GCE A LEVEL MARKING SCHEME

SUMMER 2024

HISTORY - UNIT 3
BREADTH STUDIES 1, 2, 4, 6, AND 7: BRITISH HISTORY

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About this marking scheme

The purpose of this marking scheme is to provide teachers, learners, and other interested parties, with an understanding of the assessment criteria used to assess this specific assessment.

This marking scheme reflects the criteria by which this assessment was marked in a live series and was finalised following detailed discussion at an examiners' conference. A team of qualified examiners were trained specifically in the application of this marking scheme. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners. It may not be possible, or appropriate, to capture every variation that a candidate may present in their responses within this marking scheme. However, during the training conference, examiners were guided in using their professional judgement to credit alternative valid responses as instructed by the document, and through reviewing exemplar responses.

Without the benefit of participation in the examiners' conference, teachers, learners and other users, may have different views on certain matters of detail or interpretation. Therefore, it is strongly recommended that this marking scheme is used alongside other guidance, such as published exemplar materials or Guidance for Teaching. This marking scheme is final and will not be changed, unless in the event that a clear error is identified, as it reflects the criteria used to assess candidate responses during the live series.

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Marking guidance for examiners

Summary of assessment objectives for Unit 3

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 must answer the compulsory question. 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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Stamps and annotations used for Assessment Objective 1

Stamp	Annotation	Meaning/use
	Analysis	For specific sections of correct and effective analysis of either historical material or argument
	Developed Point	Where the argument being presented has gone beyond assertion and utilises supporting material
	Evaluation	For specific sections of correct and effective evaluation, where an idea (or more than one idea) is effectively appraised
	Incorrect	Where the comment is incorrect in terms of the history or how the history has been (mis)understood, or where an unsupportable conclusion has been made
	Judgement	Used to note an emerging or not fully supported judgement
	Narrative	The candidate is offering information that may be valid, but is not using it to answer the set question
	Not relevant	Topic-based material that is not relevant to the set question
	Repetition	Stating the same thing as previously in the response. Possibly using different words, but not always
	Something here	The candidate begins to make an argument, but it is undeveloped
	Supported judgement	Used to note a clear and supported judgement. Also used for effective summative judgement
	Vague	Where the candidate alludes to historical evidence, or an argument and it is unclear what they mean
	Underline	Used to underline a smaller section of material that is being used to answer the set question
	Box	Used to box a larger a section of material that is being used to answer the set question
	Comment box	Used to provide a brief summative comment of the final mark awarded, drawing on terminology from the mark scheme

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1100UA0-1

Breadth study 1: Wales: Resistance, conquest and rebellion c.1240–1415

Section A

Theme 1 Society, culture and the economy c.1240–1415

0 1 **Evaluate the impact of the Edwardian conquest on Welsh society and culture during the period from 1283 to 1320.** **[30]**

Candidates will offer an appraisal of the impact of the Edwardian conquest on Welsh society and culture during the specified period. They will demonstrate knowledge of the conquest, analysing it and weighing up its significance. While it is not required by the question, if candidates elect to include other factors affecting Welsh society and culture, this may only be done to illuminate the impact of the Edwardian conquest. Candidates will apply a range of key concepts such as causation, consequence, continuity, change and significance, as appropriate, before reaching a substantiated judgement.

Candidates may use some of the following arguments to support their response. The list is neither prescriptive nor exhaustive.

- The psychological impact of defeat affected Welsh society but especially the native landowning class.
- There was an imposition of English political and social domination.
- Military domination was underpinned by the building of large, powerful castles, which had an impact on the Welsh, who were treated as a conquered people.
- English laws applied to Welsh citizens, which resulted in the Welsh becoming second-class citizens.
- There was a reduction in the patronage of Welsh culture as English influence increased.
- However, parts of Wales had already experienced conquest and domination by Marcher Lords, and so these areas did not experience significant change.
- English and Marcher law had co-existed with Welsh law for many years and this largely continued.
- The treatment of the Welsh by their English overlords only affected native elites and not the general population.
- Many Welshmen fought for the English in the Wars of Independence, and they served in English armies in Scotland and France.
- There was continuity in the way that many Welshmen worked for and with the new English regime.

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0 2 **"Cultural change was the most significant development in Wales during the period from c.1330 to c.1380." Discuss. [30]**

Candidates will offer an appraisal of cultural change during the period from c.1330 to c.1380. They will demonstrate knowledge of cultural change, analysing it and weighing up its significance in the context of other issues. Candidates will apply a range of key concepts such as causation, consequence, continuity, change and significance, as appropriate, before reaching a substantiated judgement.

Candidates may use some of the following arguments to support their response. The list is neither prescriptive nor exhaustive.

- There was significant change in the patronage of the bards/poets: the numbers of secular (gentry) patrons increased and was matched in numbers by monastic patrons.
- Changes in the nature of Welsh poetry meant it became more religious in tone and outlook, perhaps reflecting the effects of the Black Death or greater monastic patronage.
- There was a growing influence of English culture and language, which was reflected in the works of some poets.
- The emphasis on the idea of a Mab Darogan (son of destiny) due to Owain Lawgoch and the notion of Welsh freedom and independence led to a cultural shift.
- Social changes due in large part to the effects of the Black Death on population were a significant development in that they contributed to, for example, the breakdown of the feudal system and rise of bastard feudalism.
- The Black Death also led to economic changes, with labourers in agricultural industry in greater demand, greater estate consolidation and sales of land and the freedom of labourers to work for wages.
- A class of native gentry with sufficient wealth and power to make an impact on Welsh society and the economy developed.
- There was an increasing number of incoming English landowners – by land purchase and marriage.
- Further, there was a growing merchant class and increasing numbers of artisans in expanding towns.

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Section B

Theme 2 Governance and rebellion c.1240–1415

0 3 **To what extent did the governance of Wales change during the period from 1240 to 1415?** **[30]**

Candidates will offer an appraisal of the governance of Wales during the specified period. They will demonstrate knowledge of this governance, analysing it and weighing up how far it changed. While it is not required by the question, if candidates elect to measure the extent of change against another factor, for example economic change, this may only be done to illuminate the extent of changes in governance. Candidates will apply a range of key concepts such as causation, consequence, continuity, change and significance, as appropriate, before reaching a substantiated judgement.

Candidates may use some of the following arguments to support their response. The list is neither prescriptive nor exhaustive.

- The governance of Wales changed significantly after 1284 by virtue of the Statute of Rhuddlan, which set out the terms of English rule in the newly conquered lands.
- Welsh princely rule was replaced by English Crown rule in the Principality.
- There were changes in law and the court system as English law was introduced to the Principality.
- The political map of Wales was effectively redrawn to include the new counties of the Principality.
- However, change was not consistent throughout this period, for example the governance of native Wales did not significantly change between 1240 and 1283. Gwynedd's hegemony was ruthlessly enforced over the other Princes.
- Further, the Crown's governance of Wales did not change in the period after 1284, as the terms of the Statue of Rhuddlan were still in force. There was, however, some change during the Glyndwr rebellion with the imposition of military rule.
- Overall, it may be argued that there was more continuity than change, as many Welshmen remained in Marcher offices and were re-employed as Crown officials.
- Similarly, the governance of the Marcher Lordships did not significantly change during this period, nor did the Crown's relationship with the Marcher lords.

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Breadth study 2: Poverty, protest and rebellion in Wales and England c.1485–1603

Section A

Theme 1 Poverty, vagrancy and the poor in Wales and England c.1485–1603

0 1 **"The most significant causes of poverty and vagrancy in the period from 1509 to 1553 were enclosure and estate consolidation." Discuss.**

[30]

Candidates will offer an appraisal of the significance of enclosure and estate consolidation as causes of poverty and vagrancy. They will demonstrate knowledge of enclosure and estate consolidation, analysing them and weighing up their significance in the context of other issues. The response will focus on the period indicated by the question, and candidates will apply a range of key concepts such as causation, consequence, continuity, change and significance, as appropriate, before reaching a substantiated judgement.

Candidates may use some of the following arguments to support their response. The list is neither prescriptive nor exhaustive.

- Large-scale consolidation of manorial farms led to the destruction of some villages, which forced families to uproot to find work elsewhere, leading to a rise in vagrancy.
- There was a shift from labour-intensive arable farming to labour-saving pastoral farming.
- Enclosure and estate consolidation led to rising unemployment, which contributed to a rise in poverty and vagrancy.
- Enclosing of common land to consolidate estates denied farmers land for their crops and animals.
- Rural depopulation caused a demographic movement to urban areas. Those unable to find work resorted to begging.
- On the other hand, fewer wars and restrictions on retaining led to greater unemployment and poverty.
- The dissolution of the monasteries led to rising unemployment and a lack of charitable funding for the poor.
- Inflation and debasement of the coinage affected the economy which hit the poorest in society hard.
- Economic crisis and depression, especially in the wool industry, led to unemployment.
- A rising population led to competition for jobs and diminishing charity from a shrinking Church exacerbated rather than alleviated poverty.

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0 2 **To what extent did attitudes to the poor and vagrant change in the period from 1553 to 1603? [30]**

Candidates will offer an appraisal of attitudes to the poor and vagrant during the specified period. They will demonstrate knowledge of these attitudes, analysing them and weighing up how far they changed. While it is not required by the question, if candidates elect to measure the extent of change against another factor, for example attitudes to religion, this may only be done to illuminate the extent of changes in attitudes to poverty and vagrancy. Candidates will apply a range of key concepts such as causation, consequence, continuity, change and significance, as appropriate, before reaching a substantiated judgement.

Candidates may use some of the following arguments to support their response. The list is neither prescriptive nor exhaustive.

- Concern for the poor led to the setting up of trade guilds, hospitals and philanthropic societies.
- Wealthy merchants offered private charity or set up charitable foundations to educate or relieve the poor.
- Some municipal authorities were particularly active in relieving the poor, for example those in Norwich and London.
- Attitudes tended to change after significant events such a rebellion or change of monarch. For example, repressive Parliamentary legislation such as the slavery Act of 1547.
- The deserving poor were treated more sympathetically later in the century.
- The attitude of the Church did not change. The institution continued to help and support, although this declined after the dissolution.
- Municipalities continued to punish those thought to be work-shy or criminal. Outsiders were driven away with poor relief distributed only to those who could prove their citizenship.
- Repressive parliamentary acts, mainly directed against vagrants, were passed regularly during much of the period.
- Fear of vagrants was a constant during this period, so they continued to be punished.

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Section B

Theme 2 Threats, protest and rebellion c.1485–1603

0 3 **"The primary cause of protest and rebellion in the period from 1485 to 1603 was religious dispute." Discuss. [30]**

Candidates will offer an appraisal of the primacy of religious dispute as a cause of protest and rebellion. They will demonstrate knowledge of religious disputes, analysing them and weighing up their significance in the context of other issues. The response will focus on the period indicated by the question, and candidates will apply a range of key concepts such as causation, consequence, continuity, change and significance, as appropriate, before reaching a substantiated judgement.

Candidates may use some of the following arguments to support their response. The list is neither prescriptive nor exhaustive.

- Disputes over the Reformation in religion, such as dissolution of the monasteries and the break with Rome, contributed to the largest rebellion in the sixteenth century: the Pilgrimage of Grace, 1536–1537.
- Disputes over the Protestant Reformation, such as closure of chantries and the enforced use of Prayer books, together with changes in worship, contributed to the Western Rebellion, 1549.
- Religious disputes also played some part in the Wyatt Rebellion, 1554 and the rebellion of the Northern Earls, 1569–1570.
- However, rebellions with dynastic causes, which included the Lambert Simnel rising in 1487, that of Perkin Warbeck between 1491 and 1499, and the events surrounding Jane Grey in 1553, were also significant, not least because they were directed towards usurping the sitting monarch or recognised line of succession.
- Rebellions with economic causes included the Kett Rebellion, 1549 and the Oxfordshire Rising, 1596. Both were centred around enclosures, high food prices and famine.
- Political causes were also significant within a range of rebellions, for example Wyatt's and the Northern Earls' 1569-70. In both cases, the leaders sought to restore their power and influence.
- Rebellions with personal causes included that of Sir Rhys ap Gruffud, 1529–1531, and of Essex, 1601. Both men were ambitious for personal wealth and power, one in south-west Wales and the other in London, the centre of government.

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Breadth study 4: Royalty, revolution and restoration in Wales and England c.1603–1715

Section A

Theme 1 The quest for political stability c.1603–1715

0 1 **"Between 1603 and 1640, the weak leadership of the Crown was the main cause of political instability." Discuss. [30]**

Candidates will offer an appraisal of the weak leadership of the Crown as the main cause of instability during the specified period. They will demonstrate knowledge of the leadership provided by the monarchs at this time, analysing that leadership and weighing up its responsibility for political instability in the context of other contributory factors. In answering the question, candidates will apply a range of key concepts such as causation, consequence, continuity, change and significance, as appropriate, before reaching a substantiated judgement.

Candidates may use some of the following arguments to support their response. The list is neither prescriptive nor exhaustive.

- The flawed or weak personalities of James I and Charles I contributed to some poor decision making such as the Great Contract and Ship Money.
- The weak leadership of the Crown's chief ministers such as Buckingham and Wentworth played a significant part in undermining political stability.
- The promotion of royal favourites did much to anger the Crown's opponents, both inside and outside Parliament.
- The weak leadership of Church leaders, such as Laud, in the face of increased radicalism and dissent undermined political stability.
- The weak leadership of radical MPs in Parliament also contributed to political instability.
- Financial problems and religious differences, with ongoing distrust between residual Catholics and increasingly strident Puritans did much to undermine political stability.
- The assertiveness of Parliament led to unnecessary conflict with the Crown.
- Problems and challenges from Ireland and Scotland contributed to political instability in England.
- Opposition to divine right and the Personal Rule undermined confidence and trust in the monarchy.

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0 2 **"Between 1660 and 1688, the weak leadership of the Crown was the main cause of political instability." Discuss.** **[30]**

Candidates will offer an appraisal of the weak leadership of the Crown as the main cause of instability during the specified period. They will demonstrate knowledge of the leadership provided by the monarchs at this time, analysing that leadership and weighing up its responsibility for political instability in the context of other contributory factors. In answering the question, candidates will apply a range of key concepts such as causation, consequence, continuity, change and significance, as appropriate, before reaching a substantiated judgement.

Candidates may use some of the following arguments to support their response. The list is neither prescriptive nor exhaustive.

- The flawed or weak personalities of Charles II and James II contributed to some poor decision making, for example the Declaration of Indulgence and the lifting of the penal laws from Catholics.
- The promotion of royal favourites did much to anger the Crown's opponents both inside and outside of Parliament.
- The weak leadership of Church leaders in the face of increased radicalism and dissent undermined political stability.
- Absolutism in the last five years of the reign of Charles II and the naivety of James II undermined political stability.
- However, financial problems and religious disputes also did much to undermine political stability, as did the assertiveness of MPs and the development of party politics.
- The fraught relations with Ireland, where Catholic ownership of land continued to decrease, were ongoing, and added to the political instability in England. This religious element was also evident following the death of Charles II, without legitimate heirs, in February 1685.
- The accession of Charles's Catholic brother, James II, was popular in Ireland; however, the Glorious Revolution – James's deposition in favour of his Protestant daughter, Mary – in November 1688 did little to stabilise the situation in Ireland.

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Section B

Theme 2 Changing attitudes and ideas: radicalism, dissent and intellectual issues c.1603–1715

0 3 **Examine the view that William Laud had the most significant impact on radicalism and dissent between 1603 and 1715.** **[30]**

Candidates will offer an analysis of William Laud's impact on radicalism and dissent. They will demonstrate knowledge of Laud's actions and policies, analysing their significance in the context of other factors during the specified period. In answering the question, candidates will apply a range of key concepts such as causation, consequence, continuity, change and significance, as appropriate, before reaching a substantiated judgement.

Candidates may use some of the following arguments to support their response. The list is neither prescriptive nor exhaustive.

- Much like the King, Laud was authoritarian in his beliefs, and this was evident in his aggressive support for Arminianism, and the decision to restore what many considered "popish practices" that had been comprehensively diminished across the previous century.
- Frustration among increasingly fervent Protestants contributed to the many embrace the teachings of radical religious sects. Furthermore, the relative success of Puritanism influenced others to break away and form their own dissenting sects.
- The removal and execution of Laud enabled radicals to thrive and had an additional consequence in that the weakened state of the Church following Laud's downfall undermined its ability to maintain the fidelity and loyalty of the population at large.
- Deprived of Laud's leadership, the Church lacked the ability to combat the growth in radicalism and dissent; ideas, such as the Divine Right of Kings, were more easily opposed by radicals, who opposed such notions.
- Other factors, such as the chaos of the Civil War also enabled radicals and dissenters to thrive as there were other, more pressing issues to contend with.
- Towards the end of the period, the Restoration and the persecution of radicals and dissenters after 1660 had a significant impact on radicalism and dissent, as did developments in science and the Enlightenment.
- Fear of Catholicism – or a return to it – caused many to turn to Protestant radical sects.

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Breadth study 6: Parliamentary reform and protest in Wales and England c.1780–1885

Section A

Theme 2 Popular protest 1780–1885

0 1 **To what extent were the effects of industrialisation responsible for popular protest during the period from 1780 to 1820? [30]**

Candidates will offer an appraisal of the role of industrialisation in causing popular protest during the specified period. They will demonstrate knowledge of the effects of industrialisation, analysing them and weighing up their significance in the context of other factors that contributed to popular protest. Candidates will apply a range of key concepts such as causation, consequence, continuity, change and significance, as appropriate, before reaching a substantiated judgement.

Candidates may use some of the following arguments to support their response. The list is neither prescriptive nor exhaustive.

- The prevalence of machine breaking, may be referred to as an example of the effect of industrialisation. The Luddite movement in the last years of the Napoleonic wars tied down significant numbers of troops.
- The impact of wage reductions in the industrial areas created unrest especially after 1815.
- The impact of unemployment was a significant factor in the mid-1790s and between 1815 and 1820.
- The impact of depressions caused by variations in the economic cycle and the part played by economic distress were important motivators of popular protest.
- The French Revolution and the emergence of Corresponding Societies also had an impact on developing popular protest: the radical movement in the 1790s and the influence of Tom Paine were directly linked to events in France.
- The Naval Mutinies 1797 were a major problem linked to poor conditions on the lower deck and a major threat to national security.
- Religious bigotry was a cause of discontent as seen in the Gordon Riots 1780. Nonpolitical motivation, seen for example in the Queen's Trial riots in 1820, was still significant during a period of economic distress
- The revival of the issue of parliamentary reform post 1815 was a significant motivation and disturbances such as Spa Fields in 1816 and Peterloo in 1819.

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0 2 **"The success of government social and economic reforms in the period from 1832 to 1848 was responsible for the failure of Chartism." Discuss. [30]**

Candidates will offer an appraisal of the failure of Chartism, ascertaining the role that successful government social and economic reforms played in this failure. They will demonstrate knowledge of the government's social and economic reforms and their supposed successes, analysing them and weighing up their significance in relation to other issues and in the context of the period indicated by the question. Candidates will apply a range of key concepts such as causation, consequence, continuity, change and significance, as appropriate, before reaching a substantiated judgement.

Candidates may use some of the following arguments to support their response. The list is neither prescriptive nor exhaustive.

- There were improved working conditions in the factories, which were a result of factory legislation and the reduction in working hours.
- The introduction of rural police by the Whigs strengthened government resources in the countryside and alleviated many of the concerns that were evident there.
- Better economic conditions, stimulated by free trade measures and a stable financial outlook, were apparent by the mid to late 1840s. This undermined support for Chartism, as did the impact of the repeal of the Corn Laws
- The new railway system, backed by parliamentary legislation, assisted security measures.
- Effective government action to repress Chartism was seen at Newport and Kennington, the latter of which saw comprehensive measures to secure the capital.
- Economic recovery in the 1840s following the depressions of the late 1830s and early 1840s can also be attributed to the demise of Chartism.
- Further, the divisions in the Chartist movement between the proponents of moral force and physical force Chartism created leadership issues within the Chartist movement. These may be cited as a major reason for the movement's failure to attract more widespread support

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Section B

Theme 1 Parliamentary reform 1780–1885

0 3 **"The actions of the Tory Party had the most significant influence on parliamentary reform during the period from 1780 to 1885." Discuss.** **[30]**

Candidates will offer an appraisal of the reasons for parliamentary reform, ascertaining the role that the actions of the Tory Party played in promoting reform. They will demonstrate knowledge of the Tory Party's actions, analysing them and weighing up their influence in relation to other issues and in the context of the period indicated by the question. Candidates will apply a range of key concepts such as causation, consequence, continuity, change and significance, as appropriate, before reaching a substantiated judgement.

Candidates may use some of the following arguments to support their response. The list is neither prescriptive nor exhaustive.

- The successful repression of the parliamentary reform movement in the 1790s and the post-war period in 1815–1820 are often cited as achievements of the Pitt and Liverpool governments.
- The catastrophic split in the Tory Party over Catholic Emancipation ushered in the reforming Whig Party to government in 1830, but Peel's Tamworth Manifesto suggested that moderate reform might be acceptable
- Benjamin Disraeli's achievement in securing household suffrage in the Second Reform Act, 1867 saw a significant extension of the franchise.
- The success of the Tory Party in brokering an advantageous (for the Party) rural franchise in 1884–1885 showed the continuing impact of the Party on parliamentary reform.
- The revival of the parliamentary reform movement after 1828 created a febrile atmosphere putting pressure on the government. The role of popular protest between 1830 and 1832 and again between 1866 and 1867 created a pro-reform climate.
- The motivation of Whig ministers in the period from 1830 to 1832 to prepare measures for reform was of great significance.
- The defects of the old electoral system made it difficult to resist the arguments for representation of the new industrial areas.
- Radical success in combating intimidation and corruption in the reforms of the period from 1872 to 1883, that is, those concerning the Secret Ballot and reducing bribery of electors, was of huge significance.

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Unit 3 – 1100UG0-1

Breadth study 7: Social change and reform in Wales and England c.1890–1990

Section A

Theme 2 Society in transition c.1890–1990

0 1 **To what extent did the role and status of women change between 1945 and 1990?** **[30]**

Candidates will offer an appraisal of the role and status of women, gauging the extent of change in both of those areas between 1945 and 1990. They will demonstrate knowledge of the changes in the role and status of women, analysing those changes and weighing up their significance. While it is not required by the question, if candidates elect to measure the extent of change against another factor, for example the extent of economic change, this may only be done to illuminate how far the role and status of women changed at this time. Candidates will apply a range of key concepts such as causation, consequence, continuity, change and significance, as appropriate, before reaching a substantiated judgement.

Candidates may use some of the following arguments to support their response. The list is neither prescriptive nor exhaustive.

- The welfare state had a significant impact on the lives of women during this period as it led to better health and opportunities.
- The 1960s and 1970s saw a rise in feminist groups, and the issues that concerned the role and status of women became more prominent in society and escalated the gradual changes that had been in evidence over previous decades.
- There were numerous pieces of legislation that affected the legal status of women within marriage, for example the married women's Property Act, 1964, and the Divorce Act, 1969.
- Legislation in the world of work also improved the role and status of women, for example the Equal Pay Act, 1970, Sex Discrimination Act, 1975, and the Employment Protection Act, 1977.
- Despite the tranche of legislation, the effects of these laws were often limited, and attitudes towards women were not so effectively transformed, as was clear in many people's perceptions of the Dagenham strike of 1968.
- This could be developed by reference to the "glass ceiling", which was a barrier to the progression of women in the world of work throughout the period.
- Further, social legislation may well have tied women to their traditional roles.
- The portrayal of women in the media was little changed in this period and consigned woman to secondary roles in society. The rise of feminist groups and the Women's Liberation movement also confirms the glacial pace of change. Women who sought change were forced to continue their fight for equality, as can be seen in the continuing protest marches and further campaigns throughout the United Kingdom.

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0 2 **"Government policies on race relations and immigration had the biggest impact on social change in Wales and England." Discuss with reference to the period from 1945 to 1990.**

Candidates will offer an appraisal of the impact of government policies on race relations and immigration on social change in Wales and England. They will demonstrate knowledge of government policies on race relations and immigration, analysing these and weighing up their significance in relation to other issues and in the context of the period indicated by the question. Candidates will apply a range of key concepts such as causation, consequence, continuity, change and significance, as appropriate, before reaching a substantiated judgement.

Candidates may use some of the following arguments to support their response. The list is neither prescriptive nor exhaustive.

- Early government policy was restrictive and tended to discriminate between desirable and undesirable immigrants.
- Government policies from the 1960s attempted to act on the concept of equality for all in Britain thus leading to more social cohesion.
- Social change in this area was not easy as shown in various disturbances in the period, for example the sharp rise in National Front membership in the 1970s as it pursued increasingly fascist policies in response to immigration.
- By 1990, government policies had led to increased multiculturism, but while most people accepted this, it led to rifts within society.
- As race relations and immigration only affected some in society it could be argued that it did not have the most significant impact and the riots and disturbances showed that for some, the social change was slow and not impactful.
- It may be argued that developments in one or more of the following may have had a bigger impact: developments in housing, health, education and women's rights may have had a larger impact on people's future chances; developments in popular culture and youth culture were important social changes; and the development of the welfare state, which perhaps had the broadest societal impact.
- It may further be concluded that the size and scale of societal change can be linked to citizens' and groups' perspectives and experiences of those changes.

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1100UG0-1

Theme 1 Tackling poverty and unemployment c.1890–1990

0 3 **How effectively did governments deal with the challenge of poverty and unemployment between 1890 and 1990?** **[30]**

Candidates will offer an appraisal of governments' efforts to deal with the challenge of poverty and unemployment. They will demonstrate knowledge of various governments' actions, analysing them and weighing up their significance as a means of dealing with poverty and unemployment in the context of the period specified. While it is not required by the question, if candidates elect to include other factors alleviating poverty and unemployment, or the efficacy with which governments handled other areas of concern, this may only be done to illuminate the level to which governments were effective in dealing with poverty and unemployment. Candidates will apply a range of key concepts such as causation, consequence, continuity, change and significance, as appropriate, before reaching a substantiated judgement.

Candidates may use some of the following arguments to support their response. The list is neither prescriptive nor exhaustive.

- In the early part of the period, poverty and unemployment were not considered a government priority until the Liberal reforms of 1906 made some attempt to address the issue.
- Early attempts at reform, for example in the period up to 1906, were limited by the prevailing ideology of the day – that self-help was the key to lifting oneself out of dire circumstance.
- While the Liberal reforms provided some relief from poverty, the overall impact can be debated and any reduction in unemployment was piecemeal.
- After 1918, poverty and unemployment continued to vary from region to region, and there were some developments in heavy industry and investment, which alleviated much of the distress.
- Although government action in the 1930s alleviated the worst effects of the worldwide depression, throughout the interwar period poverty and unemployment was a constant, and government action in this period can be considered limited for the most part.
- The Labour reforms of the period from 1945 to 1951 were effective in tackling poverty and unemployment head on, and after 1951 poverty and unemployment became less prominent.
- There have, however, still been concerns regarding poverty and unemployment with some political views opposing what they perceive as a creeping encroachment of the state into people's lives. There have been criticisms of the welfare state and its costs, while there has also been opposition to the nationalisation of public utilities.

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