GCSE MARKING SCHEME

SUMMER 2024

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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About this marking scheme

The purpose of this marking scheme is to provide teachers, learners, and other interested parties, with an understanding of the assessment criteria used to assess this specific assessment.

This marking scheme reflects the criteria by which this assessment was marked in a live series and was finalised following detailed discussion at an examiners' conference. A team of qualified examiners were trained specifically in the application of this marking scheme. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners. It may not be possible, or appropriate, to capture every variation that a candidate may present in their responses within this marking scheme. However, during the training conference, examiners were guided in using their professional judgement to credit alternative valid responses as instructed by the document, and through reviewing exemplar responses.

Without the benefit of participation in the examiners' conference, teachers, learners and other users, may have different views on certain matters of detail or interpretation. Therefore, it is strongly recommended that this marking scheme is used alongside other guidance, such as published exemplar materials or Guidance for Teaching. This marking scheme is final and will not be changed, unless in the event that a clear error is identified, as it reflects the criteria used to assess candidate responses during the live series.

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MARK SCHEME SUMMER 2024

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 way that Britain celebrated the end of 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 huge crowds gathered in London to celebrate. The Royal Family even came out to share in the celebrations;*
- *people danced and sang in the streets and went to church to thank God for victory;*
- *Source B shows that street parties were held, such as the one in Cardiff in May 1945;*
- *communities came out to celebrate together. Tables were brought out into the streets and laid out for food and drink;*
- *flags were hung across the street in celebration.*

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 the way that Britain celebrated the end of 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:

- *Source A shows that huge crowds gathered in London to celebrate. The Royal Family even came out to share in the celebrations;*
- *people danced and sang in the streets and went to church to thank God for victory;*
- *source B shows that street parties were held, such as the one in Cardiff in May 1945;*
- *communities came out to celebrate together. Tables were brought out into the streets and laid out for food and drink;*
- *flags were hung across the street in celebration.*

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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 success of the Special Areas Acts? [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 accurate to some extent in explaining the success of the Special Areas Acts;*
- *it gives a very positive portrayal of the Acts by showing how the government has invested £8,400,000 in these areas over a period of four years, and as a result 14,900 jobs have been created. New industrial estates have been built and companies have been offered grants to move into these areas;*
- *it implies that the steps taken by the government helped these areas to recover from the Depression, and that the advantages would be strongly felt;*
- *this is accurate as many new industrial areas were built, such as in Gateshead and Treforest, and new industries were developed such as the Ebbw Vale Steel Works; Many people were able to find jobs in these areas. Over 40,000 workers were encouraged to move to other towns to find work, and 30,000 unemployed men were put on retraining courses so they could learn new skills;*

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- *the source is an official report produced by the Commission for Special Areas. It aims to show how successful the acts have been since 1934 in improving the situation within these previously distressed areas. As an official report the facts contained within it and the figures quoted should be accurate;*
- *the report was written for the government so again the Commission should be accurate with the information it has provided;*
- *as the report was published by the government it is not fully accurate, as it is likely that the government would want to show itself in a positive light. It would want the public to see that it is investing heavily in the special areas and that its actions are having very positive results. It does not show any negative points regarding the Special Areas Acts;*
- *the report was published in 1938, four years after the first acts were passed. It is likely at this point that the full effects of the acts have not yet been felt and that the Commission was right to be positive;*
- *it is not fully accurate as in reality government investment was not high enough, and some areas, such as Lancashire, did not receive help as it was not classed as a special area. Employers were very reluctant to move from the more prosperous areas of the Midlands and London to Wales and other special areas and by September 1939, only 2500 workers were employed at Treforest;*
- *candidates may conclude that while the source is likely to have some accuracy, it does not fully explain the success of the Special Areas Acts.*

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Question 3

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

Question: **Why was the Beveridge Report significant in changing the country after 1945? [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 Beveridge Report highlighted the main social problems in Britain at the time;*
- *it categorised each problem into particular sections – the 5 Evil Giants (want, squalor, disease, ignorance, idleness). By highlighting these it made people aware that they could be addressed after war;*
- *it was significant as it gave the people of Britain hope for a better society after war;*
- *it was adopted by Clement Attlee as a Labour Party policy;*
- *it led to a Labour Party victory in the General Election, as the party had promised to deliver on the findings of the Beveridge Report;*
- *it was vital as it gave the government a clear policy and purpose post-war;*
- *it was also significant as it led to the establishment of a system of social security and the National Health Service which survive to this day;*
- *the ideas outlined in the Beveridge Report are still considered as having provided the foundation of the modern welfare state;*
- *the principles within the report still play a vital part in the shaping of government policy today so it was highly significant.*

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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]**

- **Competition from abroad**
- **Obsolete industrial methods**
- **Wall Street Crash**
- **New markets**

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 causing the Depression in Britain; connections identified may include:

- *Competition from abroad is connected to obsolete industrial methods: British industry, such as coal, iron, steel and shipbuilding, faced increased competition from abroad during the 1920s. Often the foreign competitors were much bigger than their British counterparts, so were able to produce goods at a cheaper price so that small British companies, such as Palmer's shipyard in Jarrow, could not compete with them. Foreign countries such as Japan and the US could produce ships much more cheaply than Britain. The British textile industry could also not compete with these countries. This*

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meant that British industries lost money and many went out of business altogether. This factor is connected to obsolete methods as another reason why there was competition from abroad was because British industry could not compete with countries such as the USA, which had invested in new methods of production. The use of mass production made American goods cheaper. The USA and Germany's steel-making plants were more technologically advanced than Britain and more efficient. Britain was slow to move to new, quicker and more efficient methods of production and therefore lost markets to the USA, Germany and Japan;

- *The Wall Street Crash is connected to competition from abroad and obsolete industrial methods: The impact of the Wall Street Crash added to the decline of British industry at a time when it was already struggling to compete. Britain had depended on American investments and loans, and therefore when the crash came, it saw its economy significantly weakened. International trade further declined, and within two years, British exports had fallen by half. The slump in exports affected industries and there was a rapid growth in unemployment;*
- *New markets are connected to competition from abroad: new markets to purchase British goods were difficult to develop as successive British governments adopted free trade policies that couldn't compete with the might of nations such as the USA. Other nations raised high tariffs on foreign goods and made it difficult for British companies to exploit new markets successfully. Britain's shipbuilding industry was particularly hit hard as the decline in global trade led to less demand for new ships.*

These factors are connected as they were all causes of the Depression in Britain during the 1930s.

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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 that the Second World War was caused by the failure of appeasement? [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.

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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 the Second World War started due to the failure of appeasement. This policy meant that the British government gave in to Hitler's demands. Chamberlain was naïve when he believed that differences could be settled by talks. Having met with Hitler on three occasions he agreed to Germany's takeover of the Sudetenland in 1938. By appeasing Hitler in this way, it paved the way for his further takeover of Czechoslovakia and Poland in 1939. The source implies that Britain was wrong to follow a policy of appeasement as it led to war;*
- *the source was written by Winston Churchill, a Conservative politician at the time, who later became the British Prime Minster during the war. He spoke strongly against the policy of appeasement in the late 1930s and was very much against Chamberlain's actions. It is possible to agree with this interpretation as Churchill was clearly right to have doubts about the policy. He was proved correct when Hitler broke his word and invaded Czechoslovakia and Poland. It could be argued that had Britain taken a much tougher stance against Hitler in 1938, he may well not have progressed further and war could have been avoided;*
- *as an eyewitness to events, Churchill's interpretation has some elements of truth within it. He had personal experience of the time and access to the political debates going on in Parliament on the subject. However, his interpretation is biased and does not consider other people's points of view;*
- *this interpretation was written in Churchill's Memoirs, which were published in 1959. As he was reflecting on the time, he was able to see how the policy of appeasement failed, and that his arguments against this policy were correct. However, we cannot fully agree with this interpretation as Churchill is trying to promote himself in his book. He is obviously trying to show himself in a favourable light. He would not include details in his book where he considers the arguments for appeasement;*
- *the audience of this book would have lived through the Second World War and seen first-hand that Churchill's arguments against appeasement were in fact correct, and that the failure of the policy had led to a war. Churchill was very much respected at this time as the man who had led Britain to victory against Hitler, something that Chamberlain had failed to do;*
- *others would not agree with this interpretation as there were many reasons why Britain had to follow a policy of appeasement at this time. Britain was not prepared for war and Chamberlain hoped to avoid this by appeasing Hitler. Chamberlain believed that by giving Hitler the Sudetenland he had achieved 'peace in our time'. He was not to know that Hitler would break his word. The British public were also against another war, they still remembered the devastation of the First World War and were sympathetic in some ways to Hitler's demands. Britain was still suffering from the Depression and could not afford to rearm. Candidates may offer other valid counter arguments such as different causes of the Second World War which may be rewarded demonstrating awareness of the wider historical debate.*

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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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