

MARK SCHEME

UNIT 1: 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 role of women during the Second World War?**

[4]

This is the question and its mark tariff.

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.

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 one of the roles undertaken by women was to work on the land; women carried out a wide range of jobs including working with livestock, dealing with crops and general maintenance; some women worked chopping down trees and in sawmills; most women did a very good job; Source B shows another part of women's role; many worked as mechanics and helped to keep vehicles serviced and running during the war; the sources show that women who worked during the war came from a variety of backgrounds.

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: WALES AND THE WIDER PERSPECTIVE****1C. DEPRESSION, WAR AND RECOVERY, 1930-1951****Question 1**

<i>Mark allocation:</i>	A01	A02	A03	A04
4			4	

Question: **What can be learnt from Sources A and B about the role of women during the Second World 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:

The sources give much information about the role of women during the Second World War; Source A shows that one of the roles undertaken by women was to work on the land; women carried out a wide range of jobs including working with livestock, dealing with crops and general maintenance; some women worked chopping down trees and in sawmills; most women did a very good job; Source B shows another part of women's role; many worked as mechanics and helped to keep vehicles serviced and running during the war; the sources show that women who worked during the war came from a variety of backgrounds.

Question 2

Mark allocation:	AO1	AO2	AO3	AO4
6	2		4	

Question: **To what extent does this source accurately explain the experience of evacuees who were sent to Wales during the Second World War?** [6]

Band descriptors and mark allocations

	AO1 2 marks		AO3 4 marks	
			BAND 3 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 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 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 really that accurate in explaining the experience of evacuees sent to Wales during the war; the source clearly shows the organisation of the whole process, from large towns in England to smaller communities in areas like South Wales; the source also helps to explain the anxiety felt by many young children and that many of these were warmly welcomed and made to feel part of a family; the evacuee says that she called the adults Auntie Poll and Uncle Sam; one area which is interesting is the language issue: it seems that the host family spoke Welsh and there were problems in understanding the language; the author is remembering what seems to have been a positive experience although it is after 60 years and some things may have been forgotten or embellished for the television programme; also television programmes are often highly edited to use clips that are those that the programme makers want to use; the memory is only of one evacuee and in this respect the source is somewhat limited in its explanation; the source does not take account of the wider historical context regarding other experiences by evacuees; these could be in other areas or could include those experiences which were less positive; candidates may conclude that while the source is likely to be accurate evidence, it cannot fully explain the experience of evacuees during the Second World War.

Question 3

<i>Mark allocation:</i>	A01	A02	A03	A04
12	4	8		

Question: **Why was the British Government's use of propaganda 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:

The British Government's use of propaganda during the Second World War was significant because it was vital to the war effort in a number of ways; the British Government's use of propaganda during the Second World War was significant because it was crucial in encouraging high morale and resistance to Germany at a time when the very existence of the country was at stake; it was used extensively in order to encourage hard work and effort and to prevent waste at a time of great shortage; propaganda such as careless talk costs lives was used extensively in order to make people safe and prevent the enemy from gaining any information; propaganda also played a crucial role in keeping up morale; propaganda was also significant in hiding the truth from people, for example, about the extent of casualties, losses in the Atlantic or the fall of Singapore; the British Government's use of propaganda was significant for specific campaigns, for example evacuation, dig for victory, keep calm and carry on; propaganda was also significant because in the form of comedy shows, films and popular songs; it provided a release from the daily pressures of the war; the British Government's use of propaganda was also significant in making people believe they were an important part of the war effort, for example, housewives being encouraged to make do and mend and children collecting scrap metal.

Question 4

<i>Mark allocation:</i>	A01	A02	A03	A04
12	2	10		

Question: **Explain the connections between any THREE of the following:**

[12]

- The Beveridge Report of 1942
- The Labour victory in the 1945 election
- The establishment of the National Health Service
- The nationalisation of the key industries

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 are closely connected post-war developments in Britain.

Connections identified may include:

- *the Beveridge Report was connected to the Labour victory in the 1945 general election because the Labour Party introduced the Welfare State as outlined in the Beveridge Report; the Beveridge Report highlighted the need to improve people's lives by abolishing 'want' in Britain; it proposed a system of social security that would be implemented at the end of the war; Beveridge also identified other problems such as ignorance, squalor, idleness and disease; in 1945, Clement Attlee and the Labour Party defeated Winston Churchill's Conservative Party in the general election and then began to implement the recommendations of the Beveridge Report;*
- *the establishment of a National Health Service was connected to the Labour Party victory in 1945 because it established the National Health Service in 1948; the National Health Service provided free medical treatment for all for the first time and a national system of benefits was also introduced to provide social security, so that the population would be protected 'from the cradle to the grave';*

- *the Labour Party victory in 1945 was connected to nationalisation because following the Labour victory in the 1945 election, Attlee's government set about nationalising the key industries in Britain; their manifesto pledged nationalisation of the Bank of England, the fuel and power industries, inland transport, and iron and steel; the key industries of the economy, like coal, were taken over by the government and run on behalf of the nation as a whole;*
- *the establishment of a National Health Service in 1948 was connected to the Beveridge Report of 1942 because the Beveridge Report had highlighted the need to improve the health of the nation; the Beveridge Report had advised that the state should attack the 'five giants' responsible for the problems faced by ordinary people, one of which was disease; the establishment of the National Health Service in 1948 addressed one of the key recommendations of the Beveridge Report.*

Question 5

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

Question: **How far do you agree with this interpretation of the impact of the Depression on ordinary people 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 historian's interpretation is that the 1930s brought many positive changes to ordinary people; this interpretation appears to be based on several issues: many families were able to gain access to radios and even television; holidays became more common with paid leave becoming the law; holiday resorts developed to cater for the demand; the historian could also have based his view on the amount of house-building that went on in the 1930s and the large rise in ownership of motor cars and motorcycles; however, in some respects this

interpretation is limited in scope; it is possible for historians to interpret the effects of the 1930s differently, and possibly put a more positive slant on certain aspects; the historian mentions London and certainly this area did not suffer the deprivation of the depression years as much as other areas; in the south-east and the midlands of England there was growing employment and much migration to these areas from the more depressed regions such as Wales and Scotland; even in Wales and Scotland the support of the government saw greater investment and an improvement towards the end of the decade; candidates may assert that the author of this particular interpretation is an historian writing for a school audience, the interpretation may be rather simplified and not really look at the geographical variations of the 1930s; appropriate research would have been undertaken but the interpretation may be based on the target audience using a history book; it is possibly a limited perspective and relatively generalised interpretation. it is part of the wider historical debate that exists over the 1930s as a decade but it does need to be more balanced.

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

