



GCE MARK SCHEME

SUMMER 2019

HISTORY - UNIT 3
BREADTH STUDY 7

SOCIAL CHANGE AND REFORM IN WALES AND
ENGLAND, c. 1890–1990

1100UG0-1

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 3
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Marking guidance for examiners

Summary of assessment objectives for Unit 3

The questions each 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 each question chosen in this assessment is 30.

The structure of the mark scheme

The mark scheme for Unit 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.
- The assessment grid for questions 1 and 2 and that for question 3 differ in that the assessment for question 3 expects candidates to demonstrate understanding of change and/or development over the long term (at least 100 years).

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.

To what extent was educational reform mainly responsible for change in society between 1890 and 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 educational reform was mainly responsible for change in society between 1890 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 the extent to which educational reform was mainly responsible for change in society between 1890 and 1939. In order to reach a substantiated judgement about this issue, candidates may argue that educational reform was indeed mainly responsible for change in society between 1890 and 1939. They may support this proposition by noting:

- education reform prior to 1900;
- the impact of the Education Reform Act (1902);
- the Liberal's attempt to reform education and the role of education in children's health and well-being;
- the impact of the Fisher Act (1918);
- the growth of university education in the 1920s and 1930s.

Candidates may consider challenging the proposition in the question by arguing that, in some respects, educational reform was not mainly responsible for change in society between 1890 and 1939. They may note:

- changes in health and housing policies, especially after 1918;
- the growth of popular culture in the 1920s and 1930s;
- developments in the lives of women;
- the impact of the Great War;
- economic developments, which led to greater opportunities for some in the 1930s;
- the periods of depression and their impact on society.

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which educational reform was mainly responsible for change in society between 1890 and 1939.

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.

'The development of popular culture between 1945 and 1990 had the most significant impact on the lives of the people of Wales and England.' 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 development of popular culture between 1945 and 1990 had the most significant impact on the lives of the people of Wales and England. 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 to which the development of popular culture between 1945 and 1990 had the most significant impact on lives of the people of Wales and England. In order to reach a substantiated judgement about this issue, candidates may argue that the development of popular culture between 1945 and 1990 had the most significant impact on the lives of the people of Wales and England. They may support this proposition by noting:

- the rise in the popularity of cinema and movie idols, which persisted after 1945;
- the launch and spread of commercial television after 1955;
- the advent of rock and roll music from the late 1950s, and its growing appeal to young people – the 'teenager';
- the growth of a permissive society and its appeal from the early 1960s;
- the rise in the popularity of influential bands and artists such as the Beatles in the 1960s, and punk rock in the 1970s;
- the effect of popular culture on student protests in the 1960s;
- the growing popularity of spectator sports from the 1960s.

Candidates may consider challenging the proposition in the question by arguing that in some respects the development of popular culture between 1945 and 1990 did not have the most significant impact on the lives of the people of Wales and England. They may note:

- the effect of the growth in the Welfare State after 1948;
- the growth of a consumer society from the 1960s;
- developments in housing from the post-war period through to the 1960s;
- rising equality and standards of living, for example “*you've never had it so good*” from the late 1950s;
- improvements in educational opportunities after 1944;
- race relations and discrimination, and its effect on young people from the 1960s;
- the changing role and status of women in society, especially from the 1970s.

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which the development of popular culture between 1945 and 1990 had the most significant impact on the lives of the people of Wales and England

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 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 did the policies of the National Government (1931–1940) make the most important contribution to the tackling of poverty and unemployment in the period from 1890 to 1990?

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 policies of the National Government (1931–1940) made the most important contribution in tackling poverty and unemployment in the period from 1890 to 1990. Candidates are able to offer a valid and balanced discussion covering the period set about the relationships between key features and characteristics in relation to the key concept set in the question such as causation, consequence, continuity, change and significance.

Candidates will offer an analysis and evaluation of the extent the policies of the National Government (1931–1940) made the most important contribution in tackling poverty and unemployment in the period from 1890 to 1990. In order to reach a substantiated judgement about this issue, candidates may argue that the policies of the National Government (1931–1940) made the most important contribution towards tackling poverty and unemployment in the period from 1890 to 1990. The candidate may support the proposition by considering issues such as:

- the attempts of the National Government (1931–1940) to deal with unemployment during the depression years, for example Means Testing, Insurance Acts and tariff agreements;
- developments in health and housing during the 1930s.

Candidates may consider challenging the proposition in the question by arguing that in some respects the National Government (1931–1940) did not make the most important contribution in tackling poverty and unemployment in the period 1890-1990. They may refer to:

- the impact of the far-reaching Liberal reforms of 1906 to 1914;
- attempts to tackle poverty and improve health, housing and education between 1918 and 1929;
- the impact of the Labour Government of 1945 to 1951 on poverty and unemployment;
- the impact of war in general was more influential in raising awareness of poverty and encouraging change;
- the realisation of the impact of poverty post-1945 and the attempts to tackle it in the 1960s and 1970s.

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent that the National Government (1931–1940) made the most important contribution in tackling poverty and unemployment in the period from 1890 to 1990.

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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 specifically focused on covering the whole or nearly all of the set period and debating the key concept in the question set and provides a substantiated, sustained and integrated judgement. It demonstrates accurate, relevant and precise knowledge of the key features and characteristics associated with the theme</i>
Lucid; convincing; debating		
B6H	30	The response engages with the exact key concept in the question set covering the whole of the set period. It discusses the fuller range of features and characteristics associated with the relevant theme. The response provides a fully analytical, evaluative and lucid essay with a fully convincing and substantiated judgement.
B6S	27	The response engages with the key concept in the question set covering nearly all of the set period. It discusses the fuller range of features and characteristics associated with the relevant theme. The response provides an analytical, evaluative and lucid essay with a convincing and substantiated judgement.
Band 5 CHARACTERISTICS		<i>The response is mainly focused on covering the greater part of the set period and debating the key concept in the question set. It demonstrates mostly accurate and relevant knowledge of the key features and characteristics associated with the theme. It provides a supported, balanced and appropriate judgement</i>
Coherent; engaging; debating		
B5H	25	The response engages with the key concept and is covering the greater part of the set period in the question set. It discusses a range of features and characteristics associated with the relevant theme. The response provides an evaluative and well written essay with a balanced and appropriate judgement.
B5S	23	The response engages with the key concept and is covering the greater part of the set period in the question set. It discusses a range of features and characteristics associated with the relevant theme. The response provides an evaluative and well written essay with an appropriate judgement
B5C	21	The response begins to show some characteristics of Band 5. <i>[This can be used for good conceptual responses which do not cover most of the period, especially in Section B.]</i>

Band 4 CHARACTERISTICS		<i>The response attempts to cover most of the set period and discusses the key concept in the question set. It demonstrates some accurate and relevant knowledge of the key features and characteristics associated with the theme. It provides a supported judgement</i>
Meaningful discussion; mini judgements		
B4H	20	
The response is mainly focused on covering most of the set period and there will be a meaningful discussion of how the main features and characteristics associated with the theme had an impact on the key concept. There will be a balanced judgement though some slight drift may be apparent.		
B4S	18	The response begins to discuss the key concept and covers most of the period in the question set. There will be an attempt to outline features and characteristics associated with the theme. There may well be a series of mini judgements and some drift.
B4C	16	The response begins to show some characteristics of Band 4. <i>[This can be used for good Band 3 responses that offer at least one valid reference or judgement on the key concept.]</i>
Band 3 CHARACTERISTICS		<i>The response has some patchy period coverage; there is some accurate and relevant knowledge of the main issues associated with the relevant theme</i>
Two sided; listing; assertions		
B3H	15	
The response tends to focus on using a highly structured series of features and characteristics associated with the theme. The response will offer a judgement with some support, often by considering factors for and against. There will be some patchy period coverage		
B3S	13	The response tends to be in the form of a generalised, listing of features and characteristics associated with the theme.
Band 2 CHARACTERISTICS		<i>The response is largely based on the general theme but is descriptive / narrative; period coverage will be narrow or lack chronology</i>
Narrative; descriptive; tagged-on		
B2H	8	
The response is a predominantly descriptive/narrative account of the features and characteristics associated with the theme. There will be a “tagged on” judgement.		
B2S	6	The response is limited to a descriptive/narrative account of the features and characteristics associated with the theme, with no judgement attempted.

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