GCSE MARKING SCHEME

SUMMER 2023

HISTORY
COMPONENT 1: BRITISH STUDY IN DEPTH
1D. AUSTERITY, AFFLUENCE AND DISCONTENT: BRITAIN, 1951–1979
C100UD0-1

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INTRODUCTION

This marking scheme was used by WJEC for the 2023 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.

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COMPONENT 1: BRITISH STUDY IN DEPTH

1D. AUSTERITY, AFFLUENCE AND DISCONTENT: BRITAIN, 1951–1979

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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 (a)*	*AO4*
4			**4**	

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

This is the question and its mark tariff.

Band descriptors and mark allocations

	AO3(a) 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**

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.

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:

- *both sources show varying aspects relating to the Beeching Axe;*
- *Source A shows some of the reasons given by Dr Richard Beeching for what would become known as the Beeching Axe;*
- *the source states that the use of the railways over much of the rail system was very low; it states that the revenue gained from passengers and freight over half the track miles run does not cover the running and maintenance costs of the service;*
- *it states that passenger services were poor and the system was essentially uneconomic;*
- *Source B shows Dr Beeching presenting his report in March 1963;*
- *the source shows the results his proposals in the form of a map of the proposed future rail network after the reform of the service;*
- *the sources shows that the number of main lines in Britain was to be drastically reduced; it can be seen that rural areas would no longer be serviced by the rail system.*

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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 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.

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Question 1

Mark allocation:	*AO1*	*AO2*	*AO3 (a)*	*AO4*
4			**4**	

Question: **What can be learnt from Sources A and B about the Beeching Axe? [4]**

Band descriptors and mark allocations

	AO3(a) 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:

- *both sources show varying aspects relating to the Beeching Axe;*
- *Source A shows some of the reasons given by Dr Richard Beeching for what would become known as the Beeching Axe;*
- *the source states that the use of the railways over much of the rail system was very low; it states that the revenue gained from passengers and freight over half the track miles run does not cover the running and maintenance costs of the service;*
- *it states that passenger services were poor and the system was essentially uneconomic;*
- *Source B shows Dr Beeching presenting his report in March 1963;*
- *the source shows the results his proposals in the form of a map of the proposed future rail network after the reform of the service;*
- *the sources shows that the number of main lines in Britain was to be drastically reduced; it can be seen that rural areas would no longer be serviced by the rail system.*

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Question 2

Mark allocation:	*AO1 (b)*	*AO2*	*AO3 (a+b)*	*AO4*
8	**2**		**6**	

Question: **To what extent does this source accurately reflect the main issue facing the people of Britain in the early 1950s? [8]**

Band descriptors and mark allocations

	AO1(b) 2 marks			**AO3 (a+b) 6 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.**	**5-6**
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.**	**3-4**
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.**	**1-2**

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 source states that the main issue facing the people of Britain in the early 1950s was housing;*
- *it states that all aspects of life are affected by overcrowded housing; it asserts that a Conservative Government would build 300,000 houses a year and increase the number of property owners in the country;*
- *to an extent, the source accurately reflects the main issue facing the people of Britain during this period; large areas of towns and cities had been destroyed during the war; over half a million houses had been destroyed and 3 million more badly damaged; the result was a greatly increased demand for housing and despite the building programme of the Attlee government, housing was a pre-eminent problem facing the country;*
- *the accuracy of the source, however, can be questioned as it is from the Conservative Party Manifesto for the 1951 election; as a result, it is clearly presenting a subjective perspective and is aimed at attracting votes;*

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- *the source does not take into account other issues of great importance to the people of Britain during this period;*
- *continued austerity and rationing, the national debt, the cost of nationalised industries, general industrial decline and the spiralling cost of the welfare budget were all very significant issues during this period;*
- *the perspective, therefore, is rather narrow in its view, given the purpose for which it was produced.*

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Question 3

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

Question: **Why did political and economic problems have a significant impact upon Britain in the 1970s? [12]**

Band descriptors and mark allocations

	AO1(a+b) 4 marks		**AO2 8 marks**	
BAND 4	**Demonstrates very detailed knowledge and understanding of the key feature in the question.**	**4**	**Fully explains the significance of the identified issue. A fully reasoned and well supported judgement is reached, set within the relevant historical context.**	**7-8**
BAND 3	**Demonstrates detailed knowledge and understanding of the key feature in the question.**	**3**	**Explains the significance of the identified issue. The answer reaches a supported judgement, set within the historical context.**	**5-6**
BAND 2	**Demonstrates some knowledge and understanding of the key feature in the question.**	**2**	**Begins to explain the significance of the identified issue, culminating in a weakly supported judgement.**	**3-4**
BAND 1	**Demonstrates basic knowledge and understanding of the key feature in the question.**	**1**	**A basic, unsupported explanation is provided regarding significance.**	**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:

- *political and economic problems had a very significant impact upon Britain in the 1970s;*
- *economically, Britain had been in relative decline from the 1960s; Britain's share of world trade had rapidly declined due to foreign competition and outdated production methods in Britain; productivity was poor and as a result of these factors, industries faced very significant challenges by the 1970s; these would manifest themselves in increasing closures and rising unemployment, which would have a significant impact on Britain;*
- *inflation also developed into a significant economic problem which resulted in people's spending power declining considerably; the effect was to further increase wage demands and the concomitant wage-price spiral significantly impacted living standards and industrial relations during this period;*
- *the result of these issues was an increase in industrial unrest that had a significant impact on Britain; in 1972 the coal miners went on strike for higher pay and with the use of 'flying pickets' were able to gain a substantial pay increase; in 1973 the miners and other workers forced the Heath government to introduce a three-day week, eventually resulting in defeat for the Conservative government in 1974;*

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- *however, economic problems would continue to have a significant impact; by the late 1970s, public sector unions were demanding large pay increases and the resulting series of strikes led to the Winter of Discontent; this would help the Conservatives under Margaret Thatcher win the 1979 election;*
- *political problems also had a very significant impact on Britain; problems in Northern Ireland would dominate political affairs; increased violence in Northern Ireland resulted in a policy of internment being introduced; however, this policy worsened the situation and in 1972 Bloody Sunday resulted in the deaths of 13 civilians;*
- *the resulting increase in violence would have a significant impact on Britain; the IRA's popularity greatly increased and a bombing campaign against British targets would continue throughout the decade, as would violence between Loyalists and Republicans;*
- *political and economic problems therefore had a significant impact in many different ways on Britain during the 1970s.*

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Question 4

Mark allocation:	*AO1 (a+b)*	*AO2*	*AO3*	*AO4*
10	**2**	**8**		

Question: **Explain the connections between TWO of the following that are to do with the impact of immigration on British society during this period. [10]**

- **Race riots**
- **Enoch Powell**
- **Right-wing groups**
- **Race relations legislation**

Band descriptors and mark allocations

	AO1(a+b) 2 marks		**AO2 8 marks**		
			BAND 4	**Fully explains the relevant connections between the chosen features, set within the correct historical context.**	**7-8**
			BAND 3	**Explains the connections between the chosen features, set within the correct historical context.**	**5-6**
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.

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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:

All the historical features mentioned in the question are inter-related; connections identified may include:

- *to a certain extent all four issues to do with the impact of immigration on British society during this period are interconnected;*
- *the 1948 British Nationality Act had resulted in considerable post-war immigration to Britain from countries in the Commonwealth; this was particularly the case for West Indians, and, by the 1950s, money sent back from migrants in the UK was a large source of income in Jamaica;*
- *the result of this immigration was a considerable increase in tension in white communities, where some felt their jobs and culture were under threat;*
- *by the late 1950s race tensions resulted in the outbreak of race riots; for example, in the St Ann's district in Nottingham in August 1958 and more significantly, in Notting Hill, London, in August to early September 1958; race riots are connected to Enoch Powell as he would later reflect the attitudes that had contributed to them by voicing his opposition to immigration in his 1968 'Rivers of Blood' speech;*
- *race riots and Enoch Powell are connected to right-wing groups as the issue now became more politicized and saw the establishment of a variety of right-wing groups; these groups merged in 1967 to form the National Front, which gained some support from people who had concurred with Powell's views;*
- *race riots, Enoch Powell and right-wing groups are connected to race relations legislation as it was realised that help was needed to fully integrate immigrants into British society;*
- *therefore, Acts such as the 1965 Race Relations Act, as well as further Acts in 1968 and 1976 were aimed at prohibiting racial discrimination and were a reaction to increased racial tension caused by race riots, Powell's speech and the rise of right-wing groups.*

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Question 5

Mark allocation:	*AO1 (b)*	*AO2*	*AO3*	*AO4(a-d)*	*SPaG*
19	**4**			**12**	**3**

Question: **How far do you agree with this interpretation of the changing lives of women during this period? [16+3]**

Band descriptors and mark allocations

	AO1(b) 4 marks		**AO4 (a-d) 12 marks**	
BAND 4	**Demonstrates very detailed understanding of the key feature in the question.**	**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 understanding of the key feature in the question.**	**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 understanding of the key feature in the question.**	**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 understanding of the key feature in the question.**	**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.

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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 interpretation states that the lack of equal pay between men and women had led to industrial action, for example at Dagenham Ford;*
- *it asserts that due to this action the government realised that legislation was needed; the result was the passing of the Equal Pay Act in 1970; the interpretation asserts that this was the defining moment in changing women's lives;*
- *the interpretation is supported by the fact that during the 1960s there had been increasing efforts to move towards equality: trade unions, government and employers had begun to work together on how to achieve equal pay for women; women's rights organisations were lobbying MPs and newspapers were starting to show their support; in order to join the EEC, Britain had to agree to the principles of equal pay;*
- *the interpretation can also be supported by the fact that the legislation was the first state intervention in the area, requiring businesses to give equal rates of pay for equal jobs; in this respect the legislation could be considered a defining moment in changing women's lives;*
- *however, interpretations of this issue may differ and other historians and commentators would argue that there were equally, or more, important factors that changed women's lives;*
- *candidates may assert that the introduction of labour-saving devices greatly improved women's lives during this period; changes to divorce law and abortion were extremely important in giving women greater freedom and independence;*
- *candidates may argue that the availability of the pill greatly empowered women as did the improvements in educational opportunities; other improvements in the fields of women's rights also made a significant contribution in changing women's lives;*
- *it may be commented that the article, however, is solely focused on the Equal Pay Act and as such the author is writing from a particular perspective;*
- *appropriate research would have been undertaken, but the interpretation may be based on the predilections of the author, its medium and the target audience; the narrow nature of its focus may have resulted in generalisations being made;*
- *it is therefore of a limited perspective and should be viewed as part of a wider historical debate over the issue which includes a range of different interpretations of the changing lives of women during this period.*

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

In applying these performance descriptors:

- 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
High	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
Intermediate	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
Threshold	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

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