



GCSE MARKING SCHEME

SUMMER 2025

GCSE

HISTORY

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

**1D. AUSTERITY, AFFLUENCE AND DISCONTENT, 1951–
1979**

3100UD0-1

About this marking scheme

The purpose of this marking scheme is to provide teachers, learners, and other interested parties, with an understanding of the assessment criteria used to assess this specific assessment.

This marking scheme reflects the criteria by which this assessment was marked in a live series and was finalised following detailed discussion at an examiners' conference. A team of qualified examiners were trained specifically in the application of this marking scheme. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners. It may not be possible, or appropriate, to capture every variation that a candidate may present in their responses within this marking scheme. However, during the training conference, examiners were guided in using their professional judgement to credit alternative valid responses as instructed by the document, and through reviewing exemplar responses.

Without the benefit of participation in the examiners' conference, teachers, learners and other users, may have different views on certain matters of detail or interpretation. Therefore, it is strongly recommended that this marking scheme is used alongside other guidance, such as published exemplar materials or Guidance for Teaching. This marking scheme is final and will not be changed, unless in the event that a clear error is identified, as it reflects the criteria used to assess candidate responses during the live series.

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

1D. Austerity, Affluence and Discontent, 1951-1979

SUMMER 2025 MARK SCHEME

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 the economic recovery of Wales during the 1950s and 1960s?** [4]

Band descriptors and mark allocations

This is the question and its mark tariff.

	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 Severn Bridge connecting the M4 motorway between England and Wales.
- Source A shows a huge bridge built for transport across the Severn estuary.
- Source A shows a bridge making travel faster and easier between England and Wales.
- Source A shows the government's investment in roads and bridges.
- Source B tells us that the Trawsfynydd Nuclear Power Station is creating jobs.
- Source B tells us that work is well paid with good benefits in the nuclear industry.
- Source B tells us that people from other parts of Britain were encouraged to move to find work.
- Source B tells us that work in the nuclear industry is attractive.

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.

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

1D. Austerity, Affluence and Discontent, 1951-1979

Question 1

Mark allocation:	AO1	AO2	AO3	AO4
4			4	

Question: **What can be learnt from Sources A and B about the economic recovery of Wales during the 1950s and 1960s?** **[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 Severn Bridge connecting the M4 motorway between England and Wales.*
- *Source A shows a huge bridge built for transport across the Severn estuary.*
- *Source A shows a bridge making travel faster and easier between England and Wales.*
- *Source A shows the government's investment in roads and bridges.*
- *Source B tells us that the Trawsfynydd Nuclear Power station is creating jobs.*
- *Source B tells us that work is well paid with good benefits in the nuclear industry.*
- *Source B tells us that people from other parts of Britain were encouraged to move to find work.*
- *Source B tells us that work in the nuclear industry is attractive.*

Question 2

Mark allocation:	AO1	AO2	AO3	AO4
6	2		4	

Question: **To what extent does this source accurately explain the effect of rationing on people's lives during the 1950s?** **[6]**

Band descriptors and mark allocations

	AO1 2 marks		AO3 4 marks	
			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.
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.

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 accurately explains that motorists were very happy with the end of petrol rations in May 1950.*
- The source tells us that there was a campaign supported by the motoring organisations to pressure the government to end petrol rations. The mention of VP day echoes the VE and VJ meaning they see this as a huge victory for the motorist.*
- The source says that the ending of rations will have a large impact on industry, commerce and the community life. A limitation of the source may challenge this assertion as it lacks qualification.*
- The source has its limitations as it is clearly biased towards motorists/motoring organisations who would benefit from the lifting of rations, and may not attract similar celebrations from other members of the public.*
- The source is also limited as it does not mention other items that were still rationed during the 1950s, notably some foods and coal.*
- The Source is accurate to a large degree with reference to the ending of petrol rations only.*

A clear and supported judgment should focus on the accuracy of the information provided while recognising that other important contributing issues are not present.

Question 3

Mark allocation:	AO1	AO2	AO3	AO4
12	4	8		

Question: **Why was the Aberfan disaster a significant event during 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 Aberfan disaster was significant as it claimed the lives of 144 people, 116 of whom were children. Devastating impact on families and inhabitants of the village.*
- *The Aberfan disaster was significant as it exposed failures of the National Coal Board's management of coal waste disposal together with inadequate government oversight.*
- *The Aberfan disaster was significant because public outrage at the negligence of the NCB generated a call for improved workers' rights and corporate responsibility.*
- *The media coverage of the disaster nationally and internationally was extensive and significant as it shaped the way disasters would be reported in the future.*
- *The disaster was significant as it showed the social inequality experienced by working-class communities and their struggle to have their concerns heard and addressed by those in power.*
- *The government's initial response and Queen's delayed visit to the site of the disaster drew criticism and shattered public trust in authority figures. It was significant as calls for accountability and transparency regarding industrial practices developed.*

Question 4

<i>Mark allocation:</i>	<i>AO1</i>	<i>AO2</i>	<i>AO3</i>	<i>AO4</i>
12	2	10		

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

- The Windrush generation
- Notting Hill riots
- Enoch Powell
- Race relations acts

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:

- *The Windrush generation is connected to the Notting Hill riots because many Caribbean migrants lived in the Notting Hill district and had experienced the racial tensions that led to the riots.*
- *The Windrush generation is connected to Enoch Powell because they suffered the discrimination, hostility and racism incited by Powell's criticism of mass immigration and 'Rivers of Blood' speech.*
- *The Windrush generation is connected to race relations acts because the experience of Caribbean migrants was a catalyst and symbolized the development of race relations acts in the 1960s and 1970s.*
- *The Notting Hill riots are connected to Enoch Powell because they increased tensions between white and migrant communities that would shape the views expressed by Powell in the 1960s.*
- *The Notting Hill riots are connected to race relations acts because they highlighted the need to support and protect migrant communities in the face of discrimination and racism.*
- *Enoch Powell is linked to race relations acts as he was a strong critic of legislation that was implied in his 'Rivers of Blood' speech and public expressed views on migrant communities.*

Question 5

<i>Mark allocation:</i>	<i>AO1</i>	<i>AO2</i>	<i>AO3</i>	<i>AO4</i>	<i>SPaG</i>
19	4			12	3

Question: **How far do you agree with this interpretation of women's changing role in society during this period?** [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 as modern appliances helped with household chores their experience of free time made women think differently about their roles in society compared with men.*
- *The interpretation mentions how fridges, washing machines, electric stoves etc. had a positive impact on women's lives reducing time completing chores.*
- *The interpretation was formed in 2017 which gave the historian time to collect and analyse a wide range of evidence to support her viewpoint.*
- *The author is an expert in feminism, which may influence her interpretation. The article is titled *The British Women's Liberation Movement in the 1970s*, this focus suggests she may emphasise the impact of these changes on feminists.*
- *Some historians may view the interpretation differently and argue that labour saving devices and free time did not lead to all women being unhappy with their lives.*
- *Other interpretations might emphasise that other issues, such as birth control and education were more important to create feelings of discontent.*
- *The interpretation is accurate to an extent but fails to mention additional factors that may have influenced women's changing role in society.*

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	• 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	• 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	• 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	• 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