SUMMER 2018

GCSE (LEGACY)
HISTORY UNIT 2 - 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 2018 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 1</th>
<th>the text is generally legible; aspects of spelling, punctuation and grammar are clear; some information is presented in a suitable manner</th>
</tr>
</thead>
<tbody>
<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 3 AO2 1 AO3 2

Question: Use Source A and your own knowledge to describe the effects of the Blitz on Wales and England. [3]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer, paraphrasing or describing source only. [1]

Eg: It shows that buildings were damaged in Swansea.

LEVEL 2 Uses the source well OR reasonable use of source with some own knowledge [2]

Places source in its historical context AND provides some background detail from own knowledge. [3]

Eg: The source shows that properties in Swansea were destroyed in a three night bombing campaign in 1941. Streets are filled with rubble. No doubt this also led to some injuries and deaths. The Blitz lasted from September 1940 until May 1941, during which time around 45,000 civilians were killed and 3.5 million houses were either damaged or destroyed. 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 cooperation was created, which helped people to cope with the hardship and loss of loved ones.
Question 1 (b)

Target: Recall and deployment of knowledge; explanation of causation of an historical event
Mark allocation: AO1 AO2 AO3

Question: Explain why the leadership of Winston Churchill was important in 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: He was the Prime Minister and helped to win the war.

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

Eg: Churchill succeeded Chamberlain as PM at a time of crisis for Britain. His bulldog/never surrender spirit refused to see Dunkirk as a defeat and he instilled confidence and determination into the British people.

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

Eg: as above. Churchill was an outstanding wartime leader. He restored the country’s battered morale through his stirring speeches and by his talks on the radio, backed up by clever censorship and propaganda. He made personal appearances in various parts of the country to offer moral support when the Blitz was at its worst. As a former professional soldier, he understood the needs of the military and was able to oversee some very successful British tactics in the war. He was an inspired leader and his work ensured that the Allied leaders – Roosevelt and Stalin – remained united in order to defeat Hitler and Germany. He represented Britain at conferences with the American and Russian Presidents.
Question 1 (c)

Target: Analysis and evaluation of source material; quality of written communication

<table>
<thead>
<tr>
<th>Mark allocation:</th>
<th>AO1</th>
<th>AO2</th>
<th>AO3</th>
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<tr>
<td>8</td>
<td></td>
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Question: Why do Sources B and C have different views about evacuation during the Second World War? [8]

Use 0 for incorrect or irrelevant answers.

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

_Eg: Source B tells us that the government had arranged for evacuees to stay with welcoming families. Source C says that evacuees were treated like servants and were very unhappy._

**LEVEL 2** Starts to offer limited explanation regarding extent of difference in terms of either the content or the authorship of the sources. [3-4]

_Eg: Source B tells us that the government had arranged a policy to evacuate children from dangerous cities to safer areas. It states that this was a voluntary scheme but assures households that children will be welcomed and well looked after. The Source is a leaflet produced by the government at the time. Source C has the opposite view and claims that evacuees were not welcomed into homes, but were rather treated as servants. They were very unhappy. The author of Source C is an evacuee who is recalling her experience during the war._

**LEVEL 3** Examines extent of 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. Expect a detailed account of the content of both sources. Source B was produced by the government in July 1939. It is a Public Information leaflet issued to all households in towns and cities. It is trying to persuade families to evacuate their children. As the scheme was a voluntary one it was important for the government to try and get as many children as possible evacuated in order to keep them safe. Parents had to be persuaded to allow their children to go and live with strangers, therefore the leaflet paints a very positive picture of evacuation. The author of Source C is an evacuee. She has had personal experience of this government policy and paints a very different picture. She sees the experience as having been a very negative one._
Balanced and developed explanation of the extent of difference in the sources; good analysis of the authorship of the sources and use of own knowledge. [7-8]

Eg: as above. The two sources provide clearly contrasting views about people’s experiences of evacuation. 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. Source B is a government Public Information leaflet issued to all households in towns and cities in July 1939. It was sent before the effects of war were truly felt and when the government had no evidence of what evacuation would actually be like. It is a form of propaganda, trying to persuade parents to evacuate their children to safer areas. It is portraying evacuation as a positive experience, and assures parents that their children will be made welcome. Therefore, children will feel safe. The author of Source C is an evacuee, writing a book based on her war-time diary. She has had personal experience of evacuation and has found it to be a very negative one. She was not welcomed into her household. She did not enjoy her experience. She is basing her comments on the diary that she kept therefore the details should be very reliable. She did not expect anyone to see her diary and would have no reason to lie in it. However, as she is writing a book in 1992, perhaps she has over exaggerated some facts to make it more dramatic. She is only discussing her own experience, however, and does not consider that for some evacuation was a positive experience, as pointed out in the government leaflet.
Question 2(a)

<table>
<thead>
<tr>
<th>Target:</th>
<th>Recall and deployment of knowledge; understanding of historical features</th>
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<tbody>
<tr>
<td>Mark allocation:</td>
<td>AO1</td>
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<tr>
<td>4</td>
<td>2</td>
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</table>

Question: **Describe the new educational opportunities introduced after 1944.** [4]

Use 0 for incorrect or irrelevant answers.

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

*Eg: The 1944 Education Act introduced free secondary education up to the age of 15.*

**LEVEL 2** More detailed and accurate understanding shown. [3-4]

*Eg: The Education Act ensured that secondary education was expanded to cover all abilities, in grammar schools, secondary modern schools or technical colleges. Pupils would have access to this education, free, from the age of 11. The school leaving age was raised to 15. Children from all backgrounds could proceed to higher education. More pupils were able to move on to college and university.*
Question 2(b)

| Target: Recall and deployment of knowledge; explanation of causation of an historical event |
|---------------------------------|---------------------------------|---------------------------------|
| Mark allocation:                | AO1                             | AO2                             |
|                                 | 6                               | 2                               |

Question: Explain why the Labour Government lost the general election of 1951. [6]

Use 0 for incorrect or irrelevant answers.

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

*Eg: People felt that many things had not improved after the war. The policy of nationalisation was not popular.*

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

*Eg: The Labour Party was becoming increasingly unpopular by 1951. Life was still very difficult for people. Rationing remained and there was a shortage of many goods and materials. Taxation remained high and was especially resented by the wealthier classes. There was a gradual feeling in the country that living standards had fallen under Labour.*

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

*Eg: as above. Re-armament caused by the Cold War led to a further rise in government spending. This led to higher taxes which was unpopular. Inflation represented a threat to middle-class living standards. The Conservatives with their policy of opposition to steel nationalisation and rationing were gradually becoming more popular. Division within the Labour Party weakened the government further.*
Question 2(c)

Target: Analysis and evaluation of concept of change and continuity; recall and deployment of knowledge; explanation of key features of an historical period

Mark allocation: AO1 8 AO2 2 AO3 6

Question: Why was Aneurin Bevan important in dealing with the social problems of the time? [8]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer; lack of focus. [1-2]

Eg: He set up the National Health Service, which gave free health care to all.

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

Eg: Expect reference to Bevan’s work within health and/or housing. Bevan was Minister of Health at the time the NHS was set up. He implemented some of the ideas of the Beveridge Report. He is regarded as the architect of the NHS and the Welfare State.

LEVEL 3 Accurate answer which focuses on the concept of change or continuity with some contextual support. [5-6]

Eg: as above, but expect at least some reference to his work as Housing Minister.

He introduced a Welfare State which would look after people ‘from the cradle to the grave’. He attempted to deal with the issue of disease as pointed out in the Beveridge Report by setting up the NHS. He introduced the idea of free health care for people, which was the essential ingredient of the NHS. He had developed his ideas from a scheme that had been set up in his home town of Tredegar. As a result people’s health improved. His contribution to the creation of the NHS was enormous.

As Minister of Housing, he was responsible for implementing Labour’s ‘homes for all’ policy, to provide better homes for working people after the Second World War.

LEVEL 4 Detailed analysis of the key concept within the historical context; provides a reasoned evaluation of extent of change. [7-8]

Eg: as above, but must include reference to his work in health and housing.

Bevan was important as he was able to persuade doctors to accept the NHS after their initial objections. A compromise was agreed whereby doctors were allowed to carry out some private work whilst working within the NHS.

After the war Bevan was Minister for Health and Housing. He implemented the Beveridge Report by trying to deal with the issue of squalor. He wanted better quality local authority housing – 20% bigger and well equipped.

800,000 new homes were built between 1946 and 1951, of which 80% were council-built.
Question 3(a)

Target: Recall and deployment of knowledge; understanding of historical features

Mark allocation: AO1 AO2 AO3

4 4

Question: Outline briefly the problems faced by traditional industries by the early 1930s. [4]

Use 0 for incorrect or irrelevant answers.

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

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

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

Eg: Traditional industries in Wales and England declined during the 1920s and 1930s. The coal industry had achieved record production figures before the First World War by employing more miners, not by investing in machinery or modernising working practices. This made Welsh coal more expensive. Investment in modern technology meant that French, German and Polish mines were producing more coal and at a cheaper price than could be mined in Wales. Germany was also paying reparations in coal and oil was taking the place of coal as the main fuel for ships. Britain’s traditional pre-war export market – Australia, Canada, New Zealand – were no longer willing to ‘buy British’. They bought American steel, German coal, Japanese ships and Indian cotton. This led to huge unemployment. About 800,000 jobs were lost due to the fall in overseas exports alone. The General Strike of 1926 saw further decline in the coal industry. Mines were closed and miners ‘locked out’. The miners remained on strike for nine months and suffered extreme poverty before finally giving in. It further soured the already strained relationship between the mine owners and workers. New industries emerged to replace the old.
Question 3(b)

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

Mark allocation: AO1 4 AO2 8 AO3 3 SPG 3

Question: Were the 1930s a period of Depression for all the people in 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/No – Not everyone suffered equally as some areas of Wales, such as the areas of traditional industries, saw high unemployment, but certain areas of England, like the Midlands, had many jobs available in car factories.

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: People generally had a bad time during the 1930s. There was mass unemployment in the areas of heavy industries – coal and iron/steel in South Wales, textiles in the north of England and shipbuilding in the NE of England. Here people had to live on the dole, women had to struggle to make ends meet and men were desperate for jobs and so went on protest marches. Not everyone suffered equally as there were many jobs available in certain areas of Wales and England. Many found good jobs and a high standard of living in the Midlands and in the South East of England. Some historians claim that the 1930s was a period of ‘Two Nations’ – where some parts of the country suffered, but other parts were extremely lucrative and successful.

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. People were affected differently by the Depression in different parts of Wales and England. The 1930s was a period of depression for people in areas of traditional, heavy industry. There was mass unemployment in South Wales, because markets for coal and steel had contracted; this was also the case in the traditional textile producing areas in Manchester and in the North of England.
Traditional shipbuilding areas like Jarrow in the north-east of England suffered too. Here, masses of people suffered. However, not everyone suffered during the depression. In London and the South-East and in certain parts of the English Midlands, government money was invested in the new, light industries and people here were much better off. They found work in the motor industry such as with Morris of Oxford, or Ford of Dagenham, or in factories producing new branded goods, such as Mars in Slough. New housing was available and many were able to gain mortgages to buy their own properties. They had a very high 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 Answer is a developed, reasoned and well-substantiated analysis of the issue set in the question. [10-12]

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. There was a marked difference between the areas of traditional industry and those of the new industry in Wales and England and in the problems from which these areas suffered. However, even in the areas which suffered most, people did not suffer equally. There was relative prosperity in areas like Uplands in Swansea, Garden Village in Wrexham, and Roath and Cyncoed in Cardiff. By the Special Areas Act, the steel industry built a new plant at Ebbw Vale in the late 1930s, so that the problems of the people here must have been alleviated belatedly.

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>Threshold performance</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>1 mark</td>
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</tr>
<tr>
<td>Intermediate performance</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>
</tr>
<tr>
<td>2 marks</td>
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<tr>
<td>High performance</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>
</tr>
<tr>
<td>3 marks</td>
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</tbody>
</table>