



GCSE MARKING SCHEME

SUMMER 2022

GCSE

HISTORY

**UNIT 1: STUDY IN DEPTH - WALES AND THE WIDER
PERSPECTIVE**

**1C. DEPRESSION, WAR AND RECOVERY, 1930-1951
3100UC0-1**

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.

MARK SCHEME SUMMER 2022

UNIT 1: STUDY IN DEPTH – WALES AND THE WIDER PERSPECTIVE

1C. DEPRESSION, WAR AND RECOVERY, 1930-1951

Instructions for examiners of GCSE History when applying the mark scheme

Positive marking

It should be remembered that learners are writing under examination conditions and credit should be given for what the learner writes, rather than adopting the approach of penalising him/her for any omissions. It should be possible for a very good response to achieve full marks and a very poor one to achieve zero marks. Marks should not be deducted for a less than perfect answer if it satisfies the criteria of the mark scheme.

GCSE History mark schemes are presented in a common format as shown below:

This section indicates the assessment objective(s) targeted in the question

Mark allocation:	AO1	AO2	AO3	AO4
4			4	

Question: e.g. **What can be learnt from Sources A and B about the British government's preparations for war?** [4]

Band descriptors and mark allocations

This is the question and its mark tariff.

AO3 4 marks		
BAND 2	Analyses and uses the content of both sources for the enquiry. If answer is imbalanced in use of sources award 3 marks.	3-4
BAND 1	Generalised answer with little analysis, paraphrasing or describing sources only.	1-2

Use 0 for incorrect or irrelevant answers

This section contains the band descriptors which explain the principles that must be applied when marking each question. The examiner must apply this when applying the marking scheme to the response. The descriptor for the band provides a description of the performance level for that band. The band descriptor is aligned with the Assessment Objective(s) targeted in the question.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *Source A shows that the government have put plans in place for evacuation before the war has actually started;*
- *it states that children will be evacuated from towns and cities in danger of German bombing to safe areas;*
- *this is a voluntary scheme;*
- *source B shows that the government was also providing householders with Anderson Shelters from May 1939 onwards;*
- *these were built in people's gardens;*
- *people were digging up their gardens to get their shelters in place in preparation for war.*

This section contains indicative content (see below under banded mark schemes Stage 2). It may be that the indicative content will be amended at the examiner's conference after actual scripts have been read. The indicative content is not prescriptive and includes some of the points a candidate might include in their response.

Banded mark schemes

Banded mark schemes are divided so that each band has a relevant descriptor. The descriptor for the band provides a description of the performance level for that band. Each band contains marks. Examiners should first read and annotate a learner's answer to pick out the evidence that is being assessed in that question. Once the annotation is complete, the mark scheme can be applied. This is done as a two stage process.

Banded mark schemes Stage 1 – Deciding on the band

When deciding on a band, the answer should be viewed holistically. Beginning at the lowest band, examiners should look at the learner's answer and check whether it matches the descriptor for that band. Examiners should look at the descriptor for that band and see if it matches the qualities shown in the learner's answer. If the descriptor at the lowest band is satisfied, examiners should move up to the next band and repeat this process for each band until the descriptor matches the answer.

If an answer covers different aspects of different bands within the mark scheme, a 'best fit' approach should be adopted to decide on the band and then the learner's response should be used to decide on the mark within the band. For instance if a response is mainly in band 2 but with a limited amount of band 3 content, the answer would be placed in band 2, but the mark awarded would be close to the top of band 2 as a result of the band 3 content. Examiners should not seek to mark learners down as a result of small omissions in minor areas of an answer.

Banded mark schemes Stage 2 – Deciding on the mark

Once the band has been decided, examiners can then assign a mark. During standardising (marking conference), detailed advice from the Principal Examiner on the qualities of each mark band will be given. Examiners will then receive examples of answers in each mark band that have been awarded a mark by the Principal Examiner. Examiners should mark the examples and compare their marks with those of the Principal Examiner.

When marking, examiners can use these examples to decide whether a learner's response is of a superior, inferior or comparable standard to the example. Examiners are reminded of the need to revisit the answer as they apply the mark scheme in order to confirm that the band and the mark allocated is appropriate to the response provided.

Indicative content is also provided for banded mark schemes. Indicative content is not exhaustive, and any other valid points must be credited. In order to reach the highest bands of the mark scheme a learner need not cover all of the points mentioned in the indicative content but must meet the requirements of the highest mark band.

Where a response is not creditworthy, that is contains nothing of any significance to the mark scheme, or where no response has been provided, no marks should be awarded.

MARK SCHEME

UNIT 1: STUDY IN DEPTH – WALES AND THE WIDER PERSPECTIVE

1C. DEPRESSION, WAR AND RECOVERY, 1930-1951

Question 1

Mark allocation:	AO1	AO2	AO3	AO4
4			4	

Question: **What can be learnt from Sources A and B about the British government's preparations for war?** **[4]**

Band descriptors and mark allocations

	AO3 4 marks	
BAND 2	Analyses and uses the content of both sources for the enquiry. If answer is imbalanced in use of sources award 3 marks.	3-4
BAND 1	Generalised answer with little analysis, paraphrasing or describing sources only.	1-2

Use 0 for incorrect or irrelevant answers.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *Source A shows that the government have put plans in place for evacuation before the war has actually started;*
- *it states that children will be evacuated from towns and cities in danger of German bombing to safe areas;*
- *this is a voluntary scheme;*
- *Source B shows that the government was also providing householders with Anderson Shelters from May 1939 onwards;*
- *these were built in people's gardens;*
- *people were digging up their gardens to get their shelters in place in preparation for war.*

Question 2

Mark allocation:	AO1	AO2	AO3	AO4
6	2		4	

Question: **To what extent does this source accurately explain reactions to the policies of the Labour government between 1945 and 1950?** [6]

Band descriptors and mark allocations

	AO1 2 marks		AO3 4 marks	
			Analyses and evaluates the accuracy of the source, set within the context of the historical events studied. The strengths and limitations of the source material are fully addressed and a substantiated judgement is reached.	4
BAND 2	Demonstrates detailed understanding of the key feature in the question.	2	BAND 2	BAND 2
			Begins to analyse and evaluate the source. A judgement, with some support is reached, discussing the accuracy of the source material set within the historical context.	2-3
BAND 1	Demonstrates some understanding of the key feature in the question.	1	BAND 1	BAND 1
			Very basic judgement reached about the source with little or no analysis or evaluation.	1

Use 0 for incorrect or irrelevant answers.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *the source is not that accurate in explaining the success of the Labour Government's policies. It is clearly a very negative view and does not address any positive factors;*
- *it implies that Labour had promised that their policies on health, housing and nationalisation would improve Britain's economic future. However, the author clearly disagrees, stating that in fact these policies have led to higher taxes and the holding back of business growth;*
- *the author is Winston Churchill, leader of the Conservative Party, who would clearly have this view as the Conservatives are in opposition;*
- *he was speaking in the 1950 general election campaign, so he is bound to be extremely negative towards the Labour Government, as he is trying to encourage the British public to vote for the Conservatives. As such this presents a very biased view of the policies of the Labour Party;*

- *he has a narrow, negative view of why people should not vote Labour and is clearly influenced by his own opinions. His view is strongly presented since it is aimed at convincing the electorate to reject Labour;*
- *the source does have some accuracy – taxes did rise for some;*
- *however, the source does not consider the achievements of the Labour Government, such as within nationalisation. This appealed to many workers who felt that previously employers, such as coal owners, were more interested in profit than the interests of their workers. Working conditions improved for many;*
- *Labour also set up the NHS, which provided free health care, and radically changed society. Labour had also dealt with issues such as housing, by building new council estates and towns;*
- *candidates may conclude that while the source is likely to have some accuracy, it does not fully explain the reactions to the Labour Government's policies.*

Question 3

Mark allocation:	AO1	AO2	AO3	AO4
12	4	8		

Question: **Why was the role of women significant during the Second World War?** [12]

Band descriptors and mark allocations

	AO1 4 marks		AO2 8 marks	
BAND 4	Demonstrates comprehensive knowledge and understanding of the key feature in the question.	4	BAND 4	Fully explains the issue with clear focus set within the appropriate historical context. 7-8
BAND 3	Demonstrates detailed knowledge and understanding of the key feature in the question.	3	BAND 3	Explains the issue set within the appropriate historical context. 5-6
BAND 2	Demonstrates some knowledge and understanding of the key feature in the question.	2	BAND 2	Begins to explain the issue with some reference to the appropriate historical context. 3-4
BAND 1	Demonstrates basic knowledge and understanding of the key feature in the question.	1	BAND 1	Mostly descriptive response with limited explanation of the issue. 1-2

Use 0 for incorrect or irrelevant answers.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *women were very significant as they provided a vital service by working in factories producing war material. As a result production continued and munitions were supplied to the war campaign for the duration of the Second World War. By 1943, 57% of workers in this industry were women;*
- *their role in the Women's Land Army ensured that food was produced to feed the population at home. This was significant as it helped to double food production;*
- *women replaced men in vital jobs, which ensured that men could go to fight in the war;*
- *the labour shortage was filled by women who took on a variety of jobs;*
- *it was significant because by 1943, 17 million women aged between 14 and 64 were employed in essential war work;*
- *they played a vital role within the armed forces – pilots, office work, mechanics, driving convoys, intelligence – which freed up men for duty;*
- *women became nurses caring for injured troops on the front line and at home;*
- *overall their contribution was highly significant.*

Question 4

<i>Mark allocation:</i>	AO1	AO2	AO3	AO4
12	2	10		

Question: **Explain the connections between any THREE of the following:** [12]

- **Hunger Marches**
- **Means Test**
- **‘Making ends Meet’**
- **Emigration from Wales**

Band descriptors and mark allocations

AO1 2 marks		AO2 10 marks			
			BAND 4	Fully explains the relevant connections between the chosen features, set within the correct historical context.	8-10
			BAND 3	Explains the connections between the chosen features, set within the correct historical context.	5-7
BAND 2	Demonstrates detailed knowledge and understanding of the key features in the question.	2	BAND 2	Begins to explain the connections between the chosen features.	3-4
BAND 1	Demonstrates some knowledge and understanding of the key features in the question.	1	BAND 1	A basic, unsupported explanation of connections between the chosen features.	1-2

Use 0 for incorrect or irrelevant answers.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

All the features mentioned were important aspects of life during the Depression; connections identified may include:

- *The Means Test was introduced in 1931 as a requirement for unemployment benefit for those unemployed who had received twenty-six weeks' insurance payments. The test was the most controversial piece of unemployment legislation introduced in the interwar period and it provoked a massive outcry. The policy showed no understanding of the plight of families at this time and added to the hardship already suffered. Officials visited families to assess whether they were entitled to help. This involved finding out how much the families earned or possessed. In order to qualify for the dole, a worker had to pass the Means Test, and the sum paid to each family would be based on this test. The test created many problems for families. Tensions were caused because, if an older child had some work, or a mother had a part-time job, or a grandparent was living in the house without paying rent, the Means Test could result in dole being refused. Heirlooms and items such as pianos had to be sold, and savings spent before the dole was received;*
- *due to the hatred of the Means Test and the suffering experienced during the 1930s, people went on hunger marches. These two factors are connected as there were many protests against the Means Test. These marches included large numbers of unemployed men and their families who marched across the country to draw attention to their situation. The most famous included the hunger march from the Rhondda in 1932 and the Jarrow Crusade of 1936. The marches achieved very little;*
- *the pressures of dealing with the stress of the Means Test made life difficult, and people struggled to make ends meet. The male was usually the sole breadwinner, so when he lost his job the whole family suffered. Often, the women had to make the greatest sacrifices. They would eat the smallest portions at meal times as they struggled to feed their families. Families of the unemployed ate a lot of cheaper food, eg potatoes and bread with margarine, but little of more nourishing food types, eg meat, vegetables, fresh fruit and milk. This made them more likely to suffer other illnesses. Women often neglected their own health, eg not purchasing medicine when they were ill. Official reports confirmed that the figures for deaths in childbirth and women's illnesses were higher in Wales than in the rest of Britain;*
- *because of the hardships faced and the difficulties of having to 'make ends meet' thousands of unemployed workers and their families moved from Wales to the more prosperous or less affected areas, such as the Midlands and south-east England. Between 1921 and 1938, approximately 440,000 people left Wales to find work elsewhere. Some took up the government scheme which was arranged to find work and accommodation in England for unemployed Welsh workers. Many found work in the Morris car factory in Oxford;*
- *all of these factors are connected as they show the hardship that people suffered during the Depression during the 1930s. This was the situation for people living where the traditional industries had once been thriving, such as the north-east of England, South Wales and Central Scotland.*

Question 5

<i>Mark allocation:</i>	AO1	AO2	AO3	AO4	SPaG
19	4			12	3

Question: **How far do you agree with this interpretation of the cause of the Depression in Britain?** **[16+3]**

Band descriptors and mark allocations

	AO1 4 marks			AO4 12 marks	
BAND 4	Demonstrates very detailed knowledge and understanding of the key feature in the question.	4	BAND 4	Fully analyses and evaluates how and why interpretations of this issue differ, demonstrating awareness of the wider historical debate over the issue. A well substantiated judgement about the accuracy of the interpretation is reached, set within the context of the historical events studied. The relevance of the authorship of the interpretation is discussed.	10-12
BAND 3	Demonstrates detailed knowledge and understanding of the key feature in the question.	3	BAND 3	Analyses and evaluates how and why interpretations of this issue differ. Some understanding of the wider historical debate over the issue is displayed. A clear judgement is reached, displaying understanding of how and why interpretations of the issue may differ. Appropriate reference is made to the authorship.	7-9
BAND 2	Demonstrates some knowledge and understanding of the key feature in the question.	2	BAND 2	Some analysis and evaluation of the interpretation and other interpretations is displayed. A judgement is reached with superficial reference made to authorship.	4-6
BAND 1	Demonstrates basic knowledge and understanding of the key feature in the question.	1	BAND 1	Makes simple comments about the interpretation with little analysis or evaluation. Little or no judgement reached.	1-3

Use 0 for incorrect or irrelevant answers.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *the source states that the Depression in Britain was caused by the Wall Street Crash. It claims that it led the British economy into a period of Great Depression. In particular heavy industries such as coal and shipbuilding were badly hit and there was a massive rise in unemployment and poverty;*
- *the source has been written by Charles Rogers, a British Industrialist during the 1920s and 1930s. It is possible to agree with this interpretation as the author has personal experience of the events of the time. He is correct that the Wall Street Crash was a cause of the Great Depression. The main trigger of the Depression was the Wall Street Crash, and at the time it was widely believed that 'when America sneezes, the rest of the world catches cold'. Businesses in Britain were unable to get any more American loans and could not invest in their industries. Many businesses went bankrupt and thousands of people became unemployed. This led to great poverty;*
- *as an eye witness to events, Rogers' interpretation has some elements of truth within it. He had personal experience of the time and perhaps would have seen his own business affected by the Crash. However, his interpretation is biased and does not consider other people's points of view. He is also writing 40 years after the Wall Street Crash and might have focused too much on this one aspect of the Depression;*
- *this interpretation was written in an article in The Economic History Review magazine, which was published in 1969. As he is reflecting on the time, he has been able to see how the Wall Street Crash did cause the Great Depression. However, as this is an article it does not allow the author to fully develop his discussion of the causes of the Great Depression. As a British Industrialist during the 1920s and 1930s it is likely that his own business has been affected by the Crash so perhaps he is bitter about the effect that the American economy has had on him;*
- *on the other hand as an Industrialist perhaps he does not want to consider other causes of the Great Depression, such as lack of investment in industry, poor working practices and failure to compete with foreign companies. As a British Industrialist he may want to place the blame solely on America so that he himself and other Industrialists like him are not seen as having played a part in the downfall of British industry and a cause of the Great Depression;*
- *as the article appears in The Economic History Review the interpretation can be fairly accurate. It is a magazine that focuses on the economy and would therefore be expected to be accurate on its reporting of the causes of the economic Depression in Britain. By 1969 the magazine is looking back at the causes of the Depression and wants to review the interpretations that it was caused by problems within British industry;*
- *others would not agree with this interpretation as there were many other reasons for the Depression. During the 1920s Germany, France, Japan and the USA were beginning to overtake and challenge Britain's industrial dominance. They used new methods of production and competed for international markets. British coal, iron, steel, shipbuilding and textiles industries had failed to invest in its industries and continued to use obsolete methods. This meant that other countries could produce goods much cheaper than Britain, so British industries lost many of their overseas markets. Increased competition from other countries meant that the 1920s were not comfortable times for British heavy industry. The Wall Street Crash was not the only factor responsible for the depression in Britain, it was just a catalyst for the events. The Wall Street Crash merely added to the problems that already existed.*

After awarding a level and mark for the historical response, apply the performance descriptors for spelling, punctuation and the accurate use of grammar (SPaG) and specialist language that follow.

Having decided on a band, award a second mark (out of 3) for SPaG. In applying these indicators:

- learners may only receive SPaG marks for responses that are in the context of the demands of the question; that is, where learners have made a genuine attempt to answer the question
- the allocation of SPaG marks should take into account the level of the qualification.

Band	Marks	Performance descriptions
<i>High</i>	3	<ul style="list-style-type: none"> • Learners spell and punctuate with consistent accuracy • Learners use rules of grammar with effective control of meaning overall • Learners use a wide range of specialist terms as appropriate
<i>Intermediate</i>	2	<ul style="list-style-type: none"> • Learners spell and punctuate with considerable accuracy • Learners use rules of grammar with general control of meaning overall • Learners use a good range of specialist terms as appropriate
<i>Threshold</i>	1	<ul style="list-style-type: none"> • Learners spell and punctuate with reasonable accuracy • Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall • Learners use a limited range of specialist terms as appropriate
	0	<ul style="list-style-type: none"> • The learner writes nothing • The learner's response does not relate to the question • The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning