GCSE MARKING SCHEME

SUMMER 2019

GCSE (NEW)

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 2019 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 2019

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 Jarrow Crusade?** **[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 the people of Jarrow were suffering from an industrial depression, with the shipyard and the steelworks closed. There was a lack of jobs in the area.*
- *Source A states that only 100 men were in employment, and that was on a temporary basis.*
- *Source A indicates that the Jarrow Crusaders were petitioning the government for more jobs.*
- *Source B shows a large crowd of unemployed men from Jarrow marching to London in 1936.*
- *Source B shows that they held banners to highlight who they were.*
- *Source B shows that they marched in all weathers.*
- Source B shows policemen escorted the marchers.

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 examiners' 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.

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

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

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

Question: **What can be learnt from Sources A and B about the Jarrow Crusade?** **[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 people of Jarrow were suffering from an industrial depression, with the shipyard and the steelworks closed. There was a lack of jobs in the area.*
- *Source A states that only 100 men were in employment, and that was on a temporary basis.*
- *Source A indicates that the Jarrow Crusaders were petitioning the government for more jobs.*
- *Source B shows a large crowd of unemployed men from Jarrow marching to London in 1936.*
- *Source B shows that they held banners to highlight who they were.*
- *Source B shows that they marched in all weathers.*
- *Source B shows that policemen escorted the marchers.*

Question 2

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

Question: **To what extent does this source accurately explain the effect of the Blitz on the people of Britain?** **[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 that accurate in explaining the effect of the Blitz on the people of Britain; it is only focused on what is happening in London. Other areas were also affected by the Blitz but these are not mentioned.*
- *It gives a very negative portrayal of the effect and states that the people were gripped with fear and have lost their self-control.*
- *It suggests that the 7 million people living in London did not know what to do and were running around the streets while bombs were exploding around them.*
- *It is a report on a German radio station that was broadcast in Germany and Britain. It aims to show that the Germans are successful in frightening the people of London and that their morale and spirit is being destroyed by the German bombing campaigns.*
- *It wants the German people to hear that the British are fearful and losing all sense of self-control, to make the German people believe that the Blitz is going well.*
- *It also wants the British people's morale to be affected by showing that Londoners are struggling to cope.*
- *This is a piece of propaganda by the Germans and therefore cannot be trusted to be fully accurate.*

- *While some Londoners would no doubt have been afraid of the bombs there are tales of communities coming together and morale remaining strong in the face of adversity.*
- *The spirit of the British people was not destroyed. This was broadcast on the 18th September 1940, only a few days into the Blitz, so perhaps this was the initial view by the Germans, but as the bombing continued the British people dealt very well with the effects of the Blitz. The Blitz spirit remained strong.*
- *Candidates may conclude that while the source is likely to have some accuracy, it does not fully explain the effect of the Blitz on the people of London or Britain as a whole.*

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

Question: **Why was the German invasion of Czechoslovakia in March 1939 significant to Britain?** **[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:

- *Hitler's Germany was getting bigger and stronger.*
- *Hitler had taken one more step closer to war and was further building up the Third Reich.*
- *The invasion showed that Hitler's promises at Munich in September 1938 meant nothing.*
- *Britain had now to decide whether to follow the policy of appeasement or rearm.*
- *Neville Chamberlain finally chose a more militaristic approach and preparations for war were now made.*
- *It made Britain realise that Hitler could not be appeased – the policy of appeasement had failed.*
- *There was a fundamental change in British foreign policy – war now seemed inevitable.*
- *Britain committed itself, along with France, to the defence of Poland.*
- *The British public were more willing to go to war.*
- *Russia responded to the policy of appeasement by Britain and France by signing the Nazi-Soviet Pact with Hitler in August 1939.*
- *Britain realised that its actions had led to the loss of a potential ally in Russia.*

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

Question: **Explain the connections between any THREE of the following:** **[12]**
- **Propaganda posters**
- **Winston Churchill**
- **Radio and cinema**
- **The Dig For Victory campaign**

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 keeping morale high during the war; connections identified may include:

- *Propaganda posters were used during the Second World War to persuade people to play a part in the war effort, from encouraging women to go and work in the factories to promoting campaigns such as 'Dig for Victory'. <u>The posters would encourage people to grow their own food</u> and were part of a massive propaganda campaign aiming both to ensure that people had enough to eat, and that morale was kept high.*
- *The radio and the cinema were used to make the British people aware of what was happening during the war. Most people had a radio and listened to the news and other programmes to keep up their morale. <u>It was also used to play important speeches, such as the ones by Winston Churchill</u>. Churchill's broadcasts helped people to stay strong. Newsreels from the war <u>and important propaganda messages from the government</u> were shown in cinemas.*

- *The 'Dig for Victory' campaign was set up during the Second World War by the British Ministry of Agriculture. Men and women across the country were encouraged to grow their own food in times of harsh rationing. Open spaces everywhere were transformed into allotments, from domestic gardens to public parks – even the lawns outside the Tower of London were turned into vegetable patches. <u>Programmes aimed at helping people with advice about how to grow their own food and how to cook were often played on the radio and shown in cinemas</u>.*
- *<u>Propaganda posters were used to highlight the actions and messages given by Winston Churchill</u> – they showed his use of the V for Victory sign and encouraged the Bulldog Spirit. Images of propaganda posters were also shown in cinemas.*
- *All of these factors were combined to effectively keep up British morale during the Second World War.*

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

Question: **How far do you agree with this interpretation of the reasons why the Labour Party won the General Election in 1945?** **[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 Labour won the election because it had a bold vision for the future. It promised people a change and a new future, tackling the five giants such as unemployment. Their manifesto ensured that Clement Atlee was voted into Number 10.*
- *It gives the impression that the British public had had enough of the policies of the past and were looking for something new. It shows that the Labour Party was willing to address the common problems of the time, and candidates may support this by noting the Party's adoption of the Beveridge Report.*

- *The information comes from an article on the 1945 General Election, which Labour won. It is making a link between the present-day party and that of the past in the way that it is associated with helping the British people in times of crisis, such as at the end of the Second World War.*
- *The source comes from the official website of the Labour Party. This would obviously be trying to show the party in a favourable light, and would suggest that Labour secured victory because its policies promised change after war.*
- *The Labour Party did promise to incorporate the Beveridge Report into its manifesto and did have a vision of creating a country that could provide from the 'cradle to the grave'. Candidates might mention some of the ways that the Party dealt with these problems.*
- *This article may have been read by Labour Party supporters as it is on their specific website, and therefore would focus on positive events in the past.*
- *The source is biased toward the Labour Party and would therefore not consider other factors why the Party won the election.*
- *Labour also won because the public still associated the Conservatives with the pre-war Depression.*
- *Labour was helped by the fact that the Conservatives fought a disastrous election campaign in 1945 – the source does not acknowledge this as it wants to create an impression of the Labour Party solely responsible for its own victory.*
- *Some candidates might refer to the fact that the source was produced in 2015, a year when there was a General Election. It is trying to show the people of the United Kingdom its history of trying to help the ordinary people in order to gain votes. It is trying to gain more support for its own policies by looking back to the past.*

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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