



GCSE MARKING SCHEME

SUMMER 2012

HISTORY - STUDY IN DEPTH

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

4278/01

INTRODUCTION

The marking schemes which follow were those used by WJEC for the Summer 2012 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(e) and either 2(d) or 3(d). 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

PAPER 4278/01 DEPRESSION, WAR AND RECOVERY IN WALES AND ENGLAND, 1930-1951

MARKING SCHEME

SECTION A

Question 1 (a)

Target:	Understanding of source material		
Mark allocation:	AO1	AO2	AO3
2			2

Question: **What does Source A show you about Germany before 1939?** [2]

Use 0 for incorrect or irrelevant answers.

Award one mark for one relevant selection from the source.

Award two marks for two relevant selections from the source.

The following can be credited:

Germany attacked lots of countries.

Source A shows that Germany attacked lots of neighbouring countries.

The attacks started with the Rhineland and Luxemburg in March 1936 and ending with Poland in March 1939.

Question 1 (b)

Target:	Understanding source material; recall and deployment of knowledge		
Mark allocation:	AO1	AO2	AO3
4	2		2

Question: **Use the information in Source B and your own knowledge to explain why Churchill was regarded as an outstanding war leader.** [4]

LEVEL 1 Generalised answer; uses content of source only. [1/2]

Eg: Churchill restored the morale of the British people, gave stirring speeches and refused to accept defeat.

LEVEL 2 Development of the content with an attempt to provide some explanation. Needs explanation and background knowledge/context for highest mark. [3/4]

Eg: Churchill was an outstanding war leader because he made effective use of censorship and propaganda to keep up the morale of the British people. He made stirring speeches on the radio and in parliament, like "Never in the field of human conflict" and "We shall fight them on the beaches" which showed effective and positive leadership. He had a bulldog spirit which refused to see the evacuation from Dunkirk as a defeat. He passed on this positive belief to the British people.

Question 1 (c)

Target:	Analysis and evaluation of source material; reaching supported judgements		
Mark allocation:	AO1	AO2	AO3
5		1	4

Question: **How far does Source C support the view that women made an important contribution to the war effort in the Second World War?** [5]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 **Generalised answer; weak reference to content of source only.** [1/2]

Eg: It tells us that women made a huge contribution to the war effort in the Second World War.

LEVEL 2 **Discusses content of source with an attempt at a judgment on the extent of support for the view.** [3/4]

Eg: Source C tells us that women enlisted in the armed services and supported the war effort by filling sandbags and operating searchlights. Women also worked in industry and unmarried women were conscripted into war work. This was a very full contribution.

LEVEL 3: **Answers uses the source and its authorship or contextual knowledge to offer a reasoned judgement on the extent of support for the view.** [5]

Eg: The source, written by historians, supports the view that women made an important contribution to the war effort to a fair extent. It refers to the various tasks that women did during the war and shows that unmarried women were conscripted into war work. This had not happened in the previous war, so it does support the view that women made an important contribution. However, the source does not tell us the kind of work done by women in industry or in agriculture, for example, or what they did in the armed services, like joining the ATS, the WAAF and the WRNS. This would have given even fuller support to the view that women made an important contribution to the war effort in the Second World War.

Question 1 (d)

Target:	Critical analysis and evaluation of source material; deployment of knowledge		
Mark allocation:	AO1	AO2	AO3
6	2	1	3

Question: **How useful is Source D to an historian studying the Blitz?** [6]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer; paraphrases content of source. [1/2]

Eg: Source D tells us that Mr Firfield lived in the centre of Swansea and had to spend night after night in a shelter during the Blitz.

LEVEL 2 Considers usefulness of the source in terms of its content only OR Deals with some aspects of content; refers to authorship. [3]

Eg: Source D is useful because it shows what people had to endure during the Blitz. They had to spend night after night in a nearby shelter when the Air Raid Warden shouted, 'Take Cover'. However, there was a lighter side to the event when a van was blown away by a bomb blast, revealing a man who was sheltering beneath it! The source is from a book, Swansea at War, published in 1988.

Deals with content of source well and begins to consider origin or purpose of source. [4]

Eg: Source D, published many years after the end of the Second World War, is a useful first-hand account of the impact of the Blitz on one person living in the heart of a city. Mr Firfield lived through the actual bombing of Swansea in February 1941. It is useful because it is from an interview for a book about Swansea during the war.

LEVEL 3: Gives an evaluation with some imbalanced, considering utility in terms of issues such as content, origin and purpose of source. [5]

Gives a reasoned and balanced evaluation, considering utility in terms of issues such as content, origin and purpose of source. [6]

Eg: Source D was collected as evidence of what people in Swansea had to endure during the war and to pass on these experiences to future generations. One may query whether Mr Firfield's memories were still clear, 43 years on from the end of the war but, even so, the evidence is still useful. As such, Source D should be very useful to an historian studying the Blitz, especially when used alongside additional historical evidence such as the effects of the Blitz on cities in other parts of Wales and England.

Question 1 (e)

Target:	Recognition and explanation of different historical interpretations; deployment of knowledge		
Mark allocation:	AO1	AO2	AO3
8	2	2	4

Question: **Why do Sources E and F have different views about evacuation?** [8]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 **Generalised answer; paraphrases the sources; may contain irrelevancy.** [1/2]

The Level 1 descriptor for quality of written communication may be considered here.

Eg: Source E tells us that Jean Smith was badly treated. Source F says that many children really enjoyed the evacuation experience.

LEVEL 2 **Starts to explain the different views in terms of either their content or their authorship; limited development is seen.** [3/4]

The Level 2 descriptor for quality of written communication may be considered here.

Eg: In Source E, Jean Smith says that she was billeted with an old lady of 70 who made her wash the dishes, wash the floor and make the lady's bed. She was desperately unhappy and wanted her father to come to fetch her home. Jean was typical of several children throughout the evacuation process who were mistreated by their host families. Source F says that lots of evacuees to Pontypridd were well received.

LEVEL 3 **Explains the difference in the views with clear reference to both content and authorship.** [5/6]

The Level 3 descriptor for quality of written communication may be considered here.

Eg: The author of Source E was so badly affected by her memories of evacuation, almost 40 years after the event, that she uses strong words like 'angry' and 'constantly begging'. Source F is written from a more distant and less involved point of view. The author here describes how trains full of evacuees were met at Pontypridd by cheering crowds of people, how they were treated to a hot meal and were given presents, before being billeted with their new host families. S. Broomfield is an historian writing in a specialist book on the experience of the Second World War in Wales, published in 2009.

LEVEL 4 **Developed explanation with good support from the sources and own knowledge; detailed consideration of the authorship of each source; some routine elements still seen.** [7]

Balanced and developed explanation with good support from the sources and own knowledge; detailed consideration of the authorship of each source; answer is sophisticated and integrated. [8]

The Level 4 descriptor for quality of written communication may be considered here.

Eg: The two sources provide interesting, and contrasting, views about evacuation. The author of Source E is definitely affected by the time in which she lived and suffered. She presents an individual's view – and an unhappy view - about evacuation. The author of Source F is an historian writing in 2009, from a more reasoned and distant perspective. Research will have been done on the evidence and a more balanced view will have been reached about evacuation, using the benefit of hindsight.

SECTION B

Question 2(a)

Target:	Understanding of source material		
Mark allocation:	AO1	AO2	AO3
2			2

Question: **What does this picture show you about popular entertainment in the 1930s?** [2]

Use 0 for incorrect or irrelevant answers.

Award one mark for one relevant selection from the source
Award two marks for two relevant selections from the source

The following can be credited:

People went to the cinema.

The photograph shows that the cinema was very popular.

There are crowds of people waiting to go to see the film, King Kong.

Question 2(b)

Target:	Recall and deployment of knowledge; understanding of key historical features		
Mark allocation:	AO1	AO2	AO3
5	3	2	

Question: **Describe the impact of the Depression on women.** [5]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 **Generalised answer with a weak or implied point made.** [1/2]

Eg: Life was hard for women. They struggled to 'make ends meet'.

LEVEL 2 **A more detailed description with up to two accurate points made.** [3/4]

Eg: In the Depression there was huge unemployment in areas of heavy industry. In such circumstances women struggled to keep the family united and to keep up the morale of her unemployed husband. Women also had to cope with the Means Test from 1931 – they had to apply a very meagre income to keep their families sustained.

LEVEL 3 **A fully developed description with three or more accurate points made.** [5]

Eg: As for Level 2 plus women used many ways of 'making ends meet' (expect reference to specific examples). In such conditions women often went without sufficient food. As a result many women suffered ill-health.

Question 2(c) (i)

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

Question: **Explain why traditional industries declined in this period.** [4]

Use 0 for incorrect or irrelevant answers.

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

Eg: They had become out-of-date and uncompetitive.

LEVEL 2 **More detailed and accurate explanation which discusses at least two reasons.** [3/4]

Eg: The old heavy industries like coal and shipbuilding suffered from rising production costs and a failure to invest in new technology and machinery. There was a fall in demand for British goods and increased competition from abroad, especially from the USA and Germany. Britain's traditional pre-war export markets – in Australia, Canada and New Zealand – were no longer prepared to 'buy British'. Along with these causes, there was far more encouragement for investment in the 'new industries' and these came to replace the traditional industries in several parts of Britain.

Question 2(c) (ii)

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

Question: **Explain why London and the South-East of England attracted many Welsh people in the 1930s.** [4]

Use 0 for incorrect or irrelevant answers.

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

Eg: There was a lot more work there and a better standard of living.

LEVEL 2 **More detailed and accurate explanation which discusses at least two reasons.** [3/4]

Eg: There was mass unemployment in the areas of traditional industry in Wales – areas of coal mining and steel working – so people were attracted in the 1930s to areas of new, light industry and mass production processes, where the government was investing money. Thousands of Welsh workers and their families were encouraged to leave Wales by the government; the Ministry of Labour set up a scheme to help unemployed workers move to popular areas like London and the South-East of England. In these areas, new housing estates were often built, affording migrant workers a better standard of living.

Question 2(d)

Target:	Recall and deployment of knowledge; analysis of key concepts; quality of written communication		
Mark allocation:	AO1	AO2	AO3
10	4	6	

Question: **Were the 1930s a bad time for all people living in Wales and England?** [10]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 **Generalised answer; simple response which offers little support** [1/2]

The Level 1 descriptor for quality of written communication may be considered here.

Eg: Many people suffered during the Depression; lots were unemployed.

LEVEL 2 **To distinguish between 3 and 5 marks apply the following framework:** [3/5]

For 3-4 marks: A basic one-sided answer with some contextual support **OR** a very weak two-sided answer with limited contextual support.

For 5 marks: A reasoned one-sided answer with contextual support **OR** a weak two-sided answer with some contextual support.

The Level 2 descriptor for quality of written communication may be considered here.

Eg: Answers will assert that people generally had a bad time during the 1930s. 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 N-E of England, for example. Here, people had to live on the dole (as depicted by George Orwell in The Road to Wigan Pier), women had to struggle to make ends meet and men were desperate for jobs and so went on protest marches.

LEVEL 3 **To distinguish between 6 and 8 marks apply the following framework:** [6/8]

For 6-7 marks: A developed one-sided answer with good contextual support **OR** an unbalanced two-sided answer with contextual support.

For 8 marks: A two-sided answer with good contextual support but lacking some detail or balance.

The Level 3 descriptor for quality of written communication may be considered here.

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. However, it was not a period of depression for everyone throughout Wales and England. In the areas of new industry, like London and the South-East, there was continued employment, new housing and a good 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 **To distinguish between 9 and 10 marks apply the following framework:**
[9/10]

For 9 marks: A reasoned and supported two-sided answer with balance, using mostly accurate and relevant historical detail.

For 10 marks: A reasoned and supported two-sided answer with good balance, using fully accurate and relevant historical detail and with a clear judgement.

The Level 4 descriptor for quality of written communication may be considered here.

Eg: Answers will clearly evaluate the issue in the question. Answers will discuss the extent of the bad times. Expect reference to the good times, too. Even in the areas of old industry and mass unemployment, people kept up their morale through community spirit and participation through new forms of entertainment in the 1930s. There were areas of Wales, like Cyncoed in Cardiff, Uplands in Swansea and Garden Village in Wrexham where hundreds of private houses were built for a prosperous middle class. So, the 1930s were not a bad time for all the people in Wales and England.

Question 3(a)

Target:	Understanding of source material		
Mark allocation:	AO1	AO2	AO3
2			2

Question: **What does this picture show you about damage caused by the Second World War?** [2]

Use 0 for incorrect or irrelevant answers.

Award one mark for one relevant selection from the source
Award two marks for two relevant selections from the source

The following can be credited:

Buildings in Swansea were ruined.

The picture shows that in 1948 people are walking, presumably to work.

Bomb damage was extensive.

Question 3(b)

Target:	Recall and deployment of knowledge; understanding of key historical features		
Mark allocation:	AO1	AO2	AO3
5	3	2	

Question: **Describe the Beveridge Report.** [5]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 **Generalised answer with a weak or implied point made.** [1/2]

Eg: The Beveridge Report provided a Plan for Reconstruction after the Second World War.

LEVEL 2 **A more detailed description with up to two accurate points made.** [3/4]

Eg: The Beveridge Report was published by William Beveridge in 1942. The Report set out the kind of social reforms that he thought the government should carry out after the Second World War was over. The Report pointed out that there were 'Five Evil Giants' that had to be tackled by the government before it could properly care for its people.

LEVEL 3 **A fully developed description with three or more accurate points made.** [5]

Eg: As for Level 2 plus These 'giants' were 'Want, Idleness, Disease, Ignorance and Squalor'. The Beveridge Report called for a series of radical reforms to deal with each of these 'giants' as part of the Plan for Reconstruction after the war.

Question 3(c) (i)

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

Question: **Explain why the Labour Party won the 1945 General Election.** [4]

Use 0 for incorrect or irrelevant answers.

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

Eg: It proved to be more popular than the Conservative Party and won more seats in Parliament.

LEVEL 2 More detailed and accurate explanation which discusses at least two reasons. [3/4]

Eg: The Conservatives were still associated with many of the failures of the 1930s Depression years. Their election campaign in 1945 was disastrous: the Conservatives concentrated on Churchill's personality and war record but the British people wanted to put the war behind them. The people admired Churchill as a war leader but they wanted to put the war behind them and make a fresh start. The Labour Party slogan, 'Let us face the future together', proved very appealing and the adoption of the Beveridge Report as Labour Party policy was a positive way of rebuilding Britain. Labour promised jobs, fair wages, good houses, pensions for the old, free education and free medicine and health care. They also promised to rebuild the nation's economy and return Britain to prosperity. Their promises won the day.

Question 3(c) (ii)

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

Question: **Explain why the Labour government introduced a policy of nationalisation.** [4]

Use 0 for incorrect or irrelevant answers.

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

Eg: The Labour government wanted to take over the key industries and create plenty of work.

LEVEL 2 More detailed and accurate explanation which discusses at least two reasons. [3/4]

Eg: The Labour government nationalised many key industries between 1946 and 1949: coal – 1946; electricity – 1947; transport – 1948; and gas – 1949. Labour introduced this policy of nationalisation because these industries needed massive investment in order to modernise and it was felt that only the government could provide the money. Additionally, nationalisation was introduced so that workers would be protected by national guidelines which were guaranteed by the government, who believed that workers would have added pride and commitment in working for industries which were owned by the nation.

Question 3(d)

Target:	Recall and deployment of knowledge; analysis of key concepts; quality of written communication		
Mark allocation:	AO1	AO2	AO3
10	4	6	

Question: **How successful were the Labour governments of 1945-1951 in dealing with the social and economic problems of the time?** [10]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 **Generalised answer; simple response which offers little support** [1/2]

The Level 1 descriptor for quality of written communication may be considered here.

Eg: Labour governments were successful in their social policies but not always in their economic policies.

LEVEL 2 **To distinguish between 3 and 5 marks apply the following framework:** [3/5]

For 3-4 marks: A basic one-sided answer with some contextual support **OR** a very weak two-sided answer with limited contextual support.

For 5 marks: A reasoned one-sided answer with contextual support **OR** a weak two-sided answer with some contextual support.

The Level 2 descriptor for quality of written communication may be considered here.

Eg: Answers will assert that the Labour governments were generally successful in their social and economic policies because they successfully implemented some of the ideas of the Beveridge Report and they had reasonable success in their policy of nationalisation. They successfully took over a bankrupt economy in 1945 and created lots of employment, in stark contrast to the pre-war era.

LEVEL 3 **To distinguish between 6 and 8 marks apply the following framework:** [6/8]

For 6-7 marks: A developed one-sided answer with good contextual support **OR** an unbalanced two-sided answer with contextual support.

For 8 marks: A two-sided answer with good contextual support but lacking some detail or balance.

The Level 3 descriptor for quality of written communication may be considered here.

Eg: Answers will begin to offer a judgement with good reasoning. Labour's policies have to be seen as generally successful. Labour addressed the Five Evil Giants highlighted in the Beveridge Report (expect some detail) and the NHS has proved to be an outstanding achievement. However, Labour's policies proved to be very expensive: the NHS continues to need huge funding and the compensation of owners of private industries was very expensive, too.

LEVEL 4 **To distinguish between 9 and 10 marks apply the following framework:**
[9/10]

For 9 marks: A reasoned and supported two-sided answer with balance, using mostly accurate and relevant historical detail.

For 10 marks: A reasoned and supported two-sided answer with good balance, using fully accurate and relevant historical detail and with a clear judgement.

The Level 4 descriptor for quality of written communication may be considered here.

Eg: Answers will clearly evaluate the issue in the question. Answers will discuss the extent of success. Expect reference to successful aspects of Labour policies, but also expect reference to the fact that there were failures. Nationalisation proved to be uncompetitive and Labour failed to nationalise the iron and steel industry, because of Conservative opposition. Labour had run out of steam by 1950-51 and the fact that the Conservatives won the general election in 1951, signifies that the post-war labour governments did not succeed fully in their social and economic policies.