| Surname     | Centre<br>Number | Candidate<br>Number |
|-------------|------------------|---------------------|
| Other Names |                  | 0                   |



GCSE – NEW

**III III IIII IIII IIII IIII** S19-3100UD0-1

3100UD0-1

HISTORY Unit 1: Study in Depth Wales and the Wider Perspective

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

MONDAY, 3 JUNE 2019 - MORNING

1 hour

| For Examiner's use only |                 |                 |  |  |  |
|-------------------------|-----------------|-----------------|--|--|--|
| Question                | Maximum<br>Mark | Mark<br>Awarded |  |  |  |
| 1.                      | 4               |                 |  |  |  |
| 2.                      | 6               |                 |  |  |  |
| 3.                      | 12              |                 |  |  |  |
| 4.                      | 12              |                 |  |  |  |
| 5.                      | 16              |                 |  |  |  |
| SPaG                    | 3               |                 |  |  |  |
| Total                   | 53              |                 |  |  |  |

#### INSTRUCTIONS TO CANDIDATES

Use black ink or black ball-point pen. Do not use pencil or gel pen. Do not use correction fluid.

Write your name, centre number and candidate number in the spaces at the top of this page.

#### Answer ALL the questions on the examination paper.

Write your answers in the spaces provided in this booklet. If you run out of space, use the additional page(s) at the back of this booklet, taking care to number the question(s) correctly.

#### **INFORMATION FOR CANDIDATES**

The number of marks is given in brackets at the end of each question.

Question 5 will assess your ability to construct a balanced, reasoned and well-substantiated extended response.

In addition, your answer to question 5 will assess your ability to spell, punctuate and use grammar accurately and use a wide range of specialist language as appropriate.



PMT

© WJEC CBAC Ltd.

### Answer all questions.

## **QUESTION 1**

## This question is about immigration.

Study the sources below and then answer the question which follows.

### Source A



[A photograph of a bus conductor for London Transport taken in 1962. Mrs Hart was from the West Indies]

#### Source B

Life in India is a struggle. People who have been to England come back rich. Families who have daughters to marry off rush to meet them. They send money home each month and still afford to buy a fine house in India. If they can do all this I can do the same.

[An immigrant from India, in a newspaper interview in 1971]





| nat can be learnt from Sources A and B about Commonwealth immigration? | [4] | Examir<br>only |
|--|-----|----------------|
|  |     |                |
|  |     |                |
|  |     |                |
|  |     |                |
|  |     |                |
|  |     |                |
|  |     |                |
|  |     |                |
|  |     |                |
|  |     |                |
|  |     |                |
|  |     |                |
|  |     |                |
|  |     |                |
|  |     |                |
|  |     |                |
|  |     |                |
|  |     |                |
|  |     |                |
|  |     |                |
|  |     |                |
|  |     |                |
|  |     |                |
|  |     |                |
|  |     | 4              |

I

| QUESTION 2  |              |
|---|--------------|
| his question is about popular entertainment.  |              |
| tudy the source below and then answer the question which follows.   |              |
| ource C   |              |
| The music is so loud that conversation would have little chance of survival. The ladies and gentlemen who frequent these places are mostly between the ages of fourteen and twenty. The music is provided by a device known as a 'juke-box' and the music comes from loud speakers. There was a relentless throb of music rebounding from every wall – I found it very sad. |              |
| ex Atkinson, a journalist writing in an article about London coffee bars in <i>Punch</i> magazin<br>published in 1956. <i>Punch</i> was aimed at older readers]   | าย           |
| o what extent does this source accurately explain the way that young people listened to n<br>this period?   | nusic<br>[6] |
| n your answer you should refer to the strengths and limitations of the source and use you   | r own        |
| nowledge and understanding of the historical context.]  |              |
|   |              |
|   | ••••••       |
|   | ••••••       |
|   |              |
|   |              |
|   |              |
|   |              |
|   |              |
|   |              |
|   |              |
|   |              |
|   |              |
|   |              |
|   |              |
|   |              |
|   |              |
|   |              |
|   |              |
|   |              |
|   |              |
|   |              |
|   |              |



PMT Examiner only

\_\_\_\_\_

3100UD01 05

2 4

Total



.....

5

.....

\_\_\_\_\_

| 2 |
|---|
|   |
|   |
| U |
|   |
|   |

| QUESTION 3   |                       |
|--|-----------------------|
| his question is about changing attitudes to authority.   |                       |
| Why were the liberal reforms of the permissive society significant in changing people<br>in the 1960s? | e's attitudes<br>[12] |
|  |                       |
|  |                       |
|  |                       |
|  |                       |
|  |                       |
|  |                       |
|  |                       |
|  |                       |
|  |                       |
|  |                       |
|  |                       |
|  |                       |
|  |                       |
|  |                       |



3100UD01 07

|  | Examiner |
|--|----------|
|  | only     |
|  |          |
|  |          |
|  |          |
|  |          |
|  |          |
|  |          |
|  |          |
|  |          |
|  |          |
|  |          |
|  |          |
|  |          |
|  |          |
|  | 1001     |
|  | 3100UD01 |
|  |          |
|  |          |
|  |          |
|  |          |
|  |          |
|  |          |
|  |          |
|  |          |
|  |          |
|  |          |
|  |          |
|  |          |
|  | 4        |
|  | 8        |
|  | Total    |
|  |          |
|  |          |
|  |          |



| QUESTION 4         This question is about the changing lives of women.         Explain the connections between any THREE of the following:       [12]         • Employment opportunities       •         • The Yomen's Liberation Movement       •         • The Sex Discrimination Act       •         four three choices:       •         • |  |       |
|---|--|-------|
| Explain the connections between any THREE of the following: [12]   • Employment opportunities • The Equal Pay Act • The Sex Discrimination Act /our three choices: •  | QUESTION 4   |       |
| Employment opportunities     The Women's Liberation Movement     The Equal Pay Act     The Sex Discrimination Act   | his question is about the changing lives of women.                   |       |
| The Equal Pay Act     The Sex Discrimination Act  | xplain the connections between any <b>THREE</b> of the following: [1 | 12]   |
|   | The Equal Pay Act  |       |
|   | our three choices:   |       |
|   | •  |       |
|   | •  |       |
|   |  |       |
|   |  |       |
|   |  |       |
|   |  |       |
|   |  |       |
|   |  |       |
|   |  |       |
|   |  | ····• |
|   |  |       |
|   |  | ••••• |
|   |  | ••••• |
|   |  | ••••• |
|   |  |       |
|   |  |       |



| 9                            |            |
|------------------------------|------------|
|                              | Examiner   |
|                              |            |
|                              |            |
|                              |            |
|                              |            |
|                              |            |
|                              |            |
|                              |            |
|                              |            |
|                              |            |
|                              |            |
|                              |            |
|                              |            |
|                              |            |
|                              |            |
|                              |            |
|                              |            |
|                              |            |
|                              |            |
|                              |            |
|                              |            |
|                              |            |
|                              |            |
|                              |            |
|                              |            |
|                              |            |
|                              |            |
|                              | 10         |
|                              | Total      |
|                              |            |
|                              |            |
| $\Omega \Omega$              | Turn over  |
| © WJEC CBAC Ltd. (3100UD0-1) | Turn over. |

| QUESTION 5   |               |
|--|---------------|
| nis question is about political and economic problems.   |               |
| ead the interpretation below and then answer the question which follows.   |               |
| The "Winter of Discontent" was sparked off by James Callaghan, Labour prime minister.<br>He announced more limits to pay rises. The prime minister had misjudged the mood of<br>the workers who had reached their limit and were not prepared to do as they were told<br>any longer. The trade unions rejected the government's wage policy in September 1978. |               |
| [An extract from an article about the history of trade unions on the website <i>marxist.com</i> published in 2003. This website supports the interests of working class people]  |               |
| low far do you agree with this interpretation of the reasons for industrial unrest in Wales ir<br>970s?  | n the<br>[16] |
| n your answer you should refer to how and why interpretations of this issue differ. Use<br>wn knowledge and understanding of the wider historical debate over this issue to reach a<br>upported judgement.]  |               |
|  | e are         |
| larks for spelling, punctuation and the accurate use of grammar and specialist language  | 101           |
| larks for spelling, punctuation and the accurate use of grammar and specialist language<br>llocated to this question.  | [3]           |
|  | [3]           |
|  | [3]           |
|  | [3]           |
|  | [3]           |
|  | [3]           |
|  | [3]           |
|  | [3]           |
|  | [3]           |
|  | [3]           |
|  | [3]           |
|  | [3]           |
|  | [3]           |
|  | [3]           |
|  | [3]           |
|  | [3]           |
|  | [3]           |



| ••••••••••••••••••••••••••••••••••••••• |
|---|
|   |
|   |
| <br>                                    |
|   |
|   |
|   |
|   |
| <br>                                    |
|   |
| <br>                                    |
|   |
|   |
| <br>                                    |
|   |
| <br>                                    |
|   |
| •••••••                                 |
|   |
|   |
| <br>                                    |
|   |
|   |
|   |
|   |
| <br>                                    |
|   |
|   |
|   |
|   |
|   |
|   |
|   |
| <br>                                    |
|   |
| <br>                                    |
|   |
| <br>                                    |
|   |



|    |                | 12          |      |                 |
|----|----------------|-------------|------|-----------------|
|    |                |             |      | Examine<br>only |
|    |                |             |      |                 |
|    |                |             | <br> |                 |
|    |                |             |      |                 |
|    |                |             | <br> |                 |
|    |                |             | <br> |                 |
|    |                |             | <br> |                 |
|    |                |             |      |                 |
|    |                |             |      |                 |
|    |                |             |      |                 |
|    |                |             |      |                 |
|    |                |             |      |                 |
|    |                |             |      |                 |
|    |                |             |      |                 |
|    |                |             |      |                 |
|    |                |             |      |                 |
|    |                |             |      |                 |
|    |                |             |      |                 |
|    |                |             |      |                 |
|    |                |             |      |                 |
|    |                |             |      |                 |
|    |                |             |      |                 |
|    |                |             |      | 4               |
|    |                |             |      | 12              |
|    |                |             |      | Tota            |
|    |                |             |      |                 |
|    |                |             |      |                 |
|    |                |             |      | SPa             |
|    | END            | OF PAPER    |      | 3               |
|    |                |             |      |                 |
|    |                |             |      |                 |
| 10 | WJEC CBAC Ltd. | (3100UD0-1) |      |                 |

| Question number | Additional page, if required.<br>Write the question number(s) in the left-hand margin. | Examine<br>only |
|-----------------|--|-----------------|
|                 |  |                 |
|                 |  |                 |
|                 |  |                 |
|                 |  |                 |
|                 |  |                 |
|                 |  |                 |
|                 |  |                 |
|                 |  |                 |
|                 |  |                 |
|                 |  |                 |
|                 |  |                 |
|                 |  |                 |
|                 |  |                 |
|                 |  |                 |
|                 |  |                 |
|                 |  |                 |
|                 |  |                 |
|                 |  |                 |
|                 |  |                 |
|                 |  |                 |
|                 |  |                 |
|                 |  |                 |
|                 |  |                 |
|                 |  |                 |
|                 |  |                 |
|                 |  |                 |
|                 |  |                 |
|                 |  |                 |
|                 |  |                 |
|                 |  |                 |
|                 |  |                 |
|                 |  |                 |



| Question number | Additional page, if required.<br>Write the question number(s) in the left-hand margin. | Examiner<br>only |
|-----------------|--|------------------|
|                 |  |                  |
|                 |  |                  |
|                 |  |                  |
|                 |  |                  |
|                 |  |                  |
|                 |  |                  |
|                 |  |                  |
|                 |  |                  |
|                 |  |                  |
|                 |  |                  |
|                 |  |                  |
|                 |  |                  |
|                 |  |                  |
|                 |  |                  |
|                 |  |                  |
|                 |  |                  |
|                 |  |                  |
|                 |  |                  |
|                 |  |                  |
|                 |  |                  |
|                 |  |                  |
|                 |  |                  |
|                 |  |                  |
|                 |  |                  |
|                 |  |                  |
|                 |  |                  |
|                 |  |                  |
|                 |  |                  |
|                 |  |                  |



# **BLANK PAGE**

# PLEASE DO NOT WRITE ON THIS PAGE



# **BLANK PAGE**

# PLEASE DO NOT WRITE ON THIS PAGE

