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# **GCSE MARKING SCHEME**

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**SUMMER 2019**

**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 2019 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 2019

### 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:

This section indicates the assessment objective(s) targeted in the question

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

Question: e.g. **Describe the role of women on the Home Front during the Second World War.** [5]

This is the question and its mark tariff.

##### 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>

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:

- *in the spring of 1941 all British women between the ages of 18 and 60 had to register their family occupations. After being interviewed they were required to choose from a range of jobs the majority of whom worked in munitions factories;*
- *the National Service Act of December 1941 made the conscription of women legal. At first unmarried women between the ages of 20 and 30 were called up and were employed as train drivers and in civil defence as air-raid wardens;*
- *over 640,000 women served in the armed forces including the Women's Naval Services (WRNS) and the Air Territorial Force (ATF);*
- *in the countryside 80,000 "Land Girls" worked in the Women's Land Army and in the towns and cities the Women's Voluntary Service (WVS) provided support to victims of bombing raids and to those sheltering in Underground stations.*

## **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

### Component 2: PERIOD STUDY

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

#### Question 1

Mark allocation:	A01 (a)	A02	A03	A04
5	5			

Question: **Describe the role of women on the Home Front during the Second World War.** **[5]**

#### Band descriptors and mark allocations

AO1(a) 5 marks		
<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:

- *in the spring of 1941 all British women between the ages of 18 and 60 had to register their family occupations. After being interviewed they were required to choose from a range of jobs the majority of whom worked in munitions factories;*
- *the National Service Act of December 1941 made the conscription of women legal. At first unmarried women between the ages of 20 and 30 were called up and were employed as train drivers and in civil defence as air-raid wardens;*
- *over 640,000 women served in the armed forces including the Women's Naval Services (WRNS) and the Air Territorial Force (ATF);*
- *in the countryside 80,000 "Land Girls" worked in the Women's Land Army and in the towns and cities the Women's Voluntary Service (WVS) provided support to victims of bombing raids and to those sheltering in Underground stations.*

## Question 2

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

Question: **How far were the lives of the people of Britain affected by the Depression of the 1930s?** [6]

### Band descriptors and mark allocations

AO1(a+b) 2 marks			AO2 4 marks		
			<b>BAND 3</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.	3-4
<b>BAND 2</b>	Demonstrates detailed knowledge and understanding of the key features in the question.	2	<b>BAND 2</b>	Begins to analyse the extent of change while arriving at a partial judgement.	2
<b>BAND 1</b>	Demonstrates some knowledge and understanding of the key features in the question.	1	<b>BAND 1</b>	Provides limited analysis of the extent of change.	1

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 effects of the Depression on the majority of the people was devastating; the massive slump in production and trade led to many businesses crashing which led to mass unemployment;
- the social and economic impact was greater in areas that had depended for so long on employment in coal, shipbuilding and steel. Such areas included Scotland, South Wales and the north of England;
- whole communities became depressed and blighted by the lack of work;
- unemployed men had to claim unemployment benefit – the “dole”. Many skilled, once proud men had to cope with a sense of hopelessness;
- women had to make savings and often went without food so that they could feed their children;
- with the soaring cost of unemployment benefits the government sought to make savings and the dole was cut by 10% in 1931 and in the same year the Means Test was introduced in order to decide whether benefits would be cut further and Unemployment Assistance Boards were set up in 1934 to manage the Means Test;
- people in depressed areas became more militant and marches to London were organised to confront the government and to raise awareness of the plight of the unemployed. The most famous was the Jarrow Crusade of 1936;
- in the 1930s the government encouraged the development of new industries in the Midlands and in the south of England; many unemployed men and their families migrated to these areas in search of jobs and a new life;
- these new areas had better housing, roads and rail links. Wages were high and workers were able to buy cars and consumer goods and enjoy a higher standard of living.

### Question 3

Mark allocation:	AO1 (a+b)	AO2	AO3	AO4
9	3	6		

Question: **The lives of many British people in the 1960s were affected by factors such as:**

- popular music
- increasing permissiveness
- consumerism and affluence

**Arrange the factors in order of their significance in affecting the lives of many British people in the 1960s. Explain your choices. [9]**

#### Band descriptors and mark allocations

	AO1(a+b) 3 marks		AO2 6 marks	
<b>BAND 3</b>	Demonstrates detailed knowledge and understanding of the features mentioned.	3	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.	5-6
<b>BAND 2</b>	Demonstrates some knowledge and understanding of the features mentioned.	2	Begins to explain the significance of the factors in influencing lives. There will be some justification of the relative significance of the factors.	3-4
<b>BAND 1</b>	Demonstrates limited knowledge and understanding of the features mentioned.	1	Limited explanation of the significance of the factors in influencing lives. There will be little attempt to justify the relative significance of the 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. 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:

- *in Britain a new pop scene developed in London, Manchester and especially Liverpool. As part of the "Mersey Beat" the Beatles were destined to take the world by storm. "Beatlemania" gripped the nation and young people were eager to buy their records and men copied their appearance. The 1960s witnessed an explosion of bands such as the Rolling Stones, the Kinks and the Who and the sale of record players and records soared as young people associated themselves with their favourite bands and distanced themselves from their parents as the generation gap widened. Young people flocked to coffee bars where they could select music from jukeboxes and attended concerts. Portable transistor radios gave young people more freedom to listen to the music of their choice which was transmitted from "pirate" ships such as Radio Caroline and Radio 1 which was established in 1967. Television showcased new musical acts and the Thursday broadcast of "Top of the Pops"*

*became unmissable. The late 1960s witnessed the rise of progressive rock and psychedelic music with sound experimentation and complex patterns and became associated with the hippy culture of the USA;*

- increasing permissiveness was significant in a number of ways: the 1960s was a time when the British people gained a lot more personal freedom and were able to move beyond the restrictive beliefs and values of pre-war times. Relaxation of controls on people's lives in the 1960s was thought to have created a more 'permissive society', giving people more personal freedom. This new freedom covered a number of different aspects of people's lives and was the result of: the increasing independence of young people from parental control; the decline of Christianity, which gradually loosened the influence of religious morality on people's lives; the improvement and spread of contraception, including the pill, which was introduced in the 1960s which had a major impact on sexual attitudes and behaviour; increased affluence which allowed people to indulge themselves. Permissiveness in society encouraged a very different attitude to issues such as sex, drugs and crime. Laws passed in 1967 made it easier to obtain an abortion and homosexual acts between consenting adults was decriminalised. By 1970, 60% of all couples were using contraceptives and 20% of all married women were taking the pill. In the 1960s, more young people began taking recreational drugs and the crime rate increased throughout the 1960s by about 11% a year;*
- consumerism and affluence were significant in a number of ways: most people in Britain in the 1960s enjoyed a higher standard of living as average income went up faster than prices, and families were able to buy homes, cars and televisions and enjoy at least two weeks paid holiday a year, sometimes taken abroad; one effect of increased affluence was to partially reduce class differences - working-class and middle-class people became more alike in sharing the same home comforts and leisure activities; the effects of the affluent society on women were significant in terms of work outside the home and created a greater degree of equality with men; by the 1960s women as a proportion of the British labour force now grew to about 35%, with 42% of all women being employed; women flowed into office jobs, retail positions and teaching, and in lesser numbers into the professions; affluence had as big an impact on the lives of young people; in the 1960s the youth of Britain had more money, more freedom to spend it, and more to spend it on than ever before in British history; these new 'teenagers' came to dominate a major segment of the consumer market which revolved around clothes, records, radios, record players and fashion.*



**Question 4**

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

Question: **Explain why there was civil unrest in Northern Ireland by the 1970s.** **[8]**

**Band descriptors and mark allocations**

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

- Ireland was split into six northern counties mostly inhabited by Protestants who continued to be part of the UK while the rest of Ireland was an independent, largely Catholic country;
- in Northern Ireland two-thirds of the population were Protestant and Unionist and ensured that few Catholics were elected in local or national elections. Protestants therefore controlled the political system;
- the 1960s offered some hope when in 1963 Terence O`Neil, a Protestant Unionist, was elected as Prime Minister of Northern Ireland. He wanted to modernise the economy and improve relations between Catholics and Protestants which worried extreme Protestants such as the Rev. Ian Paisley who headed the Ulster Protestant Action and tensions began to grow;
- Catholic civil rights marches and counter-protests by Protestants spiralled into violent unrest;
- British troops were sent in and came into conflict with the Catholic Provisional IRA. Loyalist Protestant paramilitary groups responded with a campaign of violence against the Catholic community. The first significant outbreak of violence occurred in Londonderry in 1969 where sectarian rioting erupted into fully-fledged street fighting which became known as the Battle of the Bogside;
- as the situation worsened Northern Ireland`s parliament was suspended in 1972 and direct rule was imposed by the British government backed up by the British Army;
- throughout the 1970s various paramilitary groups on both sides waged violent campaigns in pursuit of their goals. The IRA carried out bomb attacks and shootings in a bid to create a united Ireland. Loyalist paramilitaries responded with "tit for tat" attacks;
- new methods of violence such as car bombs and plastic explosives were used and bombs detonated with little or no warning led to a high death rate.

### Question 5

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

Question: **How important was the creation of the NHS in improving the lives of the British people between 1945 and 1960?**  
[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:

- *during the Second World War the government invited a leading economist, William Beveridge, to report into the social problems of the country. Beveridge identified five 'Giant Evils' which had to be tackled to improve people's lives: squalor, ignorance, want, idleness and disease;*
- *the report was published in 1942 and seemed to promise a reward for the sacrifices undertaken by everyone during the war. Highly popular with the public, the report formed the basis for the post-war Labour social reforms which aimed at providing amongst other things better health care;*
- *one of the government's chief ministers, Aneurin Bevan, was keen to emphasise the Labour government's commitment to setting up a free national health service. His vision was a nation that took care of its people 'from the cradle to the grave';*
- *the National Health Service Act aimed to establish a health service that would be free of charge and available to everyone;*
- *hospitals, doctors, nurses, pharmacists, opticians and dentists were brought under one umbrella organisation and hospitals were brought under state control under the Ministry of Health;*

- *by 1949 8.5 million people had received dental treatment, 5.75 million pairs of glasses had been issued and some 187 million prescriptions had been written. However the service was expensive to run from the start, costing around £355 million a year, and in 1951 the government was obliged to reintroduce charges for NHS false teeth and glasses;*
- *the National Health Service Act was considered a radical departure for the time and is considered to be the foundation stone in the creation of the Welfare State;*
- *the NHS for the first time provided decent healthcare for all - and, at a stroke, transformed the lives of millions. It was based on the core principles that it would meet the needs of everyone, that it would be free at the point of delivery and that it would be based on clinical need, not ability to pay;*
- *in order to fully analyse and explain the importance of the creation of the NHS answers should also consider the importance of other factors such as: changes in education; the nationalisation of industry, improvements in housing and increased affluence.*