



GCE MARK SCHEME

SUMMER 2017

HISTORY - UNIT 1
PERIOD STUDY 4

POLITICS, PEOPLE AND PROGRESS IN WALES AND
ENGLAND, c. 1880-1980

2100UD0-1

INTRODUCTION

This marking scheme was used by WJEC for the 2017 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.

UNIT 1
PERIOD STUDY 4
POLITICS, PEOPLE AND PROGRESS: WALES AND ENGLAND, c.1880-1980

MARK SCHEME

Section A

Marking guidance for examiners

Summary of assessment objectives for Section A

Section A questions assess assessment objective 1. This assessment objective is a single element focused on the ability to analyse and evaluate and reach substantiated judgements. The mark awarded to each question chosen in this section is 30.

The structure of the mark scheme

The mark scheme for Section A has two parts:

- advice on each specific question outlining indicative content which can be used to assess the quality of the specific response. This content is not prescriptive and candidates are not expected to mention all the material referred to. Assessors should seek to credit any further admissible evidence offered by candidates.
- an assessment grid advising which bands and marks should be given to responses which demonstrate the qualities needed in assessment objective 1.

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.

INDICATIVE CONTENT FOR QUESTION 1

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Assessors should seek to credit any further admissible evidence offered by candidates. Each answer will be assessed on its merits according to the assessment grid as well as the indicative content.

Do you agree that the most important development in party politics between 1918-1939 was the formation of the first Labour Government in 1924?

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question – in this case the extent to which the most important development in party politics 1918-1939 was the formation of the first Labour Government in 1924. They will consider a range of key concepts such as causation, consequence, continuity, change and significance where appropriate and also the relationship between the key characteristics and features associated with the question.

Candidates will offer an analysis and evaluation of the extent to which the most important development in party politics 1918-1939 was the formation of the first Labour Government in 1924. In order to reach a substantiated judgement about this proposition, candidates may argue that the most important development in party politics 1918-1939 was the formation of the first Labour Government in 1924. The response might support this proposition by considering issues such as:

- it showed the need to respond to a changing electorate and growing strength of the working classes
- the unique opportunity afforded by the first Labour Government to put forward legislation that would benefit the workers
- the need to show that Labour was ‘fit to govern’ and were not as revolutionary as many had feared.
- the need to put themselves forward as a credible political force in view of the decline of Liberalism

Candidates might consider challenging the proposition in the question by arguing that in some respects the formation of the first Labour government was not the most important development in party politics between 1918 and 1939. The response might consider issues such as:

- the limited action of the first Labour Government action in response to the suffering of the people and social hardships
- the importance of the decline in the support for the Liberal party in this period
- the importance of the Coalition Government 1918-1922
- the rise of minority parties in the 1930s
- the importance of the National Government between 1931-1939

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which the most important development in party politics 1918-1939 was the formation of the first Labour Government in 1924.

INDICATIVE CONTENT FOR QUESTION 2

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Assessors should seek to credit any further admissible evidence offered by candidates. Each answer will be assessed on its merits according to the assessment grid as well as the indicative content.

To what extent did the Suffragette movement have the most important influence on the changing role and status of women 1903-1939?

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question – in this case the extent to which the Suffragette movement had the most important influence on the changing role and status of women 1903-1939. They will consider a range of key concepts such as causation, consequence, continuity, change and significance where appropriate and also the relationship between the key characteristics and features associated with the question.

Candidates will offer an analysis and evaluation of the extent to which the Suffragette movement had the most important influence on the changing role and status of women 1903-1939. In order to reach a substantiated judgement about this proposition, candidates may argue that the Suffragette movement had the most important influence on the changing role and status of women 1903-1939. The response might support this proposition by considering issues such as:

- the formation, organization and leadership of the movement and its effect on gaining support for women's rights
- the publicity gained from direct action e.g. Emily Davison and the Epsom Derby, Cat and Mouse Act
- the support for the Suffragettes gained from notable individuals
- the changing attitude of the movement during the war, paving the way for the possibility of enfranchisement

Candidates might consider challenging the proposition in the question by arguing that in some respects the Suffragette movement did not have the most important influence on the changing role and status of women 1903-1939. The response might consider issues such as:

- the negative response to the direct action of the Suffragette movement
- the role of the Suffragist movement in gaining support for women's issues
- the role of women during the war in various occupations.
- the extension of the franchise to women by 1928
- the developing social and economic fortunes of women during the 1920s and 1930s
- the role of government legislation in breaking down barriers between men and women in the 1920s and 1930s

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which the Suffragette movement had the most important influence on the changing role and status of women 1903-1939.

Section B

Marking guidance for examiners

Summary of assessment objectives for Section B

Section B questions also assess assessment objective 1. This assessment objective is a single element focused on the ability to analyse and evaluate and reach substantiated judgements. The mark awarded to each question chosen in this section is 30.

The structure of the mark scheme

The mark scheme for Section B has two parts:

- advice on each specific question outlining indicative content which can be used to assess the quality of the specific response. This content is not prescriptive and candidates are not expected to mention all the material referred to. Assessors should seek to credit any further admissible evidence offered by candidates.
- an assessment grid advising which bands and marks should be given to responses which demonstrate the qualities needed in assessment objective 1.

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.

INDICATIVE CONTENT FOR QUESTION 3

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Assessors should seek to credit any further admissible evidence offered by candidates. Each answer will be assessed on its merits according to the assessment grid as well as the indicative content.

To what extent was the impact of war mainly responsible for change in society 1880-1939?

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question – in this case the extent to which the impact of war was mainly responsible for change in society 1880-1939. They will consider a range of key concepts such as causation, consequence, continuity, change and significance where appropriate and also the relationship between the key characteristics and features associated with the question.

Candidates will offer an analysis and evaluation of the extent to which the impact of war was mainly responsible for change in society 1880-1939. In order to reach a substantiated judgement about this issue, candidates may argue that the impact of war was mainly responsible for change in society 1880-1939. The response might support this proposition by considering issues such as:

- the response to the protracted Boer War campaign that gave impetus to the call for a healthier and more able nation and contributed to social reforms
- the impact of the Great War on social change e.g. the role of women
- the impact of the Great War on Britain's economic situation after 1919

Candidates might consider challenging the proposition in the question by arguing that the impact of war was not mainly responsible for change in society 1880-1939. The response might consider alternate factors such as:

- the work of social investigators in highlighting the plight of the poor e.g. Charles Booth, Seebholm Rowntree
- the call for National Efficiency to tackle social and economic problems and the impact of the Liberal reforms 1906-1911
- the changing nature of the British economy especially after 1919
- the impact of the economic depression on British society
- the role of women's movements in bringing about specific social change in the lives of women
- technological and cultural changes in society

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which the impact of war was mainly responsible for change in society 1880-1939.

INDICATIVE CONTENT FOR QUESTION 4

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Assessors should seek to credit any further admissible evidence offered by candidates. Each answer will be assessed on its merits according to the assessment grid as well as the indicative content.

'Between 1939-1980 Britain became a much fairer society.' **Discuss**

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question – in this case the extent to which Britain became a much fairer society between 1939-1980. They will consider a range of key concepts such as causation, consequence, continuity, change and significance where appropriate and also the relationship between the key characteristics and features associated with the issue in the question.

Candidates will offer an analysis and evaluation of the extent to which Britain became a much fairer society between 1939-1980. In order to reach a substantiated judgement about this proposition, candidates may argue that Britain did become a much fairer society between 1939-1980. The response might support this proposition by considering issues such as:

- the response of the Labour Government 1945-1951 to the five giants outlined in the Beveridge report of 1942
- the development of the National Health Service after 1948 and its impact on the health of the nation as a whole
- developments in education for all after 1944, allowing opportunity for improvement
- the creation of a welfare state, and its effects on wellbeing
- economic developments in the period after 1945 that allowed for prosperity by the 1960s
- successful bargaining by trade unions and a rise in living standards from the 1960s

Candidates might consider challenging the proposition in the question by arguing that Britain between 1939-1980 did not see the creation of a fairer society. The response might consider alternate factors such as:

- the increasing cost and burden imposed by a growing NHS by 1980 and the continuation of private health care
- division brought about by the tripartite education system, comprehensives and the continuation of private education for the richest in society
- policy of nationalisation leading to failure to invest in the economic infrastructure, rising costs, and the move towards a post industrial economy
- increasing tensions on industrial relations in the 1970s
- increasing criticisms of the "dependency culture" generated by reliance on the welfare state by the 1970s

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which Britain had become a fairer society between 1939-1980.

ASSESSMENT GRID FOR UNIT 1 (SECTIONS A AND B) QUESTIONS

Target: AO1

Total mark: 30

Focus: *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.*

Band 6 CHARACTERISTICS		<i>The response is fully focussed on the exact key concept in the set question, covering the whole of the set period, with a clear and convincing debate on the main developments and reaching a substantiated judgement in a lucid and fully coherent essay.</i>
B6H	30	The response engages with the exact key concept and the fuller range of issues arising from the question set throughout the essay and is able to provide an analytical, evaluative and lucid essay with a fully convincing and substantiated judgement covering the whole of the set period.
B6M	28	The response engages with the exact key concept and the fuller range of issues arising from the question set throughout the essay and is able to provide an analytical, evaluative and lucid essay with a convincing and substantiated judgement covering the whole of the set period.
B6L	26	The response begins to show some characteristics of Band 6
Band 5 CHARACTERISTICS		<i>The response is mainly focussed on debating the key concept in the set question, covering most or all of the set period. The response considers most of the main developments; provides a convincing debate and is able to come to a supported, balanced and appropriate judgement.</i>
B5H	25	The response clearly engages with the key concept and offers a convincing debate regarding the range of issues arising from the question set throughout the essay and is able to provide an analytical, evaluative and well written essay with a balanced and appropriate judgement covering most of the set period.
B5M	23	The response engages with the key concept and offers a debate regarding the range of issues arising from the question set throughout most of the essay and is able to provide an analytical, evaluative and well written essay with a balanced and appropriate judgement covering most of the set period.
B5L	21	The response begins to show some characteristics of Band 5. <i>[This can also be used for good responses that don't cover most of the period set especially in Section B question].</i>
Band 4 CHARACTERISTICS		<i>The response has some focus on the key concept in the set question covering some to most of the set period, with some debate on some of the developments and a supported, balanced judgement on the key concept in a structured essay. There may well be some drift but there should be the beginning of a meaningful debate in the response.</i>
B4H	20	The response will be mainly focussed on debating the key concept in the set question. There will be some meaningful discussion of how and why the main developments, events or factors impacted on the key concept in the set question over most of the set period. There will be a balanced judgement, largely supported by the bulk of the essay, though some slight drift may be apparent.
B4M	18	The response begins to debate the key concept in the question set. There will be an attempt to analyse and evaluate a series of developments, events or factors in relation to the key concept over most of the set period. There may be some listing of developments and a series of mini judgements. There will be a balanced final judgement but there may well be some drift.
B4L	16	The response begins to show some characteristics of Band 4.

Band 3 CHARACTERISTICS		<i>The response has some focus on the key issues set and begins to discuss these to come to a judgement on the question set. The response is usually restricted to a “for and against” discussion with some evidence of listing and unloading of notes. There may well be some considerable drift; and there may well be a mechanistic tone to the response.</i>
B3H	15	The response tends to focus on using a highly structured (<i>mechanistic/formulaic</i>) series of developments, events and/or factors over the period rather than discussing the key concept in the question set. The response does offer a judgement with some support, often by considering factors for and against - [<i>the yes/no – for and against – essay</i>].
B3M	13	The response tends to be in the form of a generalised, listing of developments, events and/or factors. There may be a weak focus and imbalanced judgement on the key concept in the question set [<i>the yes (or no) imbalanced essay</i>]. Also use if the answers do not deal adequately with the key concept or with any counter arguments or for answers which provide an imbalanced argument.
B3L	11	The response begins to show some characteristics of Band 3. (<i>Use if only the provided factor is discussed in terms of the key concept with no debate</i>).
Band 2 CHARACTERISTICS		<i>The response is largely based on the TOPIC area but is descriptive in tone with very limited focus on discussing the key concept in the set question.</i>
B2H	10	The response is a predominantly descriptive account of the developments, events and/or factors of the topic area. There may be a “tagged on” [<i>throwaway / simplistic / bolt-on</i>] judgement referring to the key concept in the set question which is not appropriately supported. Accept an inferred or implied judgement here.
B2M	8	The response is limited to a predominantly descriptive account of the developments, events and/or factors related to the topic area. No judgement is attempted here.
B2L	6	The response begins to show some characteristics of Band 2.
Band 1 CHARACTERISTICS		<i>The response is very limited, undeveloped, very brief or largely irrelevant.</i>
B1H	5	The response is very limited and undeveloped though there is some weak link to the topic area.
B1L	3	The response is very brief and/or largely irrelevant to the concept set.
	0	Use for incorrect answers.