

MARK SCHEME

UNIT 1: 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 entertainment and fashion during this period?** [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 extent to which changes in pop music influenced entertainment and fashion during this period; the early 1970s was characterised by glam rock artists; it was a period of experimentation with make-up and costumes; artists such as David Bowie, Marc Bolan and Elton John were extremely influential on fashion and costume; Source A also refers to a punk sound emerging by the late 1970s which shocked society in many ways; Source B shows how youth culture was a distinctive feature of the 1960s; rockers were a key characteristic of youth culture; they dressed distinctively in jeans and leather jackets and rode motorbikes; both sources show that trends in entertainment and fashion in general changed quickly and had an important impact on society.

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: 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 entertainment and fashion during this period?** **[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:

The sources give much information about entertainment and fashion; Source A shows how pop music influenced entertainment and fashion during this period; the early 1970s was characterised by glam rock artists; it was a period of experimentation with make-up and costumes; artists such as David Bowie, Marc Bolan and Elton John were extremely influential on fashion and costume; Source A also refers to a punk sound emerging by the late 1970s which shocked society in many ways; Source B shows how youth culture was a distinctive feature of the 1960s; rockers were a key characteristic of youth culture; they dressed distinctively in jeans and leather jackets and rode motorbikes; both sources reveal key features of entertainment and fashion in the 1960s and 1970s and their impact on society.

Question 2

Mark allocation:	AO1	AO2	AO3	AO4
6	2		4	

Question: **To what extent does this source accurately explain the reasons for the Beeching cuts?** [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 is, to a large extent, an accurate explanation of the reasons why the Beeching cuts were undertaken; it correctly identifies the fact that car ownership had increased greatly; public transport in the form of buses were playing an increasingly important role in moving the majority of people around the country; it accurately reflects the extent to which rail transport had decreased in usage; however, the source does not take account of the wider historical context regarding other reasons for the Beeching cuts; a major factor were the losses being incurred by British Railways, which were at £300,000 a day by 1961; there was also a great deal of duplication and a lack of competitiveness; the source is clearly limited by its purpose and the agenda of the report; the agenda was to investigate the state of Britain's railways and therefore identify ways in which money could be saved; candidates may conclude that whilst the extract correctly reflects the changes in transport, it is limited by its failure to focus upon the economic agenda of the government of the early 1960s.

Question 3

Mark allocation:	AO1	AO2	AO3	AO4
12	4	8		

Question: **Why was the creation of the reservoir at Tryweryn significant to the growth of nationalism in Wales during this period?** [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 creation of the reservoir at Tryweryn was very significant in the growth of nationalism in Wales; it was significant because the Tryweryn reservoir saw the Meirionnydd village of Capel Celyn drowned in the early 1960s to provide water for Liverpool; the plan to create the reservoir involved the destruction of a whole Welsh-speaking community and its way of life; it was significant, therefore, because it led to a wave of protests by Welsh nationalists using similar peaceful tactics to those seen in other parts of the world; these protests became violent and two activists were jailed after planting explosives at the site in February 1963; however, the actions of the bombers merely delayed the reservoir project which was finished and officially opened on 21 October 1965; seventy residents of Capel Celyn were forced to leave their homes, and in 1965 the village disappeared under the waters of the new lake. This also led to an increase in Welsh nationalism. Candidates may point out that it was not the first time a Welsh community had been displaced to provide water for English cities - the Vyrnwy and Elan Valleys had been flooded in the late 19th century to create reservoirs serving Liverpool and Birmingham. However the issues surrounding the building of Tryweryn are particularly significant because they are widely seen as one of the sparks that ignited the Welsh language campaigns of the 1960s, and a focus for the growing devolution movement of the 1970s.

Question 4

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

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

- Enoch Powell
- The British Nationality Acts of this period
- Notting Hill Riots 1958
- The Caribbean 'Windrush'

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 are closely connected to immigration during the period; all reflect the considerable impact that increased immigration had upon Britain; connections identified may include:

- *Enoch Powell was connected to the Caribbean Windrush because as a key political figure of the time, he reacted against increased immigration; his 'Rivers of Blood' speech of 1968 was extremely controversial but reflected the divisions in British society and Enoch Powell's concerns about the amount of immigration into British society symbolised by the Caribbean Windrush which he believed to be too high;*
- *The British Nationality Act, originally of 1948 but revised during the 1950s and 60s was connected to the Caribbean Windrush because it provided for a new status of Citizen of the United Kingdom and Colonies (CUKC); it encouraged colonial residents to come to Britain to help with the post-war reconstruction; the Windrush was named after the passenger liner that brought large groups of post-war West Indian*

immigrants to Britain as a result of the British Nationality Act and which precipitated a wave of immigration to Britain in this period; the term Windrush became associated with a generation of British Caribbean people;

- *the British Nationality Acts of this period were connected to the Notting Hill Riots of 1958 because they led to increased Commonwealth immigration into Britain which increased racial tensions in many areas; the Notting Hill Riots of 1958 were the culmination of these growing racial tensions; white 'Teddy Boys' attacked the houses of West Indian residents over a period of several days;*
- *the Caribbean Windrush was connected to the Notting Hill Riots of 1958 since it precipitated an increase in mass immigration into Britain from the Commonwealth in this period; the large influx of immigrants from the Caribbean into Britain during this period led to increased racial tensions in some areas and which manifested itself in the Notting Hill Riots of 1958 during which black residents were terrorised by white gangs.*

Question 5

<i>Mark allocation:</i>	A01	A02	A03	A04	SPaG
19	4			12	3

Question: **How far do you agree with this interpretation of the impact of the feminist movement on society 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 feminist movement during the late 1960s and 1970s had a wide impact upon society; to an extent this interpretation accurately reflects the impact such organisations had; the interpretation is clearly based on the impact of women's liberation groups that campaigned vigorously against discrimination and were a key feature of this period; evidence that can be used to form such an interpretation includes: women

questioned traditional attitudes; they put forward the four demands of equal pay, free contraception, equal education and twenty four hour nurseries; feminist magazines became popular and demonstrations achieved considerable publicity; these served to influence the governments of the period; several pieces of important legislation were passed during the period, such as the Abortion Act, the Divorce Reform Act, the Equal Pay Act and the Sex Discrimination Act; however, there is a wider historical debate over the issue; it is possible to arrive at different interpretations regarding the impact the feminist movement had upon society; some historians have argued that society as a whole was changing and that equality for women was a natural progression; others might say that this was part of a process that had been on-going since the 1920s; there is a more negative interpretation that in many ways attitudes and opinions prevalent over many years did not change; despite the introduction of legislation, society remained relatively male dominated and by the end of the period in question, progress regarding equality had been slow; candidates may assert that the author, an historian and newspaper columnist, is specifically writing for a modern audience in a general social and political history of Britain during this period; the extract therefore reflects a somewhat narrow, populist perspective on the issue; other interpretations may suggest that the feminist movement did not make such a significant impact on society or to achieving equality for women.

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

