



GCSE MARKING SCHEME

SUMMER 2025

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 2025 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 popular entertainment and fashion during the 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 popular entertainment and fashion during the 1960s;*
- *Source A shows the latest Beatles merchandise being modelled in 1964; it shows that the Beatles had become extremely popular in a short space of time;*
- *it shows how the marketing of the Beatles encompassed a proliferation of accompanying merchandise, reflecting the increasing commercialisation and pop culture of the period;*
- *it reflects the changing tastes in music and fashion during this period, which appears to be aimed a youth audience;*
- *Source B shows the changes in fashion and the impact that Carnaby Street was having during the 1960s;*
- *it shows the types of fashion that were becoming popular with men in the 1960s and also refers to 'mods';*
- *it asserts that Carnaby Street was having a worldwide impact in terms of fashion, with the Beatles also wearing Carnaby Street clothes;*
- *it therefore suggest that Swinging London was an important part of the changes in fashion in the 1960s;*
- *both sources therefore show that the 1960s were a period of change in terms of popular entertainment and fashion.*

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

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

Question: **What can be learnt from Sources A and B about popular entertainment and fashion during the 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 popular entertainment and fashion during the 1960s;*
- *Source A shows the latest Beatles merchandise being modelled in 1964; it shows that the Beatles had become extremely popular in a short space of time;*
- *it shows how the marketing of the Beatles encompassed a proliferation of accompanying merchandise, reflecting the increasing commercialisation and pop culture of the period;*
- *it reflects the changing tastes in music and fashion during this period, which appears to be aimed a youth audience;*
- *Source B shows the changes in fashion and the impact that Carnaby Street was having during the 1960s;*
- *it shows the types of fashion that were becoming popular with men in the 1960s and also refers to 'mods';*
- *it asserts that Carnaby Street was having a worldwide impact in terms of fashion, with the Beatles also wearing Carnaby Street clothes;*
- *it therefore suggest that Swinging London was an important part of the changes in fashion in the 1960s;*
- *both sources therefore show that the 1960s were a period of change in terms of popular entertainment and fashion.*

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 changes to the lives of women between 1951 and 1979?** [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 lives of women were changing during this period; it states that women were marrying younger and having fewer children;*
- *it shows how during this period, women were working before marriage and were returning to work after having children; it also states that domestic appliances were easing the burden of household chores;*
- *to a certain extent, this source does accurately reflect the main changes to the lives of women during this period;*
- *cheaper appliances were making the role of women in the home easier, with refrigeration, washing machines and vacuum cleaners all providing women with increased leisure time;*
- *it also accurately reflects the main changes to the lives of women in terms of the employment of women; the increasing number of women in the workforce provided greater financial independence and therefore further employment opportunities;*
- *however, the source may have a rather generalised focus; this is suggested by the nature and title of the publication;*
- *similarly, it does not reflect the many other important changes that took place in the lives of women during this period, such as the developments in the availability of abortion, the pill and the right to divorce.*

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 immigration have a significant impact upon Britain during the period 1951–1979?** [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:

- *immigration had a significant impact upon Britain during the period 1951–1979; it reshaped British society and had enormous political, social and cultural effects;*
- *the 1948 British Nationality Act had introduced common citizenship rights for everyone living in the UK and Commonwealth; this led to a dramatic increase in immigration;*
- *one example was the SS Empire Windrush, which brought West Indian immigrants to the UK, attracted by the offer of work, improved living standards and a common language, among other factors;*
- *Asian immigration also increased during this period as people left former Empire countries;*
- *the influx was significant as the UK needed cheap labour for the post-war reconstruction; immigrants played a significant role in driving the recovery of the 1950s;*
- *however, the issue was also significant as it caused considerable tension among many sections of British society; this resulted in increasing restrictions, for example the 1962 Commonwealth Immigration Act;*
- *the tensions spilled over into violence, such as the 1958 Notting Hill race riots where there were three days of violence against immigrants; this showed that the issue of immigration was having a significant impact upon the social fabric of Britain;*
- *the issue of immigration was also significant in terms of its impact upon British politics; for example, these tensions were reflected in divisive issues, such as in Enoch Powell's 'Rivers of Blood' speech in 1968; these had a significant impact in terms of demonstrating the division that the issue of immigration was causing;*
- *the 1970s was a period when far-right groups such as the National Front, increased their support in poor, white, working class communities; the issue of immigration was therefore significant as the race-relations were a major feature of the decade;*
- *immigration continued to be a very significant issue up to the end of the period; Race Relations Acts were brought in to reduce discrimination, although significant problems still remained;*
- *despite the tensions created, immigration had some positive economic and cultural effects on British society, for example, in music and culinary tastes and in the employment contribution made to Britain by immigrants during this period;*
- *therefore, immigration had a very significant impact upon Britain in many different ways 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 political and economic problems during 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:

- *to a certain extent all four issues relating to political and economic problems in the 1970s are all interconnected;*
- *the 1970s witnessed a period of considerable industrial unrest; in the early 1970s, trade union success had emboldened the movement; by the late 1970s, unions frustrated at the government's attempts to restrict pay increases began to become more militant; in 1978 Ford car workers went on strike and this had a knock-on effect; the subsequent wave of strikes became known as the 'Winter of Discontent';*
- *the Winter of Discontent is connected to the power of the trade unions; trade unions such as the National Union of Miners had achieved considerable success in defeating government policy in the early to mid-1970s; since the trade unions were closely affiliated to the ruling Labour government, they were further encouraged to push for above inflation pay increases; restrictive practices in the workplace had further strengthened the power of the trade unions;*
- *the Winter of Discontent and the power of the trade unions are connected to the 1979 General Election; the large wave of strikes during a bitterly cold winter, greatly affected the lives of the British people; as a result, public opinion began to turn against the power of the trade unions; the Conservatives, under Margaret Thatcher, took advantage of the situation and ran an effective election campaign that focused on the strike action and the apparent excessive power of the trade unions; the result of the 1979 General Election was a clear majority for the Conservatives;*
- *all the above are connected to inflation during this period; the 1970s had witnessed high inflation, which had prompted the demands for higher pay in order to keep pace; it was these wage demands, driven by inflation, that caused the Winter of Discontent and enabled the Conservatives to focus upon the power of the trade unions; these had subsequently played a decisive role in the 1979 General Election;*
- *all the issues to do with political and economic problems in the 1970s are therefore strongly interconnected.*

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 changing attitudes towards authority 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 fall of the war minister, John Profumo, was not just a tale of politics, but reflected changing social attitudes towards authority;*
- *it suggests that the Profumo Scandal would be of some significance for years to come;*
- *the interpretation is accurate to a certain extent; the Profumo Scandal was a significant event during this period, that revealed to the British public how the ruling classes conducted themselves in private;*
- *it is supported by the fact that the scandal helped to topple the Conservative government; it revealed the double standards practised by the 'establishment' and discredited the class system that dominated British public life;*
- *it is also supported by the fact that it furthered the cause of those who had started to challenge authority in the 1950s; it revealed how those in power attempted to cover-up the scandal and played a significant role in changing social attitudes towards authority during this period;*
- *however, other interpretations of this issue may differ; other historians and commentators would argue that there were other more important issues that reflected the changing attitudes towards authority during this period;*
- *candidates may assert that scandals in the 1950s, such as the various spy scandals had begun the process of changing attitudes towards authority as confidence in the ruling classes was eroded;*
- *candidates may comment upon the fact that the emergence of protest movements such as the Campaign for Nuclear Disarmament, reflected changing attitudes towards authority; these continued in the 1960s with the anti-Vietnam War protests, which reflected a degree of radicalisation in society; entertainment of the period also mocked those in power and reflected a diminishing of deference to authority;*
- *candidates may also assert however, that there was still a great deal of deference to authority during this period, particularly amongst the older generation and as such, issues such as the Profumo Scandal were not important;*
- *candidates may comment upon the fact that the author is writing from a particular perspective, reflected in the title of the article and the medium through which it has been published;*
- *the interpretation is influenced by the predilections of the author and the left-leaning slant of the newspaper; it would also have been influenced by the prospective audience;*
- *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 importance of the Profumo Scandal in changing attitudes towards authority 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