



GCE MARK SCHEME

SUMMER 2019

HISTORY - UNIT 4
DEPTH STUDY 4

POLITICS AND SOCIETY IN WALES AND ENGLAND,
c.1900–1939

ECONOMIC AND SOCIAL CHALLENGES IN WALES AND
ENGLAND, c.1900–1939

1100U40-1

INTRODUCTION

This marking scheme was used by WJEC for the 2019 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.

UNIT 4**DEPTH STUDY 4****POLITICS AND SOCIETY IN WALES AND ENGLAND c.1900 - 1939****ECONOMIC AND SOCIAL CHALLENGES IN WALES AND ENGLAND c.1918 - 1939****MARK SCHEME QUESTION 1****Marking guidance for examiners****Summary of assessment objectives for Question 1**

Question 1 assesses assessment objective 2. This assessment objective is focused on the ability to analyse and evaluate different ways in which aspects of the past have been interpreted. The total mark awarded to this question is 30.

The structure of the mark scheme

The mark scheme for Question 1 has two parts:

- Advice on each specific question outlining indicative content which can be used to assess the quality of the specific response. This content is not prescriptive and candidates are not expected to mention all the material referred to. Assessors should seek to credit any further admissible evidence offered by candidates.
- An assessment grid advising which bands and marks should be given to responses which demonstrate the qualities needed in assessment objective 2.

Deciding on the mark awarded within a band

The first stage for an examiner is to decide the overall band. The second stage is to decide how firmly the qualities expected for that band are displayed. Thirdly a final mark for the question can then be awarded.

INDICATIVE CONTENT FOR QUESTION 1

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Assessors should seek to credit any further admissible evidence offered by candidates. Each answer will be assessed on its merits according to the assessment grid as well as the indicative content.

With reference to the sources and your understanding of the historical context, assess the value of these three sources to an historian studying changing leisure opportunities in Wales and England in the period from 1930 to 1937.

Candidates are expected to demonstrate their ability to analyse and evaluate a range of source material with a high degree of discrimination. Source evaluation skills should focus on discussing the strengths and the limitations of the nominated sources. To judge utility, there should be consideration of the content and the authorship of the nominated sources to discuss reliability, bias, purpose and validity, as appropriate. In analysing and evaluating the provided source material, candidates may deploy knowledge and understanding from their previous learning. Credit may be given if previous learning is used to show understanding of the historical context if appropriate.

Candidates will consider the three sources in their historical context and might consider the value of the sources to an historian studying changing leisure opportunities in Wales and England in the period from 1930 to 1937. Knowledge of the historical context should be utilised to analyse and evaluate the strengths and limitations of the sources. Appropriate observations in the analysis and evaluation of the sources may include:

Source A This shows how the social and leisure developments of this period were not welcomed by all as there was a worry this might have a negative impact on people as they turn away from religion. The general context is the social change in Britain by 1930 with more leisure time and developments in industry leading to more entertainment opportunities. This source would be of value to the enquiry as it provides an insight into how some religious organisations and individuals viewed this as having a negative effect on religion and people's morals and values. The source is from a religious sermon then published in a religious magazine and clearly focused on a traditional audience who may agree with the orator and his point of view. The specific context is to show how some disapproved of social, cultural and leisure developments during the 1930s and still held very traditional views as regards the role of women. The belief that the Wall Street Crash of 1929 in America was a religious punishment shows the depth of feeling held by some at the time.

Source B This provides evidence from an interview with an unemployed woman from Manchester, published in the Daily Mirror, a paper popular with the working class. The context is the way in which people's lives were affected by the onset of depression. Being a personal account, this would be of value to an historian because it would show that the impact of new leisure opportunities was limited in 1932, probably due to economic hardship. The interviewee is aware of the new opportunities and being unable to partake of them would make her particular bitter towards developments in new leisure opportunities. This is of value because it shows that the experiences of the 1930s were not homogenous and a person's economic and social situation decided what level of interaction they would have with the new developments in leisure.

Source C The origin of this source is a report by a social investigator who has travelled specific regions of England and has written a social survey as a result detailing what he has seen. The context is associated with the depression, but demonstrates that people in Wales and England are managing to survive and even recover by 1937. Being a personal account this source would be of value to an historian because it was recorded at the time and the tone clearly shows how the writer views the change in social attitudes towards leisure developments. Written during a turbulent part of the decade it is of worth in showing how some areas were on the verge of social upheaval. However this has been averted due to developments in social and leisure activities. Being a social investigator he would have researched and spoken to people at the time in the deprived areas but answers may identify Orwell as a left-wing sympathiser who may wish to produce a bleak account of life in industrial England to support his own views.

Overall, candidates will provide a judgment regarding the value of the sources to an historian studying changing leisure opportunities in Wales and England in the period from 1930 to 1937, and will be able to demonstrate that value through consideration of the tone and nature of the presented sources and understanding of the historical context.

UNIT 4

MARK SCHEME FOR QUESTION 1

In general terms the responses will display characteristics of one of the six bands shown below.

The table below gives advice on which band, sub-band and marks should be awarded to answers showing the appropriate characteristics.

Candidates should be rewarded for making connections and comparisons between elements of both parts of the depth study, where relevant.

Band 6 CHARACTERISTICS		<i>Sustained and accurate analysis and evaluation of the given sources; full understanding shown of the specific historical context associated with the set enquiry; reaches a full and substantiated judgement regarding the value of the sources to an historian studying the development of a particular issue over the period set.</i>
ASE OVER THE PERIOD SET		
B6H	30	The response shows accurate and sustained source evaluation using the content and attributions of each of the three sources, setting the response in the specific historical context and covering all of the period set in the enquiry. There will be a substantiated judgement regarding the value of the sources to an historian studying the development of a particular issue over the period set.
B6S	27	The response begins to show some characteristics of Band 6
Band 5 CHARACTERISTICS		<i>Meaningful analysis and evaluation of the given sources involving valid evaluation of the content and attribution of the sources; understanding shown of the specific historical context associated with the set enquiry; reaches a valid judgement regarding the value of the sources to an historian studying a particular issue.</i>
ASE		
B5H	25	The response shows accurate source evaluation using the content and attributions of the three sources, setting the response in the specific historical context and covering most of the period set in the enquiry. There will be a valid and supported judgement on the value of all three sources to an historian studying a particular issue.
B5S	23	The response begins to show some characteristics of Band 5
B5C	21	This mark can be used if there is understanding shown of the specific historical context of one source only.
Band 4 CHARACTERISTICS		<i>Clearly attempts an analysis and evaluation of the given sources in relation to the general historical context of the set enquiry with some evaluation of the content and attribution; a sound judgement is seen regarding the value of some or all three sources.</i>
GCX, V and/or U		
B4H	20	The response is able to discuss the strengths and limitations of the three sources by focusing on their attributions, content and especially the general historical context. This will be used to reach a reasoned judgement on value of all three sources. Occasional references to utility are acceptable.
B4S	18	The response is able to discuss the strengths and limitations of the three sources by focusing on their attributions, content and the general historical context. A judgement on value will be present on some or all of the three sources though some general comments on utility may be seen.
B4C	16	The response begins to show some characteristics of Band 4 in discussing the general historical context. Mainly focussed on UTILITY but with a limited reference to value.

Band 3 CHARACTERISTICS		<i>Mechanistic and formulaic use of the content and attributions of the given sources to evaluate their utility and / or value; a limited judgement on the utility and / or value of the sources will be seen. Limited understanding of the historical context.</i>
Mechanistic V, S&L and U		
B3H	15	The response is able to evaluate the three sources by focusing on their attributions and content. Any reference to the historical context will be limited. There will be a mechanistic focus on evaluating the UTILITY and / or the VALUE of some or all of the sources. There will be a limited judgement on all of the sources.
B3S	13	The response is able to evaluate some or all of the three sources by focusing on their attributions and / or content. Any reference to the historical context will be limited. There will be a limited judgement on some of the sources.
B3C	11	The response begins to show some characteristics of Band 3. This can also be used if only one source is attempted.
Band 2 CHARACTERISTICS		<i>Mechanistic and formulaic use of the content and / or attributions of the given sources to show their strengths and / or limitations.</i>
TRAWL		
B2H	8	The response is able to discuss the strengths and / or limitations of all three sources by focusing on their content and / or attributions.
B2S	6	The response is able to discuss the strengths and / or limitations of some of the three sources by focusing on their content mostly.
Band 1 CHARACTERISTICS		<i>Copies or paraphrases from content or attributions of the given sources.</i>
COPYING / COMPREHENSION		
B1H	5	Paraphrases from all of the three sources and / or attributions or plain narrative.
B1S	3	Copies from one or two of the three sources and/or attributions.
	0	Use for incorrect answers

QUESTIONS 2 AND 3

Marking guidance for examiners

Summary of assessment objectives for Question 2 and 3

Both questions assess assessment objective 1. This assessment objective is a single element focussed on the ability to analyse and evaluate and reach substantiated judgements. The mark awarded to the question chosen is 30.

The structure of the mark scheme

The mark scheme for Questions 2 and 3 has two parts:

- Advice on each specific question outlining indicative content which can be used to assess the quality of the specific response. This content is not prescriptive and candidates are not expected to mention all the material referred to. Assessors should seek to credit any further admissible evidence offered by candidates.
- An assessment grid advising which bands and marks should be given to responses which demonstrate the qualities needed in assessment objective 1.

Deciding on the mark awarded within a band

The first stage for an examiner is to decide the overall band. The second stage is to decide how firmly the qualities expected for that band are displayed. Thirdly a final mark for the question can then be awarded.

Organisation and communication

This issue should have a bearing if the standard of organisation and communication is inconsistent with the descriptor for the band in which the answer falls. In this situation, examiners may decide not to award the highest mark within the band.

INDICATIVE CONTENT FOR QUESTION 2

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Assessors should seek to credit any further admissible evidence offered by candidates. Each answer will be assessed on its merits according to the assessment grid as well as the indicative content.

To what extent did the governments of 1918-1929 deal effectively with the social and economic challenges they faced?

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question—in this case the extent to which the governments of 1918 to 1929 dealt effectively with the social and economic challenges they faced. 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 the extent to which the governments of 1918 to 1929 dealt effectively with the social and economic challenges they faced. In order to reach a substantiated judgement about this issue, candidates may argue that the governments of 1918 to 1929 did deal effectively with the social and economic challenges they faced. Candidates may support this proposition by noting that:

- there was a post-war economic boom, which the government used to pursue some social policies and unemployment policies;
- government focus on house building provided a timely boost to associated industries;
- the general health of the nation seemed to improve in the 1920s;
- developments in education gradually increased life chances;
- developments in leisure and social mobility significantly improved the lives of many—especially in more prosperous areas;
- there were improvements in the lives of women and their legal situation by 1928;
- governments were largely successful in dealing with the challenge from industrial disputes, especially those connected with the coal industry.

Candidates may consider challenging the proposition in the question by arguing that in some respects the governments of 1918 to 1929 did not deal effectively with the social and economic challenges they faced. They may note that:

- inequality was still the hallmark of British society—class division and inequality for women was still the ‘norm’;
- poverty remained for many throughout the decade;
- governments did not create ‘a Land fit for heroes’;
- equality of the sexes was still unresolved;
- education may have improved but was still piecemeal and had little effect on life chances for most;
- industrial conflict was prevalent and peaked in the General Strike of 1926.

Overall candidates will offer a debate and come to a substantiated judgement whether the governments of 1918 to 1929 dealt effectively with the social and economic challenges they faced.

INDICATIVE CONTENT FOR QUESTION 2

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Assessors should seek to credit any further admissible evidence offered by candidates. Each answer will be assessed on its merits according to the assessment grid as well as the indicative content.

‘The formation of the National Government in 1931 was the most significant political development in the period from 1918 to 1939.’ Discuss.

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question—in this case whether the formation of the National Government in 1931 was the most significant political development in the period from 1918 to 1939. 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. In addressing the context of the set question, candidates may deploy knowledge and understanding from their previous learning. Credit may be given if the knowledge and understanding deployed helps to address the specific question set.

Candidates will offer an analysis and evaluation of the extent that the formation of the National Government in 1931 was the most significant political development in the period from 1918 to 1939. In order to reach a substantiated judgement about this issue, candidates may argue the formation of the National Government in 1931 was the most significant political development in the period from 1918 to 1939. They may support the proposition and note that:

- the formation of the National Government was important for financial reasons and to restore confidence in Britain;
- it showed a desire to work together to achieve political and social goals;
- the development led to stable government during a period of international instability;
- the formation of the National Government eventually saw Britain out of the Depression.

Candidates may consider challenging the proposition in the question by arguing that the formation of the National Government in 1931 was not the most significant political development in the period from 1918 to 1939. They may suggest that:

- the National Governments were largely indifferent and ineffective in relation to economic issues and merely weathered the storm ;
- the fall of Lloyd George was of far more political significance in relation to the demise of the Coalition Government in 1922;
- Liberal decline was more significant in helping to create a two party democracy;
- the rise of the Labour Party proved that it was fit to govern by the mid-1920s;
- there was almost total dominance by the Conservatives in this period;
- the enfranchisement of women in 1918 and 1928 was significant;
- the abdication of the king in 1936 was a turning point.

Overall candidates will offer a debate and come to a substantiated judgement about whether the formation of the National Government in 1931 was the most significant political development in the period from 1918 to 1939.

UNIT 4

MARK SCHEME QUESTIONS 2 AND 3

In general terms the responses will display characteristics of one of the six bands shown below.

The table below gives advice on which band, sub-band and marks should be awarded to answers showing the appropriate characteristics.

Candidates should be rewarded for making connections and comparisons between elements of both parts of the depth study, where relevant.

Band 6 CHARACTERISTICS		<i>The response is fully focused on the exact key concept in the set question, covering the whole of set period, with a clear and convincing debate on the main developments and reaching a substantiated judgement in a lucid and fully coherent essay.</i>
B6H	30	The response engages with the exact key concept and the fuller range of issues arising from the question set throughout the essay and is able to provide an analytical, evaluative and lucid essay with a fully convincing and substantiated judgement covering the whole of the set period.
B6S	27	The response engages with the key concept and the fuller range of issues arising from the question set throughout the essay and is able to provide an analytical, evaluative and coherent essay with a convincing and substantiated judgement covering nearly all of the set period.
Band 5 CHARACTERISTICS		<i>The response is mainly focused on debating the key concept in the set question, covering most or all of the full period. The response considers most of the main developments; provides a convincing debate and is able to come to a supported, balanced and appropriate judgement.</i>
B5H	25	The response engages with the key concept and offers a convincing debate regarding the range of issues arising from the question set throughout most of the essay. The essay will be analytical, evaluative and well written with a balanced and appropriate judgement covering most or all of the set period.
B5S	23	The response has a focus on debating the key concept set throughout most of the essay and is able to provide an analytical, evaluative and well written essay with a balanced and appropriate judgement covering some or most of the set period.
B5C	21	The response begins to show some of the characteristics of Band 5. <i>[This can be used for good conceptual responses which do not cover the greater part of the period]</i>

Band 4 CHARACTERISTICS		<i>The response has some focus on the key concept in the set question covering some to all of the set period, with some debate on some of the developments and a supported, balanced judgement on the key concept in a structured essay. There may well be some drift but there should be the beginning of a meaningful debate in the response.</i>
B4H	20	The response will feature some meaningful discussion of how and why the main developments, events or factors had an impact on the key concept in the set question over some or most of the period set. There will be an attempt at a balanced and supported judgement though some slight drift may be apparent.
B4S	18	The response begins to discuss the key concept in the question set, often with a series of mini judgements. There may be an attempt to consider a series of developments, events or factors in relation to the key concept set over some or most of the period. There may well be some listing of developments and some drift.
B4C	16	The response begins to show some characteristics of Band 4. <i>[This can be used for good Band 3 responses that offer at least one valid reference or judgement on the key concept.]</i>
Band 3 CHARACTERISTICS		<i>The response has some focus on the key issues set and begins to discuss these to come to a judgement on the question set. The response is usually restricted to a “for and against” discussion with some evidence of listing and unloading of notes. There may well be some considerable drift; and there may well be a mechanistic tone to the response.</i>
B3H	15	The response is based on a series of assertions, developments or factors over the period rather than the key concept in the question set. The response does offer a limited but valid judgement.
B3S	13	The response tends to be in the form of a generalised, listing of developments and factors.
Band 2 CHARACTERISTICS		<i>The response is largely based on the TOPIC area and is descriptive.</i>
B2H	8	The response is a predominantly descriptive account of the topic. There will be a “tagged on” judgement.
B2S	6	The response is a descriptive account of the developments and factors related to the topic area with no judgement attempted.
Band 1 CHARACTERISTICS		<i>The response is very limited, undeveloped, very brief or largely irrelevant.</i>
B1H	5	The response is very limited and undeveloped though there is some weak link to the topic area.
B1S	3	The response is very brief and / or largely irrelevant to the concept set.
	0	Use for incorrect answers