



GCE MARK SCHEME

SUMMER 2019

HISTORY - UNIT 1
PERIOD STUDY 4

POLITICS, PEOPLE AND PROGRESS IN WALES AND
ENGLAND, c. 1880-1980

2100UD0-1

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.

UNIT 1
PERIOD STUDY 4
POLITICS, PEOPLE AND PROGRESS: WALES AND ENGLAND c.1880-1980

MARK SCHEME

Section A

Marking guidance for examiners

Summary of assessment objectives for Section A

Section A questions assess assessment objective 1. The periods set in the question range between 20 and 40 years. This assessment objective is a single element focused on the ability to analyse and evaluate and reach substantiated judgements. The mark awarded to each question chosen in this section is 30.

The structure of the mark scheme

The mark scheme for Section A 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 that 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 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.

How far do you agree that that the governments of the period from 1906 to 1939 were largely successful in dealing with the social challenges they faced?

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 governments of 1906 to 1939 were largely successful in dealing with the social challenges they faced. 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.

Candidates will offer an analysis and evaluation of the extent that the governments of the period from 1906 to 1939 were largely successful in dealing with the social challenges they faced. In order to reach a substantiated judgement about this issue, candidates may argue that the governments of the period from 1906 to 1939 were largely successful in dealing with the social challenges they faced. The candidate might support this proposition by considering issues such as:

- The advancement in education reform, for example the School Meals Act (1906) and the Education Act (1907);
- The Town and Country Planning Act, which helped to improve housing conditions;
- There were genuine attempts to help the workers through Labour Exchanges, the Compensation Act and the Trade Boards Act;
- Old Age Pensions, which were an advance;
- Health reforms, which led to improvements in mortality and morbidity rates;
- The attempts to build suitable homes in the 1920s;
- Various schemes to alleviate social distress in the 1930s, which had varying degrees of success.

Candidates might consider challenging the proposition in the question by arguing that in some respects the governments of the period from 1906 to 1939 were not really successful in dealing with the social and economic challenges they faced. The candidate might consider evaluations such as:

- Education was still piecemeal and created significant resentment and inequality. Further, the provision of school meals was not compulsory;
- The poorest of society remained a significant minority;
- Not everyone received the minimum wage and an 8-hour working day was only introduced in the coal mines;
- There were still issues of inequality with respect to women;
- Pensions were only for the over-70s who lived below a particular income threshold;
- Housing continued to be of poor quality for many people;
- The real solution to the social problems of the 1930s was the preparation for and advent of war.

Overall, candidates will offer a debate and come to a substantiated judgement regarding the extent that the governments of the period from 1906 to 1939 were largely successful in dealing with the social and challenges they faced.

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.

To what extent did the introduction of the NHS have the greatest impact on the lives of the people of Wales and England in the period from 1945 to 1980?

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question—in this case, to what extent the introduction of the NHS had the greatest impact on the lives of the people of Wales and England in the period from 1945 to 1980. 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.

Candidates will offer an analysis and evaluation of whether the introduction of the NHS had the greatest impact on the lives of the people of Wales and England in the period from 1945 to 1980. In order to reach a substantiated judgement about this issue, candidates may argue that health reform did have the greatest impact on the lives of the people of Wales and England in the period from 1945 to 1980. The response might support this proposition by considering issues such as:

- The creation of a Welfare State;
- The pivotal role of the NHS post-1947;
- Housing development and its effect on health, for example the New Towns Act (1946);
- The Clean Air Act (1957);
- There were general improvements in health due to advances in maternity care, women's health and vaccinations.

Candidates might consider challenging the proposition in the question by arguing that the introduction of the NHS did not have the greatest impact on the lives of the people of Wales and England in the period from 1945 to 1980. The response might consider alternate issues such as:

- Post-war improvements in education;
- The developments in race relations after 1970;
- The drive towards gender equality after 1970;
- Economic developments, both in times of boom and recession;
- Advances and improvements in technology, especially in communication and entertainment.

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which the introduction of the NHS had the greatest impact on the lives of the people of Wales and England in the period from 1945 to 1980.

Section B

Marking guidance for examiners

Summary of assessment objectives for Section B

Section B questions also assess assessment objective 1. The periods set in the question range between 40 and 80 years. This assessment objective is a single element focused on the ability to analyse and evaluate and reach substantiated judgements. The mark awarded to each question chosen in this section is 30.

The structure of the mark scheme

The mark scheme for Section B 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 that 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 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.

'The changing fortunes of the Conservative Party were largely due to the weakness of the opposition between 1880 and 1939.' **Discuss.**

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 changing fortunes of the Conservative Party were largely due to the weakness of the opposition between 1880 and 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.

Candidates will offer an analysis and evaluation of whether the changing fortunes of the Conservative Party were largely due to the weakness of the opposition between 1880 and 1939. In order to reach a substantiated judgement about this issue, candidates may argue the case that the changing fortunes of the Conservative party were largely due to the weakness of the opposition between 1880 and 1939. The response might support this proposition by considering issues such as:

- The Conservative dominance of politics in the period up to 1905;
- The control the Conservative Party had over the Lloyd George Coalition up to 1922;
- The leadership and personality of Baldwin in the inter-war period and Churchill in the wartime coalition;
- The split within the Liberal Party after 1918;
- The weakness of the Labour Party and the eventual collapse of the Second Labour Government;
- Conservative dominance through the National Government.

Candidates might consider challenging the proposition in the question by arguing that the changing fortunes of the Conservative Party were not largely due to the weakness of the opposition between 1880 and 1939. The response might consider other causes such as:

- The fall of the Conservatives in 1905 was because of issues that were mainly of their own making;
- The dominance of New Liberal ideas of the pre-war era kept the Conservatives out of office;
- The Conservative position was often dictated by industrial disputes in this period;
- The reliance of the Conservatives on “other strong leaders”—Lloyd George; MacDonald;
- The Conservative Party were seen as being responsible for the lack of development in social reform.

Overall candidates will offer a debate and come to a substantiated judgement regarding whether the changing fortunes of the Conservative Party were largely due to the weakness of the opposition between 1880 and 1939.

INDICATIVE CONTENT FOR QUESTION 4

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.

'War was the most important influence on the changing role and status of women in Wales and England between 1914 and 1980.' **Discuss.**

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question—in this case whether war was the most important influence on the changing role and status of women in Wales and England between 1914 and 1980. 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.

Candidates will offer an analysis and evaluation of whether war was the most important influence on the changing role and status of women in Wales and England between 1914 and 1980. In order to reach a substantiated judgement about this issue, candidates may argue that war was the most important influence on the changing role and status of women in Wales and England between 1914 and 1980. The response might support this proposition by considering issues such as:

- Work in various industries during the Wars changed perceptions of women. For example, the WRAF, WAC, WAAC, Land Army and Munitionettes;
- The decision by the women's movements to support the war effort changed perceptions of women in both wars;
- Due to the war, the Representation of the People's Act (1918) gave women over the age of 30 the right to vote and changed the political landscape of Britain.

Candidates might consider challenging the proposition in the question by arguing that war was not the most important influence on the changing role and status of women in Wales and England between 1914 and 1980. The response might consider alternate factors such as:

- The extension of the franchise in 1918 and 1929;
- The role of notable individuals in raising awareness of women's achievements, for example Amelia Earhart, Amy Johnson, Barbra Castle, Margaret Thatcher;
- Health reforms that directly affected women, for example the foundation of the NHS and a number of Maternity Acts;
- Employment legislation and equal pay/opportunities;
- Reforms to marriage rights in the set period.

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent that war was the most important influence on the changing role and status of women in Wales and England between 1914 and 1980.

UNIT 1: THE PERIOD STUDY MARK SCHEME FOR 2019

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 awarded to answers showing the appropriate characteristics.

Band 6 CHARACTERISTICS		<i>The response is fully focused 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.
Band 5 CHARACTERISTICS		<i>The response is mainly focused 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>

Band 4 CHARACTERISTICS		<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.
Band 3 CHARACTERISTICS		<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.
Band 2 CHARACTERISTICS		<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.
Band 1 CHARACTERISTICS		<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