



GCE MARK SCHEME (New Specification - Wales only)

SUMMER 2018

HISTORY - UNIT 4  
DEPTH STUDY 4

POLITICS AND SOCIETY IN WALES AND ENGLAND,  
c.1900-1939

ECONOMIC AND SOCIAL CHALLENGES IN WALES AND  
ENGLAND, c.1918-1939

1100U40-1

## **INTRODUCTION**

This marking scheme was used by WJEC for the 2018 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.

# WJEC GCE HISTORY

## UNIT 4 - DEPTH STUDY 4

### POLITICS AND SOCIETY IN WALES AND ENGLAND c.1900 - 1939

### ECONOMIC AND SOCIAL CHALLENGES IN WALES AND ENGLAND c.1918 - 1939

### MARK SCHEME - SUMMER 2018

#### QUESTION 1

#### Marking guidance for examiners

#### Summary of assessment objectives for Question 1

Question 1 assesses assessment objective 2. This assessment objective is focused on the ability to analyse and evaluate different ways in which aspects of the past have been interpreted. The total mark awarded to this question is 30.

#### The structure of the mark scheme

The mark scheme for Question 1 has two parts:

- advice on each specific question outlining indicative content which can be used to assess the quality of the specific response. This content is not prescriptive and candidates are not expected to mention all the material referred to. Assessors should seek to credit any further admissible evidence offered by candidates.
- an assessment grid advising which bands and marks should be given to responses which demonstrate the qualities needed in assessment objective 2.

#### Deciding on the mark awarded within a band

The first stage for an examiner is to decide the overall band. The second stage is to decide how firmly the qualities expected for that band are displayed. Thirdly a final mark for the question can then be awarded.

## INDICATIVE CONTENT FOR QUESTION 1

*NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Assessors should seek to credit any further admissible evidence offered by candidates. Each answer will be assessed on its merits according to the assessment grid as well as the indicative content.*

### **With reference to the sources and your understanding of the historical context, assess the value of these three sources to an historian studying political challenges in Britain 1922-1936.**

Candidates are expected to demonstrate their ability to analyse and evaluate a range of source material with a high degree of discrimination. Source evaluation skills should focus on discussing the strengths and the limitations of the nominated sources. To judge utility, there should be consideration of the content and the authorship of the nominated sources to discuss reliability, bias, purpose and validity, as appropriate. In analysing and evaluating the provided source material, candidates may deploy knowledge and understanding from their previous learning. Credit may be given if previous learning is used to show understanding of the historical context if appropriate.

Candidates will consider the three sources in their historical context and also consider the value of the sources to an historian studying political challenges in Britain 1922-1936. Knowledge of the historical context should be utilised to analyse and evaluate the strengths and limitations of the sources. Appropriate observations may be made in the analysis of the value of the sources including:

- Source A shows how the Conservative Party were discussing bringing the coalition government to an end in 1922 and the fear of the effect that Lloyd George could have on the party and its future. The Liberal Party had already split and there is a growing fear expressed in the source that the same will happen to the Conservative Party if the coalition continues. This source is of considerable value to an historian studying political challenges as it provides an insight into the reasons for the demise of the Liberal Party as well as the influence of David Lloyd George and the reasons for the fall of the coalition government of 1918-22. The source is from Baldwin's speech at the Carlton Club which was key in the fall of the coalition government and provides a contemporary opinion about the destructive effect of Lloyd George. The author is clearly biased in favour of the Conservative viewpoint of the need to dissolve the coalition but the source still remains very valuable to a study of the great political challenges that faced the country in the aftermath of the Great War.
- Source B provides evidence of the political turmoil which was evident during 1931 as the Labour Government was facing an economic and political storm. The formation of the National Government has just hit the headlines and the reactions to it varied from quarter to quarter. *The Times* has a clear pro-government bias and it is unlikely that this view of the leaders of the new National Government was shared by all. The historian would find this source of huge value in understanding political challenges at this time as it shows the reasons for the formation of a National Government and how certain media outlets responded to it.

- The origin of Source C is a speech by King Edward VIII at the time of his abdication in 1936 and is explaining the reasons for his decision to renounce the throne. Being an honest account of his decision he is explaining how his situation is untenable and how his abdication is best for all especially in view of the constitutional crisis facing Britain in 1936. Being a deeply personal and emotional speech this source would be of immense value to an historian studying political challenges in the 1930s because it clearly shows the King's reasoning and state of mind during the constitutional crisis. The evaluation of the source should also be aware of the way in which the abdication posed considerable political challenges, not least in the way in which the government dealt with the aftermath of the decision which was unprecedented in modern times.

Overall, candidates provide a judgment regarding the value of the sources to an historian studying political challenges in Britain 1922-1936 and able to demonstrate that value through consideration of the tone and nature of the presented sources and understanding of the historical context.

## MARK SCHEME UNIT 4 QUESTION 1

In general terms the responses will display characteristics of one of the six bands shown below.

The table below gives advice on which band, sub-band and marks should be given to certain types of answer. The published mark scheme for Unit 4 question 1 also gives a similar breakdown and descriptors.

<b>Band 6 CHARACTERISTICS</b>		<i>Sustained and accurate analysis and evaluation of the given sources; full understanding shown of the appropriate historical context associated with the set enquiry; reaches a full and substantiated judgement regarding the value of the sources to an historian studying the development of a particular issue over the period set</i>
<b>ACX, VTH, ATQS OVER THE PERIOD SET</b>		
<b>B6S</b>	<b>30</b>	The response shows accurate and sustained source evaluation using the content and attributions of each of the three sources, setting the response in the appropriate historical context and covering all of the period set in the enquiry. There will be a substantiated judgement regarding the value of the sources to an historian studying the development of a particular issue over the period set.
<b>B6C</b>	<b>27</b>	The response begins to show some characteristics of Band 6

<b>Band 5 CHARACTERISTICS</b>		<i>Meaningful analysis and evaluation of the given sources involving valid evaluation of the content and attribution of the sources; understanding shown of the appropriate historical context associated with the set enquiry; reaches a valid judgement regarding the value of the sources to an historian studying a particular issue.</i>
<b>ACX and VTH</b>		
<b>B5S</b>	<b>25</b>	The response shows accurate source evaluation using the content and attributions of the three sources, setting the response in the appropriate historical context and covering most of the period set in the enquiry. There will be a valid and supported judgement on the value of all three sources to an historian studying a particular issue.
<b>B5C</b>	<b>23</b>	The response begins to show some characteristics of Band 5

<b>Band 4 CHARACTERISTICS</b>		<i>Clearly attempts an analysis and evaluation of the given sources in relation to the general historical context of the set enquiry with some evaluation of the content and attribution; a sound judgement is seen regarding the value to an historian of some or all three sources.</i>
<b>GCX, VTH and U</b>		
<b>B4H</b>	<b>20</b>	The response is able to discuss the strengths and limitations of the three sources by focusing on their attributions, content and especially the general historical context. This will be used to reach a reasoned judgement on value to an historian of all three sources. Occasional references to utility are acceptable.
<b>B4S</b>	<b>18</b>	The response is able to discuss the strengths and limitations of the three sources by focusing on their attributions, content and the general historical context. A judgement on value to an historian will be present on some or all of the three sources though some general comments on utility may be seen.
<b>B4C</b>	<b>16</b>	The response begins to show some characteristics of Band 4 in discussing the general historical context. Mainly focussed on UTILITY but with a limited reference to value.

<b>Band 3 CHARACTERISTICS</b>		<i>Mechanistic and formulaic use of the content and attributions of the given sources to evaluate their utility and / or value; a limited judgement on the utility and / or value of the sources will be seen. Limited understanding of the historical context.</i>
<b>Mechanistic V, S&amp;L and U</b>		
<b>B3H</b>	<b>15</b>	The response is able to evaluate the three sources by focusing on their attributions and content. Any reference to the historical context will be limited. There will be a mechanistic focus on evaluating the UTILITY and / or the VALUE of some or all of the sources. There will be a limited judgement on all of the sources.
<b>B3S</b>	<b>13</b>	The response is able to evaluate some or all of the three sources by focusing on their attributions and / or content. Any reference to the historical context will be limited. There will be a limited judgement on some of the sources.
<b>B3C</b>	<b>11</b>	The response begins to show some characteristics of Band 3. This can also be used if only one source is attempted.

<b>Band 2 CHARACTERISTICS</b>		<i>Mechanistic and formulaic use of the content and / or attributions of the given sources to show their strengths and / or limitations.</i>
<b>TRAWL</b>		
<b>B2H</b>	<b>8</b>	The response is able to discuss the strengths and / or limitations of all three sources by focusing on their content and / or attributions.
<b>B2S</b>	<b>6</b>	The response is able to discuss the strengths and / or limitations of some of the three sources by focusing on their content mostly.

<b>Band 1 CHARACTERISTICS</b>		<i>Copies or paraphrases from content or attributions of the given sources.</i>
<b>COPYING / COMPREHENSION</b>		
<b>B1H</b>	<b>5</b>	Paraphrases from all of the three sources and / or attributions or plain narrative.
<b>B1S</b>	<b>3</b>	Copies from one or two of the three sources and / or attributions.
	<b>0</b>	Use for incorrect answers



## **QUESTIONS 2 AND 3**

### **Marking guidance for examiners**

#### **Summary of assessment objectives for Question 2 and 3**

Both questions assess assessment objective 1. This assessment objective is a single element focussed on the ability to analyse and evaluate and reach substantiated judgements. The mark awarded to the question chosen is 30.

#### **The structure of the mark scheme**

The mark scheme for Questions 2 and 3 has two parts:

- advice on each specific question outlining indicative content which can be used to assess the quality of the specific response. This content is not prescriptive and candidates are not expected to mention all the material referred to. Assessors should seek to credit any further admissible evidence offered by candidates.
- an assessment grid advising which bands and marks should be given to responses which demonstrate the qualities needed in assessment objective 1.

#### **Deciding on the mark awarded within a band**

The first stage for an examiner is to decide the overall band. The second stage is to decide how firmly the qualities expected for that band are displayed. Thirdly a final mark for the question can then be awarded.

#### **Organisation and communication**

This issue should have a bearing if the standard of organisation and communication is inconsistent with the descriptor for the band in which the answer falls. In this situation, examiners may decide not to award the highest mark within the band.

## INDICATIVE CONTENT FOR QUESTION 2

*NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Assessors should seek to credit any further admissible evidence offered by candidates. Each answer will be assessed on its merits according to the assessment grid as well as the indicative content.*

### **How far do you agree that government action was largely successful in dealing with the economic problems facing Wales and England 1918-1939?**

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question – in this case the claim that government action was largely successful in dealing with the economic problems facing Wales and England 1918-1939. They will consider a range of key concepts such as causation, consequence, continuity, change and significance where appropriate and also the relationship between the key characteristics and features associated with the issue in the question. In addressing the context of the set questions, candidates may deploy knowledge and understanding from their previous learning. Credit may be given if the knowledge and understanding deployed helps address the specific questions set.

Candidates will offer an analysis and evaluation of the claim that government action was largely successful in dealing with the economic problems facing Wales and England 1918-1939. In order to reach a substantiated judgement about this issue, candidates may argue that government action was indeed largely successful in dealing with the economic problems facing Wales and England 1918-1939. The response might support this proposition by considering issues such as:

- After the end of the war there was a post war economic boom which allowed the government to make plans such as 'homes fit for heroes.'
- Government focus on house building in the early 1920s did provide a timely boost to associated industries
- Government policy assisted the growth of some new industries such as the Central Electricity Board of 1926 and allowed protective tariffs on the motor industry.
- The formation of a National government in 1931 was a pro-active attempt to work together to solve the economic crisis facing Britain
- The decision to come off the Gold Standard in 1931 had a beneficial effect on the British economy as the introduction of 'cheap money' was a factor in the economic recovery of the 1930s
- The decision to introduce protective tariffs during the 1930s gave a boost to the economy struggling to come out of recession
- The decision to provide targeted benefits to unemployed people through the means test did allow people to continue to spend, albeit in small amounts
- The decision to begin re-armament did have a very beneficial effect on British industry in the late 1930s

Candidates might consider challenging the proposition in the question by arguing that in some respects that government action was not that successful in tackling the economic problems facing Britain 1918-1939. The response might consider issues such as:

- The reluctance to depart from the economic orthodoxy of deflation in times of economic recession prevailed and the 'Treasury view' was king
- The reluctance to listen to different economic solutions of people like Keynes, Hobson, Lloyd George or even Moseley.

- Governments were too ready to sit back and put faith in the belief that the remedy lay in an expected upturn in the trade cycle.
- The Geddes Axe did very little to help the economy
- The restoration of the Gold Standard in 1925 damaged the nation's competitiveness
- Industrial conflict was prevalent and worsened the economic crisis in Britain
- Continued high unemployment indicates a lack of a coherent economic plan during the inter-war period especially during the 1930s
- The limited government response to the depression e.g. Commonwealth preference, the Special Areas Acts were piecemeal at best.

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which government action was mainly successful in dealing with the economic problems facing Wales and England 1918-1939.

### INDICATIVE CONTENT FOR QUESTION 3

*NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Assessors should seek to credit any further admissible evidence offered by candidates. Each answer will be assessed on its merits according to the assessment grid as well as the indicative content.*

### **To what extent did the people of Wales and England benefit from new social and cultural developments in the period 1918-1939?**

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question – in this case whether the people of Wales and England benefited from the new social and cultural developments in the period 1918-1939. They will consider a range of key concepts such as causation, consequence, continuity, change and significance where appropriate and also the relationship between the key characteristics and features associated with the issue in the question. In addressing the context of the set question, candidates may deploy knowledge and understanding from their previous learning. Credit may be given if the knowledge and understanding deployed helps to address the specific question set.

Candidates will offer an analysis and evaluation of the extent that the people of Wales and England benefited from the new social and cultural developments in the period 1918-1939. In order to reach a substantiated judgement about this issue, candidates may argue the people of Wales and England did benefit from the new social and cultural developments in the period 1918-1939. The response might consider supporting the proposition by considering:

- developments in the lives of women enhanced voting rights and increased job opportunities were largely beneficial
- developments in leisure and popular pastimes and sporting opportunities were available to a greater range of people
- the development of the cinema gave many an escape from the privations of daily life
- the development of the car industry made the automobile cheaper and opened up the horizons of the people that could afford to buy one
- new consumer products such as vacuum cleaners and washing machines made life easier for some in society
- new opportunities opened up due to improving education provision and health care

Candidates might consider challenging the proposition in the question by arguing that the people of Wales and England did not benefit from the social and cultural developments in this period: The response might consider:

- the fact that attitudes towards women did not change that much and that the equality gap in the sphere of work was still considerable
- developments in sport and leisure were only open to those that could afford them and these were very much regionally based.
- use of the Welsh language was still frowned upon in society
- the rise of the BUF indicated the existence of cultural intolerance in Britain
- government legislation in the field of education and health was hardly comprehensive and likely to lead to social unity
- few were able to fully avail themselves of the luxury of a holiday or new technologies like motor cars, the radio or household appliances

- the depression denied many in the depressed areas any access to cultural, social or leisure developments.

Overall candidates will offer a debate and come to a substantiated judgement about whether the people of Wales and England benefited from new social and cultural developments in the period 1918-1939

**.MARK SCHEME UNIT 4  
QUESTIONS 2 AND 3**

In general terms the responses will display characteristics of one of the six bands shown below.

**The table below gives advice on which band, sub-band and marks should be given to certain types of answer. The published mark scheme for Unit 4 also gives a similar breakdown and descriptors.**

<b>Band 6 CHARACTERISTICS</b>		<i>The response is fully focussed on the exact key concept in the set question, covering the whole of set period, with a clear and convincing debate on the main developments and reaching a substantiated judgement in a lucid and fully coherent essay.</i>
B6H	30	The response engages with the exact key concept and the fuller range of issues arising from the question set throughout the essay and is able to provide an analytical, evaluative and lucid essay with a fully convincing and substantiated judgement covering the whole of the set period.
B6S	27	The response engages with the key concept and the fuller range of issues arising from the question set throughout the essay and is able to provide an analytical, evaluative and coherent essay with a convincing and substantiated judgement covering nearly all of the set period.

<b>Band 5 CHARACTERISTICS</b>		<i>The response is mainly focussed on debating the key concept in the set question, covering most or all of the full period. The response considers most of the main developments; provides a convincing debate and is able to come to a supported, balanced and appropriate judgement.</i>
B5H	25	The response engages with the key concept and offers a convincing debate regarding the range of issues arising from the question set throughout most of the essay. The essay will be analytical, evaluative and well written with a balanced and appropriate judgement covering most or all of the set period.
B5S	23	The response has a focus on debating the key concept set throughout most of the essay and is able to provide an analytical, evaluative and well written essay with a balanced and appropriate judgement covering some or most of the set period.
B5C	21	The response begins to show some of the characteristics of Band 5. <i>[This can be used for good conceptual responses which do not cover the greater part of the period].</i>

<b>Band 4 CHARACTERISTICS</b>		<i>The response has some focus on the key concept in the set question covering some to all of the set period, with some debate on some of the developments and a supported, balanced judgement on the key concept in a structured essay. There may well be some drift but there should be the beginning of a meaningful debate in the response.</i>
B4H	20	The response will feature some meaningful discussion of how and why the main developments, events or factors had an impact on the key concept in the set question over some or most of the period set. There will be an attempt at a balanced and supported judgement though some slight drift may be apparent.
B4S	18	The response begins to discuss the key concept in the question set, often with a series of mini judgements. There may be an attempt to consider a series of developments, events or factors in relation to the key concept set over some or most of the period. There may well be some listing of developments and some drift.

<b>Band 3 CHARACTERISTICS</b>		<i>The response has some focus on the key issues set and begins to discuss these to come to a judgement on the question set. The response is usually restricted to a “for and against” discussion with some evidence of listing and unloading of notes. There may well be some considerable drift; and there may well be a mechanistic tone to the response.</i>
B3H	15	The response is based on a series of assertions, developments or factors over the period rather than the key concept in the question set. The response does offer a limited but valid judgement.
B3S	13	The response tends to be in the form of a generalised, listing of developments and factors.

<b>Band 2 CHARACTERISTICS</b>		<i>The response is largely based on the TOPIC area and is descriptive.</i>
B2H	8	The response is a predominantly descriptive account of the topic. There will be a “tagged on” judgement.
B2S	6	The response is a descriptive account of the developments and factors related to the topic area with no judgement attempted.

<b>Band 1 CHARACTERISTICS</b>		<i>The response is very limited, undeveloped, very brief or largely irrelevant.</i>
B1H	5	The response is very limited and undeveloped though there is some weak link to the topic area.
B1S	3	The response is very brief and / or largely irrelevant to the concept set.
	0	Use for incorrect answers