hindsight.

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 attitudes towards the 1945 General Election. 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. Winston Churchill is clearly extremely subjective in his view, being leader of the Conservative Party. He has a narrow, negative view of why people should not vote Labour and is clearly influenced by his own strong opinions on the dangers of Labour's socialist policies. His view is strongly presented since it is an election broadcast aimed at convincing the electorate to reject Labour. Robert Wilde has a more reasoned and objective view, since he has formed his view from a perspective that is removed from influences of post-war Britain. He will have undertaken research on the available evidence for his specialist article. He has focused on a wide range of factors related to the election and presented them for an audience interested in education.

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 the role of popular entertainment during the Depression.** [4]

Use 0 for incorrect or irrelevant answers.

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

Eg: Popular entertainment gave people something to keep them occupied and helped them to cope with the bad experiences of the Depression. It helped people escape the harsh reality of life.

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

Eg: Popular entertainment was vital to keeping up the morale of people who were suffering during the Depression. Radio became affordable and cinemas attracted huge audiences. Sporting fixtures such as football and rugby matches attracted large crowds as did horse and dog racing. Popular entertainment sustained people and helped to create a sense of community spirit.

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 traditional industries declined during the Depression.** [6]

Use 0 for incorrect or irrelevant answers.

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

Eg: Traditional industries had become out of date by continuing to use old methods and technology. Other countries were able to sell their goods more cheaply and as a result many jobs were lost.

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

Eg: Traditional industries such as coal and shipbuilding had not modernised, despite the obvious need to do so. Countries such as Germany and the USA had more modern technology and as a result were selling goods more cheaply than British industries could. Demand for British goods fell and unemployment increased during this period.

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

Eg: Traditional heavy industries had consistently failed to invest in modern technology and new machinery. Demand for British goods decreased and there was a surge in competition from abroad, especially from Germany and the USA, countries that had reduced costs and were using more advanced technology. Britain's traditional export markets, for example, Australia, New Zealand and Canada, were no longer prepared to solely buy British products. There was greater encouragement to invest in 'new industries' and these were replacing the traditional industries in many parts of Britain. The situation was further exacerbated by the worldwide slump in trade.

Question 2 (c)

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

Question: **How well did the people of the depressed areas of Wales and England deal with the challenges of the Depression years?** [8]

Use 0 for incorrect or irrelevant answers.

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

Eg: In many ways they did not – many people suffered during the Depression and there was mass unemployment that resulted in widespread poverty.

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

Eg: Answers will assert that people generally dealt unsuccessfully with the challenge of the Depression. There was mass unemployment in the areas of heavy industry – coal and iron/steel in South Wales, textiles in the North of England and shipbuilding in the North-East of England for example. People had to live on the dole and women struggled to deal with the challenge of making ends meet. However, some people were able to move to places of new employment and therefore improved their lives.

LEVEL 3 Accurate answer which focuses on the key concept with some contextual support. [5-6]

Eg: Answers will begin to offer a judgement with good reasoning. In many respects, the 1930s was a period of depression for people in areas of traditional, heavy industry. In these places, people struggled to deal successfully with the challenge of the Depression. However, some people took advantage of the opportunities to migrate to areas such as the Midlands, London and the South-East of England. Here, there were new employment opportunities, new housing and a reasonably good standard of living. People therefore migrated to where work was and took steps to successfully deal with challenges they were faced with.

LEVEL 4 **Detailed analysis of the key concept within the historical context; provides a reasoned evaluation of the degree of success and failure.**

[7-8]

Eg: Answers will clearly evaluate the issue in the question and discuss the extent to which people successfully dealt with the great challenges presented by the Depression. Answers will recognise the enormous difficulties encountered during the Depression and will demonstrate how in particular areas, the challenge was not successfully dealt with. Mass unemployment, poverty and desperation were reflected in the many protest marches of the time. The demands on particular groups of people were considerable, for example, women struggling to make ends meet. However, an evaluation will also take place of the successful way in which some people dealt with the Depression. Even in areas of old industry and mass unemployment, community spirit and morale was maintained through new forms of entertainment. In some areas, the middle class prospered. Opportunities for migration ameliorated some of the negative effects the Depression years had on the depressed areas.

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 how Britain prepared for war.** [4]

Use 0 for incorrect or irrelevant answers.

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

Eg: Gas masks were issued to civilians; people were advised to build air raid shelters; Britain prepared for an invasion.

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

Eg: From 1938, trenches were dug and Anderson air raid shelters were provided. The Air Raid Precautions (ARP) was created and many wardens were recruited. The National Service Act of September 1939 introduced conscription. Technological developments took place such as RADAR and the RAF was prepared for conflict. Many more hospital beds were made available and plans were made for evacuating children from towns and cities to places of safety in the countryside.

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: **How successful were the people of Wales and England in coping with the experience of war?** [12+3]

Use 0 for incorrect or irrelevant answers.

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

Eg: Yes, people coped successfully; Britain won the war and there was a sense of achievement. No, people suffered because of their experiences during the war.

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: Answers will assert that people generally coped successfully with the experience of the Second World War. The use of evacuation was successful, rationing functioned properly and women played an effective role. Morale was generally maintained throughout the war. Some mention may be made of negative aspects, such as the bombing inflicted upon British towns and cities and the number of deaths suffered.

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. There will be clear understanding that the people of Wales and England coped with the experience of war with differing degrees of success. Evacuation, rationing, censorship and propaganda were all effectively used to create a strong sense of community spirit in the fight against the enemy. Women were viewed as being an important part of the war effort, as was recognised in government propaganda. However, some people failed to cope successfully with the experience of war. Enemy bombing caused mass destruction of housing and services. The deaths of civilians and troops inevitably contributed to the suffering experienced by much of the population.

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. Answers will clearly discuss the extent to which people in Wales and England successfully coped with the experience of the Second World War. References will be made to the sense of indomitable spirit created by the privations of war and the desire to see the war through to a victorious conclusion. Morale was generally maintained during the war through a variety of methods such as the effective use of censorship and propaganda and these enabled people to cope successfully. The policy of evacuation was generally successful, rationing worked effectively and people were encouraged to grow their own food. Women made a vital contribution to the war effort, with over 6 million in civilian war work. From 1943 onwards, people began to look forward to the eventual ending of the war and thoughts could turn to the post-war era. However, not all people coped successfully with the experience of war, because of the loss of life during the Blitz or fighting abroad. The destruction of property was widespread and the disruption to people's lives was immense. The attitude of people hardened and there was now an expectation of domestic reform.

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.