



GCSE MARKING SCHEME

SUMMER 2019

GCSE (NEW)

HISTORY

**UNIT 1: STUDY IN DEPTH - WALES AND THE WIDER
PERSPECTIVE**

**1D. AUSTERITY, AFFLUENCE AND DISCONTENT,
1951-1979
3100UD0-1**

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

UNIT 1: STUDY IN DEPTH – WALES AND THE WIDER PERSPECTIVE

1D. AUSTERITY, AFFLUENCE AND DISCONTENT, 1951-1979

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	AO2	AO3	AO4
4			4	

Question: e.g. **What can be learnt from Sources A and B about Commonwealth immigration?** [4]

This is the question and its mark tariff.

Band descriptors and mark allocations

AO3 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

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. Some of the issues to consider are:

- *Source A shows the jobs the Commonwealth immigrants could do in the UK, such as working as a conductor on London buses;*
- *Source A is an example of how some UK businesses like London Transport recruited immigrant workers from the Commonwealth;*
- *Source A shows that Commonwealth immigrants could come from the West Indies, and that they could be women as well as men;*
- *Source B shows how life in India was difficult, especially when it came to making money;*
- *Source B shows how much more money people from India could make if they went to work in the UK and that life for these people would be much better when they finally returned to India;*
- *both sources show how employment was a very important reason for Commonwealth immigrants to come to live in the UK in this period.*

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

UNIT 1: STUDY IN DEPTH – WALES AND THE WIDER PERSPECTIVE

1D. AUSTERITY, AFFLUENCE AND DISCONTENT, 1951-1979

Question 1

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

Question: **What can be learnt from Sources A and B about Commonwealth immigration?** **[4]**

Band descriptors and mark allocations

AO3 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 jobs the Commonwealth immigrants could do in the UK, such as working as a conductor on London buses;*
- *Source A is an example of how some UK businesses like London Transport recruited immigrant workers from the Commonwealth;*
- *Source A shows that Commonwealth immigrants could come from the West Indies, and that they could be women as well as men;*
- *Source B shows how life in India was difficult, especially when it came to making money;*
- *Source B shows how much more money people from India could make if they went to work in the UK and that life for these people would be much better when they finally returned to India;*
- *both sources show how employment was a very important reason for Commonwealth immigrants to come to live in the UK in this period.*

Question 2

<i>Mark allocation:</i>	AO1	AO2	AO3	AO4
6	2		4	

Question: **To what extent does this source accurately explain the way that young people listened to music in this period?**
[6]

Band descriptors and mark allocations

	AO1 2 marks			AO3 4 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.	4
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.	2-3
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

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 does correctly identify that many young people did go to coffee bars to listen to music on juke boxes;*
- *coffee bars like the 2is or the Kardomah were popular locations for young people to gather to listen to rock n roll records by American artists like Bill Halley and Elvis Presley, in the first instance but later on to British artists like Cliff Richard and the Shadows;*
- *however the source is very judgemental about the level of noise in the coffee bar and does not show any appreciation of why it would be an attractive environment for young people;*
- *the source is clearly limited by the bias of the author who as an adult and writing for an older audience is highly critical of this new teenage interest;*
- *the source is also limited because it is focused on coffee bars in the 1950s but does not consider other ways of listening to music that developed in the 1960s and 1970s – discotheques, festivals, transistor radios, Walkman's etc.*

Question 3

Mark allocation:	A01	A02	A03	A04
12	4	8		

Question: **Why were the liberal reforms of the permissive society significant in changing people's attitudes in the 1960s?**
[12]

Band descriptors and mark allocations

	AO1 4 marks			AO2 8 marks	
BAND 4	Demonstrates comprehensive knowledge and understanding of the key feature in the question.	4	BAND 4	Fully explains the issue with clear focus set within the appropriate historical context.	7-8
BAND 3	Demonstrates detailed knowledge and understanding of the key feature in the question.	3	BAND 3	Explains the issue set within the appropriate historical context.	5-6
BAND 2	Demonstrates some knowledge and understanding of the key feature in the question.	2	BAND 2	Begins to explain the issue with some reference to the appropriate historical context.	3-4
BAND 1	Demonstrates basic knowledge and understanding of the key feature in the question.	1	BAND 1	Mostly descriptive response with limited explanation of the issue.	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 liberal reforms of the permissive society were very important in changing people's lives in the 1960s;*
- *the relaxation of censorship following the 1959 Obscene Publications Act, as well as high profile obscenity trials like Lady Chatterley's Lover and Oz magazine;*
- *the abolition of the death penalty in 1965 after a number of high profile miscarriages of justice like the Derek Bentley case;*
- *the legalisation of homosexuality with the Sexual Offences Act meant that men aged 21 and over who were gay no longer needed to hide their feelings or risk blackmail or having their reputations ruined;*
- *candidates may also consider relevant changes from other areas of the specification such as making the contraceptive pill available on the NHS from 1961, the legalising of abortion in 1967 and the 1969 Divorce Act and the impact that these changes had on relationships and family life;*
- *while there was a lot of opposition from some groups in society, the Labour minister responsible for many of these changes (Roy Jenkins) considered that they were part of a programme to make the UK more of a "civilised society" and formed part of the shared values of people who lived in the UK in the 1960s.*

Question 4

Mark allocation:	AO1	AO2	AO3	AO4
12	2	10		

Question: **Explain the connections between any THREE of the following:** [12]

- **Employment opportunities**
- **The Women’s Liberation Movement**
- **The Equal Pay Act**
- **The Sex Discrimination Act**

Band descriptors and mark allocations

AO1 2 marks		AO2 10 marks			
			BAND 4	Fully explains the relevant connections between the chosen features, set within the correct historical context.	8-10
			BAND 3	Explains the connections between the chosen features, set within the correct historical context.	5-7
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 were important aspects of the changing lives of women; connections identified may include:

- *the employment opportunities were connected to the Women’s Liberation Movement because being able to leave the home and family behind to work began to show women that there was more to life than family and the home and the Women’s Liberation Movement promoted the idea that women should be free to have their own distinct identity and issues and not just be “wife” or “mother”;*
- *The Equal Pay Act was connected to employment opportunities because these new jobs that were open to women meant better pay and more money than they had been paid previously but they could still see that in the workplace men were being paid much more for doing the same job; this led to demands for equal pay which was granted by the Equal Pay Act;*

- *The Equal Pay Act was connected to the Women's Liberation Movement because women campaigned to be treated equally to men; one of the areas where women were not treated equally was when they were not paid the same as men for doing the same work; this was the issue behind the 1968 Dagenham strike which motivated Barbara Castle to have the Equal Pay Act passed;*
- *the Women's Liberation Movement was connected to the Sex Discrimination Act because they were campaigning for equal treatment and opportunities for women which at the time were not legally guaranteed; the Sex Discrimination Act said that women could not be discriminated against or treated differently on the grounds of their gender; it even opened up more education possibilities as girls could not be forced to study different subjects from boys if they did not want to;*
- *The Sex Discrimination Act was connected to the Equal Pay Act because having established that women should be paid the same as men for doing the same job there was still discrimination in jobs as many men did not think that women were capable of doing certain jobs; this law meant that men and women had to be treated equally in terms of job opportunities as well as pay;*
- *employment opportunities was connected to the Sex Discrimination Act as women's education improved and jobs became more based around service industries and administration, and less the traditional male-oriented jobs like mining and ship-building; as more women went to work in these jobs it became more and more clear that they were being passed over for promotions or offered lesser jobs even if they were qualified for better ones; the Sex Discrimination Act was intended to end this discrimination in employment in particular.*

Question 5

Mark allocation:	AO1	AO2	AO3	AO4	SPaG
19	4			12	3

Question: **How far do you agree with this interpretation of the reasons for industrial unrest in Wales in the 1970s?**
[16+3]

Band descriptors and mark allocations

	AO1 4 marks			AO4 12 marks	
BAND 4	Demonstrates very detailed knowledge and understanding of the key feature in the question.	4	BAND 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 knowledge and understanding of the key feature in the question.	3	BAND 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 knowledge and understanding of the key feature in the question.	2	BAND 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 knowledge and understanding of the key feature in the question.	1	BAND 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 industrial unrest of 1978-9 (the “Winter of Discontent”) was caused by Prime Minister James Callaghan by announcing limits to pay rises;*

- to an extent this interpretation accurately reflects the role that government pay restraint played in causing industrial unrest in the 1970s, not just by Callaghan in 1978 but under Conservative prime minister Edward Heath in 1972 as well;
- evidence that can be used to form such an interpretation includes the Conservative government's attempts to limit the miner's pay rise in 1972 to 8% when they asked for 47%, or attempts to make wildcat strikes illegal which were largely ignored leading eventually to the Three Day Week, the 1974 "Who Governs?" snap election and the fall of the Conservative government; the incoming Labour government had repealed the Conservatives law on wildcat strikes in return for a voluntary 10% limit on pay rises; they failed to have this lowered to 5% in 1978 in the face of demands of 15% from Ford workers and then 30% by lorry drivers;
- however there is a wide range of historical debate over the issue; it is possible to arrive at different conclusions about the causes of industrial unrest in the 1970s in Wales;
- some might argue that it was the failure of the government to get inflation which peaked at 25% under control that forced workers to strike demanding higher wages as prices were rising so quickly during the decade, others might say it was the militancy of the trade unions who encouraged workers to strike or who encouraged workers in their own union to strike inspired by the action of others, for example the miners' strike in Wales and the rest of the UK leading to the electricity worker's strike of 1973 or the Ford workers strike in Bridgend and other parts of the UK in the autumn of 1978 leading to the lorry drivers strike of the winter of 1978/9;
- other interpretations may suggest that the fault lay in international economic circumstances beyond the government's control such as the mid-1970s oil crisis, or the militancy of the trade unions who put the narrow interests of their members before the national interest, or even more specifically the activism of shop stewards who called a large number of wildcat strikes without consulting national unions at all;
- the extract reflects a Marxist/left-wing trade union view that is supportive of working class interests and candidates may assert that this is an extremely biased view as a result, shifting the blame away from the unions and on to the actions of the government; it was the unions who broke the voluntary pay restraint of 10% that had been agreed with the government in 1975.

After awarding a level and mark for the historical response, apply the performance descriptors for spelling, punctuation and the accurate use of grammar (SPaG) and specialist language that follow.

Having decided on a band, award a second mark (out of 3) for SPaG. In applying these indicators:

- 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