GCSE MARKING SCHEME

SUMMER 2024

GCSE

HISTORY
UNIT 1: STUDY IN DEPTH - WALES AND THE WIDER PERSPECTIVE

1D. AUSTERITY, AFFLUENCE AND DISCONTENT, 1951–1979
3100UD0-1

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About this marking scheme

The purpose of this marking scheme is to provide teachers, learners, and other interested parties, with an understanding of the assessment criteria used to assess this specific assessment.

This marking scheme reflects the criteria by which this assessment was marked in a live series and was finalised following detailed discussion at an examiners' conference. A team of qualified examiners were trained specifically in the application of this marking scheme. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners. It may not be possible, or appropriate, to capture every variation that a candidate may present in their responses within this marking scheme. However, during the training conference, examiners were guided in using their professional judgement to credit alternative valid responses as instructed by the document, and through reviewing exemplar responses.

Without the benefit of participation in the examiners' conference, teachers, learners and other users, may have different views on certain matters of detail or interpretation. Therefore, it is strongly recommended that this marking scheme is used alongside other guidance, such as published exemplar materials or Guidance for Teaching. This marking scheme is final and will not be changed, unless in the event that a clear error is identified, as it reflects the criteria used to assess candidate responses during the live series.

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MARK SCHEME SUMMER 2024

UNIT 1: STUDY IN DEPTH – WALES AND THE WIDER PERSPECTIVE

1D. AUSTERITY, AFFLUENCE AND DISCONTENT, 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:

This section indicates the assessment objective(s) targeted in the question

Mark allocation:	*AO1*	*AO2*	*AO3*	*AO4*
4			**4**	

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

This is the question and its mark tariff.

Band descriptors and mark allocations

	AO3 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

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.

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:

- *Source A shows the foods that were rationed in 1951 – sugar, margarine, bacon, eggs, tea, butter, cheese, meat, tinned beef and cooking fat;*
- *Source A shows that a range of foods were still rationed by 1951 but that not all food was rationed;*
- *Source B tells us that sweets and chocolates were rationed until 1953;*
- *Source B tells us that men were willing to queue during their lunch hour to get goods form shops;*
- *Source B tells us that children and adults were happy when goods were no longer rationed;*
- *both sources show restrictions on food that people could buy in the early 1950s and an understanding of why rationing was necessary for trade.*

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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UNIT 1: STUDY IN DEPTH – WALES AND THE WIDER PERSPECTIVE

1D. AUSTERITY, AFFLUENCE AND DISCONTENT, 1951-1979

Question 1

Mark allocation:	*AO1*	*AO2*	*AO3*	*AO4*
4			**4**	

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

Band descriptors and mark allocations

	AO3 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:

- *Source A shows the foods that were rationed in 1951 – sugar, margarine, bacon, eggs, tea, butter, cheese, meat, tinned beef and cooking fat;*
- *Source A shows that a range of foods were still rationed by 1951 but that not all food was rationed;*
- *Source B tells us that sweets and chocolates were rationed until 1953;*
- *Source B tells us that men were willing to queue during their lunch hour to get goods form shops;*
- *Source B tells us that children and adults were happy when goods were no longer rationed;*
- *both sources show restrictions on food that people could buy in the early 1950s and an understanding of why rationing was necessary for trade.*

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Question 2

Mark allocation:	*AO1*	*AO2*	*AO3*	*AO4*
6	**2**		**4**	

Question: **To what extent does this source accurately explain the Profumo scandal?** **[6]**

Band descriptors and mark allocations

AO1 2 marks			**AO3 4 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.**	**4**
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.**	**2–3**
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**

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 does correctly identify that Profumo has compromised himself by having a relationship with a woman who has connections to other men who may have been involved in criminal activity;*
- *Christine Keeler met Profumo at a party at Cliveden, having been invited by Stephen Ward; Profumo had already ended the affair with Keeler by the time the scandal came to the attention of the government and the media in the summer of 1963;*
- *Lord Denning is giving a summary without the supporting evidence to the Cabinet to highlight what he believes is the situation with regard to John Profumo so the source is limited in scope, more warning the Cabinet about what might be revealed in the papers than being able to be factually correct; it is vague about the details;*
- *the source is also limited because it is focused on Profumo's perceived wrong-doing and the potential media fallout, and does not fully explain how it was Johnny Edgecombe's shooting at Christine Keeler's flat that started to bring the whole scandal to light; nor does it explain about another of Christine Keeler's lovers, Eugenie Ivanov, the Soviet naval attaché; it does not mention the fear that Britain's nuclear secrets were passed on to Ivanov from Profumo through Keeler;*
- *another limitation is that of time – the consequences for Harold Macmillan's Conservative government, Profumo and for Stephen Ward who was responsible for them meeting are not considered as they were yet to become apparent.*

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Question 3

Mark allocation:	*AO1*	*AO2*	*AO3*	*AO4*
12	**4**	**8**		

Question: **Why was immigration a significant issue in British society in the 1960s and 1970s? [12]**

Band descriptors and mark allocations

	AO1 4 marks			**AO2 8 marks**	
BAND 4	**Demonstrates comprehensive knowledge and understanding of the key feature in the question.**	**4**	**BAND 4**	**Fully explains the issue with clear focus set within the appropriate historical context.**	**7–8**
BAND 3	**Demonstrates detailed knowledge and understanding of the key feature in the question.**	**3**	**BAND 3**	**Explains the issue set within the appropriate historical context.**	**5–6**
BAND 2	**Demonstrates some knowledge and understanding of the key feature in the question.**	**2**	**BAND 2**	**Begins to explain the issue with some reference to the appropriate historical context.**	**3–4**
BAND 1	**Demonstrates basic knowledge and understanding of the key feature in the question.**	**1**	**BAND 1**	**Mostly descriptive response with limited explanation of the issue.**	**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 significant as it instigated a series of government legislation under the Race Relations Acts to help integrate immigrants and create a multi-cultural society.*
- *the race relation acts of the 1960s and 1970s attempted to stop racial discrimination endured by immigrants. The Commission for Racial Equality 1976 was created to enforce race relation acts.*
- *immigration was a significant issue in British society as it highlighted the racial prejudice experienced by many. Public places, employment, housing and policing were all areas that showed the significant problems facing immigrants.*
- *Racial violence was suffered by all immigrant communities with particular incidents targeting the West Indian community in London such as experience during the Notting Hill carnival 1976.*
- *Immigration was significant in causing opposition among some groups in society. The National Front movement gained momentum and campaigned for the removal of immigrants. Enoch Powell's 'River of Blood' speech 1968 was a response to the flow of immigrants to Britain.*
- *Immigrants were significant in their contribution to British society and culture. The 1960s and 1970s saw the establishment of Chinese and Indian restaurants and takeaways as familiar foods. Successful entertainers from immigrant communities such as Shirley Bassey became popular and accepted.*

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Question 4

Mark allocation:	*AO1*	*AO2*	*AO3*	*AO4*
12	**2**	**10**		

Question: **Explain the connections between any THREE of the following:** **[12]**

- **New towns**
- **Motorways**
- **Increasing car ownership**
- **The Severn Bridge**

Band descriptors and mark allocations

AO1 2 marks			**AO2 10 marks**		
			BAND 4	**Fully explains the relevant connections between the chosen features, set within the correct historical context.**	**8–10**
			BAND 3	**Explains the connections between the chosen features, set within the correct historical context.**	**5–7**
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 features mentioned were important aspects of the changing lives of women; connections identified may include:

- *The Severn Bridge is connected to motorways: The Severn Bridge, opened in 1966, connected the M4 motorway link between London and South Wales.*
- *New towns are connected to motorways: Motorways and the associated new trunk roads made it easier and quicker for people to commute from new towns to work in larger towns, getting from the Home Counties into London, or from Cwmbran into Cardiff*
- *Motorways are connected to increasing car ownership: As car ownership increased so did the need for roads to accommodate the increasing numbers of cars; Macmillan's Conservative government Ernest Marples the Minister for Transport also hoped that motorways and the prospect of longer distance travel would encourage people to buy more cars and move away from more traditional modes of transport like the railways*
- *The Severn Bridge is connected to increasing car ownership: The Severn Bridge cut journey times and allowed easier movement to and from work for many. In 1978 33,000 daily crossings were made on the Severn Bridge.*
- *Increasing car ownership is connected to new towns: Houses in new towns were built with the car in mind, with driveways and garages which older terraced houses in particular did not have; car ownership meant that people could live in the more pleasant surroundings of a new town but could still drive to work in another town or city.*

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Question 5

Mark allocation:	*AO1*	*AO2*	*AO3*	*AO4*	*SPaG*
19	**4**			**12**	**3**

Question: **How far do you agree with this interpretation of the impact of Tryweryn on Welsh politics? [16+3]**

Band descriptors and mark allocations

AO1 4 marks			**AO4 12 marks**		
BAND 4	**Demonstrates very detailed knowledge and understanding of the key feature in the question.**	**4**	**BAND 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 knowledge and understanding of the key feature in the question.**	**3**	**BAND 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 knowledge and understanding of the key feature in the question.**	**2**	**BAND 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 knowledge and understanding of the key feature in the question.**	**1**	**BAND 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 of the author is that the flooding of the Tryweryn Valley led to an important and permanent change in Welsh politics;*
- *to an extent this interpretation accurately reflects the Welsh nationalist view that anger at the proposed flooding led to an increase in support for Welsh nationalism and Plaid Cymru; Gwynfor Evans was the leader of Plaid Cymru at the time and personally led a protest march to Liverpool as well as being part of the local group that organised the project; as well as being based on his personal experience this view is also part of his reflection on the movement for freedom for Wales looking back from 2000;*
- *evidence that can be used to form such an interpretation includes the swift formation of the Capel Celyn Defence Committee; residents and their supporters marched through Liverpool to the Town Hall in protest and Gwynfor Evans was allowed to speak to a full meeting of the city council; 35 out of 36 Welsh MPs voted against this (the 36th abstained); 680 letters of complaint were sent to the Ministry of Welsh Affairs from all across Wales; not long afterwards, Gwynfor Evans won the first ever Plaid parliamentary seat in the 1966 Carmarthen by-election and Plaid had several MPs by 1979;*
- *however, there is a wide range of historical debate over the issue; it is possible to arrive at different conclusions about the extent of the impact of Tryweryn on Welsh politics;*
- *some might argue that Tryweryn Valley was of lesser impact in Welsh politics and increasing support for Welsh nationalism than the campaign for recognition of the Welsh language or opposition to the Investiture in 1969;*
- *other interpretations may suggest that rise in support for Welsh nationalism was limited as can be seen by the lack of support for an Assembly in the devolution referendum of 1979 and the declining electoral support for Plaid by the end of the 1970s;*
- *the extract reflects the Welsh nationalist view Tryweryn was an important step in increasing support for Welsh nationalism.*

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

Having decided on a band, award a second mark (out of 3) for SPaG. In applying these indicators:

- 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.

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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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