GCSE MARKING SCHEME

SUMMER 2022

HISTORY
COMPONENT 1: BRITISH STUDY IN DEPTH
1D. Austerity, Affluence and Discontent: Britain, 1951-1979
C100UD0-1

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INTRODUCTION

This marking scheme was used by WJEC for the 2022 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.

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COMPONENT 1: BRITISH STUDY IN DEPTH

1D. AUSTERITY, AFFLUENCE AND DISCONTENT: BRITAIN, 1951-1979

SUMMER 2022 MARK SCHEME

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

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

Question: e.g. **What can be learnt from Sources A and B about the main political and economic problems faced by Britain in the 1970s?** **[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 that Britain faced a variety of political and economic problems in the 1970s;*
- *Source A shows events in Londonderry in 1971; it clearly shows considerable public disturbance; troops with riot shields and batons are facing the crowd;*
- *it shows that violence is taking place with stones being thrown at the troops;*
- *it clearly reflects the social and political problems in the province and the level of violence that was becoming prevalent;*
- *Source B shows an external perspective on the economic problems facing Britain during this period;*
- *it shows that Britain was experiencing high levels of inflation that were damaging to the economy;*
- *it shows the high tax rates that were introduced during the period that according to the source were causing lower economic growth and living standards;*
- *the source shows that this was a period of considerable and economic turmoil.*

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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.

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Question 1

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

Question: **What can be learnt from Sources A and B about the main political and economic problems faced by Britain in the 1970s? [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 that Britain faced a variety of political and economic problems in the 1970s;*
- *Source A shows events in Londonderry in 1971; it clearly shows considerable public disturbance; troops with riot shields and batons are facing the crowd;*
- *it shows that violence is taking place with stones being thrown at the troops;*
- *it clearly reflects the social and political problems in the province and the level of violence that was becoming prevalent;*
- *Source B shows an external perspective on the economic problems facing Britain during this period;*
- *it shows that Britain was experiencing high levels of inflation that were damaging to the economy;*
- *it shows the high tax rates that were introduced during the period that according to the source were causing lower economic growth and living standards;*
- *the source shows that this was a period of considerable and economic turmoil.*

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Question 2

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

Question: **To what extent does this source accurately reflect the impact of TV during the 1950s and early 1960s? [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 states that television has had the biggest impact upon society in recent years;*
- *it states that independent television was successful although there had been a reliance on American programmes;*
- *to a certain extent the source accurately reflects the impact of TV during the 1950s and 60s; the number of TV licences issued during this period rose rapidly – by 1961 75% of the population had a TV in their home, rising to almost 90% by the end of the decade;*
- *the increase in affordability of TVs also resulted in their widespread popularity; the formation of ITV in 1955 and BBC2 in 1964 also resulted in more wide-ranging programmes being produced that greatly impacted upon society;*
- *the accuracy of the source however, can be questioned as it is from a government report specifically looking at the impact of television;*
- *the source does not take into account other very important developments that had a considerable impact upon society during the 1950s and 60s; it fails to refer to changes in musical styles and fashion that had great influence during this period;*
- *the perspective therefore, is rather narrow in its view, given the purpose for which it was produced.*

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Question 3

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

Question: **Why did the economic recovery of the 1950s and 1960s have a significant impact on British society? [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:

- *the economic recovery of the 1950s and 1960s had a significant impact on British society during this period;*
- *the post-war years had witnessed a struggle to recover from the impact of the war, in terms of austerity, rationing, housing problems, the cost of the welfare budget and general industrial decline;*
- *however, the end of rationing and austerity saw an increase in affluence, built upon an increase in overseas trade and an increase in leisure time which partly resulted in a considerable increase in real wages;*
- *these factors had a significant impact on society as they greatly contributed to an increase in consumerism, particularly with regard to luxury, non-essential goods; this created a consumer cycle that was further boosted by the availability of credit through hire purchase;*

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- *the spread of consumerism as a result of the economic boom resulted in more affluent lifestyles for a far greater percentage of the population; expenditure on goods such as cars, televisions and refrigerators increased greatly;*
- *the economic boom and its resultant drive to consumerism was aided by the complete electrification of Britain; the period was viewed as being significant in political terms with phrases such 'never had it so good' and the 'white heat' of technology being used;*
- *the economic boom was also reflected in the expansion of the motorway network, which had a significant impact upon the mobility of society;*
- *investment in the motorway network also changed the landscape of Britain as towns and suburbs developed to accommodate the changes;*
- *it did however, contribute to the decline of the railways, reflected in the Beeching Report that significantly impacted upon society by severely reducing rural railway connections.*

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Question 4

Mark allocation:	*AO1 (a+b)*	*AO2*	*AO3*	*AO4*
10	**2**	**8**		

Question: **Explain the connections between TWO of the following that are to do with changing attitudes towards authority. [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:

- *the Campaign for Nuclear Disarmament (CND) had been formed in January 1958 from a disparate group of peace campaigners and pacifists; although they originally appealed to young, middle-class people, it is connected to student protest as CND's decline in the 1960s was arrested by the increase in student protest in the late 1960s;*
- *student protest was an international phenomenon that was a reaction to events in the 1960s; it is connected to CND and the Vietnam War as the war in Vietnam provided a focal point for older pacifists, CND supporters and younger, radical student protestors to rally opposition to;*
- *the Vietnam War, student protest and the Battle of Grosvenor Square are all connected as in March 1968, an anti-Vietnam War protest in which students played a large part, turned violent outside the American Embassy in Grosvenor Square, London; this was the culmination of the growing counter-culture and changing attitudes towards authority that were reflected in the inter-connected issues.*

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Question 5

Mark allocation:	*AO1 (b)*	*AO2*	*AO3*	*AO4(a-d)*	*SPaG*
16	**4**			**12**	

Question: **How far do you agree with this interpretation of the main issues facing the people of Britain in the early 1950s? [16]**

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.

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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 in the early 1950s the main issue facing the people of Britain was the cost of the welfare budget through the NHS;*
- *it states that although new services were becoming effective, some believed the cost was a hindrance, blunting the success of the NHS;*
- *the interpretation is supported by the fact that even prior to 1951, the cost of the NHS was proving problematic; to reduce costs people had been expected to contribute 1 shilling to prescription charges and to contribute to the cost of spectacles and false teeth;*
- *the issue of these changes caused a rift in the Labour Party, which lost the election of that year;*
- *the interpretation is also supported by the fact that the increased welfare budget became a priority for governments of the period, who felt that a great deal of the budget was being wasted; increased spending of GDP on the budget slowly started to change attitudes;*
- *however, other interpretations of this issue differ; other historians and commentators would argue that there were other equally or more important issues facing the people of Britain in the early 1950s;*
- *candidates may assert that the lasting impact of the war in terms of rationing and austerity were of greater importance to the people of Britain; these issues were used effectively by the Conservatives in the 1951 election, reflecting the level of discontent that the public felt about their continuation;*
- *candidates may also assert that the post-war housing crisis was also an important issue; the demand for houses increased dramatically for several reasons, whilst the destruction of houses in the war had worsened the situation, despite the building programme of the late 1940s;*
- *it could also be argued that the state of the economy which fuelled austerity measures, was an important issue; despite nationalisation there was industrial decline relative to other nations, particularly in traditional industries;*
- *candidates may assert however, that the article has been written from a particular perspective, being focused on the management of the NHS;*
- *appropriate research would have been undertaken, but the interpretation may be based on the predilections of the author, its medium and the target audience; the narrow nature of its focus may have resulted in generalisations being made;*
- *it is therefore of a limited perspective and should be viewed as part of a wider historical debate over the issue which includes a range of different interpretations of the main issues facing the people of Britain in the early 1950s.*

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