

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 the Abdication Crisis of 1936.

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 the Abdication Crisis of 1936. Knowledge of the historical context should be utilised to analyse and evaluate the strengths and limitations of the sources. Appropriate observations may be made in the analysis of the value of the sources including:

- Source A shows the rather unsavoury nature of the principal lady in the issue of the Abdication Crisis and partly explains her reluctance to accept the decision of the Prince of Wales recorded in her diary in Source C. The gathering of the evidence by the Special Branch and the secret nature of the report would be of value to an historian as it indicates the sensitive nature of the issues as mentioned in Source B. The historian would be aware that while the affair was an open secret outside Britain and amongst the elite there was little public debate. The source in its official reporting tone appears to present accurate and reliable evidence of value to an historian who would otherwise be unaware of the details of the various affairs or the degree of surveillance on the Prince of Wales, Mrs Simpson and other individuals. This publication of this evidence in 2003 may have caused historians to re-evaluate the role of Mrs Simpson in the abdication crisis.
- Source B provides evidence of value to an historian in supporting the implication in Source A that although the elite were well aware of the Royal affair there was a conspiracy to keep the matter under wraps in the “Great Silence” to protect the Monarchy. Although the origin of the source is from a senior newspaper editor the historian would recognise the nature of the letter as not being supportive to the King as the Morning Post was opposed to the proposed marriage but seeking to put pressure on Baldwin, the Prime Minister, to resolve the issue, which was done within a month by the King’s abdication. The historian would find this source of value in understanding the development of the debate between Baldwin and the Cabinet and Edward and his supporters such as Churchill, the talk of creating a “King’s Party” and a possible appeal to the people to support the King.

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- The origin of Source C could not be more central or valuable to an historian studying the Abdication Crisis in that it is a very emotional but factual and presumably accurate record of the very moment Edward made clear his intention to go though the reference to “if the country won’t approve our marrying, I’m ready to go.” reinforces the contention that Edward was put under pressure to abdicate by the “letter” as inferred in Source B. This source would be of value to an historian because it was recorded in her diary by Mrs Simpson and makes clear the immediacy of the King’s decision. It is clear that she was willing to give up the King – Source A shows that she was not short of admirers – but he was not prepared to give her up, though the self-sacrificing tone of the source may be open to question.

Overall, candidates provide a judgment regarding the value of the sources to an historian studying the Abdication Crisis of 1936 and are aware and able to demonstrate that value through consideration of the tone and nature of the presented sources and understanding of the historical context.

ASSESSMENT GRID FOR QUESTION 1

Target: AO2

Total mark: 30

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

Band	Mark	Descriptor
6	26-30	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate sustained and accurate analysis and evaluation of source material with insight and discrimination</i> <i>provide sustained focus on dealing with the sources in the context of the specific enquiry</i> <i>offer a sustained judgment regarding the appropriateness of all the sources for the specific enquiry</i>
5	21-25	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate a clear and accurate focus in the analysis and evaluation of source material with insight and discrimination</i> <i>place the sources in the context of the specific enquiry</i> <i>offer a clear judgment regarding the appropriateness of the sources for the specific enquiry</i>
4	16-20	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate valid analysis and evaluation of source material with some insight and discrimination</i> <i>attempt to place the sources in the context of the enquiry;</i> <i>offer a judgment on the appropriateness of the sources for the enquiry which will be largely general in tone</i>
3	11-15	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate some appropriate comments regarding the analysis and evaluation of source material</i> <i>make a limited attempt to place the sources in the context of the enquiry</i> <i>offer a judgment on appropriateness of the sources, often through mentioning omissions</i>
2	6-10	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>comprehend and extract from source material with limited analysis</i> <i>offer a limited and brief judgment making tentative links to the historical context</i>
1	1-5	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>comprehend and extract from some of the given sources</i> <i>make some reference to the historical context</i>
Award 0 for incorrect or irrelevant answers		

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

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.

How far do you agree that the most significant development in popular culture between the wars was the availability of radio?

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 most significant development in popular culture between the wars was the availability of radio. 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 to which the most significant development in popular culture between the wars was the availability of radio. In order to reach a substantiated judgement about this issue, candidates may argue that the most significant development in popular culture between the wars was the availability of radio. The response might consider supporting the proposition by considering:

- the mass production of radio sets and the availability of hire purchase schemes meant that they became available to most people in the country
- the British government was quick to see the potential of the new medium and set up the BBC to co-ordinate production and programming; the corporation was funded by a licence fee
- the aim of the corporation was to educate and entertain; later in the 1930s, many people were able to tune into stations from France
- listening figures were huge; people were able to listen to plays and music and later sports broadcasts; the government used the radio to broadcast public information, especially as the war drew near in the late 1930s

Candidates might consider challenging the proposition in the question by arguing that while radio was influential, other changes in popular culture were also significant. The response might consider:

- the increasing availability of the motor car and the motorbike (with sidecar) which gave people greater access to more remote areas of the country especially those not on the railway network
- the growth of spectator sports especially football and cricket which attracted vast crowds in the 1920s
- the influence of the cinema, especially after sound became common in the 1930s
- introduction of holiday pay in the 1920s and the availability of cheaper holidays such as youth hostels and, later in the decade, holiday camps
- there is an argument that in several areas of Wales and England the effects of the depression meant that access to consumer goods was very limited in this period

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which the availability of radio was the most significant development in popular culture between the wars.

INDICATIVE CONTENT FOR QUESTION 3

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.

‘Life for the people of Wales and England was substantially better in 1939 than it had been in 1933.’ Discuss.

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 life for the people of Wales and England was substantially better in 1939 than it had been in 1933. 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 to which aspects of life in Wales and England had changed between 1933 and 1939. In order to reach a substantiated judgement about this issue, candidates may argue that though there elements of prosperity during and by the end of this period there were regional and local areas where no substantial improvements were evident. The response might consider supporting the proposition by considering:

- the impact of Government legislation such as the introduction of the Special Areas Act and marketing boards
- the impact of migration, greater social freedoms, improvements in the provision of education, health and housing
- the impact of increased leisure time, growth of spectator sports, better transport provision, introduction of Holiday Pay; cinema and radio
- the impact of new industries, introduction of the National Grid, growth of consumerism, the economic and industrial recovery of the pre –War years, the dawn of affluence, reducing unemployment

Candidates might consider challenging the proposition in the question by arguing that in some respects life in Wales and England had not substantially improved by 1939. The response might consider

- regional variations where there was little economic progress seen or any substantial change for the better for the people
- housing and infrastructure remained in as poor a condition in 1939 as before in some areas
- health and lifestyle changes inflicted by the hardships of the Depression were evident for the decade
- the Means Test proved humiliating for a generation of people

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which life for the people of Wales and England was substantially better in 1939 than it had been in 1933.

ASSESSMENT GRID FOR QUESTIONS 2 AND 3

Target: AO1

Total mark: 30

Focus: *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.*

Band	Mark	Descriptor
6	26-30	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>demonstrate and organise accurate, relevant and precise historical knowledge</i> • <i>have a specific focus on discussing the key concept in the question set</i> • <i>offer a valid and balanced discussion about the relationships between key features and characteristics</i> • <i>include specific supporting arguments leading to a substantiated, sustained and integrated judgment</i> • <i>provide an answer which is fluent and well-organised with a high degree of accuracy in the use of spelling, punctuation and grammar, and showing appropriate language and structure</i>
5	21-25	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>demonstrate and organise accurate, relevant and precise historical knowledge</i> • <i>focus on the key concept in the question set and show evidence of understanding by valid analysis and explanation</i> • <i>offer a broadly balanced discussion about the relationships between key features and characteristics</i> • <i>include a range of supporting arguments to reach a substantiated and sustained judgment on the question set</i> • <i>communicate clearly with appropriate language and structure and appropriate spelling, punctuation and grammar</i>
4	16-20	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>demonstrate and organise generally accurate and relevant historical knowledge</i> • <i>mainly focus on the key concept in the question set and show evidence of understanding by valid analysis and explanation</i> • <i>offer some valid discussion about the relationships between key features and characteristics in relation to the key concept set in the question</i> • <i>attempt to provide supporting arguments to reach a broadly balanced judgment on the question set</i> • <i>provide an answer which is clearly expressed with appropriate language, structure and spelling, punctuation and grammar.</i>

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3	11-15	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>demonstrate some accurate and relevant historical knowledge</i> • <i>have some focus on the key concept in the question set and show evidence of understanding by some analysis and explanation</i> • <i>offer some comments about the relationships between the key issues and features of the historical period</i> • <i>attempt to provide a judgment on the question set</i> • <i>show some appropriate vocabulary, spelling, punctuation and grammar</i>
2	6-10	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>demonstrate some general knowledge of the key issues in the period set</i> • <i>begin to show some evidence of limited understanding and explanation of factors</i> • <i>generally focus on the topic area and have some basic explanation of something in the question</i> • <i>have a limited attempt to provide a judgment on the question set</i> • <i>show some appropriate vocabulary, spelling, punctuation and grammar seen</i>
1	1-5	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>communicate some historical knowledge</i> • <i>limit answers to some comments on the topic with little understanding of the concept set in the question</i> • <i>show some accuracy in spelling, punctuation and grammar</i>
Award 0 for incorrect or irrelevant answers		

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