GCE AS MARKING SCHEME

SUMMER 2022

HISTORY - UNIT 1
PERIOD STUDY 4

POLITICS, PEOPLE AND PROGRESS IN WALES AND ENGLAND, C.1880–1980

2100UD0-1

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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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Summary of assessment objectives for Unit 1

The questions in this examination assess assessment objective 1. This assessment objective is a single element focused on the ability to analyse and evaluate and reach substantiated judgements. In Section A, candidates choose one question from a choice of two. In Section B, 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 the bands and marks that should be given to responses that 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 listed. Assessors must 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. 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.

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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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Section A

0 1 **To what extent did the Liberal governments effectively deal with the challenges facing Wales and England between 1906 and 1914?**

Candidates will offer a supported appraisal of the Liberal governments across the specified period, measuring how effectively they dealt with the challenges facing Wales and England. 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 governments dealt effectively with the challenges facing Wales and England during the period may include the following.

- Education reforms improved the lives of children through the School Meals Act of 1906 and the development of medical provision for children between 1907 and 1912.
- The rights of workers were developed, and the Liberal governments passed laws addressing working hours and union rights.
- The Introduction of National Insurance and pensions for the elderly gave people a level of protection which effectively saved many from the hardship of poverty, illness and unemployment.
- The social and economic changes introduced by the Liberal governments created the foundations for further government intervention to help the weak and poorer elements of society.

Arguments that suggest that the Liberal governments did not deal effectively with the challenges facing Wales and England during the period may include the following.

- Education reform was limited due to fierce opposition from the Conservative lobby in the House of Lords and most of the schemes introduced were voluntary.
- Industrial unrest, particularly after 1910, was not dealt with effectively and the government was at constant odds with the Trade Unions in this period.
- Changes to National Insurance and pensions were not universal and did not go far enough to help the poorest in society.
- There was no concerted effort to plan for long term reform, and the changes were an ad hoc response to specific problems – as well as for political gain.
- The political rights of women were dismissed despite the political and social challenges that faced the government in the period.

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0 2 **Evaluate the economic impact of the First World War between 1914 and 1931.**

Candidates will offer a supported appraisal of the First World War, measuring its economic impact on Britain, or on Wales and England, in the context of the specified period, and perhaps in relation effects of the war. 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 First World War had a significant economic impact during the period may include the following.

- The war years saw an improvement in the fortunes of industries such as engineering, chemicals, ship building, coal and steel.
- New industries were created in many areas due to the demand for electrical goods and the motor vehicle development that had occurred during the war.
- The end of the war and demand for a better life saw steady wage levels, a fall in food prices and a general improvement in living standards.
- Other developments in the period such as cheap electricity, house building projects and the availability of hire-purchase created a buoyant home market.

Arguments that suggest that First World War did not have a significant economic impact during the period may include the following.

- The war years saw international trade severely disrupted, but the decline in international trade only affected the old staple industries, which were in decline before the war.
- The national debt increased due to the war and led to high inflation, but it was the orthodox thinking of bankers, financiers and government economists that damaged Britain's economy.
- Wartime finance issues also forced Britain off the gold standard, but it was the decision in 1925 to return to the pre-war exchange rate that damaged Britain's export industries.
- Although unemployment rarely fell below 10% this was not a new phenomenon to Britain and high employment rates during the war was the exception rather than the rule for Britain's workforce.

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Section B

0 3 **To what extent did the role and status of women change between 1914 and 1951?**

Candidates will offer a supported appraisal of the role and status of women across the specified period, measuring the extent to which it changed. 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 role and status of women underwent significant change during the period may include the following.

- The First and Second World Wars provided women with opportunities to show their worth in the war effort, and greatly influenced opinions on women's ability to undertake roles traditionally viewed as 'men's work'.
- The rights of women were boosted by enhanced voting rights in 1918 and 1929, and the right to sit as MPs, giving them – in theory – equality with men in a democratic society.
- Government legislation during the interwar period changed women's legal status, giving them rights within marriage and in many occupational fields.
- The advent of the 'New Woman' after the First World War gave many women new opportunities, for example the enjoyment of new leisure opportunities, and, for some, a more visible role in careers in the arts, such as film. Women such as Amy Johnson and Amelia Earhart dared to challenge men in feats once considered to be solely in the domain of men and were an inspiration to some women in Wales and England.
- The advent of the Welfare State after 1945 did much to improve the lives of women, free healthcare for all women being a prime example.

Arguments that suggest that the role and status of women did not undergo significant change during the period may include the following.

- Following the First and Second World Wars, most women returned to their traditional roles in society.
- The 1918 Representation of the People Act merely confirmed the view that women were not seen or treated as equals to men and any change would be a slow process in a patriarchal society.
- Changes to National Insurance and pensions were not universal and did not go far enough to help the poorest in society.
- There remained many occupations that frowned upon the employment of women, and statistically there was no significant changes in gender patterns of employment.
- Women often bore the brunt of stinging criticism for untraditional behaviour and many newspapers, films and women's magazines merely reinforced traditional stereotypes that prevented any significant change.
- The Welfare State, through the Family Allowance Act and National Insurance Act, played its part in reinforcing the traditional view of women as mothers and homebuilders.

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0 4 **"The creation of the welfare state was the most important development affecting the lives of the people of Wales and England in the period from 1939 to 1980." Discuss.**

Candidates will offer a supported analysis of the creation of the welfare state, measuring its importance to the lives of the people of Wales and England in relation to other relevant issues, and 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 creation of the welfare state was the most important development affecting the lives of the people of Wales and England during the period may include the following.

- The different effects the welfare state had on various groups, such as families, the unemployed, workers, those in ill health or those in need of social support.
- The effect of specific legislation, for example the Family Allowances Act (1945), the National Insurance Act (1946) and the National Assistance Act (1948).
- The creation and development of the National Health Service.
- Further developments in the welfare state after 1951, for example the proliferation of social housing, and developments in areas such as income support and family allowances.

Arguments that suggest that the creation of the welfare state was not the most important development affecting the lives of the people of Wales and England during the period may include the following.

- The Second World War had a massive impact on civilian life.
- The role and status of women had changed significantly, and only due to the welfare state in a limited way.
- Attitudes toward minority ethnic groups was evolving.
- Social, cultural and religious norms were evolving. Political and/or economic change may also be stated to have had an impact.

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