



GCSE MARKING SCHEME

SUMMER 2022

HISTORY

COMPONENT 2: PERIOD STUDY

2D. The Development of the UK, 1919-1990

C100U40-1

INTRODUCTION

This marking scheme was used by WJEC for the 2022 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.

GCSE HISTORY – COMPONENT 2: PERIOD STUDY

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

SUMMER 2022 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:

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

Question: e.g. **Describe the privatisation of industry by Margaret Thatcher in the 1980s.**
[5]

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.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below.

- *privatisation of industry was the opposite of nationalisation;*
- *Margaret Thatcher wanted to reduce state ownership in business and industry and encourage private enterprise in the view that nationalised industries were propped up by subsidies, were unprofitable and a waste of tax-payers money;*
- *after the 1983 election, the Government began to sell off most of the large utility companies which had been in public ownership since the late 1940s, starting with British Telecom;*
- *the government used the media to promote the opportunity to buy shares in the newly privatised companies;*
- *in this early period, the government sold off Jaguar, the remainder of Cable & Wireless and British Aerospace, Britoil and British Gas;*
- *many people took advantage of share offers and bought shares, although many sold their shares immediately for a quick profit;*
- *following the Tories' election victory in 1987, the government continued with privatisation and British Steel, British Petroleum, Rolls Royce, British Airways, water and electricity were among the major utilities for sale;*
- *serious public opposition prevented any moves towards the privatisation of the NHS;*
- *privatisation did lead to lower prices in telecoms, airlines and at times electricity.*

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.

Question 1

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

Question: **Describe the privatisation of industry by Margaret Thatcher in the 1980s.** [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:

- *privatisation of industry was the opposite of nationalisation;*
- *Margaret Thatcher wanted to reduce state ownership in business and industry and encourage private enterprise in the view that nationalised industries were propped up by subsidies, were unprofitable and a waste of tax-payers money;*
- *after the 1983 election, the Government began to sell off most of the large utility companies which had been in public ownership since the late 1940s, starting with British Telecom;*
- *the government used the media to promote the opportunity to buy shares in the newly privatised companies;*
- *in this early period, the government sold off Jaguar, the remainder of Cable & Wireless and British Aerospace, Britoil and British Gas;*
- *many people took advantage of share offers and bought shares, although many sold their shares immediately for a quick profit;*
- *following the Tories' election victory in 1987, the government continued with privatisation and British Steel, British Petroleum, Rolls Royce, British Airways, water and electricity were among the major utilities for sale;*
- *serious public opposition prevented any moves towards the privatisation of the NHS;*
- *privatisation did lead to lower prices in telecoms, airlines and at times electricity.*

Question 2

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

Question: **How far were the lives of women changed during the Second World War?** [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:

- *with the outbreak of war, the government was in no doubt that women would be essential again to help the country cope with the pressures of war;*
- *in the spring of 1941, all British women between the ages of 18 and 60 had to register their family occupations and after being interviewed they were required to choose from a range of jobs;*
- *the National Service Act of December 1941 made the conscription of women legal and unmarried women between the ages of 20 and 30 were called up and employed as train drivers and in civil defence as air-raid wardens;*
- *the majority of women worked in factories making munitions;*
- *over 640,000 women served in the armed forces; in the army women joined the Auxiliary Territorial Service (ATS); in the Air Force they joined the Women's Auxiliary Air Force (WAAF) and in the navy, the Women's Naval Services (WRNS);*
- *in the countryside 80,000 "Land Girls" worked in the Women's Land Army tasked with increasing food production;*
- *in the towns and cities, the Women's Voluntary Service (WVS) provided support to victims of bombing raids and to those sheltering in Underground stations;*
- *as well as contributing to the war effort, women had to maintain their households.*

Question 3

<i>Mark allocation:</i>	<i>AO1 (a+b)</i>	<i>AO2</i>	<i>AO3</i>	<i>AO4</i>
9	3	6		

Question: **The lives of people in the UK between 1945 and 1960 were influenced by developments such as:**

- the establishment of the NHS
- nationalisation of industry
- increasing affluence

Arrange the developments in order of their importance in influencing the lives of the people of the UK between 1945 and 1960. 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 significance of the factors. 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 significance of the factors. There will be little attempt to justify the relative importance of the factors.	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. 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 establishment of the NHS was significant in affecting the lives of people in a number of ways: the Beveridge Report of 1942 highlighted the social problems of the time and formed the basis for the post-war Labour reforms which aimed at providing better health care for the nation; the vision of Aneurin Bevan, the Minister of Health, was to take care of its people 'from the cradle to the grave'; the National Health Service Act aimed to establish a health service that would be free of charge and available to everyone; hospitals, doctors, nurses, pharmacists, opticians and dentists were brought under one umbrella organisation and hospitals were brought under state control under the Ministry of Health; the service was expensive to run from the start, costing around £355 million a year; the National Health Service Act is considered to be the foundation stone in the creation of the Welfare State which transformed the lives of millions and was based on the principle of clinical need, not the ability to pay;*
- *the nationalisation of industry was significant in affecting the lives of people in a number of ways: after 1945 the Labour government was committed to introducing economic as well as social reform; measures were adopted to ensure that British industry would become more efficient and competitive; Attlee believed that to achieve this aim all the key industries in Britain should be nationalised which would involve transferring them from private ownership to government control; these industries included coal, gas, electricity, transport, the airlines and iron and steel; it was argued that some of these industries needed massive government investment in order to modernise them; it was felt that workers would benefit from being employed in state-run industries because they would be working for the nation and for themselves and their rights would be protected by national guidelines guaranteed by the government; the Conservatives, together with many businessmen and many industrialists, opposed nationalisation; coal, gas, electricity, transport, the airlines and iron and steel were all nationalised between 1946 and 1950; nationalisation was welcomed by workers and their trade unions as conditions improved and many nationalised industries offered sick pay and holiday pay;*
- *increasing affluence was significant in affecting the lives of people in a number of ways: the early 1950s witnessed the end of rationing and austerity; US financial aid and an increase in trade gave business a huge lift; fuller employment saw wages increase and reduced hours led to more leisure time; fuller employment also meant that people could change jobs more easily and so earn better salaries; tax cuts and the availability of credit gave people more spending power with a rise in consumerism which saw purchases of televisions, refrigerators, record players and cars soar; the Conservative slogan of 'never had it so good' dominated the 1959 election and beyond; however not everyone benefited from increased affluence as there were still people without jobs who struggled to survive on welfare payments; levels of affluence varied regionally and pensioners and people on fixed incomes did not benefit as prices rose with inflation.*

Question 4

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

Question: **Explain why the lives of many young people changed during 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 'Swinging Sixties' is associated with tremendous cultural and social change which affected young people especially;
- the 1960s saw the emergence of the 'teenager' with different tastes and fashions to previous generations as the generation gap widened;
- for many younger people, the decade came to be dominated by new musical styles and a new pop scene developed as "Beatlemania" gripped the nation;
- the late 1960s witnessed the rise of progressive rock and psychedelic music with sound experimentation and complex patterns and became associated with the hippy culture of the USA;
- the youth of Britain had more money and freedom to spend it, and they came to dominate a major segment of the consumer market which revolved around clothes, records, radios and record players;
- young people flocked to coffee bars where they could select music from jukeboxes, attended concerts and tuned into dedicated radio stations;
- attitudes towards authority began to break down leading to what became 'the permissive society' where standards of behaviour changed and young people adopted different beliefs to issues such as sex, drugs and crime;
- the availability of contraception had a major impact on sexual attitudes and behaviour and legislation in the 1960s made it easier to obtain an abortion and homosexual acts between consenting adults was decriminalised;

- *the effects of the affluent society on young women were significant in terms of increased opportunities in education and the workplace as society's attitude to women continued to change;*
- *however, changes in youth culture were not universal and many young people did not experience the changes because of wealth and conformity.*

Question 5

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

Question: **How important was mass unemployment in affecting the lives of people in the UK in the 1930s?** [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.

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 First World War Britain's prosperity had been dependent on the export of heavy industrial goods which contrasted to the post-war decline which was caused by rising costs of production, outmoded methods and the failure to invest in new technology;
- increased competition from abroad, the trigger of the Wall St. Crash and the withdrawal of financial aid led to a slump in UK production;
- industries and businesses closed down resulting in mass unemployment and the creation of 'black spots' and 'depressed areas';
- the effects of the Depression on the majority of the people was devastating but the social and economic impact was greater in areas that had depended for so long on employment in coal, shipbuilding and steel which included Scotland, South Wales and the north of England;

- *whole communities became depressed and blighted by the lack of work as unemployed men had to claim unemployment benefit – the “dole”. Many skilled, once proud men, had to cope with a sense of hopelessness;*
- *women had to make savings and often went without food so that they could feed their children;*
- *with the soaring cost of unemployment benefits, the government sought to make savings and the dole was cut by 10% in 1931 and in the same year the Means Test was introduced in order to decide whether benefits would be cut further;*
- *Unemployment Assistance Boards were set up in 1934 to manage the Means Test which added to the feeling of despair;*
- *people in depressed areas became more militant and marches to London were organised to confront the government and to raise awareness of the plight of the unemployed such as the Jarrow Crusade of 1936;*
- *in order to fully analyse and explain the importance of mass unemployment in affecting the lives of people in the UK answers should also consider the importance of other factors such as: how the impact of the Depression was regional; how the government encouraged the development of new industries in the Midlands and in the south of England and the migration of unemployed families in search of work and better lifestyles; the Special Areas Act; the development of new, light industries; how unemployment was lifted from Britain due to government investment in rearmament with the approach of war.*