



GCSE MARKING SCHEME

SUMMER 2016

**HISTORY - STUDY IN-DEPTH
AUSTERITY, AFFLUENCE AND DISCONTENT IN
THE UNITED KINGDOM, 1951-1979
4272/03**

INTRODUCTION

This marking scheme was used by WJEC for the 2016 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.

NOTE ON THE QUALITY OF WRITTEN COMMUNICATION

Examiners are required to credit the quality of written communication for each candidate's performance on particular questions. These are questions 1(c) and question 3(b). There are no additional marks for the Quality of Written Communication, but examiners are expected to consider the following descriptions of performance when awarding levels to the work of candidates:

Level 1	the text is generally legible; aspects of spelling, punctuation and grammar are clear; some information is presented in a suitable manner
Level 2	most of the text is legible; spelling, punctuation and grammar are used to make the meaning clear; information is presented in a suitable format
Level 3	the text is legible; spelling, punctuation and grammar are sufficiently accurate to make meaning clear; relevant information is presented in a suitable format; uses an appropriate structure and style of writing; uses some specialist vocabulary
Level 4	the text is legible; spelling, punctuation and grammar are consistently accurate to make meaning clear; information is always presented in a suitable format; uses an appropriate structure and style of writing; uses specialist vocabulary accurately

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UNIT 2: STUDY IN-DEPTH

AUSTERITY, AFFLUENCE AND DISCONTENT IN THE UNITED KINGDOM,
1951-1979

MARKING SCHEME

QUESTION 1

Question 1 (a)

Target:	Understanding of source material; recall of own knowledge		
Mark allocation:	AO1	AO2	AO3
3	1		2

Question: **Use Source A and your own knowledge to describe the protest methods used by CND [the Campaign for Nuclear Disarmament].** [3]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 **Generalised answer, paraphrasing or brief description of source only.** [1]

Eg: marching, carrying banners.

LEVEL 2 **Brief description of the source with some own knowledge or detailed description of the source.** [2]

Detailed description of the source and own knowledge. [3]

Eg: marching to Aldermaston, carrying banners with the CND symbol on, rallies in Trafalgar Square, using the CND symbol as graffiti, direct action (chaining themselves to airbase railings, sailing small boats in front of submarines).

Question 1 (b)

Target:	Recall and deployment of knowledge; explanation of causation of an historical event		
Mark allocation:	AO1	AO2	AO3
6	2	4	

Question: **Explain why the Three Day Week was introduced in 1974.** [6]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer; only one reason given OR description only. [1-2]

Eg: there were power cuts between January and March 1974; there were restrictions on hours businesses could open; there was not enough electricity; there was not enough coal to make electricity; getting people to use less electricity.

LEVEL 2 More detailed and accurate explanation; gives more than one reason. [3-4]

Eg: miners strike meant that there were limited coal supplies for power stations; the government did not want to give in to miner's demands so they decided to restrict electricity use by limiting the working week to three days.

LEVEL 3 Full explanation which is focused and explains a range of reasons. [5-6]

Eg: the miners were making demands for higher wages as inflation was pushing up prices but the government was not allowing wages to rise; coal stocks for power stations were falling but it was too expensive to import extra coal from abroad as an international oil crisis had increased world demand for coal; the government decided to make the coal it had last longer by reducing consumption of coal by limiting business hours to three days a week.

Question 1 (c)

Target:	Analysis and evaluation of source material; quality of written communication		
Mark allocation:	AO1	AO2	AO3
8			8

Question: **Why do Sources B and C have different views about Commonwealth immigration to the UK in the 1960s? [8]**

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer; paraphrases the sources, or brief reference to authors. [1-2]

*Eg: Source B tells us that white people wanted to get away from immigrants who they thought were going to take over the country
Source C tells us that some politicians were trying to sort out the immigrant problem.*

LEVEL 2 Starts to offer limited explanation of difference in terms of either the content or the authorship of the sources. [3-4]

Eg: The sources say different things about reactions to Commonwealth immigration – Enoch Powell, writing at the time of events, talks about constituents who do not want to live around immigrants; Edward Heath writing thirty years later focusses more on how politicians were trying to solve the immigration problem. Answers may comment on the date of each source as a reason for the difference of view.

LEVEL 3 Examines more fully the difference in the views with clear reference to both content and authorship of the sources; some analysis of each view is seen. [5-6]

Eg: There is a considerable difference in attitude shown by the two sources. The author of Source B is very angry about the negative impact of immigration on his constituents and wants the government to do more to tackle the problem of immigration. Source C is angry with the author of Source B who was stoking up trouble over the immigration issue just at the time when politicians were trying to find a peaceful solution to the problem.

LEVEL 4 Balanced and developed explanation of the difference in the sources; good analysis of the authorship of the sources and use of contextual knowledge. [7-8]

Eg: The two sources provide clearly contrasting views about reactions to Commonwealth immigration. Answers should offer reasons for the differences shown in the two sources – Enoch Powell was trying to persuade his party, and the government, to take a harsher stand on the problem of immigration; this seemed more important to him than to other politicians because there was a large number of immigrants in his constituency. Edward Heath was thinking about the country as a whole rather than the concerns of his constituents; as he was writing many years after events had passed, years after race relations legislation had helped Commonwealth immigrants to integrate into the UK; he may also be trying to justify having sacked a popular leading Conservative politician

QUESTION 2

Question 2 (a)

Target:	Recall and deployment of knowledge; understanding of historical features		
Mark allocation:	AO1	AO2	AO3
4	2	2	

Question: **Describe the 1951 Festival of Britain.** [4]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 **Generalised answer with weak or implied points made.** [1-2]

Eg: it was a national celebration of UK history and technology; there were lots of exhibitions in London and around the UK.

LEVEL 2 **More detailed and accurate understanding shown.** [3-4]

Eg: the diversity of events – not just the South Bank, also Battersea Park, SS Campania, regional exhibitions in Glasgow and Belfast; specific exhibitions at the South Bank – the Skylon sculpture, Telecinema, Dome of Discovery, etc.

Question 2 (b)

Target:	Recall and deployment of knowledge; explanation of causation of an historical event		
Mark allocation:	AO1	AO2	AO3
6	2	4	

Question: **Explain why housing and town planning were important issues for the government between 1951 and 1965. [6]**

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer; only one reason given OR description only. [1-2]

Eg: there weren't enough houses for people; the government built lots more houses after the war; some of them were in new towns or in high rise blocks of flats.

LEVEL 2 More detailed and accurate explanation; gives more than one reason. [3-4]

Eg: population increases "baby boom" late 1940s and early 1950s, housing losses during the war meant new houses needed to be built; continued existence of pre-war slums which needed to be replaced; more local control of planning meant that it was easier to build more houses and 1950s and 1960s subsidies on building more than five storeys high; government promises to build more houses were very popular eg. Bevan's 200,000 a year, Macmillan's 300,000 a year.

LEVEL 3 Full explanation which is focused and explains a range of reasons. [5-6]

Eg: pressures to build more houses because of post-war baby boom, increasing rates of divorce; need to replace housing stock lost during German blitz in the war; need to improve quality of housing stock by replacing pre-war slums, prefabs and other temporary measures from immediately after the war – "squalor" was one of Beveridge's Five Giants that needed tackling; New Towns and town planning laws had been passed in the 1940s to allow more houses to be built; changes in the 1950s and 1960s encouraging the building of "high rise" blocks to complete slum clearances and improve "community spirit"; it was a very popular government policy partly responsible for the rise of Conservative minister for Housing Harold Macmillan to the job of being Prime Minister; 1950s and 1960s government incentives to developers to build more houses, although less good quality.

Question 2 (c)

Target:	Analysis and evaluation of concept of change and continuity; recall and deployment of knowledge; explanation of key features of an historical period		
Mark allocation:	AO1	AO2	AO3
8	2	6	

Question: **How successful were the Welfare State reforms during this period?** [8]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer; lack of focus, or description only. [1-2]

Eg: they meant that poorer people were much better off; they gave poor people free healthcare and better education.

LEVEL 2 Answer which begins to address the concept of change; will mostly tend to describe. [3-4]

Eg: improved unemployment benefits, family allowances, free healthcare, increased access to council houses, staying longer in education and widening access to grammar schools all increased the opportunities for all people in the UK as more and more schools were built in the 1950s and provided a “cradle to the grave” safety net for the poorest.

LEVEL 3 Accurate answer which focuses on the concept of change or continuity with some contextual support. [5-6]

Eg: scale of demand for healthcare now being met – 227 million prescriptions in the period between 1948 and 1951, mostly for conditions which people could not afford to have treated before; grammar school education for anyone who can pass 11+ and all now staying on until at least 15 which resulted in a large-scale school building programme in the 1950s; report suggested that many fears about health and unemployment had now been removed by the welfare state and the quality of life of the poorest people had improved; downside was cost eg. only 9% of NHS budget could be paid from National Insurance, introduction of prescription charges from 1951.

LEVEL 4 Detailed analysis of the key concept within the historical context; provides a reasoned evaluation of extent of change. [7-8]

Eg: although not perfect and needing further changes the welfare state had helped to improve the lives of many UK citizens compared to the hardships they had had to face during the Depression years in the 1930s and the Second World War; Labour had promised to build a better Britain and the effects of the Welfare State in the 1950s suggested to many people that they had succeeded; people in the 1950s far more willing to spend their earnings and engage in consumerism as feeling more secure about their future.

QUESTION 3

Question 3 (a)

Target:	Recall and deployment of knowledge; understanding of historical features		
Mark allocation:	AO1	AO2	AO3
4	4		

Question: **Outline briefly the changes in musical styles in this period.** [4]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 **Generalised answer, listing weak or implied points.** [1-2]

Eg: from old fashioned music to new music styles; from music for old people to music for younger people.

LEVEL 2 **Deploys a more accurate and focused list of factors.** [3-4]

Eg: rock 'n' roll, skiffle, beat, R'N' B, psychedelic, glam rock, disco, punk – also accept specific examples eg. music of the Beatles, Sex Pistols, etc.

Question 3 (b)

Target:	Recall and deployment of knowledge; analysis of concept of success; quality of written communication			
Mark allocation:	AO1	AO2	AO3	SPG
15	4	8		3

Question: **Was the increased use of television the most important cultural change in the lives of the people of the UK between 1951 and 1979?** [12+3]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer; basic response which offers little support. [1-3]

Eg: lots of people did start watching more and more television.

LEVEL 2 Answer begins to discuss the issue set in the question. [4-6]

To distinguish between 4 and 6 marks apply the following:

For 4 marks: A one-sided answer with some contextual support **OR** a very weak two-sided answer with little contextual support.

For 5-6 marks: A developed one-sided answer with contextual support **OR** a weak two-sided answer with some contextual support. Award the higher mark for the degree of contextual support.

Eg: there was an increased use of television as audiences for TV increased, while decreasing audiences for radio and cinema; there were more channels to watch as ITV and BBC 2 were introduced; there was a wide range of programmes aimed at different groups of people – children’s programmes, quiz shows, drama, comedy, documentaries; there were also changes in other areas – changing styles of popular music, falling cinema attendance, changes in radio programming.

LEVEL 3 Answer is mainly a reasoned analysis of the issue set in the question. [7-9]

To distinguish between 7 and 9 marks apply the following:

For 7 marks: A very good one-sided answer with contextual support **OR** an unbalanced two-sided response with contextual support.

For 8-9 marks: A reasoned and developed analysis of the issue but lacking some detail or balance. Award the higher mark for the degree of contextual support.

Eg: Answers will begin to offer a judgement with good reasoning. The relative importance of the increased use of television in leisure time could be balanced against changes in popular music which was beginning to see a gap opening up between music for older and younger audiences; cinema attendance went into decline and film companies developed a number of strategies to get audiences back; radio programming began to change as well with the rise of pirate radio and the re-organisation of BBC radio stations in 1967.

LEVEL 4 **Answer is a developed, reasoned and well-substantiated analysis of the issue set in the question.** **[10-12]**

To distinguish between 10 and 12 marks apply the following:

For 10 marks: A developed, reasoned and well-substantiated analysis with good balance, using mostly accurate and relevant contextual support.

For 11-12 marks: A developed, reasoned and well-substantiated analysis with good balance, using fully accurate and relevant contextual support.

Award the higher mark for the quality of contextual support.

Eg: Answers will clearly evaluate the issue in the question. The increased use of television and its influence over people's leisure time should be balanced against other important changes in people's lives; for example, television could be considered to have the greatest impact because other changes tended to relate to specific groups of people eg. the rise of a distinct youth culture with its own music and subgroups; also decline in cinema attendance and attempts to try and revive interest in the cinema; major restructuring of BBC radio stations in 1967 and de-regulation in 1973 in an attempt to maintain radio audiences.

Examiners are expected to award marks for spelling, punctuation and the accurate use of grammar in this question.

Level	Performance descriptions
0	Candidates do not reach the threshold performance outlined in the performance description below.
<i>Threshold performance</i> 1 mark	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
<i>Intermediate performance</i> 2 marks	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
<i>High performance</i> 3 marks	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.