GCSE MARKING SCHEME

SUMMER 2023

GCSE

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

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

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INTRODUCTION

This marking scheme was used by WJEC for the 2023 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.

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

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

SUMMER 2023 MARK SCHEME

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 conditions in Britain after the 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 rationing persisted after the war and was, for some, even more restricted immediately following the conclusion of the war in Europe;*
- *it states that the government has been forced to act due to the extreme limitations on supplies;*
- *It also suggests that there is frustration at the ongoing impact the recently ended war is having on communities;*
- *Source B shows that cities had been destroyed by German bombing;*
- *entire buildings had disappeared;*
- *homes were lost and entire streets needed to be rebuilt.*

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.

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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.

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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 conditions in Britain after the 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 rationing persisted after the war and was, for some, even more restricted immediately following the conclusion of the war in Europe;*
- *it states that the government has been forced to act due to the extreme limitations on supplies;*
- *It also suggests that there is frustration at the ongoing impact the recently ended war is having on communities;*
- *Source B shows that cities had been destroyed by German bombing;*
- *entire buildings had disappeared;*
- *homes were lost and entire streets needed to be rebuilt.*

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Question 2

Mark allocation:	*AO1*	*AO2*	*AO3*	*AO4*
6	**2**		**4**	

Question: **To what extent does this source accurately explain the experiences of evacuees 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 fully accurate in explaining the experience of evacuees during the Second World War; the source clearly shows that Mary Adams had a very positive experience when she was evacuated; she writes to her parents to tell them that she is very happy in her home on the farm and sounds excited when she describes the animals that she has seen;*
- *the author is Mary Adams, an evacuee at the time; she has no reason to lie to her parents although it may be that she does not want to worry them. She is 14 years old so would be mature enough to understand how difficult it would have been for her parents to evacuate her to the country;*
- *she was writing in 1941, only a few years into the war and may genuinely have enjoyed her time as an evacuee. We do not know for how long she has been evacuated; it could be a new, exciting experience for her. There are still four more years of war and perhaps her view would be different if she was writing later on in the war;*
- *the source does have some accuracy – many evacuees had a positive experience, they were well looked after, and many became part of the family;*
- *however, the source does not consider the negative aspect of evacuation. Many children were not treated well, and were physically and mentally abused;*
- *candidates may conclude that while the source is likely to have some accuracy, it does not fully explain the experience of all evacuees during the Second World War.*

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Question 3

Mark allocation:	*AO1*	*AO2*	*AO3*	*AO4*
12	**4**	**8**		

Question: **Why was Winston Churchill 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**	**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**	**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**	**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**	**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:

- *Winston Churchill took over as Prime Minister when the war had already started. He faced a difficult situation but was a successful wartime leader;*
- *he realised that negotiating with Hitler was not the best way forward. He had already been a strong opponent of the policy of appeasement;*
- *he organised the military and created a command structure between the army, navy and air force;*
- *he organised the war economy;*
- *under Churchill a close relationship with the US was developed – he was able to secure the Lend-Lease Scheme, which meant that Britain could receive support to fight the war;*
- *Churchill had the self-confidence to convince the Coalition cabinet and the population that Britain could stand up to Hitler and the Nazis;*
- *his bulldog spirit and inspiring speeches kept up morale and made the British people believe in the ultimate victory;*
- *he provided the strong leadership needed during this difficult period – Churchill remained in London during the German bombing campaigns and toured the city to see the damage for himself. He gave the impression that everyone was in it together.*

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Question 4

Mark allocation:	*AO1*	*AO2*	*AO3*	*AO4*
12	**2**	**10**		

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

- **National Health Service (NHS)**
- **Aneurin Bevan**
- **Homes for All Policy**
- **Beveridge Report**

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 in rebuilding the country after 1945; connections identified may include:

- *the Beveridge Report was published in 1942 and set out the problems facing Britain along with recommendations on how to improve the country's situation. It referred to the 'five giants' – want, disease, ignorance, squalor and idleness – and recognised that in order to deal with these the government would have to reform the existing social security and healthcare system. The Report is connected to Aneurin Bevan as he was one of the Government Ministers given responsibility for dealing with the issue of health and housing. As a result he set up the NHS in 1948 and organised the 'Homes for all' policy;*

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- *Aneurin Bevan was a minister in the Labour Government. He was Minister of Health and Housing between 1945 and 1951. He is connected to the NHS as he was responsible for its introduction in 1948. He was able to convince many doctors to support its establishment. Bevan is also connected to the 'Homes for all' policy as he promoted a vision of new housing estates and new towns where everyone, regardless of class, could live side by side;*
- *the 'Homes for all' policy was set up to deal with the poor state of housing in Britain after the Second World War. Prefabs were built quickly and between 1945 and 1951 1.2 million new houses were built. New towns were also established, such as Stevenage. It is connected to the Beveridge Report as it was an attempt by the Labour government to deal with the problem of squalor;*
- *the National Health Service was established in July 1948. It was free to the public and was a comprehensive service, with all citizens receiving all the advice, treatment and care they needed. Drug prescriptions, dental and optical care were included. It is connected to the Beveridge Report as the report had anticipated a national health service to attack the problem of disease;*
- *all of these factors are connected as they show how the Labour Government tried to rebuild the country after the Second World War and tried to look after the British people from the cradle to the grave.*

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Question 5

Mark allocation:	*AO1*	*AO2*	*AO3*	*AO4*	*SPaG*
19	**4**			**12**	**3**

Question: **How far do you agree with this interpretation of the impact of the Depression on the lives of 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**	**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**	**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**	**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**	**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.

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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 in many areas life was good in the 1930s. There was plenty of work available for some and unemployment was low;*
- *the interpretation states that the 1930s brought many opportunities with the development of new industries, such as those in motor cars and electrical goods. It can also be inferred that there was a market for these goods, suggesting that many people were in a position to avail themselves of them; indeed, 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; and there was a large rise in the ownership of motor cars and motorcycles;*
- *the source has been written by Norman Lowe, an author and teacher and it is in a book aimed at A-level students, which suggests that it will be factually accurate. However, candidates may suggest that the book is not focused on the Depression and may lack detail as it is an overview of modern British history. Candidates may also imply that – as Lowe is described as an author and teacher, rather than an historian – the work may be less rigorous than one by an academic or specialist historian;*
- *nevertheless, the book is relatively recent, and may reflect more up-to-date research on the impact of the Depression;*
- *this interpretation shows the positive side of the 1930s. However it is very unspecific, suggesting that the situation was positive on the whole, but only giving one example, St Albans: the situation in a town near London may well have been very different to that experienced by people in rural areas across Britain or in urban and/or industrialised areas in Wales, the north of England and in Scotland;*
- *others would not agree with this interpretation, pointing out that many people suffered great hardship during the 1930s, with widescale poverty in some areas where the traditional heavy industries were based. There was substantial unemployment and many people were forced to emigrate in search of work. People hated the dreaded Means Test and the Special Areas Acts did not go far enough to try and improve the situation. Many hunger marches took place in protest at the terrible conditions, but did not achieve anything of significance.*

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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
High	3	• 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
Intermediate	2	• 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
Threshold	1	• 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	• 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

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