



GCSE MARKING SCHEME

SUMMER 2014

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

INTRODUCTION

The marking schemes which follow were those used by WJEC for the Summer 2014 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, 1930-1951

MARKING SCHEME

QUESTION 1

Question 1 (a)

<i>Target:</i>	<i>Understanding of source material</i>		
<i>Mark allocation:</i>	AO1	AO2	AO3
2			2

Question: **What does Source A show you about the Depression years?** [2]

Use 0 for incorrect or irrelevant answers.

Award one mark for one relevant selection from the source.

Eg: It shows that many people were unemployed due to the Depression.

Award two marks for two relevant selections from the source.

The following can be credited:

Eg: The graph shows that the Depression caused a growth in unemployment between 1928 and 1931. It shows that 1.2 million people were unemployed in January 1928, and this had grown to 2.7 million by January 1931.

Question 1 (b)

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

Question: **Use the information in Source B and your own knowledge to explain why many traditional industries had declined by the early 1930s.** [4]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Copies or paraphrases content; weak use of content only. [1-2]

Eg: There was no investment in new technology or machinery.

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: Source B shows that the lack of investment in new technology and machinery led to the decline of traditional industries. This meant that Wales and England could not compete with other countries such as France, Germany and Poland, who were able to produce more coal at a cheaper price. There was also a fall in demand for British goods and an increased competition from abroad, particularly from the USA and Germany. The more expensive British goods could not compete with overseas markets.

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 cinemas were important during the 1930s?** [5]

Use 0 for incorrect or irrelevant answers.

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

Eg: The cinema gave people something to do during the 1930s.

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

Eg: The Source supports the view as it shows that cinemas were an important form of entertainment during the 1930s. Many new cinemas were opening every week, which proves their popularity. As ticket prices were cheap, most people could afford to go to the cinema, and by 1939, 20 million people were visiting the cinemas every week. It was the cheapest form of mass entertainment in towns and cities.

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 fully supports this view. Expect reference to the above, along with contextual knowledge, such as the fact that cinemas offered people the opportunity to escape from the difficulties of everyday life. The cinemas offered people shelter, as they were warm and comfortable. The cinemas were important as people were able to lose themselves in the new films. Most of the films were made in America, and people could dream about meeting their screen heroes, such as Clark Gable and Greta Garbo. There will be a reference to the fact that the source is from a website specialising in the History of the Cinema in Britain.

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 Jarrow March?** [6]

Use 0 for incorrect or irrelevant answers.

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

Eg: Source D tells us that many people were unemployed in Jarrow.

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 tells us that many people were unemployed in Jarrow as the shipyard has closed down. The source was part of a petition by the Jarrow Marchers in 1936.

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

Eg: Source D is useful because it tells us that conditions were very difficult in Jarrow in 1936. It states that many people were unemployed due to the fact that the shipyard had closed and the steelworks had not reopened. Out of 8000 workers, only 100 are in employment. The source was part of a petition by the Jarrow Marchers, which was presented to the Government in November 1936.

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

Eg: Source D is useful because it tells us that conditions were very difficult in Jarrow in 1936. It is suffering a period of great industrial depression that has never before been seen. It states that many people were unemployed due to the fact that the shipyard had closed and the steelworks had not re-opened. Out of 8000 workers, only 100 are in employment in 1936, and these are on a temporary basis. The people of Jarrow want more jobs in the area. The source was part of a petition by the Jarrow Marchers, which was presented to the Government in November 1936. It is from the time so shows clearly what the situation was like in Jarrow. The purpose of this source is to highlight the problems faced in Jarrow to the Government.

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

Eg: As above. Some candidates may state that it is biased as it is a petition gathered by the Jarrow Marchers themselves. It may be over-exaggerated to gain sympathy for their cause. The purpose of this source is to highlight the problems faced in Jarrow and to gain government support for jobs in Jarrow.

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 life in the 1930s?** [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 there were plenty of jobs available in the 1930s. Source F tells us that many were starving.

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, Richard Johnson, who worked in a car factory in the 1930s, states that life was good in the 1930s as there were plenty of jobs available. He found work easily in Coventry. It paid him £8 a week, which was a lot of money. But, Source F claims that life was only good in certain areas of the country, such as London and the Midlands. Otherwise life was very difficult.

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

Eg: The author of Source E obviously believes that the 1930s was a time of great success. He was able to find a job easily in a car factory in Coventry. As there was a large demand for cars at the time, he was able to work as many hours as he could and he earned himself a very high wage of £8 a week. This gave him plenty of money to be able to enjoy his leisure time. Mr Johnson has had a very good experience of the 1930s and has not found life difficult at all. This is because he lived in the Midlands, an area where new industries were in abundance and there were plenty of jobs available. He is being interviewed about his own life, and is not considering that there may be people who suffered during the 1930s. Source F accepts that people living in London and the Midlands had a good life, but states that there were many others who suffered considerably during the 1930s due to unemployment. The author here is a historian who has done considerable research on the 1930s.

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 interesting, and contrasting views about the 1930s. Source E states that the 1930s was a time of great success. The author was able to find a job easily in a car factory in Coventry. As there was a large demand for cars at the time, he was able to work as many hours as he could and he earned himself a very high wage of £8 a week. This gave him plenty of money to be able to enjoy his leisure time. Mr Johnson has had a very good experience of the 1930s and has not found life difficult at all. This is because he lived in the Midlands, an area where new industries were in abundance and there were plenty of jobs available. At the time the Motor industry was one of the most successful new industries, employing many people. As he was living in the period and speaking near to the time, we can trust that what he is saying is reliable. However, he is being interviewed about his own life, and is not considering that there may be people who suffered during the 1930s. His view is a personal one which does not reflect life for the majority. He may not have a full picture of what happened in the 1930s. He is also speaking a few years after the Depression, and may have forgotten some facts. It is also a few years after the war and he may see the 1930s as a much happier period, considering the hardships that the country had just faced. Source F gives a contrasting view of the 1930s. Source F accepts that people living in London and the Midlands had a good life, but states that there were many others who suffered considerably during the 1930s due to unemployment and near starvation. This source is the interpretation of a historian who has done considerable research on the 1930s from a more reasoned and distant perspective. He can see that there were two sides to the 1930s, but has judged that overall, most people suffered during the 1930s. The historian, Kenneth Morgan, was writing in 1981 and will have had the opportunity to carry out extensive research on the 1930s and would have reached a more balanced view as he has the benefit of hindsight. However, as his book is more focused on Wales, which saw considerable hardship, he may not have given enough consideration to the prosperous areas of England, which did very well during the 1930s.

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 effects of the Blitz on Wales and England.**[4]

Use 0 for incorrect or irrelevant answers.

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

Eg: Many homes were destroyed and people lost their lives.

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

Eg: The Blitz lasted from September 1940 until May 1941, during which around 45,000 civilians were killed and 3.5million houses were either damaged or destroyed. It had a devastating effect on many as they lost their homes and family members. At first the continuous nightly bombing raids damaged the country's morale. However, the Blitz also brought people together, as everyone was in the same boat. It brought an increased sense of community. Many people gathered together in overnight shelters, and a wartime spirit of friendship and co-operation was created, which helped people to cope with the hardship and loss of loved ones. The British people were determined to show Hitler that they could not be beaten and they tried to carry on with their daily lives as normally as possible.

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 Britain followed a policy of appeasement during the later 1930s.** **[5]**

Use 0 for incorrect or irrelevant answers.

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

Eg: Britain wanted to keep the peace and avoid war.

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

Eg: Memories of the First World War were still very strong in Britain and public opinion was against another war, therefore, Britain followed a policy of appeasement in order to avoid war. The country was in the throes of a Depression and was not ready for war.

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

Eg: Memories of the First World War were still very strong in Britain and public opinion was against another war, therefore, Britain followed a policy of appeasement in order to avoid war. The country was in the throes of a Depression during the 1930s and could not afford another war so gave in to Hitler's demands. Britain was not ready for war until 1939 so wanted to buy time to prepare adequately. Chamberlain believed that peace could be maintained if world leaders talked to each other so was more willing to appease Hitler. Britain needed a strong Germany as a barrier against Communism.

Question 2(c)

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

Question: **How successful was the Government's evacuation policy?** [6]

Use 0 for incorrect or irrelevant answers.

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

Eg: It kept children safe as they were moved to the countryside

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: Children, pregnant women and mothers of young children were successfully evacuated from the cities to the countryside in order to keep them safe from German bombing raids. In the first month 1.5 million people were evacuated, and by the end of the war, over 3 million people had taken part in the scheme. Trains were made available, and the experience was presented as a holiday with billeting officers welcoming the children and allotting them to the host families. The fact that children were safe kept up morale. Many evacuees enjoyed their experiences and were treated well by host families.

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

Eg: As above. The government's evacuation policy was extremely successful as it saved many lives. Many middle class people who hosted evacuees were genuinely shocked at the poverty and ill health which their young guests showed when they arrived. They found that with good food, fresh air, and a better environment, these youngsters flourished. This helped produce a national consensus for change after the war. Expect some reference to the fact that the policy had mixed success, although this does not need to be a two sided answer. Not all children were treated fairly by host families. Some hosts used the children as unpaid labour and were cold and uncaring towards them. Some were even abusive. Siblings were sometimes separated from each other, and some evacuees found their way back home because they were so unhappy. The policy was not made compulsory and therefore it was not totally successful as many children stayed in the cities and were killed.

QUESTION 3

Question 3

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

Question: **Did the Labour governments of 1945-1951 deal successfully with the social and economic problems after 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: Yes/No – Free health care was provided but nationalisation was not always popular.

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: Labour was 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. However, by 1951, the cost of the NHS was too great and prescription charges were introduced, so they were not fully successful.

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.

At Level 3, quality of written communication will be good, with few faults.

Eg: Answers will give examples of mostly positive effects but will begin to look at negative effects. Labour was generally successful in their social and economic policies because they addressed the Five Giants highlighted in the Beveridge Report. They dealt with the problem of disease by providing a free health care system, the NHS, which aimed at looking after its citizens from the cradle to the grave. They dealt with the problem of squalor through the work of the Ministry of Town and Country Planning and building 1.5 million new homes. However, by 1951, the cost of the NHS was too great and prescription charges were introduced, so they were not fully successful. Not enough homes were built, and many people lived in 'prefabs' for many years. Nationalisation of some industries was unpopular as it was felt that modernisation was not needed.

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 issue in the question. Answers will discuss many aspects of Labour's policies. Labour was generally successful in their social and economic policies because they addressed the Five Giants highlighted in the Beveridge Report. They dealt with the problem of disease by providing a free health care system, the NHS, which aimed at looking after its citizens from the cradle to the grave. They dealt with the problem of squalor through the work of the Ministry of Town and Country Planning and building 1.5 million new homes. Nationalisation of the coal mines, railways and the docks were successful. However, by 1951, the cost of the NHS was too great and prescription charges were introduced, so they were not fully successful. Not enough homes were built, and many people lived in 'prefabs' for many years. Nationalisation of some industries was unpopular as it was felt that modernisation was not needed. They also faced opposition from the Conservative government. Rationing continued and lost Labour much support. 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.

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.