

MARK SCHEME**Component 1: BRITISH STUDY IN DEPTH****1D. Austerity, Affluence and Discontent: Britain, 1951-1979****Question 1**

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

Question: **What can be learnt from Sources A and B about trends in entertainment and fashion in the 1960s and 1970s? [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:

- *Source A shows the extent to which changes in pop music influenced entertainment and fashion during this period;*
- *Source A shows that the early 1970s was characterised by glam rock artists; it was a period of experimentation with make-up and costumes; artists such as David Bowie, Marc Bolan and Elton John were extremely influential on fashion and costume;*
- *Source A also refers to a punk sound emerging by the late 1970s which shocked society in many ways;*
- *Source B shows how youth culture was a distinctive feature of the 1960s; rockers were a key characteristic of youth culture; they dressed distinctively in jeans and leather jackets and rode motorbikes;*
- *both sources show that trends in entertainment and fashion in general changed quickly and had an important impact on society.*

Question 2

Mark allocation:	A01 (b)	A02	A03 (a+b)	A04
8	2		6	

Question: **To what extent does this source accurately explain the reasons for the Beeching cuts?** [8]

Band descriptors and mark allocations

	A01(b) 2 marks		A03 (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 is, to a large extent, an accurate explanation of the reasons why the Beeching cuts were undertaken;*
- *it correctly identifies the fact that car ownership had increased greatly; public transport in the form of buses were playing an increasingly important role in moving the majority of people around the country;*
- *it accurately reflects the extent to which rail transport had decreased in usage;*
- *the source is written by an extremely well informed author;*
- *however, the source is less accurate because it does not take account of the wider historical context regarding other reasons for the Beeching cuts; a major factor were the losses being incurred by British Railways, which were at £300,000 a day by 1961; there was also a great deal of duplication and a lack of competitiveness;*
- *the source is clearly limited by its purpose and the agenda of the report; the agenda was to investigate the state of Britain's railways and therefore identify ways in which money could be saved;*
- *candidates may conclude that whilst the source correctly reflects the changes in transport, it is limited by its failure to focus upon the economic agenda of the government of the early 1960s.*

Question 3

Mark allocation:	AO1 (a+b)	AO2	AO3	AO4
12	4	8		

Question: **Why was Bloody Sunday significant to the situation in Northern Ireland in the 1970s?** [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:

- *Bloody Sunday was an extremely significant event that had a considerable impact upon the situation in Northern Ireland; the incident characterised the period known as the Troubles; in January 1972 a Northern Ireland Civil Rights Association march took place in the Bogside area of Derry; the march was a protest against discrimination towards the Catholic minority; twenty-six protestors and bystanders were shot by soldiers of the British Army in particular the 1st Parachute Regiment; thirteen people died at the time and one a few months later;*
- *the incident was a significant turning point in relations between the Catholic population and the British Army; after originally being welcomed as a force to protect them from attack and harassment, the Army was now viewed as the enemy;*
- *the incident was significant because it led to an upsurge in support for republican movements who favoured violent tactics; the Provisional IRA in particular benefited from the greatly increased disaffection of young people; the incident instigated an armed campaign against the British, epitomised in several high profile attacks during the 1970s;*
- *this in turn led to the increased aggression of Unionist paramilitary organisations;*
- *a further significant factor is that the initial tribunal investigating the incident supported the Army's account of events and this worsened relations.*

Question 4

Mark allocation:	AO1 (a+b)	AO2	AO3	AO4
10	2	8		

Question: **Explain the connections between TWO of the following that are to do with immigration in the 1950s and 1960s. [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 features mentioned are closely connected to immigration during the period; connections identified may include:

- *Enoch Powell was connected to the Caribbean Windrush because as a key political figure of the time, he reacted against increased immigration; his 'Rivers of Blood' speech of 1968 was extremely controversial but reflected the divisions in British society;*
- *the British Nationality Act, originally of 1948 but revised during the 1950s and 60s was connected to the Caribbean Windrush because it provided for a new status of Citizen of the United Kingdom and Colonies (CUKC); it encouraged colonial residents to come to Britain to help with the post-war reconstruction; the Windrush was named after the passenger liner that brought large groups of post-war West Indian immigrants to Britain; the term became associated with a generation of British Caribbean people;*
- *the British Nationality Acts of this period were connected to the Notting Hill Riots of 1958 because they led to increased immigration which increased tensions in many areas; the Notting Hill Riots of 1958 were the culmination of these tensions; white 'Teddy Boys' attacked the houses of West Indian residents over a period of several days;*
- *The Windrush was connected to the Notting Hill Riots of 1958 since it precipitated an increase in racial tensions during this period that partly manifested itself in the riots.*

Question 5

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

Question: **How far do you agree with this interpretation of the impact of the feminist movement on society in the 1970s?** [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 of the author is that the feminist movement during the late 1960s and 1970s had a wide impact upon society; to an extent this interpretation accurately reflects the impact such organisations had;*
- *the interpretation is clearly based on the impact of women's liberation groups that campaigned vigorously against discrimination and were a key feature of this period;*

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- evidence that can be used to form such an interpretation includes: women questioned traditional attitudes; they put forward the four demands of equal pay, free contraception, equal education and twenty four hour nurseries; feminist magazines became popular and demonstrations achieved considerable publicity; these served to influence the governments of the period; several pieces of important legislation were passed during the period, such as the Abortion Act, the Divorce Reform Act, the Equal Pay Act and the Sex Discrimination Act;
- candidates may assert that the author is an historian and newspaper columnist; his interpretation would therefore be well researched and have the benefit of hindsight; he was also addressing an audience, many of whom would have lived through and benefited from the events he describes;
- it is possible to arrive at different interpretations regarding the impact the feminist movement had upon society;
- some historians have argued that society as a whole was changing and that equality for women was a natural progression; others might say that this was part of a process that had been on-going since the 1920s;
- there is a more negative interpretation that in many ways attitudes and opinions prevalent over many years did not change; despite the introduction of legislation, society remained relatively male dominated and by the end of the period in question, progress regarding equality had been slow;
- candidates may assert that the author, an historian and newspaper columnist, is specifically writing for a modern audience in a general social and political history of Britain during this period; the extract therefore reflects a somewhat narrow, populist perspective on the issue;
- other interpretations may suggest that the feminist movement did not make such a significant impact on society or to achieving equality for women;
- it should be viewed as part of the wider historical debate over the issue which includes a range of different interpretations of the impact of the feminist movement on life in the 1970s.

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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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