INTRODUCTION

This marking scheme was used by WJEC for the 2017 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.
HISTORY
MARK SCHEME
HY4
IN-DEPTH STUDY 5
BRITAIN, c. 1929-1939

Distribution of marks within each level for each question, explaining the weighting for each assessment objective.

<table>
<thead>
<tr>
<th></th>
<th>AO1a</th>
<th>AO1b</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>1 mark</td>
<td>1-3 marks</td>
<td>4</td>
</tr>
<tr>
<td>Level 2</td>
<td>2-3 marks</td>
<td>4-11 marks</td>
<td>14</td>
</tr>
<tr>
<td>Level 3</td>
<td>4-6 marks</td>
<td>12-16 marks</td>
<td>22</td>
</tr>
<tr>
<td>Level 4</td>
<td>7-10 marks</td>
<td>17-22 marks</td>
<td>32</td>
</tr>
<tr>
<td>Level 5</td>
<td>11-12 marks</td>
<td>23-28 marks</td>
<td>40</td>
</tr>
</tbody>
</table>

Marking guidance

Deciding on the mark point within a level

The first stage for an examiner is to decide the overall level and then whether the work represents high, mid or low performance within the level.

Quality of written communication

This issue is determined by the quality of written communication as described in the level descriptor in which the answer has been placed. Examiners should place the response at the appropriate sub-level. If the quality of the written communication descriptor is warranted, then the highest mark within that sub-level should be awarded.
ASSESSMENT GRID FOR DEPTH ESSAYS

Target: AO1

Total mark: 40

Focus: Recall, selection and deployment of appropriate historical knowledge; demonstrate understanding of the past through explanation, analysis and arriving at substantiated judgements about key concepts

Level 1

Generally at this level, the candidate’s response will be brief and/or irrelevant to the question set. They may recall some historical knowledge and they will show some accuracy in spelling, punctuation and grammar.

Award 0 for incorrect or incomplete answers.

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Assessment Objective 1(a)</th>
<th>Assessment Objective 1(b)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(1 mark)</td>
<td>(1-3 marks)</td>
</tr>
<tr>
<td></td>
<td>The candidate is able to recall some historical knowledge and there is some accuracy in spelling, punctuation and grammar.</td>
<td>Low Level 1: 1 mark The answer will be limited to generalised comments on the topic with little understanding of the concept set in the question and is generally irrelevant.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>High Level 1: 2-3 marks The answer will be limited to some comments on the topic with little understanding of the concept set in the question.</td>
</tr>
</tbody>
</table>
## Level 2

Generally at this level, candidates will show evidence of understanding in their explanation of the key concept set in the question. They will show evidence of understanding through limited analysis and explanation. They will offer some judgement about the key concepts. They will be able to recall, select and deploy some relevant historical knowledge appropriately. The candidates will convey meaning with some clarity and with appropriate vocabulary, although there may be errors in spelling, punctuation and grammar.

<table>
<thead>
<tr>
<th>Level 2</th>
<th>Assessment Objective 1(a)</th>
<th>Assessment Objective 1(b)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(2-3 marks)</td>
<td>(4-11 marks)</td>
</tr>
<tr>
<td><strong>Low Level 2: 2 marks</strong></td>
<td>The candidate is able to recall, select and deploy some general knowledge of the period with some appropriate vocabulary, spelling, punctuation and grammar.</td>
<td>Low Level 2: 4-7 marks</td>
</tr>
<tr>
<td><strong>High Level 2: 3 marks</strong></td>
<td>The candidate is able to recall, select and deploy general knowledge of the key issues in the period set with mostly appropriate vocabulary, spelling, punctuation and grammar.</td>
<td>High Level 2: 8-11 marks</td>
</tr>
</tbody>
</table>
# Level 3

Generally at this level, candidates will show evidence of understanding through analysis and explanation. They will reach a judgement about the key concepts supported by the arguments they deploy. Candidates will recall, select and deploy relevant historical knowledge and will convey meaning clearly and with appropriate vocabulary, organisation and spelling, punctuation and grammar.

<table>
<thead>
<tr>
<th>Level 3</th>
<th>Assessment Objective 1(a)</th>
<th>Assessment Objective 1(b)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(4-6 marks)</td>
<td>(12-16 marks)</td>
</tr>
<tr>
<td>Low Level 3: 4 marks</td>
<td>The candidate is able to recall, select and deploy some relevant historical knowledge with some appropriate vocabulary, spelling, punctuation and grammar.</td>
<td>Low Level 3: 12 marks</td>
</tr>
<tr>
<td>Mid Level 3: 5 marks</td>
<td>The candidate is able to recall, select and deploy some relevant historical knowledge with reasonable organisation and with appropriate vocabulary, spelling, punctuation and grammar.</td>
<td>Mid Level 3: 13-14 marks</td>
</tr>
<tr>
<td>High Level 3: 6 marks</td>
<td>High Level 3: 15-16 marks</td>
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</tr>
<tr>
<td>The candidate is able to recall, select and deploy generally relevant historical knowledge and the response will be clearly expressed with appropriate language and structure and appropriate spelling, punctuation and grammar.</td>
<td>The answer has a clear focus on the key concept in the question set and is able to show evidence of understanding by valid analysis and explanation. The candidate is able to offer a valid and broadly balanced discussion about the relationships between key features and characteristics in relation to the key concept set in the question such as causation, consequence, continuity, change and significance. The answer may well contain some narrative but there will be an attempt to provide supporting arguments to reach a broadly balanced judgement on the question set. The judgement, though present at some point in the response, is generally supported by the argument being made in the response. These responses may well discuss the key issue in the question set when coming to a judgement by considering factors for and against, often as two half essays.</td>
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</tbody>
</table>
## Level 4

Generally for this level, candidates will show understanding through analysis and explanation to reach a substantiated and mostly sustained judgement about the key concepts. They will recall, select and deploy accurate, relevant and precise historical knowledge. Candidates will communicate accurately and fluently with appropriate spelling, punctuation and grammar.

<table>
<thead>
<tr>
<th>Level 4</th>
<th>Assessment Objective 1(a)</th>
<th>Assessment Objective 1(b)</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>(7-10 marks)</td>
<td>(17-22 marks)</td>
</tr>
<tr>
<td><strong>Low Level 4: 7 marks</strong></td>
<td>The candidate is able to recall, select and deploy mostly accurate, relevant and precise historical knowledge; the answer shows organisation, appropriate language and structure and appropriate spelling, punctuation and grammar.</td>
<td><strong>Low Level 4: 17-18 marks</strong></td>
</tr>
<tr>
<td><strong>Mid Level 4: 8 marks</strong></td>
<td>The candidate is able to recall, select and deploy mostly accurate, relevant and precise historical knowledge; the answer communicates clearly with appropriate language and structure and appropriate spelling, punctuation and grammar.</td>
<td><strong>Mid Level 4: 19-20 marks</strong></td>
</tr>
<tr>
<td>High Level 4: 9-10 marks</td>
<td>High Level 4: 21-22 marks</td>
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<tr>
<td>-------------------------</td>
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<tr>
<td>The candidate is able to recall, select and deploy accurate, relevant and precise historical knowledge; the answer communicates accurately, clearly and fluently, using appropriate language and structure, using spelling, punctuation and grammar generally with a high degree of accuracy.</td>
<td>The answer has a focus on the key concept in the question set and is able to show evidence of a thorough understanding by valid analysis and explanation. The candidate is able to offer a valid and balanced discussion about the relationships between key features and characteristics in relation to the key concept set in the question such as causation, consequence, continuity, change and significance. The answer will include specific supporting arguments to reach a substantiated and sustained judgement on the question set. The judgement is substantially supported by the arguments being made in the response. These responses will demonstrate valid analysis and explanation of the key issues to reach a substantiated, supported and sustained judgement regarding the key concepts.</td>
<td></td>
</tr>
</tbody>
</table>
Generally for this level, candidates will show understanding through analysis and explanation to reach a substantiated and fully sustained judgement about the key concepts. They will recall, select and deploy accurate, relevant and precise historical knowledge. Candidates will communicate accurately and fluently using appropriate language and structure, and using spelling, punctuation and grammar with a high degree of accuracy.

<table>
<thead>
<tr>
<th>Level 5</th>
<th>Assessment Objective 1(a)</th>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(11-12 marks)</td>
<td>(23-28 marks)</td>
</tr>
<tr>
<td>Low Level 5: 11 marks</td>
<td>The candidate is able to recall, select and deploy accurate, relevant and precise historical knowledge. Answers will be fluent and well-organised with a high degree of accuracy in the use of spelling, punctuation and grammar, and showing appropriate language and structure.</td>
<td>Low Level 5: 23-25 marks</td>
</tr>
<tr>
<td>High Level 5: 12 marks</td>
<td>The candidate is able to recall, select and deploy accurate, relevant and precise historical knowledge is recalled, selected and deployed. Answers will be lucid and coherent, fluent and well-organised with a high degree of accuracy in the use of spelling, punctuation and grammar and demonstrating appropriate language and structure.</td>
<td>High Level 5: 26-28 marks</td>
</tr>
</tbody>
</table>
INDICATIVE CONTENT

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

How far do you agree that British foreign policy 1929-1939 should be criticised for its lack of direction?

Candidates are expected to consider and debate, over and within the given period, the full range of issues that affected the key concept in the question – in this case whether British foreign policy 1929-1939 should be criticised for its lack of direction. They will consider a range of key concepts such as causation, consequence, continuity, change and significance where appropriate and also the relationship between the key characteristics and features associated with the issue in the question.

Candidates will offer an analysis and evaluation of whether British foreign policy lacked direction throughout the period 1929-1939 in the context of other possible viewpoints. In order to reach a substantiated judgement about whether British foreign policy 1929-1939 should be criticised for its lack of direction and failure candidates may consider and debate a range of issues such as:

- whether British foreign policy lacked direction or were there consistently applied principles at work
- the extent to which Britain were consistently and successfully willing to work with other countries to resolve difficulties and avoid conflict
- whether the desire to protect the Empire and other economic considerations showed a clear direction in foreign policy
- the extent to which the aims were forever changing and therefore lacking in direction during the period in question
- whether the desire to avoid conflict was successful throughout most of the period
- the influence of public opinion and appeasement on policy during the period
- whether the government reacted to events as they happened or had a consistent approach in dealing with foreign policy in a difficult period
INDICATIVE CONTENT FOR QUESTION 2

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

'The period 1933-1939 was a time of suffering and hardship for the majority of the people of Wales and England.' Discuss.

Candidates are expected to analyse, evaluate and explain over and within the given period, the interconnections and relationships between the full range of key features and issues that affected the key concept in the question – in this case whether the period 1933-1939 was a time of suffering and hardship for the majority of the people of Wales and England. This will include a range of historical perspectives and key concepts such as causation, consequence, continuity, change and significance, as appropriate. In order to reach a substantiated judgement, candidates should discuss and debate the extent to which the period 1933-1939 was a time of suffering and hardship for the majority of the people of Wales and England.

Candidates will be required to consider the relationship between the main themes, key features, influences and characteristics which affected Britain 1933-1939. Candidates will be required to discuss the extent, pace and rate of change in Britain 1933-1939 as well as continuity over and within the set period.

Candidates may consider some of these issues, historical perspectives, key characteristics and themes in their discussion:

- the impact of the depression between 1933-1939 and how it affected the 'majority' of the people of Wales and England
- Government legislation and its effects on the curtailment of suffering
- the regional effects of the depression and its comparative nature
- the balance between various effects of the depression on different groups in society
- the response of the people to poverty and suffering
- how much of the eventual recovery affected the 'majority' of the people of Wales and England