



GCE MARK SCHEME (New Specification - Wales only)

SUMMER 2017

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 2017 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
BREADTH STUDY 7
SOCIAL CHANGE AND REFORM IN WALES AND ENGLAND, c. 1890-1990
MARK SCHEME

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 focused 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.

How far did government action successfully tackle the problems caused by social and economic hardship between 1906-1939?

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 government action successfully tackled the problems caused by social and economic hardship between 1906-1939. 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 government action successfully tackled the problems caused by social and economic hardship between 1906-1939. In order to reach a substantiated judgement about this issue, candidates may argue that the government action did successfully tackle the problems caused by social and economic hardship between 1906-1939. The response might support this proposition by considering issues such as:

- the Liberal reforms 1906-1911 and their effects on poverty and the unemployed
- post-war attempts to protect British industry e.g. 1920 Insurance Act, 1921 Safeguarding of Industries Act 1921, Industrial transference Scheme 1928
- the attempt to bring order in the 1920s e.g. Samuel Commission, Sankey Commission
- government reaction to the General Strike of 1926
- the reaction of the National Governments in the 1930s e.g. making cuts to secure Britain's economy, Import Duties Act, Special Areas Act, means testing

Candidates might consider challenging the proposition in the question by arguing that in some respects the government action did not successfully tackle the problems caused by social and economic hardship between 1906-1939. The response might consider issues such as:

- the limited nature of the Liberal reforms of 1906-1911
- there was little the post-war Coalition could do in view of war debts and a breakdown of European markets
- the prevalence of the 'Treasury View' i.e. the need to balance the budget and keep taxation low
- government reaction to the Sankey and Samuel Commissions was negative
- the decision to return to the gold standard in 1925 had a negative impact
- the decision to come off the gold standard and the introduction of 'cheap money'
- a reluctance on the part of the National Government for public investment
- reaction of the unemployed to UAB and Means Testing

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which government action successfully tackled the problems caused by social and economic hardship between 1906-1939.

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.

How successful were the governments of 1945-1979 in tackling poverty and unemployment?

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 how successful were the governments of 1945-1979 in tackling poverty and unemployment. 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 governments between 1945-1979 were successful in tackling poverty and unemployment. In order to reach a substantiated judgement about this issue, candidates may argue that governments did have some success in tackling poverty and unemployment between 1945 and 1979. The response might support this proposition by considering issues such as:

- the decision to nationalise key industries after 1945 protected peoples jobs and Britain's economy for the future
- the creation of a mixed economy in the 1950s led to improved prosperity in the 1960s
- the formation of the NHS in 1948 affected the lives of all regarding the health of the nation
- the impact of improved education after 1944 on Britain
- affluence in Britain during the late 1950s and 1960s proved the success of government policy
- government encouragement of immigration from the 1950s to boost the economy

Candidates might consider challenging the proposition in the question by arguing that in some ways governments between 1945-1979 were not successful in tackling poverty and unemployment. The response might consider issues such as:

- many of the nationalised industries had a long history of state involvement so the change here was hardly new nor extensive
- the failure to develop the British post war economy after the 1950s
- the rising cost of the NHS 1946-1979
- the problems of poverty and inequality became apparent again in the 1970s
- the opposition to immigration acts in major cities from the 1960s

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which governments between 1945 and 1979 were successful in tackling poverty and unemployment.

INDICATIVE CONTENT FOR QUESTION 3 (COMPULSORY)

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.

To what extent were developments in education mainly responsible for change in British society between 1890 and 1990?

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 developments in education were mainly responsible for change in British society between 1890 and 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 that developments in education were mainly responsible for change in British society between 1890 and 1990. In order to reach a substantiated judgement about this issue, candidates may argue that the most important reason for change in British society between 1890 and 1990 were developments in education. The response might support this proposition by considering issues such as:

- the impact of the Acts of the 1880s
- the importance of the Act of 1944 on extending education for all
- the growth of comprehensive education from the 1960s
- the opening up of more educational opportunities for women
- the increasing proportion of people taking advantage of higher education from the 1960s

Candidates might consider challenging the proposition in the question by arguing that in some respects developments in education were not mainly responsible for change in British society between 1890 and 1990. The response might consider issues such as:

- developments in the role and status of women after 1900
- the changing nature of leisure and entertainment from the 1920s
- race relations and immigration as an issue from the 1950s
- government policies on poverty and inequality after 1906
- the changing nature of work and technology post 1919 and 1945

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which developments in education were mainly responsible for change in British society between 1890 and 1990.

ASSESSMENT GRID FOR ALL QUESTIONS ON UNIT 3

Target: AO1

Total mark: 30

Focus: *Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.*

Band 6 CHARACTERISTICS		<i>The response is specifically focused on discussing the key concept in the question set; it demonstrates accurate, relevant and precise knowledge of the key features and characteristics associated with the theme; it provides a substantiated, sustained and integrated judgement covering the whole or nearly all of the set period</i>
B6H	30	The response fully engages with the exact key concept in the question set and discusses the fuller range of features and characteristics associated with the relevant theme; the response provides a fully evaluative and lucid essay with a fully convincing substantiated judgement covering the whole of the set period.
B6M	28	The response fully engages with the exact key concept in the question set and discusses the fuller range of features and characteristics associated with the relevant theme; the response provides an evaluative and lucid essay with a substantiated judgement covering nearly all of the set period.
B6L	26	The response begins to show some characteristics of Band 6

Band 5 CHARACTERISTICS		<i>The response is mainly focussed on 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 covering the greater part of the set period</i>
B5H	25	The response clearly engages with the key concept in the question set and discusses a range of features and characteristics associated with the relevant theme throughout the essay; the response provides an evaluative and well written essay with a balanced and appropriate judgement covering the greater part of the set period.
B5M	23	The response engages with the key concept in the question set and discusses a range of features and characteristics associated with the relevant theme throughout most of the essay; the response provides an evaluative and well written essay with a mostly balanced and appropriate judgement covering the greater part of the set period.
B5L	21	The response begins to show some characteristics of Band 5

Band 4 CHARACTERISTICS		<i>The response has some focus on 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 generally supported and balanced judgement covering most of the set period.</i>
B4H	20	The response will be mainly focused on debating the key concept in the question set. There will be some meaningful discussion of how the main features and characteristics associated with the theme impacted on the key concept over most of the set period. There will be a balanced judgement, largely supported by the bulk of the essay, though some slight drift may be apparent.
B4M	18	The response begins to debate the key concept in the question set. There will be an attempt to discuss how certain features and characteristics associated with the theme related to the key concept over most of the period. There will be a balanced judgement but there may well be some drift. <i>[Note that a general discussion of a number of factors supported by a judgement with a series of mini judgements at the end of each paragraph can be credited here.]</i>
B4L	16	The response begins to show some characteristics of Band 4

Band 3 CHARACTERISTICS		<i>The response has some accurate and relevant knowledge of the main issues associated with the relevant theme; there may be some weak reference to the key concept in the question set but it is usually restricted to a “for and against” discussion with some patchy period coverage</i>
B3H	15	The response tends to focus on using a highly structured series of features and characteristics associated with the theme rather than attempting to address the key concept in the question set. There will be reasonable period coverage and the response will offer a judgement with some support, often by considering factors for and against - <i>[the yes / no – for and against – essay]</i>
B3M	13	The response tends to be in the form of a generalised, listing of features and characteristics associated with the theme. There may be a weak focus and imbalanced judgement on the key concept in the question set.
B3L	11	The response begins to show some characteristics of Band 3

Band 2 CHARACTERISTICS		<i>The response is largely based on the general theme but is descriptive in tone with only very limited focus on discussing the key concept in the set question; period coverage will be narrow or lack chronology</i>
B2H	8	The response is a predominantly descriptive account of the features and characteristics associated with the theme. There may be a “tagged on” [<i>throwaway / simplistic / bolt-on</i>] judgement referring to the key concept in the set question which is not appropriately supported.
B2L	6	The response is limited to a descriptive account of the features and characteristics associated with the theme - basically narrative 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 associated theme.
B1L	3	The response is very brief and / or largely irrelevant.
	0	Use for incorrect answers