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# **GCSE MARKING SCHEME**

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**SUMMER 2018**

**HISTORY**

**COMPONENT 2: PERIOD STUDY**

**2D. The Development of the UK, 1919-1990**

**C100U40-1**

## **INTRODUCTION**

This marking scheme was used by WJEC for the 2018 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

## MARK SCHEME SUMMER 2018

### Component 2: PERIOD STUDY

#### 2D. The Development of the UK, 1919-1990.

#### 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:**

Mark allocation:	AO1(a)	AO2	AO3 (a)	AO4
5	5			

Question: e.g. **Describe the status of women in the UK in the 1920s. [5]**

#### Band descriptors and mark allocations

AO1(a) 5 marks		
<b>BAND 3</b>	<b>Demonstrates detailed knowledge of the issue set within the appropriate historical context.</b>	<b>4-5</b>
<b>BAND 2</b>	<b>Demonstrates some knowledge of the issue set.</b>	<b>2-3</b>
<b>BAND 1</b>	<b>Demonstrates weak, generalised knowledge of the issue set.</b>	<b>1</b>

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 First World War had been a turning point in increasing work opportunities for women but after the war many had to hand over jobs to de-mobbed soldiers*
- *for many women life was tough and revolved around family and home*
- *some, mostly middle class women, with a sense of confidence and independence became `flappers` and adopted new styles and fashions*
- *the political status of women changed when the vote was extended to all women over 21*
- *the Sex Disqualification Act of 1919 made it easier for women to attend university and enter the professions*

## **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.

**MARK SCHEME SUMMER 2018**

**Component 2: PERIOD STUDY**

**2D.The Development of the UK, 1919-1990.**

**Question 1**

<i>Mark allocation:</i>	<i>AO1 (a)</i>	<i>AO2</i>	<i>AO3</i>	<i>AO4</i>
5	5			

Question: **Describe the status of women in the UK the 1920s.** [5]

**Band descriptors and mark allocations**

<b>AO1(a) 5 marks</b>		
<b>BAND 3</b>	<b>Demonstrates detailed and accurate knowledge of the issue set within the appropriate historical context.</b>	<b>4-5</b>
<b>BAND 2</b>	<b>Demonstrates some knowledge of the issue set.</b>	<b>2-3</b>
<b>BAND 1</b>	<b>Demonstrates limited knowledge of the issue set.</b>	<b>1</b>

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 First World War had been a turning point in increasing work opportunities for women but after the war many had to hand over jobs to de-mobbed soldiers;*
- *for many women life was tough and revolved around family and home;*
- *some, mostly middle class women, with a sense of confidence and independence became `flappers` and adopted new styles and fashions;*
- *the political status of women changed when the vote was extended to all women over 21;*
- *the Sex Disqualification Act of 1919 made it easier for women to attend university and enter the professions.*

## Question 2

Mark allocation:	AO1 (a+b)	AO2	AO3	AO4
6	2	4		

Question: **How far did the economic policies of Margaret Thatcher change the UK between 1979 and 1990?** [6]

### Band descriptors and mark allocations

	AO1(a+b) 2 marks		AO2 4 marks		
			<b>BAND 3</b>	<b>Fully analyses the nature and extent of change while arriving at a well-supported judgement on the issue set within the appropriate historical context.</b>	<b>3-4</b>
<b>BAND 2</b>	<b>Demonstrates detailed knowledge and understanding of the key features in the question.</b>	<b>2</b>	<b>BAND 2</b>	<b>Begins to analyse the extent of change while arriving at a partial judgement.</b>	<b>2</b>
<b>BAND 1</b>	<b>Demonstrates some knowledge and understanding of the key features in the question.</b>	<b>1</b>	<b>BAND 1</b>	<b>Provides limited analysis of the extent of change.</b>	<b>1</b>

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:

- *Thatcher's promise to end the discontent that had caused difficulties in the 1970s during the recession;*
- *the need to reduce inflation and the budget deficit, create more jobs and reduce the power of the Trade Unions;*
- *her policy of monetarism in order to control inflation and stimulate economic growth;*
- *the struggle with the mining industry over plans to close unprofitable pits leading to the Miners' Strike in 1984 and the victory over the unions;*
- *privatisation with examples, the need to reduce state interference in business and the encouragement of private enterprise;*
- *increase in home ownership alongside the selling of council houses;*
- *the growth of the North/South divide.*

**Question 3**

<i>Mark allocation:</i>	<i>AO1 (a+b)</i>	<i>AO2</i>	<i>AO3</i>	<i>AO4</i>
<b>9</b>	<b>3</b>	<b>6</b>		

Question: **The lives of people in the UK between 1945 and 1960 were influenced by developments such as:**

- **The establishment of the NHS**
- **Changes in education**
- **Increasing affluence**

**Arrange the developments in order of their significance in influencing the lives of the people of the UK between 1945 and 1960. Explain your choices. [9]**

**Band descriptors and mark allocations**

	<b>AO1(a+b) 3 marks</b>		<b>AO2 6 marks</b>	
<b>BAND 3</b>	<b>Demonstrates detailed knowledge and understanding of the features mentioned.</b>	<b>3</b>	<b>Fully explains the significance of the factors in the question. There will be a clear, well-supported justification of the relative significance of the factors set within the appropriate historical context.</b>	<b>5-6</b>
<b>BAND 2</b>	<b>Demonstrates some knowledge and understanding of the features mentioned.</b>	<b>2</b>	<b>Begins to explain the significance of the factors in influencing lives. There will be some justification of the relative significance of the factors.</b>	<b>3-4</b>
<b>BAND 1</b>	<b>Demonstrates limited knowledge and understanding of the features mentioned.</b>	<b>1</b>	<b>Limited explanation of the significance of the factors in influencing lives. There will be little attempt to justify the relative significance of the factors.</b>	<b>1-2</b>

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. Examiners should note that the order of significance suggested by candidates will vary. Marks should be awarded for the quality of justification provided by candidates. Some of the issues to consider are:

- *the establishment of the NHS was significant in changing the lives of people in many ways: as part of the post-war Labour social reforms with the aim of providing better health care for the nation; the vision of Aneurin Bevan to set up a free national health system that would provide care from `the cradle to the grave`; the huge number of people who took advantage of the system was a reflection on how medically neglected Britain had been previously.*
- *changes in education were significant in changing the lives of people in many ways: The Education Act of 1944 established free primary and secondary education and offered every child diversity and equality in education; secondary education was made compulsory up to the age of 15 and the number of pupils staying in education and moving to further education increased; meals and milk were provided along with medical services; the debate over the classification of children at the age of 11.*
- *increasing affluence was significant in changing the lives of people in many ways: the early 1950s witnessed the end of rationing and austerity; US financial aid and an increase in trade gave business a huge lift; fuller employment saw wages increase and reduced hours led to more leisure time; tax cuts and the availability of credit gave people more spending power with a rise in consumerism; how the `never had it so good` theme dominated the 1959 election.*



**Question 4**

Mark allocation:	AO1 (a+b)	AO2	AO3	AO4
<b>8</b>	<b>3</b>	<b>5</b>		

Question: **Explain why there was mass unemployment in the UK in the 1930s.** **[8]**

**Band descriptors and mark allocations**

	AO1(a+b) 3 marks		AO2 5 marks	
<b>BAND 3</b>	<b>Demonstrates detailed knowledge and understanding of the key features in the question.</b>	<b>3</b>	<b>Fully explains the issue with clear focus set within the appropriate historical context.</b>	<b>4-5</b>
<b>BAND 2</b>	<b>Demonstrates some knowledge and understanding of the key features in the question.</b>	<b>2</b>	<b>Partially explains the issue within the appropriate historical context.</b>	<b>2-3</b>
<b>BAND 1</b>	<b>Demonstrates limited knowledge and understanding of the key features in the question.</b>	<b>1</b>	<b>Limited explanation of the issue.</b>	<b>1</b>

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:

- *before the First World War Britain`s prosperity had been dependent on the export of heavy industrial goods such as coal, steel and ships contrasted to the post-war decline and the end of the `Golden Age`;*
- *rising costs of production, out-moded methods of production and the failure to invest in new technology contributed to the decline;*
- *the fall in demand for British goods and increased competition from abroad, particularly the USA and Germany;*
- *Britain`s traditional markets were no longer prepared to buy British;*
- *the trigger of the Wall St. Crash and the withdrawal of financial aid led to a slump in UK production;*
- *industries and businesses closed down resulting in mass unemployment;*
- *the creation of `black spots` and `depressed areas`.*

### Question 5

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

Question: **How important was increased consumerism and affluence in changing the lives of the people of the UK in the 1960s?** [12]

#### Band descriptors and mark allocations

	AO1(a+b) 4 marks		AO2 8 marks	
<b>BAND 4</b>	Demonstrates accurate and detailed knowledge and understanding of the key features in the question.	4	Fully analyses and evaluates the importance of the key issue against other factors. There will be a reasoned and well supported judgement set within the appropriate historical context.	7-8
<b>BAND 3</b>	Demonstrates detailed knowledge and understanding of the key features in the question.	3	Analyses and evaluates the key issue against other factors. There will be a clear attempt to arrive at a judgement with support.	5-6
<b>BAND 2</b>	Demonstrates some knowledge and understanding of the key features in the question.	2	Begins to analyse and evaluate the key issue against other factors. An unsupported judgement of the issue is provided.	3-4
<b>BAND 1</b>	Demonstrates limited knowledge and understanding of the key features in the question.	1	Limited attempt to analyse and evaluate the key issue against other factors.	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:

- many people in the UK in the 1960s enjoyed a higher standard of living at a time when incomes were rising faster than prices and people had far more disposable income;
- many were able to obtain mortgages and buy their own homes which were filled with white goods;
- car ownership increased and the car became the ultimate symbol of affluence;
- the availability of credit schemes and catalogues created a huge demand for consumer goods;

- *the effects of affluence impacted on women in terms of working outside the home which made for a greater degree of equality to men;*
- *young people had more money and the freedom to spend it and the `teenager` became a major segment of the consumer market;*
- *in order to fully analyse and explain the importance of affluence and consumerism answers should also consider the importance of a range of other factors ;*
- *answers could explain the impact of other factors such as: changes in popular music and culture, cinema, liberalism and permissiveness.*