

UNIT 3
BREADTH STUDY 7
SOCIAL CHANGE AND REFORM IN WALES AND ENGLAND c. 1890-1990
MARK SCHEME

Marking guidance for examiners

Summary of assessment objectives for Unit 3

The questions each 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 assessment is 30.

The structure of the mark scheme

The mark scheme for Unit 3 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.
- the assessment grid for questions 1 and 2 and that for question 3 differ in that the assessment for question 3 expects candidates to demonstrate understanding of change and/or development over the long term (at least 100 years).

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.

To what extent did the Liberal reforms successfully alleviate the problem of poverty in the period 1906 to 1914?

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 reforms successfully alleviated the problem of poverty in the period 1906 to 1914. 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 reforms successfully alleviated the problem of poverty in the period 1906 to 1914. In order to reach a substantiated judgement about this issue, candidates may argue that the Liberal reforms successfully alleviated the problem of poverty in the period 1906 to 1914. The response might support this proposition by considering issues such as:

- the extent of reforms affecting poverty amongst the elderly such as the Old Age Pensions Act
- the extent of reforms affecting poverty amongst children such the provision of school meals and the Childrens Charter
- the extent of reforms affecting poverty amongst workers and the unemployed such as Labour Exchanges and the National Insurance Act of 1911
- the reforms met a number of the concerns of social campaigners such as Booth and Rowntree and reflected a progressive attitude to the relief of poverty at the time

Candidates might consider challenging the proposition in the question by arguing that in some respects the Liberal reforms were less successful in alleviating the problem of poverty in the period 1906 to 1914. The response might consider issues such as:

- there was little the Liberal Governments could do in such a short period to alleviate the depth and intensity of poverty evident in 1906
- the provision of the 1908 Old Age Pension Act was applicable to a tightly controlled section of the elderly
- the introduction of school meals was a permissive legislation and was not adopted universally during this period
- the 1911 National Insurance Act was applicable to a restricted group of workers and the benefits were limited
- little was done to provide for the unemployed beyond the opening of Labour Exchanges

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which the Liberal reforms successfully alleviated the problem of poverty in the period 1906 to 1914.

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 the decade 1929 to 1939 were years of unmitigated suffering for the people of Wales?

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 decade 1929 to 1939 were years of unmitigated suffering for the people of Wales. 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 decade 1929 to 1939 were years of unmitigated suffering for the people of Wales. In order to reach a substantiated judgement about this issue, candidates may argue that the decade 1929 to 1939 were years of unmitigated suffering for the people of Wales. The response might support this proposition by considering issues such as:

- the impact of the economic slump and the Depression on the health and welfare of people in Wales for example the impact of the Means Test
- the suffering of the unemployed men in the areas of heavy industry, especially in the coal producing areas of Wales
- the impact of mass unemployment on women, family and communities in Wales
- the loss to Wales of the people who migrated or emigrated
- housing and health issues remained largely unresolved in Wales

Candidates might consider challenging the proposition in the question by arguing that in some respects the decade 1929 to 1939 did see some mitigation of the suffering for the people of Wales. The response might consider issues such as:

- the impact of Government and business initiatives such as the introduction of the Special Areas Act, the National Grid, Holiday Pay Act, the trading estate at Treforest and the development of the steel works at Ebbw Vale
- migration of some 390000 people from Wales provided them with alternatives to suffering the blows of economic decline enabling them to find work and better social provision of education, health and housing
- the impact of the growth of spectator sports, better transport provision, introduction of Holiday Pay; cinema and radio and increased leisure time for those in employment
- the years after 1936 did see some recovery in economic conditions in Wales with some new industries and the re-armament programme bringing much needed employment to the people of Wales. In August 1939 unemployment among Welsh insured males was 15.2% which was considerably lower than in 1932 when it was nearly 42.8%

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which the decade 1929 to 1939 were years of unmitigated suffering for the people of Wales.

ASSESSMENT GRID FOR QUESTIONS 1 AND 2

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 accurate, relevant and precise historical knowledge</i> <i>have a specific focus on discussing the key concepts in the question set</i> <i>offer a valid and balanced discussion about the relationships between key features and characteristics</i> <i>Include specific supporting arguments leading to a substantiated, sustained and integrated judgement</i> <i>provide an answer which is fluent and well-organised with a high degree of accuracy in the use of spelling, punctuation and grammar, and showing appropriate language and structure</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 precise historical knowledge</i> <i>focus on the key concept in the question set and show evidence of understanding by valid analysis and explanation</i> <i>offer a broadly balanced discussion about the relationships between key features and characteristics</i> <i>include a range of supporting arguments to reach a substantiated and sustained judgment on the question set</i> <i>communicate clearly with appropriate language and structure and appropriate 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 generally accurate and relevant historical knowledge</i> <i>mainly focus on the key concept in the question set and show evidence of understanding by valid analysis and explanation</i> <i>offer some valid discussion about the relationships between key features and characteristics in relation to the key concept set in the question</i> <i>attempt to provide supporting arguments to reach a broadly balanced judgment on the question set</i> <i>provide an answer which is clearly expressed with appropriate language, structure and spelling, punctuation and grammar.</i>
3	11-15	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate some accurate and relevant historical knowledge</i> <i>have some focus on the key concept in the question set and show evidence of understanding by some analysis and explanation</i> <i>offer some comments about the relationships between key features and characteristics of the historical period</i> <i>attempt to provide a judgment on the question set</i> <i>show some appropriate vocabulary, spelling, punctuation and grammar</i>

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2	6-10	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>demonstrate some general knowledge of the key issues in the period set</i> • <i>begin to show some evidence of limited understanding and explanation of factors</i> • <i>generally focus on the topic area and have some basic explanation of something in the question</i> • <i>make a limited attempt to provide a judgment on the question set</i> • <i>show some appropriate vocabulary, spelling, punctuation and grammar seen</i>
1	1-5	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>communicate some historical knowledge</i> • <i>limit answers to some comments on the topic with little understanding of the concept set in the question</i> • <i>show some accuracy in spelling, punctuation and grammar</i>
Award 0 for incorrect or irrelevant answers		

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 evidence offered by candidates. Each answer will be assessed on its merits according to the assessment grid as well as the indicative content.

‘Government legislation was mainly responsible for improving the health of the people between 1890 and 1990.’ 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 the government legislation was mainly responsible for improving the health of the people between 1890 and 1990.

Candidates are able to offer a valid and balanced discussion covering the period set about the relationships between key features and characteristics in relation to the key concept set in the question such as causation, consequence, continuity, change and significance.

Candidates will offer an analysis and evaluation of the extent to which government legislation was mainly responsible for improving the health of the people between 1890 and 1990. In order to reach a substantiated judgement about this issue, candidates may argue that government legislation was mainly responsible for improving the health of the people between 1890 and 1990. The response might support this proposition by considering issues such as:

- the impact of the Liberal reforms on improving the health of the people
- the impact of war time legislation and regulations on health
- the impact of housing legislation and provision throughout the century
- the impact of the Welfare State legislation after 1945
- the impact of slum clearance and New Towns legislation

Candidates might consider challenging the proposition in the question by arguing that in some respects government legislation was not mainly responsible for improving the health of the people between 1880 and 1990. The response might consider issues such as:

- the health of the people depended more on the world economic circumstances of the time than on government legislation for example during the Depression
- the health of the people depended more on the growth and advance of scientific and medical techniques such as the introduction of antibiotics than on government legislation
- the health of the people depended more on the growth of employment opportunities provided by the private and corporate sector, such as the manufacturing and service industries, than on government legislation
- the health of the people depended more on the growth of education and the contribution and regulation of local government than on government legislation

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which government legislation was mainly responsible for improving the health of the people between 1890 and 1990.

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ASSESSMENT GRID FOR QUESTION 3

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 consistently accurate, relevant and precise historical knowledge</i> <i>demonstrate sustained focus on the key concept in the question set, and is able to show evidence of a thorough understanding by valid analysis and explanation of this concept</i> <i>include convincing supporting arguments showing understanding of the relationship between a range of different perspectives where appropriate and from across the period set</i> <i>develop specific supporting arguments to reach a substantiated and sustained judgment on the question set.</i> <i>provide an answer that is lucid and coherent, fluent and well-organised with a high degree of accuracy in the use of spelling, punctuation and grammar and demonstrating appropriate language and structure.</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 precise historical knowledge</i> <i>demonstrate sustained focus on the key concept in the question set, and is able to show clear evidence of understanding by valid analysis and explanation of the concept</i> <i>offer a valid and balanced discussion analysing a range of different perspectives where appropriate and covering the period set</i> <i>reach a mostly substantiated and sustained judgment regarding the question set</i> <i>provide an answer that communicates accurately, clearly and fluently, using appropriate language and structure, using spelling, punctuation and grammar generally with a high degree of accuracy.</i>
4	16-20	<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 valid analysis and evaluation of the key concept in the question set</i> <i>offer a valid discussion and use some different perspectives where appropriate, covering most of the period set</i> <i>offer a clear judgement regarding the set issue</i> <i>provide an answer that shows organisation, appropriate language and structure 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 some accurate and relevant historical knowledge</i> <i>show some accurate analysis and evaluation of the key issue in the question</i> <i>offer a valid discussion of at least two perspectives, covering some of the period set</i> <i>make some attempt to provide supporting arguments for the judgment reached</i> <i>provide an answer that is clearly expressed with reasonable organisation and with appropriate vocabulary, spelling, punctuation and grammar</i>

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2	6-10	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>demonstrate and organise general knowledge of the period</i> • <i>show some evidence of limited analysis of the key issue in the question</i> • <i>generally focus on the topic area and have some basic explanation; the answer may well be a narrative account</i> • <i>reach a limited judgement linked to the topic area</i> • <i>provide an answer with appropriate vocabulary, spelling, punctuation and grammar although there may be errors seen</i>
1	1-5	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>deploy knowledge which is brief or very limited in scope</i> • <i>limit the response to some comments on the topic with little understanding of the concept set in the question.</i> • <i>some meaning is conveyed with some accuracy in spelling, punctuation and grammar</i>
Award 0 for incorrect or irrelevant answers		