



GCSE MARKING SCHEME

SUMMER 2018

HISTORY

COMPONENT 1: BRITISH STUDY IN DEPTH

**1D. Austerity, Affluence and Discontent: Britain,
1951-1979**

C100UD0-1

INTRODUCTION

This marking scheme was used by WJEC for the 2018 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.

MARK SCHEME SUMMER 2018

Component 1: BRITISH STUDY IN DEPTH

1D. Austerity, Affluence and Discontent: Britain, 1951-1979

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	AO2	AO3 (a)	AO4
4			4	

Question: e.g. **What can be learnt from Sources A and B about the main issues facing the people of Britain in the early 1950s?** [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

- Sources A and B show that the British people faced problems in the early 1950s;
- Source A shows how the cost of social services had increased since the war by 35% and becoming unaffordable;
- the increase was faster than the rise in national income;
- as a result the country was facing balance of payments problems and a decrease in the value of the currency;
- Source B shows the dilapidated state of housing in 1951; housing that had clearly not been improved, even after the war;
- the source depicts wasteland and buildings that are in clear need of demolition or repair; the source therefore reflects the housing conditions that were prevalent in the post-war years.

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.

MARK SCHEME SUMMER 2018

Component 1: BRITISH STUDY IN DEPTH

1D: Austerity, Affluence and Discontent: Britain, 1951-1979

Question 1

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

Question: **What can be learnt from Sources A and B about the main issues facing the people of Britain in the early 1950s? [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:

- *Sources A and B show that the British people faced problems in the early 1950s;*
- *Source A shows how the cost of social services had increased since the war by 35% and was becoming unaffordable;*
- *the increase was faster than the rise in national income;*
- *as a result the country was facing balance of payments problems and a decrease in the value of the currency;*
- *Source B shows the dilapidated state of housing in 1951; housing that had clearly not been improved, even after the war;*
- *the source depicts wasteland and buildings that are in clear need of demolition or repair; the source therefore reflects the housing conditions that were prevalent in the post-war years.*

Question 2

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

Question: **To what extent does this source accurately reflect the economic recovery of the 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 is partially accurate as it reflects the fact that austerity had ended and Britain was in a period of economic recovery;*
- *this is also partially accurate as MacMillan states 'most of the people' which implies the economic recovery was not universal;*
- *the source is supported by the fact that Britain was still a powerful economic power and that demand for products grew during the 1950s as countries recovered from the war;*
- *by the end of the 1950s Britain had a higher income per head than anywhere apart from the USA;*
- *wages had risen and taxes had fallen, leading to an improvement in living standards; hire purchase had expanded and credit was becoming easier to access;*
- *the result was an expansion in the availability of consumer goods;*
- *however, the accuracy of the source is affected by the fact that MacMillan would clearly portray the recovery in this light;*
- *since it is a speech to a Conservative rally it is designed to appeal to its audience;*
- *candidates may additionally conclude that some people did not benefit, which is only briefly acknowledged by MacMillan;*
- *old age pensioners did not benefit as inflation increased; the unemployed struggled to survive on welfare payments; some wages were low and not everyone could enjoy the benefits of consumerism.*

Question 3

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

Question: **Why was immigration a significant issue in British society during this period?** [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:

- immigration was an extremely significant issue in British society during this period; it reshaped British society and had enormous political, social and cultural effects;
- the 1948 British Nationality Act had introduced common citizenship rights for everyone living in the UK and Commonwealth; this led to a dramatic increase in immigration;
- one example was the SS Empire Windrush, which brought West Indian immigrants to the UK, attracted by the offer of work, improved living standards and a common language, among other factors;
- Asian immigration also increased during this period as people left former Empire countries;
- the influx was significant as the UK needed cheap labour for the post-war reconstruction; immigrants played a significant role in driving the recovery of the 1950s;
- however, the issue was also significant as it caused considerable tension among many sections of British society; this resulted in increasing restrictions, for example the 1962 Commonwealth Immigration Act;
- the tensions spilled over into violence, such as the 1958 Notting Hill race riots where there were three days of violence against immigrants;
- the tensions were also reflected in politics, such as in Enoch Powell's 'Rivers of Blood' speech in 1968;
- immigration continued to be a very significant issue up to the end of the period; Race Relations Acts were brought in to reduce discrimination, although significant problems still remained;
- despite the tensions created, immigration had some positive economic and cultural effects on British society, for example, in music and culinary tastes.

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 political and economic problems in the 1970s. [10]**

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.

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:

- *industrial decline is connected to Edward Heath as it was during his premiership that long term problems in British industry began to fully manifest themselves; productivity had fallen badly, for example due to outdated production methods and excess labour; inflation led to increased pay demands which Heath was reluctant to agree to as they would in turn feed inflation;*
- *the three day week is connected to industrial decline and Edward Heath as by late 1973 the relationship between the government and the trade unions reached crisis point; from November 1973, the miners, electricity power engineers and then train drivers began overtime bans; with oil supplies restricted and a lack of coal, Heath imposed the three day week in January 1974 that ran to March the same year;*
- *the Miners' strike 1974 was connected to the other issues as industrial relations caused by decline continued to deteriorate; the miners had seen the impact their actions could have in 1972 and during the three day week in January 1974 the miners, led by the militant NUM voted in favour of strike action; the result prompted Heath to call a general election using the slogan 'Who governs Britain' which resulted in eventual defeat for Heath, who lost the Conservative majority in Parliament.*

Question 5

<i>Mark allocation:</i>	<i>AO1 (b)</i>	<i>AO2</i>	<i>AO3</i>	<i>AO4(a-d)</i>	<i>SPaG</i>
19	4			12	3

Question: **How far do you agree with this interpretation of changing attitudes towards authority 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.

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 of the author is that people began to question authority during the 1960s; to an extent this interpretation accurately reflects the changes in attitude that took place during this period;*
- *the interpretation would be based on the fact that many challenged the right of the old 'establishment' to make decisions for the country;*
- *deference had been increasingly in decline since the end of the war; a number of scandals in the 1950s and 1960s hastened the change in attitudes; for example, spy scandals involving people such as Burgess, Maclean and Philby;*
- *the change in attitude was exemplified by the Profumo Affair; as the interpretation suggests, these undermined public trust in politicians;*
- *to an extent therefore, the result of the Profumo scandal, with the resignation of Profumo and the details released by the media, gives credence to the interpretation;*
- *the increase in satire also reflected the changing attitudes towards authority as did campaigns against issues such as nuclear weapons led by CND and radical protests against American involvement in Vietnam;*
- *candidates may assert that the author is not an historian and is writing in a general article on 1960s Britain; although research would have taken place the article is directed at a non-specialist audience;*
- *the fact that the interpretation is on a tourist website may have a bearing on its accuracy;*
- *it may be possible to arrive at different interpretations regarding changing attitudes towards authority;*
- *attitudes began to change earlier in areas such as music, culture and satire;*
- *the prominence given to challenges to authority may be a rather narrow view; large sections of society were conservative in their attitudes and therefore prominent challenges and the changing attitudes of some may not have reflected wider society at large;*
- *other interpretations may suggest therefore that attitudes towards authority did not radically change during the period;*
- *it should be viewed as part of the wider historical debate over the issue which includes a range of different interpretations.*

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
<i>High</i>	3	<ul style="list-style-type: none"> • 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
<i>Intermediate</i>	2	<ul style="list-style-type: none"> • 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
<i>Threshold</i>	1	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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