

UNIT 1**PERIOD STUDY 4****POLITICS, PEOPLE AND PROGRESS IN 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 focussed 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.

How successfully did governments deal with the problems of the economy of Wales and England during the 1920s and 1930s?

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 governments successfully dealt with the problems of the economy of Wales and England during the 1920s and 1930s. 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 government successfully dealt with the problems of the economy of Wales and England during the 1920s and 1930s. In order to reach a substantiated judgement about this issue, candidates may argue that government action in dealing with the problems of the economy of Wales and England during the 1920s and 1930s was successful. The response might support this proposition by considering issues such as:

- the impact of government actions such as the introduction of the Special Areas Act, import controls, marketing boards, the National Grid, Holiday Pay Act, trading estates, new steel works
- the stimulus, encouragement and support of the economy through house building and the provision of facilities – such as the Wheatley Housing Act of 1924, the Education Act of 1921, the Physical Training and Recreation Act of 1937
- the removal of the Gold standard promoted growth, exports and freed up the economy
- industrial disputes were controlled after the defeat of the General Strike of 1926, the Trade Disputes and Trade Unions Act 1927 and the onset of the Depression

Candidates might consider challenging the proposition in the question by arguing that in some respects government was less successful in dealing with the economic problems of this period. The response might consider issues such as:

- there was little government action to change or solve the economic problems in the older staple industries nor in some regions of the country; unemployment throughout the period was not successfully controlled by government action – though there was partial success in providing relief for the unemployed and in promoting migration
- the return to the Gold Standard and the introduction of import controls did little to promote economic growth and may well have hindered rather than solve economic problems
- the cuts to benefits after 1931 reduced spending power in some regions of the country while the new industries which helped to create prosperity in other regions was largely outside the realm of government action

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which the government dealt successfully with the problems of the economy of Wales and England during the 1920s and 1930s.

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.

How far do you agree that women gained the vote in 1918 in recognition of their efforts during the war?

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 women gained the vote in 1918 as a reward for their efforts during the war. 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 women gained the vote in 1918 in recognition of their efforts during the war. In order to reach a substantiated judgement about this issue, candidates may argue that women gained the vote in 1918 as a reward for their efforts during the war. The response might support this proposition by considering issues such as:

- the work of women in munitions industry, the impact of the Treasury Agreement and dilution
- women's involvement in the auxiliary services
- the contribution of women in the Land Army
- the contribution of women in maintaining the home economy

Candidates might consider challenging the proposition in the question by arguing that in some respects the women gained the vote in 1918 because of the long term suffrage campaign. The response might consider issues such as:

- the long term campaign of the NUWSS
- the lasting threat of a return to the more extreme methods of the WSPU
- the changing nature of society
- the legal requirements and political difficulties of enfranchisement at the end of the war
- the contention that the women who got the vote in 1918 were not typical of the women who carried out war work.

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which women gained the vote in 1918 in recognition of their efforts during the war.

ASSESSMENT GRID FOR SECTION A 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	Mark	Descriptor
6	26-30	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise a high degree of accurate, relevant and detailed historical knowledge</i> <i>demonstrate well-focussed understanding in their analysis and evaluation of the specific issue set</i> <i>clearly arrive at a substantiated and supported judgement</i> <i>provide answers which are coherent, fluent and well-organised with good spelling, punctuation and grammar</i>
5	21-25	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise accurate, relevant and detailed historical knowledge</i> <i>demonstrate appropriate understanding in analysing and evaluating the specific issue</i> <i>reach a balanced judgement with valid and appropriate support</i> <i>provide answers which show good organisation, structure and spelling, punctuation and grammar</i>
4	16-20	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise accurate and relevant historical knowledge</i> <i>demonstrate valid analysis and evaluation of the issue in the question set</i> <i>reach a balanced judgement with some valid support</i> <i>provide answers which are clearly expressed with most parts showing clarity and coherence and appropriate spelling, punctuation and grammar</i>
3	11-15	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise mostly accurate and relevant historical knowledge</i> <i>demonstrate mostly appropriate but inconsistent analysis and evaluation of the issue in the question set</i> <i>offer an imbalanced judgement with some support</i> <i>provide answers which show some expression and organisation with appropriate spelling, punctuation and grammar</i>
2	6-10	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate historical knowledge that is limited in accuracy and relevance</i> <i>offer an undeveloped analysis of the issue in the question set</i> <i>offer a judgement with very limited support</i> <i>provide an answer that has some coherence and accuracy in spelling, punctuation and grammar</i>
1	1-5	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate material related to the topic area that is brief or very limited in scope</i> <i>convey some meaning with some accuracy in spelling, punctuation and grammar</i>
Award 0 for incorrect or irrelevant answers		

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 focussed 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.

Were the Liberal social reforms 1906-1914 the most important social change in Wales and England between 1900 and 1951?

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 Liberal social reforms 1906-1914 were the most important social change in Wales and England between 1900 and 1951. 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 the Liberal social reforms 1906-1914 were the most important social change in Wales and England between 1900 and 1951. In order to reach a substantiated judgement about this issue, candidates may argue the Liberal social reforms 1906-1914 were the most important social change in Wales and England in the period 1900-1951. The response might support this proposition by considering issues such as:

- the reforms affecting the elderly
- the reforms affecting children
- the reforms affecting the insurance and working conditions of workers
- the reforms affecting the unemployed
- the reforms aimed at attacking the effects of poverty

Candidates might consider challenging the proposition in the question by arguing that other reforms and developments were in fact the most important social change in Wales and England. The response might consider issues such as:

- the impact of the social reforms of the inter-war years
- the social reforms during the two world wars
- the introduction of the Welfare State, 1945-1951
- the universality of the Labour reforms 1945-1951 in comparison with the Liberal reforms
- the changing social status of women during the period

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which the Liberal social reforms 1906-1914 were the most important social change in Wales and England between 1900 and 1951.

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.

To what extent was the decline of religion the most significant development in Wales after 1918?

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 decline of religion was the most significant development in Wales after 1918. 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 the decline of religion was the most significant development in Wales after 1918. In order to reach a substantiated judgement about this issue, candidates may argue that the decline of religion was the most significant development in Wales after 1918. The response might support this proposition by considering issues such as:

- the impact of the First World War on religious beliefs
- the decline in attendance in Nonconformist communities
- the Disestablishment of the Anglican Church
- the rise of new leisure activities, influence of the media
- the challenges to the traditional beliefs by new ways of thinking and scientific developments
- the growth of consumerism and Sunday trading

Candidates might consider challenging the proposition in the question by arguing that there were more significant developments in Wales after 1918 than the decline of religion. The response might consider issues such as:

- the decline in the use of the Welsh language
- the impact of economic change such as the collapse of staple industries, the Depression and the nationalisation of heavy industries
- the emergence of a Welsh national consciousness
- the introduction of the Welfare State

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which the decline of religion was the most significant development in Wales after 1918.

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ASSESSMENT GRID FOR SECTION 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	Mark	Descriptor
6	26-30	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>demonstrate and organise a high degree of accurate, relevant and detailed historical knowledge</i> • <i>demonstrate sustained analysis and evaluation of the key issue in the question</i> • <i>reach a substantiated and supported judgement regarding the key issue and other relevant issues from across the period</i> • <i>provide an answer that is coherent, fluent and well-organised with good spelling, punctuation and grammar</i>
5	21-25	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>demonstrate and organise accurate, relevant and detailed historical knowledge</i> • <i>demonstrate clear analysis and evaluation of the key issue in the question</i> • <i>reach a supported judgement regarding the key issue and other relevant issues from most of the period</i> • <i>provide an answer that shows good organisation, structure and spelling, punctuation and grammar</i>
4	16-20	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>demonstrate and organise accurate and relevant historical knowledge</i> • <i>demonstrate valid but inconsistent analysis and evaluation of the key issue in the question</i> • <i>offer a balanced judgement regarding the key issue and some other features of the historical period</i> • <i>provide an answer that is clearly expressed with most parts showing clarity and coherence and appropriate spelling, punctuation and grammar</i>
3	11-15	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>demonstrate and organise mostly accurate and relevant historical knowledge</i> • <i>demonstrate some accurate analysis and evaluation of the key issue in the question</i> • <i>offer an imbalanced judgement regarding other key issues connected with the historical period</i> • <i>provide an answer with most parts showing clarity and coherence and appropriate spelling, punctuation and grammar</i>
2	6-10	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>demonstrate and organise some relevant historical knowledge</i> • <i>show an undeveloped evaluation of the key issue in the question set</i> • <i>reach a limited judgement regarding other key issues connected with the topic</i> • <i>provide an answer with some coherence and accuracy in spelling, punctuation and grammar</i>
1	1-5	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>demonstrate material which is brief or very limited in scope</i> • <i>some meaning is conveyed with some accuracy in spelling, punctuation and grammar</i>
Award 0 for incorrect or irrelevant answers		