



GCE A LEVEL MARKING SCHEME

SUMMER 2022

**HISTORY - UNIT 4
DEPTH STUDY 4**

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

**PART 2: ECONOMIC AND SOCIAL CHALLENGES IN
WALES AND ENGLAND c.1900–1939**

1100U40-1

INTRODUCTION

This marking scheme was used by WJEC for the 2022 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.

Marking guidance for examiners

Summary of assessment objectives for Question 1

Question 1 assesses assessment objective 2. This assessment objective is a single element focused on the ability to analyse and evaluate contemporary source material in its historical context. This question is compulsory and the mark awarded to it is 30.

The structure of the mark scheme

The mark scheme for Question 1 has two parts.

- An assessment grid advising which bands and marks should be given to responses that demonstrate the qualities needed in assessment objective 2.
- Advice on the specific question outlining **indicative content** that 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 must credit any further admissible evidence offered by candidates.

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 level are displayed. Third, a final mark for the question can then be awarded.

Summary of assessment objectives for Question 2 and Question 3

Question 2 and Question 3 assess assessment objective 1. This assessment objective is a single element focused on the ability to analyse and evaluate and reach substantiated judgements. Candidates choose either Question 2 or Question 3. The mark awarded to each question is 30.

- An assessment grid advising which bands and marks should be given to responses that demonstrate the qualities needed in assessment objective 2.
- Advice on the specific question outlining **indicative content** that 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 must credit any further admissible evidence offered by candidates.

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 level are displayed. Third, 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.

The paper has a maximum tariff of 60.

Question 1

AO2: Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.

| | | Value of the sources | Analysis and evaluation of the sources in their historical context | Focus on the question set |
|---|--------------------|---|---|---|
| Band 6 | 26–30 marks | The learner shows clear understanding of the strengths and limitations of the sources. | The sources are clearly analysed and evaluated in the specific and wider historical context. | The learner will make a sustained and developed attempt to utilise the sources to directly answer the question set. |
| Band 5 | 21–25 marks | The learner considers the strengths and limitations of the sources. | There is some analysis and evaluation of the sources in the specific and wider historical context. | The learner deploys the sources appropriately to support the judgement reached about the question set. |
| Band 4 | 16–20 marks | The learner develops a response which begins to discuss the strengths and limitations of the sources. | There is some analysis and evaluation of the sources with an awareness of the wider historical context. | The learner deploys the sources to support the judgement reached about the question set. |
| Band 3 | 11–15 marks | The learner uses most of the source material to develop a response. | There is some analysis and evaluation of the sources. | The learner begins to discuss the sources' use in the context of the question set. |
| Band 2 | 6–10 marks | The learner uses some of the source material to develop a response. | The learner begins to analyse and evaluate the sources but it is largely mechanical. | The learner attempts to comment on the sources' use but lacks context. |
| Band 1 | 1–5 marks | There is limited evidence of the use of the sources. | Sources are used for their content only. | |
| Award 0 marks for an irrelevant or inaccurate response. | | | | |

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

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Using your understanding of the historical context, assess the value of these three sources to an historian studying the impact of social and industrial changes in Wales and England during the period from 1926 to 1936.

Candidates will consider the value of the sources to an historian studying the impact of social and industrial problems in Wales and England in the period from 1926 to 1936. Understanding of the historical context should be utilised to analyse and evaluate the strengths and limitations of the sources. In analysing and evaluating the provided source material, candidates may deploy knowledge and understanding from their previous learning. Credit may be given, if appropriate, where that learning is used to show understanding of the historical context. Appropriate observations in the analysis and evaluation of the sources may include the following.

Source A The general historical context of the source is the looming General Strike, which began in May 1926, and an appeal by Stanley Baldwin the prime minister for the strike not to go ahead. The specific historical context may include references to Baldwin's attempt to turn the General Strike into a question of constitutional and parliamentary authority. The Trade Unions and workers are challenging the authority of the Government, and the government is standing firm, indicating that social and industrial problems have come to a head and there is a serious challenge to the Government's right to rule. As prime minister, Baldwin is trying to question the legitimacy of the strike and is using propaganda to turn public opinion against the strikers by broadcasting to the nation. This implies a conflict between two opposing political ideologies as a result of social and industrial upheaval.

Source B The general historical context of the source is the difficulties faced by many Britons during the Depression, while the specific historical context may include reference to the drastic measures introduced by the British government in view of the social and economic problems of the time. The source refers to the work of the Public Assistance Committees (PACs) and the Means Test which is having a detrimental effect on some families and some communities. The government response to the Depression has been the introduction of measures it deems necessary to survive the social and economic problems of the period, but which are perceived as draconian by those affected by them. Being a diary extract it would offer valuable evidence to an historian concerning the situation of certain people at the time and the impact it had on their thoughts and experiences.

Source C The general historical context of the source is the ongoing difficulties of those people most affected by the depression, while the specific historical context are the extreme hardships that many people in the north of England and in other areas were suffering, including extremely high levels of unemployment and destitution and a desire for their voices to be heard by parliament, and for some resolution to be found. Organised by the National Unemployed Workers' Movement (NUWM), the unemployed wanted to vent their anger via a passive march to London to draw attention to their plight, for which—judging from the source—there was much sympathy. As a report in *The Times*, not known for its support of such marches, it may be inferred that attitudes to the plight of the unemployed are changing may have changed towards the plight of the unemployed.

Questions 2 and 3

AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

| | | Analysis and evaluation | Judgement | Knowledge | Communication |
|---|--------------------|--|---|--|--|
| Band 6 | 26–30 marks | The learner is able to effectively analyse and evaluate the key issues in relation to the set question. | A focused, sustained and substantiated judgement is reached. | The learner is able to demonstrate, organise and communicate accurate knowledge which shows clear understanding of the period studied. | The learner is able to communicate clearly and fluently, using appropriate language and structure with a high degree of accuracy in a response which is coherent, lucid, concise and well-constructed. |
| Band 5 | 21–25 marks | The learner is able to clearly analyse and evaluate the key issues in relation to the set question. | There is a clear attempt to reach a substantiated judgement which is supported. | The learner is able to demonstrate and organise accurate and relevant historical knowledge of the period studied. | The learner is able to communicate accurately and fluently using appropriate language and structure with a high degree of accuracy. |
| Band 4 | 16–20 marks | The learner is able to show understanding of the key issues demonstrating sound analysis and evaluation. | A judgement is seen but lacks some support or substantiation. | There is evidence of accurate deployment of knowledge. | There is a good level of written communication with a reasonable degree of accuracy. |
| Band 3 | 11–15 marks | The learner is able to show understanding through some analysis and evaluation of the key issues. | There is an attempt to reach a judgement but it is not firmly supported and balanced. | Some relevant knowledge on the set question is demonstrated. | There is a reasonable level of written communication which conveys meaning clearly though there may be errors in spelling, punctuation and grammar. |
| Band 2 | 6–10 marks | | There is an attempt to provide a judgement on the question set. | The learner provides some relevant knowledge about the topic. | There is a reasonable level of written communication which conveys meaning though there may be errors. |
| Band 1 | 1–5 marks | | There is little attempt to provide a judgement on the question set. | The learner provides limited knowledge about the topic. | There is an attempt to convey meaning though there may be errors. |
| Award 0 marks for an irrelevant or inaccurate response. | | | | | |

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

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“The rise of the Labour Party was the most significant political development during the period from 1918 to 1931.” Discuss.

Candidates will offer a supported analysis of the rise of the Labour Party measuring its significance – in relation to other relevant issues – as a political development in the context of the specified period. They will consider a range of key concepts such as causation, consequence, continuity, change and significance, as appropriate, before reaching a substantiated judgement.

Arguments that suggest that rise of the Labour Party was the most significant political development during the period may include the following.

- The Labour Party gave a voice to those previously unheard in society.
- The first Labour government proved that Labour could be a credible political party.
- Labour took over from the Liberals and challenged the Conservative dominance of politics in this period.
- The Labour Party was pivotal in facing the turmoil of economic difficulties and its leaders instigated the formation of the National Government.

Arguments that suggest that rise of the Labour Party was not the most significant political development during the period may include the following.

- The Labour Party were only in government for short periods of time between 1918 and 1931.
- Labour failed to live up to the expectations of the unions and the workers.
- The dominance of the Conservative Party in this period was of far more significance.
- The Coalition Government 1918–1922 was far more significant in stabilising Britain after the war.
- The fall of Lloyd George and the Liberal Party was to have a far more significant impact on politics.
- The rise of minority parties such as Plaid Cymru, and the role of notable individuals such as Lloyd-George, Baldwin and MacDonald.

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“The abdication crisis was the most significant challenge faced by the National Governments during the period from 1931 to 1939.” Discuss.

Candidates will offer a supported analysis of the abdication crisis, measuring its significance – in relation to other relevant issues – as a challenge to the National Governments in the context of the specified period. They will consider a range of key concepts such as causation, consequence, continuity, change and significance, as appropriate, before reaching a substantiated judgement.

Arguments that suggest that the abdication crisis was the most significant challenge faced by the National Governments during the period may include the following.

- The Abdication crisis was a constitutional crisis that could have affected the fabric of British democracy.
- There were deep moral, political, religious and legal objections both at home and abroad.
- It was widely thought that Mrs Simpson was driven by personal gain rather than a deep love for the king.
- It was a time of upheaval in domestic and foreign policy and the crisis added ammunition to a country smouldering with economic discontent and facing threats from abroad.
- Baldwin had to steer a careful course in order to preserve the establishment.

Arguments that suggest that the abdication crisis was not the most significant challenge faced by the National Governments during the period may include the following.

- The continuous struggle against the depression was a far bigger challenge as it was causing social misery and hardship.
- The challenge to government from hunger marches and protest marches were far more significant as the government had to seek ideas about how to respond to the plight of the unemployed.
- Responding to the needs of the unemployed meant new measures and public spending at a time of economic austerity.
- The significance of the rise of minority parties was a threat to the establishment, for example the British Union of Fascists and the Communists.
- The coming of war was an economic and social challenge on a world scale.