GCSE MARKING SCHEME

SUMMER 2024

HISTORY
COMPONENT 2: PERIOD STUDY
2D. THE DEVELOPMENT OF THE UK, 1919–1990
C100U40-1

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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.

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GCSE HISTORY – COMPONENT 2: PERIOD STUDY

2D. THE DEVELOPMENT OF THE UK, 1919–1990

SUMMER 2024 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(a)*	*AO2*	*AO3 (a)*	*AO4*
5	**5**			

Question: e.g. **Describe changes to the education system in the UK from 1945 to 1960.** **[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.

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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 Beveridge Report and 5 great evils: ignorance*
- *the 1944 response, passing of Education Act, new and innovative policies*
- *Destroy ignorance by establishing primary and secondary education*
- *Offering every child "diversity and opportunity"; successes in providing a good basic education and the skills required for employment*
- *school was compulsory until 15 years of age, with the provision of meals, milk and medical services at every school*
- *the introduction of the Eleven plus examinations; grammar school to university, and secondary moderns to the workplace after the age of 15.*

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.

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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 the examiner training meeting immediately prior to the commencement of marking, detailed advice from the Principal Examiner on the qualities of each mark band will be given along with examples of pre-marked work. 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, either because it contains nothing of any significance to the mark scheme or no response has been provided, no marks should be awarded.

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Question 1

Mark allocation:	*AO1 (a)*	*AO2*	*AO3*	*AO4*
5	**5**			

Question: **Describe changes to the education system in the UK from 1945 to 1960.** **[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 Beveridge Report and 5 great evils: ignorance*
- *the 1944 response, passing of Education Act, new and innovative policies*
- *Destroy ignorance by establishing primary and secondary education*
- *Offering every child "diversity and opportunity"; successes in providing a good basic education and the skills required for employment*
- *school was compulsory until 15 years of age, with the provision of meals, milk and medical services at every school*
- *the introduction of the Eleven plus examinations; grammar school to university, and secondary moderns to the workplace after the age of 15.*

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Question 2

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

Question**:** **How far did the Winter of Discontent change the UK in the late 1970s?** **[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.

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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:

- *UK economic strength in the 1960s; by the 1970s there was a decline in the share of world trade, weaker productivity, lagging behind other nations, inflation causing prices to rise faster than wages*
- *conflict between government and trade unions, industrial disputes in the 1970s; 6 million working days lost to strikes, power cuts; miners' strike 1972, around 300 000 miners went on strike, national power crisis. Power blackouts from 1973, 3 days a week of electricity and so forth, this brought down the Conservative government*
- *Harold Wilson's Labour government made a "social contract" with the unions in return for a promise of pay claims of increases of 5% or less*
- *continuing price rises and inflation in the late 1970s undermined this contract*
- *Winter of discontent 1978–79: 30 million working days were lost to a series of strikes; largest strike since 1926; no pattern or planning; government pay deals outstripped by inflation*
- *there were serious consequences: shortages of petrol, rubbish piled in the streets; graves undug; unexpected circumstances like a lack of chlorine for drinking water purification, etc. "Crisis? What crisis?" headline*
- *resulted in another change of government leading to Margaret Thatcher's regime from 1979, credit for longer-term changes that resulted from her leadership, such as privatisation etc.*

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Question 3

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

Question: **Margaret Thatcher had an impact on the UK through factors such as:**

- **the Falklands War**
- **the Miners' Strike, 1984–1985**
- **the privatisation of industry.**

Arrange the factors in order of their importance in affecting the lives of people in the UK.
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 importance of the factors in the question. There will be a clear, well-supported justification of the relative importance 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 importance of the factors in influencing lives. There will be some justification of the relative importance of the factors.**	**3–4**
BAND 1	**Demonstrates limited knowledge and understanding of the features mentioned.**	**1**	**Limited explanation of the importance of the factors in influencing lives. There will be little attempt to justify the relative importance of the factors.**	**1–2**

Use 0 for incorrect or irrelevant answers.

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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:

- *the early years of the Thatcher government were dominated by the Falklands War; Argentina's invasion; 70% support for military action; escalation of conflict into an amphibious and ground combat operation; sinking of the General Belgrano; HMS Sheffield; Battle for Goose Green, British troops outnumbered but victorious; Argentinian surrender; "Empire Strikes back" 84% approval rating. This led to Thatcher feeling more secure in her position and therefore able to tackle the trade unions and embark upon her manifesto.*
- *Miners' Strike, 1984–85; costs to taxpayers of the coal subsidy (£1bn); proposed closing of unprofitable mines leading to disputes and opposition from leaders such as Arthur Scargill; Government strike countermeasures, building up coal stocks to prevent a repeat of cuts to power. Use of police to maintain order in increasingly violent clashes; "flying pickets"; Media coverage; mounting poverty and divisions within the NUM; formation of breakaway UDM, trickles back to work. End of strike in March 1985, NUM conceded without a deal; reduction in media and public support for the strikes since the killing of Taxi driver David Wilkie; inability of mining families to sustain themselves; subsequent closing of all but 15 pits. Remaining 15 privatised by 1994. Decline in the trade union movement, long-term change in the power of British unions, partially due to the actions of Thatcher.*
- *Thatcher`s plans to reduce state intervention in business while encouraging private enterprise led to the sale of large utility companies and as a result of privatisation, those with money speculated on the stock market for quick profit; privatisation was met with serious public opposition; the selling off of many council houses led to a rise in home ownership while limiting the supply of affordable accommodation; the Thatcher era witnessed the growth of the north/south divide which emphasised regional inequality and areas such as Scotland, the north of England and South Wales which were heavily dependent on coal were worse affected, which became very evident during the Miners' Strike.*

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Question 4

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

Question: **Explain why the development of a 'permissive society' in the UK led to changes in people's lives in the 1960s. [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 1960s was a time of increased personal freedoms, moving beyond the restrictive beliefs and values of pre-war times; relaxation of controls thought to have led to a more "permissive society"*
- *increasing independence of young people from parental control*
- *slow decline of Christianity; loosening the influence of religious morality on people's lives*
- *rapid expansion of the universities encouraging discussions about social change*
- *improvement and spread of contraception, for example the pill introduced in the 1960s, having a major impact on sexual attitudes and behaviour*
- *greater affluence leading to freedom and more money to indulge tastes and pleasures; developments in music, media, music*
- *attitudes towards sex, drugs and crime, evidence such as the Lady Chatterley obscenity case, changes to abortion laws in 1967, high usage of contraceptive pills, relaxation of censorship of sexual material; drug use, heroin, cannabis, LSD; increasing crime rates*
- *generally, it was a decade of considerable change; scandals and lack of confidence in government and public institutions.*

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Question 5

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

Question: **How important were the media and propaganda in affecting people's lives on the Home Front during the Second World War? [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.

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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:

- *control of the media via censorship; every form of media censored, radio, newspapers, magazines, cinema and newsreels*
- *Ministry of Information set up and managed the rules of censorship, bad news kept out of the news for the maintenance of morale; disaster and defeats kept secret*
- *propaganda used extensively to raise morale; radio and cinema used to tell stories about the heroism of the rescue services; propaganda also used to increase community spirit and feelings of togetherness' propaganda posters*
- *Churchill's speeches and radio broadcasts. Tours of damaged areas*
- *radio broadcasts – the most listened to form of news and entertainment; "It's that man again" with comedian Tommy Handley*
- *regulated cinema; control of the news*
- *patriotic films such as "Went the Day Well?" and "One of Our Aircraft is Missing"*
- *positive attitudes and opinions of the public much shaped by radio and cinema.*
- *in order to fully analyse and explain the importance of the media and propaganda, answers should also consider the importance of a range of other factors such as: the preparations for the war, effects of the Blitz, evacuation and rationing and the role of women.*

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