GCSE MARKING SCHEME

AUTUMN 2020

HISTORY
COMPONENT 2: PERIOD STUDY
2D. The Development of the UK, 1919-1990
C100U40-1

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INTRODUCTION

This marking scheme was used by WJEC for the 2020 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 AUTUMN 2020

Component 2: PERIOD STUDY
2D.The Development of the UK, 1919-1990

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(a)*	*AO2*	*AO3 (a)*	*AO4*
5	**5**			

Question: e.g. **Describe the Means Test.** **[5]**

This is the question and its mark tariff.

Band descriptors and mark allocations

	AO1(a) 5 marks	
BAND 3	**Demonstrates detailed and accurate knowledge of the issue set within the appropriate historical context.**	**4-5**
BAND 2	**Demonstrates some knowledge of the issue set.**	**2-3**
BAND 1	**Demonstrates weak, generalised knowledge of the issue set.**	**1**

This section contains the band descriptors which explain the principles that must be applied when marking each question. The examiner must apply this when applying the marking scheme to the response. The descriptor for the band provides a description of the performance level for that band. The band descriptor is aligned with the Assessment Objective(s) targeted in the question.

Use 0 for incorrect or irrelevant answers.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below.

- *the economic slump in the early 1930s with resultant mass unemployment and the need for the unemployed to draw benefits or the "dole";*
- *moves to reduce spending as part of the economic programme of the National Government by targeting unemployment benefits and cutting the dole by 10%;*
- *the introduction of the Means Test for those who had received 26 weeks insurance payments;*
- *the need to evaluate how much money a family needed to claim and whether their benefits could be reduced;*
- *the setting up of Public Assistance Committees to investigate a family's financial means before benefits could be paid;*
- *visits by Means Test officers to households to assess the value of personal belongings and to establish if anyone else in the house was claiming benefits and Means Tested incomes were often cut;*
- *the intrusive and insensitive nature of the work was hated and caused a massive outcry at the time.*

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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

Component 2: PERIOD STUDY

2D.The Development of the UK, 1919-1990

Question 1

Mark allocation:	*AO1 (a)*	*AO2*	*AO3*	*AO4*
5	**5**			

Question: **Describe the Means Test.** **[5]**

Band descriptors and mark allocations

	AO1(a) 5 marks	
BAND 3	**Demonstrates detailed and accurate knowledge of the issue set within the appropriate historical context.**	**4-5**
BAND 2	**Demonstrates some knowledge of the issue set.**	**2-3**
BAND 1	**Demonstrates limited knowledge of the issue set.**	**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 economic slump in the early 1930s with resultant mass unemployment and the need for the unemployed to draw benefits or the "dole";*
- *moves to reduce spending as part of the economic programme of the National Government by targeting unemployment benefits and cutting the dole by 10%;*
- *the introduction of the Means Test in 1931 for those who had received 26 weeks insurance payments;*
- *the need to evaluate how much money a family needed to claim and whether their benefits could be reduced;*
- *the setting up of Public Assistance Committees to investigate a family`s financial means before benefits could be paid;*
- *visits by Means Test officers to households to assess the value of personal belongings and to establish if anyone else in the house was claiming benefits and Means Tested incomes were often cut;*
- *the intrusive and insensitive nature of the work was hated and caused a massive outcry at the time.*

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Question 2

Mark allocation:	*AO1 (a+b)*	*AO2*	*AO3*	*AO4*
6	**2**	**4**		

Question**:** **How far did life change for the people of the UK between 1945 and 1960? [6]**

Band descriptors and mark allocations

	AO1(a+b) 2 marks		**AO2 4 marks**		
			BAND 3	**Fully analyses the nature and extent of change while arriving at a well-supported judgement on the issue set within the appropriate historical context.**	**3-4**
BAND 2	**Demonstrates detailed knowledge and understanding of the key features in the question.**	**2**	**BAND 2**	**Begins to analyse the extent of change while arriving at a partial judgement.**	**2**
BAND 1	**Demonstrates some knowledge and understanding of the key features in the question.**	**1**	**BAND 1**	**Provides limited analysis of the extent of change.**	**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 new Labour Government of 1945 had won the election on the promise of delivering a radical social and economic programme that would include better health care; improved education; income security; full employment and better housing;*
- *the introduction of a health system that would provide care "from the cradle to the grave" that would be free of charge and available to everyone according to need;*
- *the scheme which established a national system of GPs, dentists, opticians, district nurses and health visitors that impacted hugely on the health of the nation;*
- *the government`s aim to make industry more efficient and competitive by nationalising key industries such as coal, gas, electricity, iron and steel and transport. Workers would have their rights protected by government guidelines, a move welcomed by trade unions, which led to improved working conditions, sick and holiday pay;*
- *the passing of the Education Act of 1944 established free primary and secondary education and offered diversity with the introduction of the selective "11 plus" examination along with equality in education. The act also made secondary education compulsory up to the age of 15 and made provision for meals (free in some cases) and free milk and medical inspections. The reforms were completed successfully and children gained a good basic education together with the skills necessary to secure employment. Increased numbers of pupils went on to further education.*

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- *the Conservatives returned to power in 1951 at a time of growing affluence; US financial aid and an increase in trade gave businesses a huge lift; fuller employment saw wages increase and reduced working hours led to more leisure time; tax cuts and the availability of credit gave people more spending power and there was an increase in demand for TVs, record players and white goods. The "never had it so good" theme dominated the election of 1951;*
- *not everyone benefited from increased affluence: there were still people without jobs who struggled to survive on their benefits; old age pensioners had seen the value of their pensions decrease as prices rose with inflation; some people were paid very low wages; others were discriminated against because of their gender or race and so were not able to enjoy the benefits of a more affluent society.*

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Question 3

Mark allocation:	*AO1 (a+b)*	*AO2*	*AO3*	*AO4*
9	**3**	**6**		

Question: **The lives of people in the UK between 1939 and 1945 were affected by factors such as:**

- **rationing**
- **evacuation**
- **propaganda**

Arrange the factors in order of their significance in affecting the lives of people in the UK between 1939 and 1945. Explain your choices. [9]

Band descriptors and mark allocations

	AO1(a+b) 3 marks		AO2 6 marks	
BAND 3	**Demonstrates detailed knowledge and understanding of the features mentioned.**	**3**	**Fully explains the significance of the factors in the question. There will be a clear, well-supported justification of the relative significance of the factors set within the appropriate historical context.**	**5-6**
BAND 2	**Demonstrates some knowledge and understanding of the features mentioned.**	**2**	**Begins to explain the significance of the factors in influencing lives. There will be some justification of the relative significance of the factors.**	**3-4**
BAND 1	**Demonstrates limited knowledge and understanding of the features mentioned.**	**1**	**Limited explanation of the significance of the factors in influencing lives. There will be little attempt to justify the relative significance of the factors.**	**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. Examiners should note that the order of significance suggested by candidates will vary. Marks should be awarded for the quality of justification provided by candidates.

Some of the issues to consider are:

- *rationing was significant in affecting the lives of people during the war for a number of reasons: the extent of food shortages; the establishment and work of the Ministry for Food; the use of ration books and coupons; the amount of rationed and non-rationed goods; popular campaigns such as "dig for victory" which encouraged self-sufficiency*

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and "make do and mend" which encouraged people to make sacrifices for the war effort; the development of a thriving Black Market.

- *the evacuation of vulnerable people such as children, pregnant women and the disabled was significant in affecting the lives of people during the war for a number of reasons: initial evacuation during the `phoney war`; Operation Pied Piper and the logistics of moving people to evacuable areas; the varied experiences of children and biological and host families; the experiences of returning home; the social and psychological impact of evacuation.*
- *propaganda aimed to increase community spirit and a feeling of togetherness; Churchill aimed to raise morale by his stirring speeches and by touring the damaged areas; the mass-media – radio, newspapers, magazines, cinema films and newsreels – were censored by the Ministry of Information which aimed to ensure that the people got restricted details of events; propaganda methods were also used to raise morale and radio and cinema were told to produce stories about the heroism of the rescue services in order to increase patriotism.*

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Question 4

Mark allocation:	*AO1 (a+b)*	*AO2*	*AO3*	*AO4*
8	**3**	**5**		

Question: **Explain why the General Strike broke out. [8]**

Band descriptors and mark allocations

	AO1(a+b) 3 marks		AO2 5 marks	
BAND 3	**Demonstrates detailed knowledge and understanding of the key features in the question.**	**3**	**Fully explains the issue with clear focus set within the appropriate historical context.**	**4-5**
BAND 2	**Demonstrates some knowledge and understanding of the key features in the question.**	**2**	**Partially explains the issue within the appropriate historical context.**	**2-3**
BAND 1	**Demonstrates limited knowledge and understanding of the key features in the question.**	**1**	**Limited explanation of the issue.**	**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 economic slump and increased foreign competition after the First World War led to a drop in coal exports;*
- *the attempt by the mine owners to cut wages and increase working hours in 1921;*
- *heightened trade union militancy leading to the formation of the Triple Alliance between the miners, railway and transport workers which supported combined action in the event of a strike;*
- *concerns about the motives of left-wing union leaders such as A. J. Cook and the fear of a communist rising increased the determination of the upper and middle-classes to oppose the actions of the workers;*
- *the announcement in June 1925 by mine owners of their intention to cut wages;*
- *the calling of a meeting by the PM Baldwin between the owners and miners` leaders who were resolute – "not a minute on the day, not a penny off the pay";*
- *the announcement by the government`s Samuel Commission in March 1926 that wages should be cut;*
- *the lock-out of April 1926 and the call by the TUC for a General Strike on May 3rd.*

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Question 5

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

Question: **How important were the economic policies of Margaret Thatcher in affecting life in the UK? [12]**

Band descriptors and mark allocations

	AO1(a+b) 4 marks		**AO2 8 marks**	
BAND 4	**Demonstrates accurate and detailed knowledge and understanding of the key features in the question.**	**4**	**Fully analyses and evaluates the importance of the key issue against other factors. There will be a reasoned and well supported judgement set within the appropriate historical context.**	**7-8**
BAND 3	**Demonstrates detailed knowledge and understanding of the key features in the question.**	**3**	**Analyses and evaluates the key issue against other factors. There will be a clear attempt to arrive at a judgement with support.**	**5-6**
BAND 2	**Demonstrates some knowledge and understanding of the key features in the question.**	**2**	**Begins to analyse and evaluate the key issue against other factors. An unsupported judgement of the issue is provided.**	**3-4**
BAND 1	**Demonstrates limited knowledge and understanding of the key features in the question.**	**1**	**Limited attempt to analyse and evaluate the key issue against other factors.**	**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:

- *on gaining power in 1979 Thatcher set about ending the discontent that the country had experienced in the 1970s together while introducing a programme to boost the economy of the nation;*
- *the pursuit of a policy of monetarism in order to control the supply of money to control inflation which at the time was running at 14%;*
- *inflation was reduced to 5% but climbed back to 10% by 1990 which greatly affected people on low incomes;*
- *increases in interest rates had a positive impact on people with savings and investments while increases in taxation impacted negatively on those with low incomes;*
- *as the country slipped back into recession the number of unemployed rose to 3 million;*
- *after 1985 the country witnessed a recovery as the economy expanded but the boom came to an end in 1990;*

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- *Thatcher`s plans to reduce state intervention in business while encouraging private enterprise led to the sale of large utility companies and as a result of privatisation, those with money speculated on the stock market for quick profit;*
- *privatisation was met with serious public opposition;*
- *the selling off of many council houses led to a rise in home ownership while limiting the supply of affordable accommodation;*
- *the Thatcher era witnessed the growth of the north/south divide which emphasised regional inequality and areas such as Scotland, the north of England and South Wales which were heavily dependent on coal were worse affected which became very evident during the Miners' Strike;*
- *answers should also consider the importance of Margaret Thatcher`s economic policies in affecting life in the U.K. alongside other factors such as: global factors at work which affected life in the U.K.; the impact of the Miners' Strike and the experience of the Falklands War.*

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