GCSE MARKING SCHEME

SUMMER 2017

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 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.

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. 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:

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>the text is generally legible; aspects of spelling, punctuation and grammar are clear; some information is presented in a suitable manner</td>
</tr>
<tr>
<td>Level 2</td>
<td>most of the text is legible; spelling, punctuation and grammar are used to make the meaning clear; information is presented in a suitable format</td>
</tr>
<tr>
<td>Level 3</td>
<td>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</td>
</tr>
<tr>
<td>Level 4</td>
<td>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</td>
</tr>
</tbody>
</table>
Question 1(a)

Target: Understanding of source material; recall of own knowledge

Mark allocation: AO1 AO2 AO3

Question: Use Source A and your own knowledge to describe the effects of the Wall Street Crash on Wales and England.

Use 0 for incorrect or irrelevant answers.

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

Eg: The Source shows that a result of the Wall Street Crash was an increase in unemployment.

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: The Wall Street Crash had a considerable impact upon Wales and England during this period, contributing greatly to the creation and sustaining of the Depression. The Source shows a queue of unemployed men outside a Ministry of Labour employment office. Unemployment was the main effect with 2.8 million out of work by the end of 1932. Areas of traditional industry were the worst affected, with widespread poverty and starvation being a feature of these areas. The Wall Street Crash exacerbated inherent problems in the economy and had a significant impact upon the economic, social and cultural features of people’s lives. It also had significant political effects during this period.
Question 1(b)

Question: Explain why the Depression had a significant impact on the lives of women. [6]

Use 0 for incorrect or irrelevant answers.

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

Eg: The Depression affected women's lives badly. Women made many sacrifices in order to provide for their families.

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

Eg: The Depression had a significant impact upon the lives of women in many ways. Women became adept at making limited dole money go as far as possible, by for example, making affordable meals and buying cheap cuts of meat. Women often went without sufficient food for themselves so that their families could remain healthy. As a result their health suffered. They often undertook washing or sewing to supplement the family income. Women assumed a greater role in terms of providing for their families and as a result bore greater burdens upon what were already difficult lives.

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

Eg: The Depression had a very significant impact upon the already difficult lives of women. It had the effect of reinforcing the theme that women’s place was in the home as they assumed great responsibility for maintaining their families during difficult times. Women had to keep the home running on reduced budgets and as a result it led to a considerable increase in stress and anxiety, as well as being faced with the need to cope with husbands who were demotivated and humiliated by their unemployed circumstances. Women often made sacrifices so that their families could maintain an acceptable standard of living. Maintaining their personal appearance and the appearance of the home became less of a priority and their health suffered as a result. The Depression had a significant impact in terms of exacerbating their continual battle against poverty, a lack of food and running a household. An increasing number of women took part in campaigns during the period, participating in hunger marches and campaigning against government policies.
Question 1(c)

<table>
<thead>
<tr>
<th>Target:</th>
<th>Analysis and evaluation of source material; quality of written communication</th>
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<tbody>
<tr>
<td>Mark allocation:</td>
<td>AO1 AO2 AO3</td>
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<td>8 8</td>
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Question: Why do Sources B and C have different views about the effects of the Depression in the 1930s? [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 unemployment had a humiliating and terrible effect upon people. Some took part in hunger marches as a form of protest. Source C says that the Depression did not last long and that people’s standards of living improved. People coped well with the effects of the Depression.

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 effects of the Depression years. In Source B, the author is describing the effects of unemployment in Wales, stating that all hope seemed to have gone. She says people fought back by taking part in protest marches. She took part in a march and is recalling her role at the time. In Source C, the historian says that the time was not one of entire hopelessness since prices fell and people’s standards of living continued to improve. This was especially the case in southern England. Seaman has a different view since 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, Dora Cox is clearly trying to portray the sense of desperation of the time. She is influenced by her memories of the time and the role she played in protesting against poverty and unemployment. This is a personal memory however and only takes into account the situation in a particular area, as she saw it at the time. In Source C, Seaman takes a far 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. However, he acknowledges that areas of traditional industries suffered whilst others prospered. His view is that the challenges of the Depression were not uniformly felt by everyone.
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 how people coped with the effect of the Depression years. 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. Dora Cox is somewhat subjective in her view, having experienced the challenges of the Depression first hand. Her view would naturally be limited by the relative narrowness of her experiences. She is speaking in a radio interview over fifty years after taking part in a hunger march and as such is providing the prospective audience with a valuable insight into life in one part of Wales during the Depression and the difficulty with which people coped with the challenges of the period. L.C.B. Seaman however, has a more reasoned and objective view, since he has formed his view from a perspective that is removed from the influences of Britain during the Depression years. He will have undertaken research on the available evidence for his textbook that is aimed at an academic audience. He has focused on a wide range of factors related to the Depression years, acknowledging some of the difficulties, but painting an overall picture of people coping positively with the effects of the Depression. The book however, was published in 1966 and as such Seaman may partly be writing from a perspective of also having lived through the time.
**QUESTION 2**

**Question 2(a)**

<table>
<thead>
<tr>
<th>Target:</th>
<th>Recall and deployment of knowledge; understanding of historical features</th>
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<td>Mark allocation:</td>
<td>AO1 2</td>
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**Question:** Describe Britain’s policy of appeasement during the 1930s. 

Use 0 for incorrect or irrelevant answers.

**LEVEL 1** Generalised answer with weak or implied points made. 

*Eg:* Appeasement was a way of preserving the peace and avoiding war by negotiating and giving in to demands. Hitler was appeased by Britain, but the policy failed.

**LEVEL 2** More detailed and accurate understanding shown. 

*Eg:* The First World War had a significant impact upon people’s attitude towards war and this partly led to Britain following a policy of appeasement during the 1930s. It was particularly favoured by Neville Chamberlain who appeased Hitler as a means of preventing another war. There were many other reasons for it such as a feeling that Germany had been badly treated at Versailles, that Britain was not ready for war and that Germany could be a barrier to prevent the spread of Communism. As a consequence, Hitler’s policy of rearmament, the reoccupation of the Rhineland and the Anschluss with Austria went unchallenged. Chamberlain also used the policy over the Sudetenland, which was conceded to Germany under the Munich Agreement of September 1938. The policy was generally popular, but failed.
Question 2(b)

<table>
<thead>
<tr>
<th>Target:</th>
<th>Recall and deployment of knowledge; explanation of causation of an historical event</th>
</tr>
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<tbody>
<tr>
<td>Mark allocation:</td>
<td>AO1</td>
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<tr>
<td>6</td>
<td>2</td>
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Question: Explain why propaganda and censorship were important during the Second World War.  

[6]

Use 0 for incorrect or irrelevant answers.

**LEVEL 1** Generalised answer; only one reason given OR description only.  

[1-2]

Eg: Propaganda and censorship were used to keep up people’s morale.

**LEVEL 2** More detailed and accurate explanation; gives more than one reason.  

[3-4]

Eg: Propaganda and censorship were important tools for the government to control the messages that were being presented to the British people. The Ministry of Information was set up and oversaw the use of propaganda posters and censorship of the media. Posters informed people of the messages the government wished to convey. Censorship was used to ensure that military reverses were portrayed in a more positive light and that any successes were celebrated, even if exaggerated. Control of the media was viewed as being an essential way of keeping up people’s morale during difficult times.

**LEVEL 3** Full explanation which is focused and explains a range of reasons.  

[5-6]

Eg: Propaganda and censorship were very important methods of maintaining people’s morale, as well as a way of informing them of the progress of the war. The Ministry of Information played a key role in controlling the information given to the public regarding the progress of the war. Propaganda posters reminded people of the government’s messages in terms of contributing to the war effort by for example, reducing waste, growing one’s own food and observing the blackout. They also reinforced military messages such as avoiding giving secrets away with the ‘Careless Talk Costs Lives’ slogan. Censorship was an essential way of presenting the progress of the war in a positive light, even if it meant exaggerating relatively minor military successes and portraying events such as Dunkirk as a success rather than a failure. Censorship was also viewed as a means of countering German propaganda and negative attitudes. For example, the Daily Worker, a pro-communist newspaper was banned due to its criticism of the government and the war effort. Therefore both methods were essential to the government as a way of shaping public opinion.
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 2 AO2 6 AO3

Question: How important was the contribution of women to the war effort? [8]

Use 0 for incorrect or irrelevant answers.

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

Eg: Women did many jobs during the war. For example, many worked in the factories; some were part of the armed forces.

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

Eg: Answers will assert that women generally made an important contribution to the war effort. Many thousands of women went to work in factories producing goods for the war effort since men were needed at the front. The factories produced many vital goods such as weapons. Many women also worked on the land due to the shortage of available manpower and this was an important feature of their contribution. Some women were in the armed services and were involved in medical care.

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, women made an important contribution to the war effort. Women were conscripted as the war progressed, making a significant contribution to the production of goods essential for the war effort, such as munitions. They also played an important role in civil defences through being air-raid wardens and fire officers. The Women’s Land Army was an important part of maintaining the country’s ability to feed itself, with over 2 million contributing to the organisation. Women were also in the auxiliary armed forces, serving for example, in the ATS, WAAF and WRNS. Their contributions to medical services and in the home were also important.
LEVEL 4  Detailed analysis of the key concept within the historical context; provides a reasoned evaluation of the degree of success and failure.

Eg: Answers will clearly evaluate the issue in the question and discuss the importance of women to the war effort. Answers will recognise the extent to which women played a vital role in ensuring the war effort was sustained by their contribution to the manufacturing process and in the auxiliary armed forces. In 1941 women were conscripted with all women over 20 registering for work at labour exchanges. Many women in industry worked over 80 hours a week, particularly on aeroplane assembly lines. By 1944, over 260,000 were working in the munitions industry, providing weapons vital to the war effort. Women also played important roles in civil defences in terms of being air-raid wardens; fire officers; evacuation officers and providing host families for evacuees. Many of these were organised by the Women’s Voluntary Services (WVS). The Women’s Land Army made a very important contribution to the war effort by enabling agricultural production to continue unabated. By 1943 over 2 million were employed on the land. Women also played an important role in the auxiliary armed forces, for example in the Auxiliary Territorial Services (ATS), Women’s Auxiliary Air Force (WAAF), serving in the Women’s Royal Naval Service (WRNS) and as women pilots in the Air Transport Auxiliary Service. Women also made an important contribution in the field of medical services. Their contribution in the home was significant, ensuring that rations were effectively utilised and that waste was minimised, thus ensuring that families were effectively provided for.
QUESTION 3

Question 3(a)

<table>
<thead>
<tr>
<th>Target: Recall and deployment of knowledge; understanding of historical features</th>
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</thead>
<tbody>
<tr>
<td>Mark allocation: AO1 AO2 AO3</td>
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<td>4</td>
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Question: Outline briefly the main points of the Beveridge Report. [4]

Use 0 for incorrect or irrelevant answers.

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

Eg: The Report identified five ‘Giant Evils’ – ‘Want, Disease, Ignorance, Squalor and Idleness’. It suggested ways of dealing with each of these problems. It was aimed at reconstruction after the war.

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

Eg: In 1942 William Beveridge published the report entitled ‘Social Insurance and Allied Services’ which clearly identified five ‘Giant Evils’ that were negatively impacting on society. ‘Want, Disease, Ignorance, Squalor and Idleness’ needed to be dealt with by undertaking a huge programme of social reform that could ensure that the people were adequately cared for. The Beveridge Report was enthusiastically adopted as part of the Labour Party’s policies, although Churchill viewed it as too radical and expensive. The Report suggested extending the framework of the National Insurance Act that had been established prior to the First World War, with every British citizen being covered as a result. New homes, job creation through the Employment Training Act and universal healthcare were core features of Beveridge’s proposals.
Question 3(b)

Target:
Recall and deployment of knowledge; analysis of concept of success; quality of written communication

Mark allocation:  
AO1: 15  
AO2: 4  
AO3: 8  
SPG: 3  

Question: How successfully did the Labour Government of 1945-51 deal with the problems facing post-war Wales and England?  

[12+3]

Use 0 for incorrect or irrelevant answers.

**LEVEL 1**  
Generalised answer; basic response which offers little support.  

[1-3]

_Eg_: Yes, they did deal with the problems successfully since free health care was provided. No, they did not since the policy of nationalisation was not always popular.

**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 Labour were generally successful in dealing with the problems facing post-war Wales and England 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 virtually bankrupt economy in 1945 and undertook great changes. However, in some ways they failed to deal with the problems since the cost of the NHS was too great and prescription charges were introduced. The policy of nationalisation was also not a total success and faced considerable opposition. Unemployment also grew during this period.

**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. Labour were generally successful in dealing with the problems of post-war Wales and England since their social and economic policies began to address the Five Giants highlighted in the Beveridge Report. For example, the establishment of the NHS sought to deal with the problem of disease by providing free health care. The Ministry of Town and Country Planning sought to deal with the problem of squalor by attempting to build 1.5 million new homes. However, in some ways they were not successful dealing with the problems of the post-war period. The cost of the NHS was too great and prescription charges had to be introduced. Not enough homes were built and many people lived in ‘prefabs’ for many years. The policy of nationalisation was not totally successful. The policy was unpopular with many as it was felt that nationalisation was not needed. Unemployment rose significantly and by the end of their term in office, the popularity of the government had diminished.
LEVEL 4  Answer is a developed, reasoned and well-substantiated analysis of the issue set in the question.  

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 fully discuss the extent to which the Labour Government successfully dealt with the problems of post-war England and Wales by referring to many aspects of their policies. Labour were generally successful in addressing 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 attempting to build 1.5 million new homes. Generally speaking, the nationalisation of the coal mines, railways and the docks were successful. However, by 1951 the cost of the NHS had spiralled and unpopular prescription charges were introduced, so they were not fully successful. The ‘Homes for All’ policy failed to achieve its desired goals and as a result the use of ‘prefabs’ continued for many years after. Conservative opposition to the government proved increasingly effective, particularly in light of the continuation of rationing and the increase in unemployment that took place during the period. The introduction of an austerity budget in 1948 further disillusioned the public and in 1951 the Conservatives won the general election, signifying that the post-war Labour government did not fully succeed in solving the problems of the period.

Examiners are expected to award marks for spelling, punctuation and the accurate use of grammar in this question.

<table>
<thead>
<tr>
<th>Level</th>
<th>Performance descriptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Candidates do not reach the threshold performance outlined in the performance description below.</td>
</tr>
<tr>
<td><strong>Threshold performance</strong></td>
<td></td>
</tr>
<tr>
<td>1 mark</td>
<td>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.</td>
</tr>
<tr>
<td><strong>Intermediate performance</strong></td>
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<tr>
<td>2 marks</td>
<td>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.</td>
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<tr>
<td><strong>High performance</strong></td>
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<tr>
<td>3 marks</td>
<td>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.</td>
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</tbody>
</table>