GCSE MARKING SCHEME

SUMMER 2023

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

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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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GCSE HISTORY – COMPONENT 2: PERIOD STUDY

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

SUMMER 2023 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 the development of nationalism in Wales and Scotland in the 1970s.** **[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.

- *Both Wales and Scotland saw an increase in the extent of support for further control over their own affairs or devolution.*
- *In Wales, nationalists began to argue for the establishment of a Welsh parliament and control of its own education system.*
- *Welsh nationalists argued for the strengthening of the Welsh language and culture and promoted the idea of independence for Wales.*
- *The Welsh Language Society led a campaign of civil disobedience in order to highlight issues.*
- *Nationalists in Scotland aimed to instil a sense of pride in the history of the nation, its Gaelic language and culture.*
- *Many Scottish people were becoming disillusioned with the government in London and support for the Scottish National Party (SNP) increased along with demands for a devolved Scottish Assembly within the United Kingdom with less control from Westminster.*
- *1979 provided damaging blows to Welsh and Scottish nationalists when the peoples of both countries rejected proposals for their own Assemblies in a referendum.*

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

Question: **Describe the development of nationalism in Wales and Scotland in the 1970s. [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:

- *Both Wales and Scotland saw an increase in the extent of support for further control over their own affairs or devolution.*
- *In Wales, nationalists began to argue for the establishment of a Welsh parliament and control of its own education system.*
- *Welsh nationalists argued for the strengthening of the Welsh language and culture and promoted the idea of independence for Wales.*
- *The Welsh Language Society led a campaign of civil disobedience in order to highlight issues.*
- *Nationalists in Scotland aimed to instil a sense of pride in the history of the nation, its Gaelic language and culture.*
- *Many Scottish people were becoming disillusioned with the government in London and support for the Scottish National Party (SNP) increased along with demands for a devolved Scottish Assembly within the United Kingdom with less control from Westminster.*
- *1979 provided damaging blows to Welsh and Scottish nationalists when the peoples of both countries rejected proposals for their own Assemblies in a referendum.*

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Question 2

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

Question**:** **How far were the lives of women changed in the 1920s? [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.

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 First World War had been a turning point in increasing work opportunities for women and many enjoyed their newly found independence and empowerment*
- *after the First World War many women had to hand over jobs to de-mobbed soldiers*
- *some, mostly middle-class women, with a sense of confidence and independence became 'flappers' and their appearance and behaviour shocked traditionally minded people*
- *the political status of women changed when the vote was extended to all women over 21 years of age by 1928*
- *the Sex Disqualification Act of 1919 made it easier for women to attend university and enter the professions*
- *because of convention, only a minority of women took advantage of new educational and political opportunities*
- *in the 1920s, society still largely expected women to be at home: for most married working-class women and their children life remained difficult.*

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Question 3

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

Question: **The lives of people in the UK in the 1930s were affected by factors such as:**

- **the decline of staple industries**
- **the dole and the Means Test**
- **the development of new industries**

Arrange the factors in order of their importance in affecting the lives of people in the UK in the 1930s. 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 decline of staple industries affected the lives of people in a number of ways: after the First World War and throughout the 1920s older, traditional industries such as coal, steel and ship building entered a period of decline bringing an end to the 'golden age' of British heavy industry; rising production costs, old-fashioned methods, a failure to invest in new technology and competition from abroad all contributed to the decline; when the worldwide economic depression arrived in the early 1930s, staple industries were badly hit and the lives of people in the older industrial areas of Britain worsened; many businesses folded leading to mass unemployment in areas of staple industries; the worst hit areas were Scotland, South Wales and the north of England; unemployment and a reliance on social security benefits led to poverty and whole communities became depressed and blighted by a lack of work*
- *dole and the Means Test affected the lives of people in a number of ways: in 1931 the government responded to the economic crisis by cost cutting; the first target of these cuts was the benefits paid to the unemployed; an unemployed man was entitled to benefit under the Unemployment Insurance Act of the 1920s known as 'the dole' and as unemployment increased and the cost of benefits soared, dole was cut by 10% in 1931, with the Means Test being introduced that same year; local officials visited households to investigate a family's finances before granting benefits, which was considered to be intrusive; incomes were often reduced to the point that much of Britain's unemployed were living in real poverty; during the 1930s there were many protests from the depressed areas and marches to London were organised to confront the government, for example, the Jarrow Crusade of 1936; Unemployed Assistance Boards were set up in 1934 to deal with the long-term unemployed by setting up training schemes and providing help to workers who wanted to move to another area to find work*
- *the development of new industries affected the lives of people in a number of ways: as the staple industries declined, new light industries emerged, which concentrated on mass produced consumer goods; during the 1930s the majority of the new industries were located in the Midlands and the south-east of England where consumers had more disposable income; in an attempt to attract industry to relocate to the most depressed areas, the government passed the Special Areas Act in 1934 which identified South Wales, Tyneside, West Cumberland and Scotland as areas in need of investment; unemployment figures in these 'special areas' witnessed a significant decrease by 1938 but the real cause of the drop in unemployment was due to the migration of workers in search of work and better lives to the more prosperous districts of the Midlands and the south-east of England; the Ministry of Labour set up a scheme to help unemployed workers move to the south-east of England where there was work in light engineering and car manufacturing.*

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Question 4

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

Question: **Explain why the National Health Service (NHS) was set up in 1948. [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:

- *before the creation of the NHS, anyone needing medical treatment was generally expected to pay by making national insurance contributions which would provide sickness benefits*
- *the scheme was restricted to certain trades and did not cover families, only the insured husbands. Nor did it cover the unemployed or the elderly*
- *in 1941, a government committee was set up to look into welfare provision, and its chairman, William Beveridge, identified five "Giant Evils" – Want, Disease, Ignorance, Squalor and Idleness*
- *the post-war Labour government set about implementing the recommendations of the Beveridge Report with the aim of establishing the "Welfare State" which would look after everyone "from the cradle to the grave"*
- *Aneurin Bevan became Health Minister and embarked on the campaign to bring about the National Health Service (NHS), where healthcare would be provided based on need rather than ability to pay*
- *in 1946, the National Health Service Act proposed the setting up of a free health service for all which would be financed out of taxation through the payment of National Insurance contributions*
- *under the provisions of the Act all hospitals were to be brought under the control of the Ministry of Health*
- *the establishment of a national system of health care aimed to overcome regional inequalities and provide medical treatment that was accessible to all*
- *the establishment of the NHS was based on the view that the healthcare system was insufficient and in need of a total overhaul.*

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Question 5

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

Question: **How important was increased affluence and consumerism in changing the lives of people in the UK in the 1960s? [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:

- *many people in the UK in the 1960s enjoyed a higher standard of living at a time when incomes were rising faster than prices and people had far more disposable income*
- *many were able to obtain mortgages and buy their own homes which were filled with white goods*
- *car ownership increased and the car became the ultimate symbol of affluence*
- *the availability of credit schemes and catalogues created a huge demand for consumer goods*
- *shopping habits changed with the rise of the supermarket, which sold a wide range of different products in large quantities*
- *increased wages together with holiday pay allowed people to take more holidays and foreign travel increased in popularity*
- *a reduction in working hours led to more leisure time and greater spending on leisure activities*
- *the effects of affluence had an impact on women in terms of working outside the home, which made for a greater degree of equality to men*
- *young people had more money and the freedom to spend it and the 'teenager' became a major segment of the consumer market.*

In order to fully analyse and explain the importance of increased affluence and consumerism, answers should also consider the importance of a range of other factors such as: changes in popular music and culture, cinema, liberalism and permissiveness.

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