



GCSE MARKING SCHEME

SUMMER 2013

**HISTORY - STUDY IN DEPTH
DEPRESSION, WAR AND RECOVERY IN WALES
AND ENGLAND, 1930 - 1951
4278/01**

INTRODUCTION

The marking schemes which follow were those used by WJEC for the Summer 2013 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 question 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
ENGLISH, 1930 - 1951**

MARKING SCHEME

QUESTION 1

Question 1 (a)

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

Question: **What does Source A show you about Labour's 'Homes for all' policy?** [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:

E.g. Source A shows that Labour's policy was to build new homes for the population.

New council houses were built, such as near Doncaster, in 1946.

They were big and modern, and were situated on large estates.

Question 1 (b)

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

Question: **Use the information in Source B and your own knowledge to explain why the National Health Service was set up.** [4]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Paraphrases content; weak use of content only. [1-2]

Eg: Source B shows that people were able to get treatment in hospital under the NHS.

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: The source shows the Minister of Health, Aneurin Bevan, visiting an NHS hospital in 1948. The patient has her own room, and looks very happy. She is being looked after by a nurse. Without the NHS this treatment would not have been available. It gave all members of society the opportunity to receive treatment of illnesses free of charge. Bevan was the Minister for Health and the NHS was part of the Labour Party's policies.

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 nationalisation was popular in Wales?** [5]

Use 0 for incorrect or irrelevant answers.

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

Eg: It tells us that Welsh miners and their families did not like private owners and welcomed nationalisation.

LEVEL 2 **Develops content of source with an attempt at a judgement on the extent of support for the view.** [2-3]

Eg: Source C tells us that Welsh miners and their families welcomed nationalisation as it led to improvements in the coal industry. It states that they did not like private coal owners as they had a poor safety record and relationship with the workers.

LEVEL 3 **Answer uses the source and its authorship or contextual knowledge to offer a reasoned judgement on the extent of support for the view.** [4-5]

Eg: The source supports the view to some extent that nationalisation was popular in Wales. It also states that nationalisation helped to promote a more successful industry, and more of a peaceful atmosphere in Welsh industry. Historian Kenneth Morgan states that the miners did not like private coal owners as they had a poor safety record. Their main concern was to make a profit from their business and as a result they had a very poor relationship with their workers. Nationalisation was celebrated in Wales as it did bring about improvements in the coal industry. Government investment led to a more efficient industry.

Question 1 (d)

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

Question: **How useful is Source D to an historian studying the post-war reforms of the Labour Party?** [6]

Use 0 for incorrect or irrelevant answers.

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

Eg: Source D is useful because it says that the state will provide free care for everyone, throughout their lives.

LEVEL 2 **Considers usefulness of the source in terms of its content only.**
OR
Deals with some aspects of content; copies/paraphrases attribution. [3]

Eg: Source D is useful because it says that there will be a new Britain, which will give free education, medicine, doctors and dentists, from July 1948. The source is from the Daily Mail newspaper of the time.

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

Eg: Source D, written at the time, is useful evidence to show how the Welfare State was welcomed in Britain. It shows how people would be looked after 'from the cradle to the grave', and receive free health care and education. The source is from the Daily Mail newspaper a leading publication read by many people.

LEVEL 3: **Gives an imbalanced evaluation, considering usefulness in terms of content, origin and purpose of source.** [5]

Gives a reasoned and balanced evaluation, considering usefulness in terms of content, origin and purpose of source. [6]

E.g: Source D is useful as it tells us that people would be looked after 'from the cradle to the grave' and would enjoy free education, sickness and unemployment benefits and free healthcare, such as doctors, dentists and medicine, under the new Labour reforms. The source is from the Daily Mail newspaper of the time, and would be very useful to historians as it shows how people viewed the NHS in 1948. The purpose of the piece is to inform the British public of the arrival of the Welfare State and to describe some of its elements. The newspaper obviously is in favour of the reforms. It does not mention other reforms such as nationalisation and housing.

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 the success of the policies of the Labour government, 1945 - 1951?** [8]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 **Generalised answer; paraphrases the sources rambles off the point.** [1-2]
Eg: Source E tells us that Labour's policies have been bad for Britain. Source F says the policies did lots of good.

LEVEL 2 **Starts to explain the different views in terms of either their content or their origin; limited development is seen.** [3-4]
Eg: In Source E, Winston Churchill states that voting for Labour would be bad for Britain as their policies have led to high taxes. Businesses have also been held back. Source F states that Labour had many achievements, such as nationalisation and the NHS.

LEVEL 3 **Explains the difference in the views with clear reference to both content and attributions.** [5-6]
Eg: Source E states that Labour's policies did not help Britain after 1945. Winston Churchill claims that businesses have been held back and that taxes have been increased. He claims that voting for Labour in the next election will be harmful to Britain's economic future. Source F however, states that Labour had many achievements between 1945 and 1951. Their policies such as nationalisation and the NHS, which provided free health care, have radically changed society. They have also dealt with issues such as housing by building new council estates, and education. Churchill would have this opinion as he is fighting an election campaign in 1950 and wants to win. Source F is written from a more distant and unbiased point of view. The historian is writing in 2008 and would have carried out considerable research into the situation before reaching his conclusion.

LEVEL 4 **Developed explanation with good support from the sources and own knowledge; detailed consideration of the attributions 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 attributions of each source; answer is sophisticated and integrated. [8]

Eg: The two sources provide contrasting views about Labour's policies between 1945 and 1951. Source E states that Labour's policies have not helped Britain since 1945. Winston Churchill claims that businesses have been held back, and that taxes have been increased. He claims that voting for Labour in the next election will be harmful to Britain's economic future. Source F, however, states that Labour had many achievements between 1945 and 1951. Their policies such as nationalisation and the NHS, which

provided free health care, have radically changed society. The author of Source E is definitely affected by the time in which he lived. Winston Churchill is the Leader of the Conservative Party, Labour's opponents, and wants to turn voters against the Labour Party so that he can win the General Election of 1950. His views are likely to be biased. Taxation was high but many of Labour's policies were successful. The author of Source F is an historian writing in 2008, 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 Labour's policies, using the benefit of hindsight. He is writing a school text-book, so his information should be accurate and reliable as it will be used to educate pupils.

QUESTION 2

Question 2 (a)

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

Question: **Describe the Jarrow March.** [4]

Use 0 for incorrect or irrelevant answers.

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

Eg: Many people marched to London to complain about unemployment.

LEVEL 2 **A more detailed and accurate description.** [3-4]

Eg: When the shipyards in Jarrow closed down, there was high unemployment in the area. The Jarrow Crusade was the most famous protest march and took place in 1936, when 200 shipyard workers marched 300 miles to highlight the problems faced by the local community, and to petition the government for work. Their families were hungry due to the huge unemployment. It took them 14 days and they were led by their MP, Ellen Wilkinson. They marched to the sound of mouth organs and they were fed and sheltered by sympathisers along the way. However, when they got to London, the Prime Minister refused to meet them.

Question 2(b)

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

Question: **Explain why many people moved from Wales to England during the 1930s.** [5]

Use 0 for incorrect or irrelevant answers.

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

Eg: They moved for work and for better standards of living.

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

Eg: There was mass unemployment in the traditional industries of Wales - coal mining and steel working - so people moved in the 1930s to areas of new, light industries and mass production processes, such as London, Coventry, Watford, Slough and Oxford. One of the biggest employers of Welsh workers was the Morris car company at Cowley near Oxford. In these areas, new housing estates were often built, affording migrant workers a better standard of living.

LEVEL 3 **Full explanation: focussed and explaining a range of factors.** [5]

Eg: There was mass unemployment in the traditional industries of Wales - coal mining and steel working - so people moved in the 1930s to areas of new, light industries 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, Coventry, Watford, Slough and Oxford. One of the biggest employers of Welsh workers was the Morris car company at Cowley near Oxford. In these areas, new housing estates were often built, affording migrant workers a better standard of living.

Question 2(c)

Target:	Selection of knowledge; analysis of key concepts		
Mark allocation:	AO1	AO2	AO3
6	2	4	

Question: **How important was popular entertainment during the Depression?** [6]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 **Generalised reference to the key concept of historical context; weak or implied knowledge shown.** [1-2]

Eg: It gave people something to keep them occupied during the Depression.

LEVEL 2 **Some analysis of the key concept within the historical context with some detail and accuracy; attempts an evaluation, not fully sustained.** [3-4]

Eg: The 1930s was a time of mass long-term unemployment, when about two million people were unemployed in Britain. Popular entertainment played an important role in helping people to cope with the bad experiences of the Depression. Radio became affordable and helped to entertain people. Cinemas attracted huge audiences and enabled people to escape the reality of everyday life to a world of 'make believe'.

LEVEL 3 **Detailed and accurate analysis of the key concept within the historical context; provides a reasoned evaluation.** [5-6]

Eg: Britain suffered badly during the 1930s. Popular entertainment was vital because it helped to keep up morale. It helped to foster a sense of community spirit during a time of great hardship. As people have more leisure time, they could go to races to bet on the dogs or horses, or they might have gone to a football or rugby match, they may even have gone to one of the free libraries to read books and newspapers.

QUESTION 3

Question 3

Target:	Recall and deployment selection of knowledge; analysis of key concepts; quality of written communication		
Mark allocation:	AO1	AO2	SPaG
13	4	6	3

Question: **Did all people in Wales and England benefit from the experience of the Second World War?** [13]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer; simple explanation which offers little support; poor quality of written communication. [1-2]

Eg: Some people benefitted from the war. Women worked in munitions factories

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.

At Level 2, quality of written communication will be sound, with some faults.

Eg: Women worked in munitions factories and gained more independence. Men were 'called up' and had to leave their families

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. There were some benefits to the war. Women benefitted from the increased opportunities during the war. Many worked in munitions factories and joined the armed services and this gave them new experiences and a sense of independence which they had not had before. Children benefitted from evacuation as they were kept safe from German bombing raids. However, not all children enjoyed the experience and were treated poorly. The Blitz led to great loss of life and extensive damage to property.

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.

At Level 4, quality of written communication will be very good, with very few faults.

Eg: Answers will clearly evaluate the issues on this question. Many women showed that they could do the work of men in their absence. In some respects they were the dominant gender in their work; at Bridgend munitions factory, 65% of the 7,000 workforce were women. They also played a vital role by working on farms or as nurses. They gained valuable independence, and many continued to work once the war was over. However, there continued to be the belief among many that 'women should return to the kitchen'. Children benefitted as they were kept safe in the countryside, however, not all children enjoyed the experience of evacuation. They were treated badly and were not well looked after. The health of the nation was improved as a result of rationing. Some men were in reserve occupation and benefitted from the feeling of supporting their country through producing coal, steel and food. However, not all benefitted as there was panic in some cities like Coventry and Southampton during the Blitz, and many people lost their homes due to German bombing. The loss of life was immense and families were broken up.

Examiners are also 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.