GCE A LEVEL MARKING SCHEME

SUMMER 2022

HISTORY - UNIT 3
BREADTH STUDY 7

SOCIAL CHANGE AND REFORM IN WALES AND ENGLAND c. 1890–1990

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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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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, evaluate and reach substantiated judgements. In Theme 1, candidates choose one question from a choice of two. In Theme 2, candidates again choose one question from a choice of two. The mark awarded to each question is 30. The paper has a maximum tariff of 60.

The structure of the mark scheme

The mark scheme has two parts:

- An assessment grid advising which bands and marks should be given to responses which demonstrate the qualities needed in assessment objective 1.

- Advice on each specific question outlining indicative content that 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.

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. Third, 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.

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AO1: 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.

		Analysis and evaluation	Judgement	Knowledge	Communication
Band 6	**26–30 marks**	The learner is able to effectively analyse and evaluate the key issues in relation to the set question.	A focused, sustained and substantiated judgement is reached.	The learner is able to demonstrate, organise and communicate accurate knowledge which shows clear understanding of the period studied.	The learner is able to communicate clearly and fluently, using appropriate language and structure with a high degree of accuracy in a response which is coherent, lucid, concise and well-constructed.
Band 5	**21–25 marks**	The learner is able to clearly analyse and evaluate the key issues in relation to the set question.	There is a clear attempt to reach a substantiated judgement which is supported.	The learner is able to demonstrate and organise accurate and relevant historical knowledge of the period studied.	The learner is able to communicate accurately and fluently using appropriate language and structure with a high degree of accuracy.
Band 4	**16–20 marks**	The learner is able to show understanding of the key issues demonstrating sound analysis and evaluation.	A judgement is seen but lacks some support or substantiation.	There is evidence of accurate deployment of knowledge.	There is a good level of written communication with a reasonable degree of accuracy.
Band 3	**11–15 marks**	The learner is able to show understanding through some analysis and evaluation of the key issues.	There is an attempt to reach a judgement but it is not firmly supported and balanced.	Some relevant knowledge on the set question is demonstrated.	There is a reasonable level of written communication which conveys meaning clearly though there may be errors in spelling, punctuation and grammar.
Band 2	**6–10 marks**		There is an attempt to provide a judgement on the question set.	The learner provides some relevant knowledge about the topic.	There is a reasonable level of written communication which conveys meaning though there may be errors.
Band 1	**1–5 marks**		There is little attempt to provide a judgement on the question set.	The learner provides limited knowledge about the topic.	There is an attempt to convey meaning though there may be errors.
Award 0 marks for an irrelevant or inaccurate response.					

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Theme 1 *Tackling poverty and unemployment c.1890–1990.*

0 1 **"The Liberal reforms (1906–1914) were the most significant advances in the alleviation of poverty between 1890 and 1990." Discuss.**

Candidates will offer a supported analysis of the Liberal reforms (1906–1914), measuring their significance – in relation to other relevant issues – to the alleviation of poverty in the context of the period specified. They will consider a range of key concepts such as causation, consequence, continuity, change and significance, as appropriate, before reaching a substantiated judgement.

Arguments that suggest that the Liberal reforms (1906–1914) led to the most significant advances in the alleviation of poverty during the specified period may include the following.

- The Liberal reforms were the first significant attempt at wholesale reform, reflecting a shift in attitude as regards state responsibility for its people.
- The reforms showed that the Government was taking the issue of poverty seriously and led to a fierce debate about the treatment of the poor.
- The children's charter improved opportunities for all and the introduction of old age pensions gave people hope for a life after work.
- The health reforms improved life chances and provided Wales and England with a much healthier work force which would be tested to the full during the Great War.

Arguments that suggest that the Liberal reforms (1906–1914) were of lesser significance to the alleviation of poverty during the specified period may include the following.

- The Liberal reforms did not go far enough and the government was not fully committed to the alleviation of poverty seeing it more as a way to achieve political advancement.
- The experiences of the inter war depression years led to a strong belief that people deserved a better standard of living thus providing the impetus for radical reform.
- The Beveridge report was far more expansive in its proposals and provided a blueprint for the future which the Labour Governments of 1945-1951 put into action.
- By 1980 the standard of living was much higher than it was in the 1950s and the welfare state provided for all those living in need.

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0 2 **"Little was done to improve the lives of the poor and unemployed between 1890 and 1990." Discuss.**

Candidates will offer a supported analysis of the lives of the poor and unemployed, measuring the efficacy of efforts to relieve their condition in the context of the period specified. They will consider a range of key concepts such as causation, consequence, continuity, change and significance, as appropriate, before reaching a substantiated judgement.

Arguments that suggest that little was done to improve the lives of the poor and unemployed during the specified period may include the following.

- The inter-war years saw little direct action and successive governments stood by as the depression led to suffering in many poor areas while unemployment grew.
- The Labour reforms of 1945-1951 did not go far enough and the cycle of unemployment and poverty remained an issue in British society right up to 1980.
- By the 1980s unemployment had grown to over 2.6 million and Thatcher's policies ignored the poor, returning to the idea of self-help which was seen at the start of the century.

Arguments that suggest that efforts were made to improve the lives of the poor and unemployed during the specified period may include the following.

- The Liberal reforms 1906-1914 did alleviate some distress and improved opportunities through the children's charter and Labour exchanges.
- The inter-war period saw governments introduce measurers to alleviate the worst effects of poverty and help those who were in the most need.
- The Labour reforms of 1945-1951 created a welfare state directly helping those who were poor and unemployed and increasing future opportunities.
- The condition of the poor and unemployed were much better in the 1980s than they were in the 1890s given the rise in the standard of living.

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Theme 2 *Society in transition c.1890–1990.*

0 3 **"The Beveridge Report led to the most significant change in society between 1890 and 1990." Discuss.**

Candidates will offer a supported analysis of the Beveridge report, measuring its significance – in relation to other relevant factors – as a cause of societal change, in the context of the specified period. They will consider a range of key concepts such as causation, consequence, continuity, change and significance, as appropriate, before reaching a substantiated judgement.

Arguments that suggest that the Beveridge Report led to the most significant change in the society during the specified period may include the following.

- The report of 1942 was revolutionary, recommending an insurance scheme to cover all classes in society for the first time.
- The revolutionary aspect owed much to the universality of the proposal.
- The report was very popular at the time, selling 100,000 copies and became the blueprint for what is now known as the welfare state, catching the 'never again' mood of the people.
- The report led the way for further state intervention in providing for the people.

Arguments that suggest that the changes to society occasioned by the Beveridge Report were of lesser significance than other changes that occurred during the specified period may include the following.

- The report itself was quite conservative as more radical proposals had been made prior to 1942.
- Change in society due to developments in health and housing throughout the period could be considered as being more significant.
- Developments in education gave people more opportunities in life and would subsequently lead to advancement in many fields.
- Developments in race relations and changing attitudes towards discrimination and the unequal treatment of some groups in society could also be considered as being more significant.

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0 4 **Evaluate the importance of developments in education to changes in the society of Wales and England between c.1890 and 1990.**

Candidates will offer a supported appraisal of the impact of developments in education on changes to the society of Wales and England, measuring their importance in the context of the period specified, and perhaps in relation to other relevant issues. They will consider a range of key concepts such as causation, consequence, continuity, change and significance, as appropriate, before reaching a substantiated judgement.

Arguments that suggest that developments in education were important to changes in the society of Wales and England during the specified period may include the following.

- Government control of education through the Board of Education Act of 1899 showed early on how importantly education was viewed as a way of developing British society.
- The Education Act of 1902 further showed how important education was seen in an industrial nation as a better educated workforce was seen as a cornerstone of industrial and intellectual advancement.
- Successive inter war acts increased the school leaving age consolidating the belief in the importance of a good education.
- The Butler Education Act of 1944 transformed education provision and the introduction of Comprehensive education in the 1960s transformed Britain into a well-educated and skilled workforce.

Arguments that suggest that developments in education were of lesser importance to changes in the society of Wales and England during the specified period may include the following.

- Education has never been the same for everyone with private education as well as the continuation of grammar schools confirming the lack of equality for all.
- Developments in housing and health improved the standard of living and led to a healthier and happier population.
- The creation and development of the welfare state may be considered as more important given how extensive its reach became during the period.
- Developments in the rights of women and minorities created a more equal and fairer society.

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