GCSE MARKING SCHEME

SUMMER 2022

GCSE

HISTORY
UNIT 1: STUDY IN DEPTH - WALES AND THE WIDER PERSPECTIVE

1D. AUSTERITY, AFFLUENCE AND DISCONTENT, 1951-1979
3100UD0-1

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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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MARK SCHEME SUMMER 2022

UNIT 1: STUDY IN DEPTH – WALES AND THE WIDER PERSPECTIVE

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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*	*AO4*
4			**4**	

Question: e.g. **What can be learnt from Sources A and B about the lives of many women in the 1950s? [4]**

This is the question and its mark tariff.

Band descriptors and mark allocations

	AO3 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

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.

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:

- *Source A shows a wife working in the kitchen while the husband looks on;*
- *Source A shows the wife is ironing;*
- *Source A shows the wife dressed for housework while the husband is dressed casually;*
- *Source B shows that the wife was expected to have a meal ready for her husband when he came in from work;*
- *Source B shows that the expectation was that a wife had to cheer her husband up when he got in from work;*
- *Source B implies that the husband goes to work while the wife does not;*
- *both sources show that it was the wife who was expected to do all of the housework, cooking, cleaning, etc. in the 1950s.*

This section contains indicative content (see below under banded mark schemes Stage 2). It may be that the indicative content will be amended at the examiner's conference after actual scripts have been read. The indicative content is not prescriptive and includes some of the points a candidate might include in their response.

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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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MARK SCHEME

UNIT 1: STUDY IN DEPTH – WALES AND THE WIDER PERSPECTIVE

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

Question 1

Mark allocation:	*AO1*	*AO2*	*AO3*	*AO4*
4			**4**	

Question: **What can be learnt from Sources A and B about the lives of many women in the 1950s? [4]**

Band descriptors and mark allocations

	AO3 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:

- *Source A shows a wife working in the kitchen while the husband looks on;*
- *Source A shows the wife is ironing;*
- *Source A shows modern appliances in a new kitchen;*
- *Source A shows the wife dressed for housework while the husband is dressed casually;*
- *Source B shows that the wife was expected to have a meal ready for her husband when he came in from work;*
- *Source B shows that the expectation was that a wife had to cheer her husband up when he got in from work;*
- *Source B implies that the husband goes to work while the wife does not;*
- *both sources show that it was the wife who was expected to do all of the housework, cooking, cleaning, etc. in the 1950s.*

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Question 2

Mark allocation:	*AO1*	*AO2*	*AO3*	*AO4*
6	**2**		**4**	

Question: **To what extent does this source accurately explain opposition to devolution for Wales in the 1979 referendum campaign? [6]**

Band descriptors and mark allocations

	AO1 2 marks			**AO3 4 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.**	**4**
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.**	**2-3**
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**

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 does correctly identify that the No campaign in the referendum did play on the fears of many that a Welsh Assembly would discriminate against non-Welsh speakers;*
- *in context this is a British Prime Minister trying to rally support for a policy that was necessary to keep Welsh nationalist MPs in Parliament supporting his government; the rise in support for nationalism in both Wales and Scotland had eroded support for Labour so the devolution referendum was promised to keep a minority Labour government in power in 1978-9;*
- *however the source is quite angry in tone as Callaghan seems frustrated that people have been taken in by what he thinks is a completely unrealistic argument;*
- *the source is clearly limited by the bias of the author who supports the idea of an Assembly for Wales;*
- *the source is also limited because it is focused on just one argument against a Welsh Assembly and does not consider others, such as concerns about the cost, but also that the Welsh Assembly was being offered a lot less power than the one for Scotland.*

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Question 3

Mark allocation:	*AO1*	*AO2*	*AO3*	*AO4*
12	**4**	**8**		

Question: **Why was austerity a significant issue facing the British people in the early 1950s? [12]**

Band descriptors and mark allocations

	AO1 4 marks			**AO2 8 marks**	
BAND 4	**Demonstrates comprehensive knowledge and understanding of the key feature in the question.**	**4**	**BAND 4**	**Fully explains the issue with clear focus set within the appropriate historical context.**	**7-8**
BAND 3	**Demonstrates detailed knowledge and understanding of the key feature in the question.**	**3**	**BAND 3**	**Explains the issue set within the appropriate historical context.**	**5-6**
BAND 2	**Demonstrates some knowledge and understanding of the key feature in the question.**	**2**	**BAND 2**	**Begins to explain the issue with some reference to the appropriate historical context.**	**3-4**
BAND 1	**Demonstrates basic knowledge and understanding of the key feature in the question.**	**1**	**BAND 1**	**Mostly descriptive response with limited explanation of the issue.**	**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:

- *austerity was a very significant issue in the 1950s because of the variety of ways in which it impacted on life in the UK in this period;*
- *the British government needed austerity to begin to help repay its debts from fighting the Second World War;*
- *it was also significant because of the need to increase Britain's exports and decreased imports reduced the amount of food, raw materials and industrial products available to people in Britain;*
- *this resulted in rationing which was more severe and covered a wider range of products than it had done during the war including basic foods such as bread and potatoes;*
- *rationing was increasingly significant as it expanded to include a wider range of foodstuffs as well as clothing, paper and fuel and now also included building materials like steel which could be used to make products for export;*
- *austerity affected the government's plans for new home and school building schemes as building materials such as steel to make girders was restricted in supply;*
- *austerity was particularly significant because it turned the British public against the Labour government, despite its attempts to fully implement the welfare recommendations of the Beveridge Report because people were tired of queuing for everything ('queuetopia' as Churchill called it) and they voted in a Conservative government in the autumn of 1951 who promised to end it; fear of the return of rationing also helped maintain support for the Conservatives in the 1955 election as well.*

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Question 4

Mark allocation:	*AO1*	*AO2*	*AO3*	*AO4*
12	**2**	**10**		

Question: **Explain the connections between any THREE of the following: [12]**

- **Changing musical styles**
- **Teenage fashion**
- **Different youth cultures**
- **The influence of American culture**

Band descriptors and mark allocations

	AO1 2 marks		**AO2 10 marks**		
			BAND 4	**Fully explains the relevant connections between the chosen features, set within the correct historical context.**	**8-10**
			BAND 3	**Explains the connections between the chosen features, set within the correct historical context.**	**5-7**
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 features mentioned were important aspects of popular culture; connections identified may include:

- *changing musical styles is connected to teenage fashion as there were often fashion elements within particular musical scenes; early 1950s rock 'n' roll music linked to teddy boy and girl fashions, while later 1960s psychedelic music was linked to hippy fashions, while sharp-suited mods moved from jazz onto beat music and black American soul;*
- *teenage fashion is connected to different youth cultures as a particular fashion was part of being a member of that distinctive youth subculture, the fashion often reflecting something of the philosophy of the group – teddy boys in their frock coats, rockers in their leathers, mods in their sharp suits, hippies in their flares and kaftans, punks in their torn clothes held together with safety pins;*

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- *different youth cultures is connected to the influence of American culture as some were inspired by America, for example the teddy boys listened to early rock 'n' roll, the rockers listened to the later, harder version, and modelled themselves on Marlon Brando in the 'Wild One', while hippies were inspired by the music and look of the teenagers from the 1967 San Francisco 'summer of love';*
- *the influence of America is connected to teenage fashion as some of the British teenage fashions were direct copies of those to be found in America, such as the leather-clad biker gangs of the rockers who were inspired by the look and attitude of Marlon Brando in 'The Wild One' or the hippies who drew their philosophy and more homespun fashion from the American 'Summer of Love' movement in 1967;*
- *changing musical styles is connected to the influence of American culture as it was American music that was inspiring the younger British musicians, from Cliff Richard who some considered to be the British Elvis, the harder rock of Gene Vincent and Eddie Cochran being preferred to the more country-like music of Bill Haley, psychedelic music being inspired by the West Coast scene in the USA and punk music having its roots in 1970s American garage and glam rock music;*
- *different youth cultures is connected to changing musical styles as each distinct youth culture had its own particular preferred musical style – the teddy boys and early rock 'n' roll, the rockers and later rock, the hippies and psychedelic music, the punks and punk music; new musical styles often came with their own fashions, such as the more androgynous and 'gender-bending' fashion of glam rock.*

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Question 5

Mark allocation:	*AO1*	*AO2*	*AO3*	*AO4*	*SPaG*
19	**4**			**12**	**3**

Question: **How far do you agree with this interpretation of the reaction to Commonwealth immigration? [16+3]**

Band descriptors and mark allocations

	AO1 4 marks			**AO4 12 marks**	
BAND 4	**Demonstrates very detailed knowledge and understanding of the key feature in the question.**	**4**	**BAND 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 knowledge and understanding of the key feature in the question.**	**3**	**BAND 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 knowledge and understanding of the key feature in the question.**	**2**	**BAND 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 knowledge and understanding of the key feature in the question.**	**1**	**BAND 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 of the author is that the Windrush generation made a huge contribution to life in Britain, coming over to help rebuild the country after the war and changing what being British means;*
- *to an extent this interpretation accurately reflects the positive impact that Commonwealth immigration has had on life in Britain, and in forging a more multicultural national identity;*
- *evidence that can be used to form such an interpretation includes the fact that most Commonwealth immigrants settled themselves and their families permanently in the UK; many UK cities saw the rise of Caribbean and Asian communities like Spitalfields in London, Chapeltown in Leeds or Toxteth in Liverpool; Caribbean music became popular in the 1960s and 1970s, and Chinese and Asian restaurants sprang up right across the UK; they continued to work in vital jobs in transport, in factories and in hospitals;*
- *however there is a wide range of historical debate over the issue; some have argued that while there was a short term boost to Britain from Commonwealth immigrants working for low pay in struggling industries like the cotton mills of Lancashire that by the 1970s they were no longer needed and contributed to growing British unemployment through the decade;*
- *some might argue that the challenge of integrating into British society led to on-going racism and racial violence through this period and beyond; racial violence like the Notting Hill Riots and rising support for far-right political beliefs after Enoch Powell's 'Rivers of Blood', leading to rising support for the National Front in the 1970s;*
- *other interpretations may suggest that the British government did not really recognise the contribution made by Commonwealth immigration as by the early 1960s it had begun to pass laws that were increasingly severe in the restrictions that they placed upon immigration, and only after that took steps to protect those already in Britain from discrimination;*
- *the extract reflects the perspective of people who understand, support or are members of the black British community, not necessarily taking into account the views of British people who were suspicious about Commonwealth immigration, or indeed those immigrants from outside of the Caribbean community.*

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

Having decided on a band, award a second mark (out of 3) for SPaG. In applying these indicators:

- 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
High	3	• 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
Intermediate	2	• 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
Threshold	1	• 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	• 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

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