

MARK SCHEME

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 privatisation of industry under Margaret Thatcher.** [5]

This is the question and its mark tariff.

Band descriptors and mark allocations

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

Use 0 for incorrect or irrelevant answers.

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.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below.

- *the general debate about free market forces vs. state ownership of industry;*
- *the background to Thatcher's view that nationalised industries were propped up by subsidies, were unprofitable and a waste of tax-payers money;*
- *there will be a reference to the privatised industries 1979-1990 with examples such as electricity, gas, steel and water;*
- *there may also be reference to the sale of state utilities and the expansion of regulation to compensate for loss of government control;*
- *note that this is not a question on the merits and de-merits of privatisation.*

This section contains indicative content (see below under banded mark schemes Stage 2). It may be that the indicative content will be amended at the examiner's conference after actual scripts have been read. The indicative content is not prescriptive and includes some of the points a candidate might include in their response.

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**

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

Question: **Describe the privatisation of industry under Margaret Thatcher.** **[5]**

Band descriptors and mark allocations

	AO1(a) 5 marks	
BAND 3	Demonstrates detailed and accurate knowledge of the issue set within the appropriate historical context.	4-5
BAND 2	Demonstrates some knowledge of the issue set.	2-3
BAND 1	Demonstrates limited knowledge of the issue set.	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 general debate about free market forces vs. state ownership of industry;*
- *the background to Thatcher's view that nationalised industries were propped up by subsidies, were unprofitable and a waste of tax-payers money;*
- *there will be a reference to the privatised industries 1979-1990 with examples such as electricity, gas, steel and water;*
- *there may also be reference to the sale of state utilities and the expansion of regulation to compensate for loss of government control;*
- *note that this is not a question on the merits and de-merits of privatisation.*

Question 2

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

Question: **How far did the establishment of the National Health Service change the lives of people in Britain after 1948?**
[6]

Band descriptors and mark allocations

AO1(a+b) 2 marks			AO2 4 marks		
			BAND 3	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
BAND 2	Demonstrates detailed knowledge and understanding of the key features in the question.	2	BAND 2	Begins to analyse the extent of change while arriving at a partial judgement.	2
BAND 1	Demonstrates some knowledge and understanding of the key features in the question.	1	BAND 1	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 extent to which the establishment of the National Health Service changed the lives of people in Britain after 1948;*
- *there should be reference to the implementation of Beveridge's 'cradle to the grave' recommendations and the creation of a Welfare State;*
- *the establishment of the NHS and the role of Aneurin Bevan will be referred to;*
- *extent will be determined by changes to the establishment of a national system of health care to overcome regional inequalities;*
- *changes in the services offered by doctors, dentists, opticians and pharmacists;*
- *the work of hospitals, nurses and the administration of hospitals;*
- *the evaluation of the extent of change can be balanced by reference to aspects which did not change as dramatically such as the continuation of certain diseases; the continuation of private health care; regional variations continued especially in post-industrial areas.*

Question 3

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

Question: **The lives of people on the Home Front during the Second World War were affected by factors such as:**

- **Bombing during the Blitz**
- **Rationing**
- **The evacuation of children**

Arrange the factors in order of their significance in affecting the lives of people during the war. Explain your choices. [9]

Band descriptors and mark allocations

	AO1(a+b) 3 marks		AO2 6 marks	
BAND 3	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
BAND 2	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
BAND 1	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:

- *bombing during the Blitz was significant in affecting the lives of people during the war for a number of reasons: the realisation of the concept of total war; the targeting of civilians in towns and cities with examples; the need for air raid precautions, shelters and the blackout; the extent of casualties and homelessness; disruption to key installations and infra-structure; the development of the 'Blitz-spirit.'*

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- *rationing was significant in affecting the lives of people during the war for a number of reasons: the extent of food shortages; the establishment and work of the Ministry for Food; the use of ration books and coupons; the amount of rationed and non-rationed goods; popular campaigns such as digging for victory and make do and mend; the development of a Black Market.*
- *the evacuation of children was significant in affecting the lives of people during the war for a number of reasons: initial evacuation during the `phoney war`; Operation Pied Piper and the logistics of moving people to evacuable areas; the varied experiences of children, biological and host families; the extent of returning home; the social and psychological impact of evacuation.*

Question 4

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

Question: **Explain why the General Strike broke out in 1926. [8]**

Band descriptors and mark allocations

	AO1(a+b) 3 marks		AO2 5 marks	
BAND 3	Demonstrates detailed knowledge and understanding of the key features in the question.	3	Fully explains the issue with clear focus set within the appropriate historical context.	4-5
BAND 2	Demonstrates some knowledge and understanding of the key features in the question.	2	Partially explains the issue within the appropriate historical context.	2-3
BAND 1	Demonstrates limited knowledge and understanding of the key features in the question.	1	Limited explanation of the issue.	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 longer term factors such as the post-war problems in the coal industry, economic depression,*
- *trade union militancy and the fear of communism;*
- *the role of individuals such as A.J. Cook;*
- *attempts by mine owners to reduce wages and increase working hours;*
- *the short-term issue of the Samuel Commission, its recommendations and the reaction of the mine owners;*
- *the eventual breakdown of negotiations between the government and the TUC by May 1926.*

Question 5

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

Question: **How important was popular music in influencing the lives of young people in Britain in the 1960s?** [12]

Band descriptors and mark allocations

	AO1(a+b) 4 marks		AO2 8 marks	
BAND 4	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
BAND 3	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
BAND 2	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
BAND 1	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:

- *popular music was important in influencing the lives of young people in Britain in the 1960s in a number of ways;*
- *popular music was very influential in large urban areas e.g. the Mersey Scene in Liverpool, the Hollies from Manchester and the Rolling Stones from London;*
- *the nature of the music and the appeal of the performers influenced many young people;*
- *the development of sub-cultures and how they defined themselves with music e.g. mods, rockers and hippies; the influence of American trends;*
- *music as a cause of teenage rebellion music as a catalyst for changes in fashion and dance among young people;*

- *in order to fully analyse and explain the importance of popular music in influencing the lives of young people in Britain in the 1960s there should be an attempt to consider the importance of other factors which influenced young people: these could include the influence of television; the popularity of major sports; fashion trends and literature; politics and protest movements;*
- *credit answers that show an understanding that life for many young people in the 1960s didn't change that dramatically.*

