



GCSE MARKING SCHEME

SUMMER 2024

HISTORY

COMPONENT 1: BRITISH STUDY IN DEPTH

**1D. AUSTERITY, AFFLUENCE AND DISCONTENT:
BRITAIN, 1951–1979**

C100UD0-1

About this marking scheme

The purpose of this marking scheme is to provide teachers, learners, and other interested parties, with an understanding of the assessment criteria used to assess this specific assessment.

This marking scheme reflects the criteria by which this assessment was marked in a live series and was finalised following detailed discussion at an examiners' conference. A team of qualified examiners were trained specifically in the application of this marking scheme. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners. It may not be possible, or appropriate, to capture every variation that a candidate may present in their responses within this marking scheme. However, during the training conference, examiners were guided in using their professional judgement to credit alternative valid responses as instructed by the document, and through reviewing exemplar responses.

Without the benefit of participation in the examiners' conference, teachers, learners and other users, may have different views on certain matters of detail or interpretation. Therefore, it is strongly recommended that this marking scheme is used alongside other guidance, such as published exemplar materials or Guidance for Teaching. This marking scheme is final and will not be changed, unless in the event that a clear error is identified, as it reflects the criteria used to assess candidate responses during the live series.

COMPONENT 1: BRITISH STUDY IN DEPTH

1D. AUSTERITY, AFFLUENCE AND DISCONTENT: BRITAIN, 1951–1979

SUMMER 2024 MARK SCHEME

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.

<i>Mark allocation:</i>	AO1	AO2	AO3 (a)	AO4
4			4	

Question: e.g. **What can be learnt from Sources A and B about changing attitudes to authority in 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 varying aspects of the changing attitudes towards authority in the 1950s and 1960s;*
- *Source A shows attitudes towards homosexuality were changing by the late 1950s; it states that homosexual behaviour between consenting adults in private should not be a criminal offence;*
- *it states that the law should not interfere in the realm of such behaviour, which is private to the individual;*
- *it suggests that state intervention in such matters was receding as attitudes changed;*
- *Source B is a newspaper report in the resignation of John Profumo; its headline states he has resigned from his post due to the fact that lied and in order to save his family;*
- *it suggests that public figures were no longer immune to criticism, as suggested by the newspaper's commentary;*
- *both sources suggest that attitudes towards authority were undergoing change during this period.*

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.

Question 1

<i>Mark allocation:</i>	AO1	AO2	AO3 (a)	AO4
4			4	

Question: **What can be learnt from Sources A and B about changing attitudes to authority in 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 varying aspects of the changing attitudes towards authority in the 1950s and 1960s;*
- *Source A shows attitudes towards homosexuality were changing by the late 1950s; it states that homosexual behaviour between consenting adults in private should not be a criminal offence;*
- *it states that the law should not interfere in the realm of such behaviour, which is private to the individual;*
- *it suggests that state intervention in such matters was receding as attitudes changed;*
- *Source B is a newspaper report in the resignation of John Profumo; its headline states he has resigned from his post due to the fact that lied and in order to save his family;*
- *it suggests that public figures were no longer immune to criticism, as suggested by the newspaper's commentary;*
- *both sources suggest that attitudes towards authority were undergoing change during this period.*

Question 2

<i>Mark allocation:</i>	<i>AO1 (b)</i>	<i>AO2</i>	<i>AO3 (a+b)</i>	<i>AO4</i>
8	2		6	

Question: **To what extent does this source accurately reflect the main political and economic problems facing Britain in the 1970s?** [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 three-day week introduced in 1974 was not the result of higher oil prices; it states that the need to preserve electricity supplies was the factor that brought about its introduction;*
- *it shows how the reduction in coal production, the result of the miners' strike, was the greatest political and economic problem the government needed to resolve;*
- *to an extent, the source accurately reflects one of the main political and economic problems facing Britain in the 1970s;*
- *during this period, the country faced a great deal of industrial unrest, especially between the miners and the government; the miners' strike of 1972 had created the conditions for further pay demands;*
- *the country also faced considerable problems in terms of the increase in oil prices brought on by the conflict in the Middle East;*
- *however, the source does have a somewhat narrow, subjective focus; the fact that it is from a speech by the Prime Minister to the House of Commons, suggests that it has a political purpose;*
- *similarly, it does not fully reflect the scale of the political and economic problems facing Britain during this period; the problems of Northern Ireland and inflation were also of great significance;*
- *therefore, the source is only accurate to a certain extent in terms of explaining the political and economic problems faced by Britain in the 1970s.*

Question 3

<i>Mark allocation:</i>	<i>AO1 (a+b)</i>	<i>AO2</i>	<i>AO3</i>	<i>AO4</i>
12	4	8		

Question: **Why did the main issues facing Britain in the early 1950s have a significant impact upon the people of Britain?** [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 main issues facing Britain in the early 1950s had a significant impact upon the people of Britain during this period;*
- *the impact of the Second World War on the people of Britain was immense; one of the main issues was the continuation of rationing into the post-war years; this had a significant impact as the availability of goods was still restricted, creating a society of austerity; the issue of rationing was also significant as it was used as a political tool due to people's frustrations;*
- *housing problems were a very significant issue during this period; half a million homes had been destroyed during the war and three million badly damaged; as a result the demand for housing was immense and was a very significant social as well as political issue during this period;*
- *the issue of the national debt also had a significant impact upon the people of Britain in the way that it contributed to austerity and rationing; the country had lost 30% of its wealth during the war and was £3.5 billion in debt; this was significant as it meant Britain had to export more than it imported in order to generate income; this exacerbated the issue of rationing;*
- *after the war, the Attlee government had embarked upon a programme of nationalising industries; by the early 1950s the cost of these nationalised industries had become a significant issue, as by 1951, one in ten people worked in a newly nationalised industry; this was combined with the issue of industrial decline; a long-term failure to invest, combined with issues such as poor production and outdated working practices, were significant in terms of how Britain fell behind its competitors;*
- *another very significant issue was the cost of the National Health Service; whilst improving the health of the people of Britain, it was enormously expensive due to the unexpected demand for services; as a result, prescription charges were introduced and taxes were raised; the continuing cost of welfare would have a significant impact on the people of Britain;*
- *overall, all these issues had a significant impact on people's lives during this period.*

Question 4

<i>Mark allocation:</i>	<i>AO1 (a+b)</i>	<i>AO2</i>	<i>AO3</i>	<i>AO4</i>
10	2	8		

- Question: **Explain the connections between TWO of the following that are to do with changes in entertainment and fashion.** [10]
- American culture
 - Impact of TV
 - Popular groups and artists
 - Changing fashion

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:

- *to a certain extent all four issues to do with popular entertainment and fashion during this period are interconnected;*
- *during this period, American culture pervaded many aspects of British life; influences from film, television, music and fashion were readily replicated in Britain, becoming an important part of British society;*
- *American culture is connected to the impact of TV as it provided a vehicle for American influences such as American programmes and cultural icons to permeate British society; as the impact of the TV became more widespread, the permeation of American culture deepened;*
- *American culture and the impact of TV are both connected to popular groups and artists as American culture, particularly in the form of rock and roll, greatly influenced groups and artists that were to become successful during this period; the appeal of these groups and artists was greatly widened by the impact of TV;*
- *all of the above issues are connected to changing fashion; American culture is linked to changing fashion as influences were widely copied; the impact of TV is connected to changing fashion as an increase in TV ownership served to spread ideas about changing fashion; advertising on ITV, established in 1955, also helped to spread ideas about the latest changing fashions; popular groups and artists are also connected to changing fashions as they greatly influenced the latest trends among the younger generation;*
- *all the issues are therefore strongly interconnected as part of entertainment and fashion during this period.*

Question 5

<i>Mark allocation:</i>	<i>AO1 (b)</i>	<i>AO2</i>	<i>AO3</i>	<i>AO4(a-d)</i>	<i>SPaG</i>
19	4			12	3

Question: **How far do you agree with this interpretation of the impact of immigration on British society 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 in East London, the National Front movement gained support by feeding off the resentment of poor, white EastEnders and by scapegoating black people;*
- *it states that despite this however, they did not have influence in Britain in the 1970s and that racial integration was widespread;*
- *the interpretation is accurate to a certain extent; during the 1970s, far right groups such as the National Front were very active in areas such as East London, where deprivation was widespread;*
- *the interpretation is also supported by the fact that racial integration did increase in Britain during this period; immigrants made an increasing contribution in various fields and this had a considerable impact upon British society;*
- *however, other interpretations of this issue may differ; other historians and commentators would argue that groups such as the National Front did have influence and that racial integration was not as widespread as stated;*
- *candidates may comment on the fact that for example, the National Front achieved success in the 1976 council elections; they may assert that by 1974 its membership had grown to over 20,000 and that in 1977 they were the fourth largest political party in Britain;*
- *candidates may assert that far from there being a great deal of racial integration, continued immigration greatly increased tensions and discontent within British society in general;*
- *candidates may comment upon the fact the author is writing from a very particular perspective, reflected in the fact she is black and by the title of the article;*
- *the interpretation is strongly influenced by the predilections of the author and more particularly, the audience it is aimed at, who would presumably be sympathetic to the interpretation put forward;*
- *appropriate research would have been undertaken, but the interpretation is narrow and subjective in focus;*
- *it is therefore of 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 immigration on British society 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
<i>High</i>	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
<i>Intermediate</i>	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
<i>Threshold</i>	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