



GCSE MARKING SCHEME

SUMMER 2019

HISTORY

COMPONENT 1: BRITISH STUDY IN DEPTH

1D. Austerity, Affluence and Discontent: Britain, 1951-1979

C100UD0-1

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.

MARK SCHEME SUMMER 2019

Component 1: BRITISH STUDY IN DEPTH

1D. Austerity, Affluence and Discontent: Britain, 1951-1979

Instructions for examiners of GCSE History when applying the mark scheme

Positive marking

It should be remembered that learners are writing under examination conditions and credit should be given for what the learner writes, rather than adopting the approach of penalising him/her for any omissions. It should be possible for a very good response to achieve full marks and a very poor one to achieve zero marks. Marks should not be deducted for a less than perfect answer if it satisfies the criteria of the mark scheme.

GCSE History mark schemes are presented in a common format as shown below:

This section indicates the assessment objective(s) targeted in the question	AO1	AO2	AO3 (a)	AO4
Mark allocation: 4	4		4	

Question: e.g. **What can be learnt from Sources A and B about the changing lives of women during this period?** [4]

This is the question and its mark tariff.

Band descriptors and mark allocations

AO3(a) 4 marks		
BAND 2	Analyses and uses the content of both sources for the enquiry. If answer is imbalanced in use of sources award 3 marks.	3-4
BAND 1	Generalised answer with little analysis, paraphrasing or describing sources only.	1-2

This section contains the band descriptors which explain the principles that must be applied when marking each question. The examiner must apply this when applying the marking scheme to the response. The descriptor for the band provides a description of the performance level for that band. The band descriptor is aligned with the Assessment Objective(s) targeted in the question.

Use 0 for incorrect or irrelevant answers.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *both sources show different aspects of how women's lives changed during this period;*
- *Source A is from an advertisement for modern kitchen appliances; it encourages women to use modern domestic appliances, highlighting their advantages;*
- *the range of domestic appliances has freed up time for women to undertake things other than the housework;*
- *the domestic appliances have made life easier for women;*
- *Source B shows a protest march in 1971; women are demanding free contraception and abortion on demand;*
- *they are also demanding more than equal pay and for women to unite in protest;*
- *the source shows how women had become more assertive in demanding their rights during this period.*

Banded mark schemes

Banded mark schemes are divided so that each band has a relevant descriptor. The descriptor for the band provides a description of the performance level for that band. Each band contains marks. Examiners should first read and annotate a learner's answer to pick out the evidence that is being assessed in that question. Once the annotation is complete, the mark scheme can be applied. This is done as a two stage process.

Banded mark schemes Stage 1 – Deciding on the band

When deciding on a band, the answer should be viewed holistically. Beginning at the lowest band, examiners should look at the learner's answer and check whether it matches the descriptor for that band. Examiners should look at the descriptor for that band and see if it matches the qualities shown in the learner's answer. If the descriptor at the lowest band is satisfied, examiners should move up to the next band and repeat this process for each band until the descriptor matches the answer.

If an answer covers different aspects of different bands within the mark scheme, a 'best fit' approach should be adopted to decide on the band and then the learner's response should be used to decide on the mark within the band. For instance if a response is mainly in band 2 but with a limited amount of band 3 content, the answer would be placed in band 2, but the mark awarded would be close to the top of band 2 as a result of the band 3 content. Examiners should not seek to mark learners down as a result of small omissions in minor areas of an answer.

Banded mark schemes Stage 2 – Deciding on the mark

Once the band has been decided, examiners can then assign a mark. During standardising (marking conference), detailed advice from the Principal Examiner on the qualities of each mark band will be given. Examiners will then receive examples of answers in each mark band that have been awarded a mark by the Principal Examiner. Examiners should mark the examples and compare their marks with those of the Principal Examiner.

When marking, examiners can use these examples to decide whether a learner's response is of a superior, inferior or comparable standard to the example. Examiners are reminded of the need to revisit the answer as they apply the mark scheme in order to confirm that the band and the mark allocated is appropriate to the response provided.

Indicative content is also provided for banded mark schemes. Indicative content is not exhaustive, and any other valid points must be credited. In order to reach the highest bands of the mark scheme a learner need not cover all of the points mentioned in the indicative content but must meet the requirements of the highest mark band.

Where a response is not creditworthy, that is contains nothing of any significance to the mark scheme, or where no response has been provided, no marks should be awarded.

MARK SCHEME

Component 1: BRITISH STUDY IN DEPTH

1D: Austerity, Affluence and Discontent: Britain, 1951-1979

Question 1

Mark allocation:	AO1	AO2	AO3 (a)	AO4
4			4	

Question: **What can be learnt from Sources A and B about the changing lives of women during this period?** [4]

Band descriptors and mark allocations

AO3(a) 4 marks		
BAND 2	Analyses and uses the content of both sources for the enquiry. If answer is imbalanced in use of sources award 3 marks.	3-4
BAND 1	Generalised answer with little analysis, paraphrasing or describing sources only.	1-2

Use 0 for incorrect or irrelevant answers.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *both sources show different aspects of how women's lives changed during this period;*
- *Source A is from an advertisement for modern kitchen appliances; it encourages women to use modern domestic appliances, highlighting their advantages;*
- *the range of domestic appliances has freed up time for women to undertake things other than the housework;*
- *the domestic appliances have made life easier for women;*
- *Source B shows a protest march in 1971; women are demanding free contraception and abortion on demand;*
- *they are also demanding more than equal pay and for women to unite in protest;*
- *the source shows how women had become more assertive in demanding their rights during this period.*

Question 2

Mark allocation:	AO1 (b)	AO2	AO3 (a+b)	AO4
8	2		6	

Question: **To what extent does this source accurately reflect the reasons for the Winter of Discontent?** [8]

Band descriptors and mark allocations

	AO1(b) 2 marks		AO3 (a+b) 6 marks	
			BAND 3 Analyses and evaluates the accuracy of the source, set within the context of the historical events studied. The strengths and limitations of the source material are fully addressed and a substantiated judgement is reached.	5-6
BAND 2	Demonstrates detailed understanding of the key feature in the question.	2	BAND 2 Begins to analyse and evaluate the source. A judgement, with some support is reached, discussing the accuracy of the source material set within the historical context.	3-4
BAND 1	Demonstrates some understanding of the key feature in the question.	1	BAND 1 Very basic judgement reached about the source with little or no analysis or evaluation.	1-2

Use 0 for incorrect or irrelevant answers.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *the source asserts that the discontent of the period was caused by strikes called by the trade unions;*
- *to an extent the source accurately reflects the reasons for the Winter of Discontent, as trade union action was widespread; unions were demanding pay rises in excess of what the government wanted;*
- *the Labour government had been attempting to keep inflation under control and had been forced to abandon its agreement with the unions, introducing a 5% limit on wage increases;*
- *the result was political problems that meant the government could not enforce the pay limit;*
- *by January 1979, public sector unions were demanding pay increases; the success of some strikes led to unofficial action;*
- *however, the accuracy of the source is affected by the fact that this is a political broadcast by the leader of the Conservative Party;*
- *Margaret Thatcher clearly wants to portray the trade unions as the instigators of the discontent of the period; it is tailored to the audience who would have been aware that a general election was due later that year;*
- *candidates may additionally conclude that due to the inflation of the period, wage increase demands were to be expected and in this respect the source does not accurately reflect the reasons for the Winter of Discontent.*

Question 3

Mark allocation:	AO1 (a+b)	AO2	AO3	AO4
12	4	8		

Question: **Why were changing attitudes to authority a significant development in the 1950s and 1960s?** [12]

Band descriptors and mark allocations

	AO1(a+b) 4 marks		AO2 8 marks	
BAND 4	Demonstrates very detailed knowledge and understanding of the key feature in the question.	4	Fully explains the significance of the identified issue. A fully reasoned and well supported judgement is reached, set within the relevant historical context.	7-8
BAND 3	Demonstrates detailed knowledge and understanding of the key feature in the question.	3	Explains the significance of the identified issue. The answer reaches a supported judgement, set within the historical context.	5-6
BAND 2	Demonstrates some knowledge and understanding of the key feature in the question.	2	Begins to explain the significance of the identified issue, culminating in a weakly supported judgement.	3-4
BAND 1	Demonstrates basic knowledge and understanding of the key feature in the question.	1	A basic, unsupported explanation is provided regarding significance.	1-2

Use 0 for incorrect or irrelevant answers.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *changing attitudes towards authority were very significant in the 1950s and 1960s;*
- *British attitudes had been characterized by deference towards authority; the old class system dominated politics and government and had shaped the fabric of Britain;*
- *the 1950s and 1960s saw increasing challenges to the established order that changed the way people viewed those in authority;*
- *a series of government scandals, for example, the Profumo Scandal, led to a significant change in people's attitudes;*
- *changing attitudes towards authority were very significant as the period saw increasing protests, such as the Campaign for Nuclear Disarmament which organized the London to Aldermaston march in 1958;*
- *changing attitudes were also significant in terms of student protest in 1968, principally against the Vietnam War;*
- *there were also significant changes in terms of social attitudes to the established order;*
- *the period witnessed great change in terms of the development of a permissive society; issues such as contraception, abortion and divorce saw government legislation that were the result of changing attitudes;*
- *there were also significant reforms in terms of legalising of homosexuality and the abolition of the death penalty in 1965;*
- *the period saw a boom in satire, which characterised a more irreverent approach to authority; this paved the way for the 1970s;*
- *overall the period witnessed great change in terms of people's attitude towards authority; the period was transformational in terms of its impact on British society.*

Question 4

<i>Mark allocation:</i>	<i>AO1 (a+b)</i>	<i>AO2</i>	<i>AO3</i>	<i>AO4</i>
10	2	8		

Question: **Explain the connections between TWO of the following that are to do with entertainment and fashion during this period. [10]**

Band descriptors and mark allocations

AO1(a+b) 2 marks		AO2 8 marks			
			BAND 4	Fully explains the relevant connections between the chosen features, set within the correct historical context.	7-8
			BAND 3	Explains the connections between the chosen features, set within the correct historical context.	5-6
BAND 2	Demonstrates detailed knowledge and understanding of the key features in the question.	2	BAND 2	Begins to explain the connections between the chosen features.	3-4
BAND 1	Demonstrates some knowledge and understanding of the key features in the question.	1	BAND 1	A basic, unsupported explanation of connections between the chosen features.	1-2

Use 0 for incorrect or irrelevant answers.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

All the historical features mentioned in the question are inter-related; connections identified may include:

- *TV is connected to changing fashion as the increase in television ownership served to spread ideas about changing fashion; advertising on ITV, established in 1955, also helped to spread ideas about the latest, changing fashions;*
- *TV is connected to American culture as it provided a vehicle for American influences such as American programmes and cultural icons to permeate British society; it is also connected to changing musical styles as it provided a showcase for rock and roll acts such as Elvis Presley who would have a significant impact on the development of popular music;*
- *changing fashion is connected to American culture as American influences pervaded British society during the period and new fashions were widely copied in Britain; it is connected to changing musical styles as the spread of rock and roll and then 1960s music led to a significant change in fashion associated with the music;*
- *American culture is connected to changing musical styles, particularly in terms of rock and roll; these influences led to the development of similar British acts that in turn had a great influence on TV, fashion and culture in general during this period.*

Question 5

<i>Mark allocation:</i>	<i>AO1 (b)</i>	<i>AO2</i>	<i>AO3</i>	<i>AO4(a-d)</i>	<i>SPaG</i>
19	4			12	3

Question: **How far do you agree with this interpretation of the impact of immigration on British society during this period?** **[16+3]**

Band descriptors and mark allocations

	AO1(b) 4 marks		AO4 (a-d) 12 marks	
BAND 4	Demonstrates very detailed understanding of the key feature in the question.	4	Fully analyses and evaluates how and why interpretations of this issue differ, demonstrating awareness of the wider historical debate over the issue. A well substantiated judgement about the accuracy of the interpretation is reached, set within the context of the historical events studied. The relevance of the authorship of the interpretation is discussed.	10-12
BAND 3	Demonstrates detailed understanding of the key feature in the question.	3	Analyses and evaluates how and why interpretations of this issue differ. Some understanding of the wider historical debate over the issue is displayed. A clear judgement is reached, displaying understanding of how and why interpretations of the issue may differ. Appropriate reference is made to the authorship.	7-9
BAND 2	Demonstrates some understanding of the key feature in the question.	2	Some analysis and evaluation of the interpretation and other interpretations is displayed. A judgement is reached with superficial reference made to authorship.	4-6
BAND 1	Demonstrates basic understanding of the key feature in the question.	1	Makes simple comments about the interpretation with little analysis or evaluation. Little or no judgement reached.	1-3

Use 0 for incorrect or irrelevant answers.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *the interpretation states that British politicians failed to highlight the benefits of immigration in the post-war years; it states immigration had a positive impact on British society;*
- *the interpretation is based on the belief that this failure may have contributed to the increase in racist activity across Britain during the 1970s;*
- *the interpretation can be supported by a range of evidence; immigration made a positive impact in many ways; for example, immigrants brought new culinary tastes and skills that would become an integral part of British society; they made an increasing contribution in various fields, for example in sport and music, which had a considerable impact on British culture;*

- candidates may assert that the author would have undertaken appropriate research, utilising the benefit of hindsight; she was also addressing an audience who may have lived through this period;
- however, it is possible to arrive at a different interpretation regarding the impact of immigration on British society;
- some authors may argue that the increase in support for groups such as the National Front shows it had a negative impact on British society; the interpretation itself acknowledges this by its reference to the success of the National Front in the 1976 council elections;
- this is supported by the fact that by 1974 its membership had grown to over 20,000; they had won 20% of the votes in local elections in Leicester for example; they were the fourth largest political party in Britain in 1977;
- it could also be stated that continued immigration created increased tensions and discontent within British society in general;
- candidates may assert that the author is writing for a very specific audience and from a narrow perspective;
- the title of the article and pro-immigration stance of the journal would clearly have an impact on how and why the interpretation was formed;
- it should be viewed as part of the wider historical debate over the issue which includes a range of different interpretations of the impact of immigration on British society during this period.

After awarding a band and a mark for the response, apply the performance descriptors for spelling, punctuation and the accurate use of grammar (SPaG) and specialist terms that follow.

In applying these performance descriptors:

- learners may only receive SPaG marks for responses that are in the context of the demands of the question; that is, where learners have made a genuine attempt to answer the question
- the allocation of SPaG marks should take into account the level of the qualification.

Band	Marks	Performance descriptions
<i>High</i>	3	<ul style="list-style-type: none"> • Learners spell and punctuate with consistent accuracy • Learners use rules of grammar with effective control of meaning overall • Learners use a wide range of specialist terms as appropriate
<i>Intermediate</i>	2	<ul style="list-style-type: none"> • Learners spell and punctuate with considerable accuracy • Learners use rules of grammar with general control of meaning overall • Learners use a good range of specialist terms as appropriate
<i>Threshold</i>	1	<ul style="list-style-type: none"> • Learners spell and punctuate with reasonable accuracy • Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall • Learners use a limited range of specialist terms as appropriate
	0	<ul style="list-style-type: none"> • The learner writes nothing • The learner's response does not relate to the question • The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning