



GCE MARK SCHEME (New Specification - Wales only)

SUMMER 2018

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 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.

**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. 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 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 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 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 poverty the most significant challenge facing Wales and England in the period 1880-1918?**

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question – in this case the extent to which poverty was the most significant challenge facing Wales and England in the period 1880-1918. 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 poverty was the most significant challenge facing Wales and England in the period 1880-1918. In order to reach a substantiated judgement about this issue, candidates may argue that the most significant challenge facing Wales and England in the period 1880-1918 was indeed poverty. The response might support this proposition by considering issues such as:

- The problems resulting from the inadequate provision for poverty e.g. The Poor Law was still the main avenue of support together with the over-reliance on charities, friendly societies.
- The general rise in unemployment in some staple industries in the late nineteenth century leading to poverty
- The impact of the social surveys of the period e.g. Booth and Rowntree in raising awareness of poverty
- The debate about providing for the elderly and the sick
- The poor health of some British people being questioned by the controversy surrounding the Boer War
- The Liberal government attempts to tackle poverty after 1906

Candidates might consider challenging the proposition in the question by arguing that in some respects poverty was not the most significant challenge facing Wales and England in the period 1880-1918. The response might consider issues such as:

- The demand for National Efficiency
- The debate surrounding tariff reform
- Economic change and the decline in British industry in the late nineteenth century
- The impact of the Boer War
- The challenges faced during the Great War 1914-1918
- Political challenges facing the main political parties
- The debate surrounding the enfranchisement of women.
- The demand for education reform

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent that poverty was the most significant challenge facing Wales and England in the period 1880-1918.

## 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 did cultural change have the most significant impact on Wales between 1945 and 1980?**

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question – in this case whether cultural change had the most significant impact on Wales between 1945 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 cultural change had the most significant impact on Wales between 1945 and 1980. In order to reach a substantiated judgement about this issue, candidates may argue that cultural change did have the most significant impact on Wales between 1945 and 1980. The response might support this proposition by considering issues such as:

- The rise of new leisure activities
- The rise of popular entertainment and cinema in Wales
- The challenge facing the Welsh language and the attempts to respond e.g. Cymdeithas yr Iaith, Welsh Language Act of 1967
- The emergence of a Welsh national consciousness

Candidates might consider challenging the proposition in the question by arguing that cultural change did not have the most significant impact on Wales between 1945 and 1980. The response might consider alternate factors such as:

- Rural depopulation and internal migration
- The decline in religion in Wales
- The impact of economic change such as the collapse of staple industries and the nationalisation of heavy industries
- The introduction of the Welfare State
- Political awakening, protest at Tryweryn 1957, the emergence of Plaid Cymru, Welsh extremism in the period.

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which cultural change had the most significant impact on Wales between 1945 and 1980

## **Section B**

### **Marking guidance for examiners**

#### **Summary of assessment objectives for Section B**

Section B questions also 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 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 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 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.*

### **How far do you agree that granting the vote to women was the most important political development in Wales and England in the period 1880-1951?**

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question – in this case how far was granting the vote to women the most important political development in Wales and England in the period 1880-1951. 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 how far granting the vote to women was the most important political development in Wales and England in the period 1880-1951. In order to reach a substantiated judgement about this issue, candidates may argue that granting the vote to women was the most important political development in Wales and England in the period 1880-1951. The response might support this proposition by considering issues such as:

- The political climate was seriously affected by the campaigns and aims of the various movements that supported women's suffrage in the early years of the twentieth century
- The Representation of the people's Act of 1918 gave women over 30 the right to vote and changed the political landscape of Britain as political parties had to take the views of 'new' voters into account
- The Representation of the people's Act of 1928 gave men and women an equal voice in politics for the first time. Issues concerning the role and status of women would now be more important than ever before
- The development of the role of women in politics from the 1930s was the main significance of extending the franchise, although the voice of men still dominated up to 1951

Candidates might consider challenging the proposition in the question by arguing that granting the vote to women was not the most important political development in Wales and England in the period 1880-1951. The response might consider the importance of alternate factors such as:

- The decline in the popularity of the Liberal party in the early twentieth century and subsequent split in the party re-defined the two-party system in Wales and England
- The rise of the Labour Party in the early twentieth century gave the new working class a voice in Parliament
- The dominance of the Conservative party during the period belied any notion that new voters made a difference to the political landscape of Wales and England
- The formation of the National Government in the 1930s proved that co-operation was possible if needed. This was also seen during the Second World War
- The rise of minority parties in the 1930s gave more people a choice in politics that they had never had before

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which granting the vote to women was the most important political development in Wales and England in the period 1880-1951.

## 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.*

### **To what extent was the impact of war mainly responsible for change in society between 1929 and 1980?**

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 impact of war was mainly responsible for change in society between 1929 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 the impact of war was mainly responsible for change in society between 1929 and 1980. In order to reach a substantiated judgement about this issue, candidates may argue that the impact of war was mainly responsible for change in society between 1929 and 1980. The response might support this proposition by considering issues such as:

- The tremendous loss of life during World War II and the personal tragedy it entailed for British families
- The change in attitudes that occurred during World War II due to people pulling together for the war effort.
- The impact of World War II on post-war housing demand and health policies
- The impact of conflicts such as the Korean War 1950-1953 on attitudes in Britain during the Cold War
- The economic effect of war including boosts to industry and the need to rebuild after 1945
- The desire to avoid future conflicts leading to a more settled society in the 1960s and 1970s
- The desire to avoid future conflicts was a factor in Britain joining the EEC in 1975

Candidates might consider challenging the proposition in the question by arguing that the impact of war was not mainly responsible for change in society between 1929 and 1980. Candidates may discuss issues such as:

- The impact of the Depression of the 1930s
- The social and economic policies of the Labour governments of 1945-1951
- The extension of the Welfare State
- General changes in education, housing and health
- The extent of general economic change post 1945
- Cultural changes post 1945, including the rise of new leisure and sporting opportunities, media and television
- The changes in individual rights and freedoms from the 1960s
- The rise in immigration from the 1960s

Overall candidates will offer a debate and come to a substantiated judgement regarding whether the impact of war was mainly responsible for change in society between 1929 and 1980.

## GENERIC MARK SCHEME UNIT 1

### THIS CAN BE USED WITH BOTH QUESTIONS

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 1 also gives the same break down 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