GCSE MARKING SCHEME

AUTUMN 2020

HISTORY
COMPONENT 1: BRITISH STUDY IN DEPTH
1D. Austerity, Affluence and Discontent: Britain, 1951-1979
C100UD0-1

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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 1: BRITISH STUDY IN DEPTH
1D. Austerity, Affluence and Discontent: Britain, 1951-1979

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 (a)*	*AO4*
4			**4**	

Question: e.g. **What can be learnt from Sources A and B about the economic recovery of the 1950s and 1960s?** **[4]**

This is the question and its mark tariff.

Band descriptors and mark allocations

	AO3(a) 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**

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. Some of the issues to consider are:

- *both sources show different aspects of Britain's economic recovery in the 1950s and 1960s;*
- *Source A shows the construction of the M1 motorway in 1958;*
- *the scale of the engineering project clearly shows the economy was expanding during this period;*
- *the source suggests that Britain was in a state of recovery since it would have required considerable financing as well as manpower to undertake such a project;*
- *Source B suggests that standards of living have improved considerably during this period;*
- *the source suggests that consumer goods are in abundance, thus reflecting an economic recovery;*
- *it states there was full employment and rising wages, resulting in rising standards of living.*

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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 1: BRITISH STUDY IN DEPTH

1D: Austerity, Affluence and Discontent: Britain, 1951-1979

Question 1

Mark allocation:	*AO1*	*AO2*	*AO3 (a)*	*AO4*
4			**4**	

Question: **What can be learnt from Sources A and B about the economic recovery of the 1950s and 1960s? [4]**

Band descriptors and mark allocations

	AO3(a) 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:

- *both sources show different aspects of Britain's economic recovery in the 1950s and 1960s;*
- *Source A shows the construction of the M1 motorway in 1958;*
- *the scale of the engineering project clearly shows the economy was expanding during this period;*
- *the source suggests that Britain was in a state of recovery since it would have required considerable financing as well as manpower to undertake such a project;*
- *Source B suggests that standards of living have improved considerably during this period;*
- *the source suggests that consumer goods are in abundance, thus reflecting an economic recovery;*
- *it states there was full employment and rising wages, resulting in rising standards of living.*

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Question 2

Mark allocation:	*AO1 (b)*	*AO2*	*AO3 (a+b)*	*AO4*
8	**2**		**6**	

Question: **To what extent does this source accurately reflect the reasons for the Notting Hill Riots of 1958? [8]**

Band descriptors and mark allocations

	AO1(b) 2 marks			**AO3 (a+b) 6 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.**	**5-6**
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.**	**3-4**
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.**	**1-2**

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:

- *the source states that the Notting Hill Riots were not the result of racial discrimination or the actions of hooligans;*
- *it states that there were not enough houses in the area and that too many people were coming into the area;*
- *to a certain extent the source accurately reflects the reasons for the Notting Hill Riots; tensions had been increasing due to an influx of African Caribbean migrants into the area;*
- *the area was deprived with high unemployment rates, which exacerbated the situation;*
- *the accuracy of the source can be questioned however, since the anonymous letter was sent from Liverpool; presumably therefore the author had no first-hand knowledge of events; since it is a letter of complaint to the Trades Union Congress, it is possible that the author had been angered by their response to the riots;*
- *the source does not take into account the racist motives that partly lay behind the riots; discontent was exploited by groups hostile to the migrants;*
- *the author's perspective may therefore be a narrow view and not fully account for the reasons for the Notting Hill Riots.*

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Question 3

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

Question: **Why did changes to the lives of women have a significant impact on society in this period? [12]**

Band descriptors and mark allocations

	AO1(a+b) 4 marks		AO2 8 marks	
BAND 4	**Demonstrates very detailed knowledge and understanding of the key feature in the question.**	**4**	**Fully explains the significance of the identified issue. A fully reasoned and well supported judgement is reached, set within the relevant historical context.**	**7-8**
BAND 3	**Demonstrates detailed knowledge and understanding of the key feature in the question.**	**3**	**Explains the significance of the identified issue. The answer reaches a supported judgement, set within the historical context.**	**5-6**
BAND 2	**Demonstrates some knowledge and understanding of the key feature in the question.**	**2**	**Begins to explain the significance of the identified issue, culminating in a weakly supported judgement.**	**3-4**
BAND 1	**Demonstrates basic knowledge and understanding of the key feature in the question.**	**1**	**A basic, unsupported explanation is provided regarding significance.**	**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:

- *the changes in the lives of women had a very significant impact upon society during this period;*
- *the introduction of labour-saving devices had a significant impact upon women's lives; refrigerators, washing machines and vacuum cleaners became more readily available and freed up time for women to become more independent;*
- *greater educational opportunities in the post-war years resulted in an increase in the number of women going to university;*
- *educational opportunities for women impacted upon society in terms of employment and by 1971 nearly half of married women had jobs; this was also due to the fact that many employers preferred to employ women and newer industries were not demanding in terms of physical strength;*
- *the increase of women in employment had a significant impact in terms of improving women's rights in the workplace; as a result progress was made in terms of equality in the workplace; campaigns through the 1960s, such as the strike at Dagenham Ford, eventually led to the passing of the Equal Pay Act 1970; the 1975 Employment Protection Act and the Sex Discrimination Act further developed women's employment rights;*

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- *changes in attitude towards issues such as family, marriage, divorce and abortion also had a significant impact upon society;*
- *for example, the 1967 Abortion Act which legalised abortion, was a considerable advance in terms of women's right to choose; the introduction of the pill had a very significant impact in terms of empowering women with regard to family planning;*
- *reform to the divorce law in 1969 also had a significant impact in terms of lessening the social stigma attached to the issue;*
- *the period also witnessed an increase in feminism that impacted significantly upon society; the Women's Liberation Movement developed as a result and played an important role in pushing for the equal pay and opportunities legislation of the period.*

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Question 4

Mark allocation:	*AO1 (a+b)*	*AO2*	*AO3*	*AO4*
10	**2**	**8**		

Question: **Explain the connections between TWO of the following that are to do with political problems in Northern Ireland in the 1970s. [10]**

Band descriptors and mark allocations

	AO1(a+b) 2 marks		AO2 8 marks		
			BAND 4	**Fully explains the relevant connections between the chosen features, set within the correct historical context.**	**7-8**
			BAND 3	**Explains the connections between the chosen features, set within the correct historical context.**	**5-6**
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 historical features mentioned in the question are inter-related; connections identified may include:

- *civil unrest is connected to Bloody Sunday because the start of the civil unrest in 1969, for example, during the aftermath of the People's Democracy march and the Battle of Bogside, resulted in the deployment of the British Army which would eventually lead to the events of Bloody Sunday;*
- *civil unrest is connected to internment as the British Government approved the measure as part of its efforts to deal with civil unrest; Operation Demetrius, which commenced in 1971, sparked further civil unrest and a sharp increase in violence in the area; the culmination of the increase in tension and violence took place a few months after the introduction of the policy in the events of Bloody Sunday, January 1972;*
- *Bloody Sunday and the policy of internment are connected to the IRA bombing campaign, as these greatly increased the activities of the Provisional IRA; the increasingly aggressive tactics of the British Army led to a surge in support for the IRA; the outcry over events during Bloody Sunday and the process of internment, led to the bombing campaign in Northern Ireland and on the British mainland during the 1970s.*

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Question 5

Mark allocation:	*AO1 (b)*	*AO2*	*AO3*	*AO4(a-d)*	*SPaG*
19	**4**			**12**	**3**

Question: **How far do you agree with this interpretation of the impact of television on Britain during this period? [16+3]**

Band descriptors and mark allocations

	AO1(b) 4 marks		AO4 (a-d) 12 marks	
BAND 4	**Demonstrates very detailed understanding of the key feature in the question.**	**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 understanding of the key feature in the question.**	**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 understanding of the key feature in the question.**	**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 understanding of the key feature in the question.**	**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.

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 states that the coming of television was the most important development in popular entertainment during this period;*
- *the interpretation is supported by the fact that in the early 1950s it was considered a luxury item, but by the 1960s three quarters of the population owned a television;*
- *the interpretation is also supported by the fact that the growing affluence of the 1950s enabled greater numbers of people to purchase a television, or acquire one through monthly rental or repayment schemes;*

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- *important national events such as the Queen's Coronation and the 1966 World Cup had a considerable impact in terms of encouraging television ownership;*
- *the ending of the BBC's monopoly on television broadcasting in 1955 with the development of ITV, greatly broadened the appeal of television; during the late 1950s and 1960s there was a rapid expansion in the variety of programmes shown; popular American programmes supplemented British comedies and dramas and had a significant impact upon popular entertainment;*
- *however, other interpretations of this issue differ; other historians and commentators would argue that there were other equally or more important developments in popular entertainment during this period;*
- *candidates may assert that changes to musical styles had a more significant impact upon society;*
- *from the mid-1950s rock 'n' roll artists such as Elvis Presley and Buddy Holly had an enormous impact on British society and entertainment; the late 1950s saw the development of British acts such as Cliff Richard and Billy Fury;*
- *candidates may assert that the British musical acts in the 1960s such as The Beatles, Rolling Stones and The Who changed the face of entertainment and impacted upon wider aspects of society, culture and fashion;*
- *candidates may assert however, that the author of the interpretation is writing from a particular perspective; the article is clearly focused upon the impact of television during this period;*
- *appropriate research would have been undertaken, but the interpretation may be based on the predilections of the author and the target audience; the fact that it is a non-specialist website devoted to general history may have resulted in generalisations being made;*
- *it is therefore a limited perspective and should be viewed as part of a wider historical debate over the issue which includes a range of different interpretations of the impact of television in Britain during this period.*

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

In applying these performance descriptors:
- 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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