



GCE MARK SCHEME (New Specification - Wales only)

SUMMER 2018

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 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 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 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.

How far do you agree that developments in public health and housing had the most significant impact on British society from 1918 to 1951?

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question – in this case whether developments in public health and housing had the most significant impact on British society from 1918 to 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 the extent to which developments in public health and housing had the most significant impact on British society from 1918 to 1951. In order to reach a substantiated judgement about this issue, candidates may argue that developments in public health and housing did have the most significant impact on British society 1918 to 1951. The response might support this proposition by considering issues such as:

- The impact of the Homes for Heroes policy of the Coalition Government 1918-1922.
- The creation of a Ministry for Health in 1919 and how far this made an impact on society.
- The various Housing Acts of the 1920s and 1930s and their effects.
- The emphasis on health and housing in the Beveridge Report of 1942.
- The aims and impact of the New Towns Act of 1946 and the Town and Country Planning Act of 1947.
- The emphasis on free health care via the new NHS in 1948.

Candidates might consider challenging the proposition in the question by arguing that in some respects developments in public health and housing did not have the most significant impact on British society 1918 to 1951. The response might consider issues such as:

- The limited nature and extent of the above developments in public health and housing.
- The huge impact of reforms in education including the Act of 1944.
- Social security aspects of the Welfare State after 1945 including changes to family allowances and national insurance.
- Developments in leisure and entertainment in the period including the impact of radio, cinema and early forms of television on people's lives.
- Changes in the role and status of women after 1918

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which developments in public health and housing had the most significant impact on British society from 1918 to 1951.

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 were changes in the role and status of women the most important development in British society from 1945 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 the extent to which the changes in the role and status of women were the most important development in British society from 1945 to 1990. 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 changes in the role and status of women were the most important development in British society from 1945-1990. In order to reach a substantiated judgement about this issue, candidates may argue that the changes in the role and status of women were the most important development in British society 1945 to 1990. The response might support this proposition by considering issues such as:

- The changing role of women in the world of work and employment in the period including discussion of legislation such as the Sexual Discrimination Act 1975 and the Equal Pay Act 1979.
- The increasing control given to women regarding their own bodies such as the introduction of contraception in 1961, Abortion Act 1967, Family Planning Act of 1969.
- The developing rights of wives and mothers in family life eg Divorce Reform Act 1969.
- The impact of improved educational opportunities on the role and status of women after 1945.
- The creation of a consumer society and its effect on the role of women.
- The growth and influence of pressure groups dedicated to improving the role and status of women.
- The more prominent status of women on television and in the media in general.
- The growing prominence of women in positions of power and authority including Margaret Thatcher, Britain's first female Prime Minister 1979-90.

Candidates might consider challenging the proposition in the question by arguing that the changes in the role and status of women were not the most important development in British society from 1945 to 1990. The response might consider issues such as:

- Despite legislation and good will, the nature of change in the role and status of women was slow and gradual.
- Continuing opposition to changes in the lives of women from various corners of society.
- The importance of wider developments in society introduced due to the Beveridge report.
- The development of a welfare state especially the NHS.
- The developments in popular culture and the media.
- The impact of increasing immigration and developments in race relations after 1960.

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which the changes in the role and status of women were the most important development in British society from 1945 to 1990.

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.

'The reforms of the Liberal Government 1906-1914 were the most effective attempt at tackling the problem of poverty in the period 1890-1990'. 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 Liberal Government reforms of 1906-1914 were the most effective attempt at tackling the problem of poverty in the period 1890-1990. 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 the Liberal Government reforms of 1906-1914 were the most effective attempt at tackling the problem of poverty in the period 1890-1990. In order to reach a substantiated judgement about this issue, candidates may argue that the Liberal Government reforms of 1906-1914 were the most effective attempt at tackling the problem of poverty in the period 1890-1990. The response might support this proposition by considering issues such as:

- The influence of the Liberal reforms on children's life chances e.g. school meals, medical inspections, Education Act 1907 and Children's Act 1908.
- The introduction of old age pensions in 1908 and the effects on the poor.
- The introduction of labour exchanges in 1909 and their use and effectiveness on poverty.
- The introduction of National Insurance in 1911 and its impact on poverty.

Candidates might consider challenging the proposition in the question by arguing that in some respects the Liberal Government reforms of 1906-1914 were not the most effective attempt at tackling the problem of poverty between 1890-1990. The response might consider issues such as:

- The piecemeal nature of the Liberal reforms and the politically motivated reasoning behind them.
- The Liberal reforms were of limited help in tackling inequality in society.
- Inter-war attempts to tackle poverty and improving health, housing and education had a greater influence.
- The work of the Labour Governments 1945-1951 and the creation of a welfare state were more effective.
- The formation of the NHS in 1948 and its impact on helping the poorest in society.
- The impact of war in general was more influential in raising awareness of poverty.
- Post-war economic change and affluence leading to increased opportunities and improved standard of living.

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to the Liberal Government reforms of 1906-1914 were the most effective attempt at tackling the problem of poverty between 1890-1990.

GENERIC MARK SCHEME UNIT 3

THIS CAN BE USED WITH ALL 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.

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>
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 focussed 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>
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 the greater part of the period, especially in Section B.]</i>

Band 4 CHARACTERISTICS		<i>The response attempts to cover most of the set period and debates 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>
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.

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>
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>
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>
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