GCSE MARKING SCHEME

SUMMER 2023

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

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

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*	*AO2*	*AO3*	*AO4*
4			**4**	

Question: e.g. **What can be learnt from Sources A and B about protests in Wales in the 1960s? [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 says that CND were a protest group that operated in Wales;*
- *Source A says that CND protesters carried bilingual banners;*
- *Source A says that CND protesters were demanding a total ban on nuclear weapons;*
- *Source B shows Welsh language campaigners, members of Cymdeithas yr Iaith, protesting;*
- *Source B shows Cymdeithas protesters sitting down on a bridge in Aberystwyth;*
- *Source B shows Cymdeithas protesters blocking traffic on the bridge;*
- *Source B shows some people observing but not participating in the protest;*
- *Both sources show organised and peaceful protests.*

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 protests in Wales in the 1960s? [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 says that CND were a protest group that operated in Wales;*
- *Source A says that CND protesters carried bilingual banners;*
- *Source A says that CND protesters were demanding a total ban on nuclear weapons;*
- *Source B shows Welsh language campaigners, members of Cymdeithas yr Iaith, protesting;*
- *Source B shows Cymdeithas protesters sitting down on a bridge in Aberystwyth;*
- *Source B shows Cymdeithas protesters blocking traffic on the bridge;*
- *Source B shows some people observing but not participating in the protest;*
- *Both sources show organised and peaceful protests.*

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Question 2

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

Question: **To what extent does this source accurately explain how the people of Wales reacted to the Investiture in 1969? [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 correctly identifies that there was support from some people in Wales for the monarchy and for the investiture of a new Prince of Wales;*
- *in context there was a lot of support for the Investiture and the monarchy in general as opinion polls showed that three quarters of Welsh people supported the Investiture and it gained a worldwide TV audience of 500 million, 19 million from the UK;*
- *however, the source does not acknowledge the considerable opposition to the investiture which ranged from the popular protest song "Carlo" by Dafydd Iwan to the MAC bombing campaign;*
- *the source is limited because the article has been written on the day of the Investiture from the perspective of a single journalist (and the editorial standpoint of a single newspaper) who may not have witnessed or been aware of the extent of opposition during or immediately before or after the ceremony; this is a South Wales newspaper commenting on events in North Wales and may not appreciate how different views are about this in the North.*

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Question 3

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

Question: **Why were changes in transport significant during the 1950s and 1960s? [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**	**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**	**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**	**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**	**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:

- *by 1951 the UK's transportation system was becoming increasingly out of date; road transportation relied on single carriageway roads decades after motorways had begun to be built in other European countries; rail transportation was still dependent on steam engines and based around a system that went back to the nineteenth century;*
- *the 1949 Special Roads Act had opened up planning to build motorways in the UK; this was significant as it would greatly increase the road capacity of the UK, while also allowing for increased speeds and reduced journey times;*
- *beginning with the opening of the M1 motorway in 1959 new motorways were significant because they cut journey times and allowed people to live further away from where they worked or went to school, while also increased congestion on the roads and towns they were connected to;*
- *in Wales the building of the M4 motorway and Severn Bridge were significant because they reduced the journey time from London to South Wales by two hours as well as reducing travel times between the major conurbations of South Wales as the motorway was extended eastwards;*
- *nationalisation of the railways in 1948 had enabled the government to take direct control of the UK railway network in order to make it work more effectively; it had allowed for the gradual replacement of steam locomotives with diesel ones, as well as the beginnings of the electrification of the network; these changes meant that the railway network was losing millions of pounds every year;*

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- *the Beeching Axe was a very significant development as it closed a lot of lines and stations – c.3,000 km (almost 2,000 miles) of track was dismantled,160,000 jobs were lost; railways became fast containerised haulage and suburban commuter services; rural communities became isolated and farmers were now forced to use roads for transport;*
- *the Beeching Axe was also very significant in its impact on transport in Wales as it reduced railway track from 637 to 363 miles, and railway stations from 538 to 184; to travel from North Wales to South Wales by rail a passenger now had to go into England, travelling via Shrewsbury or London;*
- *consumerism was also significant in changes in transportation as wages rose and the price of cars became cheaper; this increased the number of privately owned cars on the road taking people off the railways, but also created pressures for changes to accommodate this increase – new towns, supermarkets and out of town shopping centres, pedestrianised shopping centres all developed as a result of this;*
- *increasing numbers of cars on the road were significant as they led to government regulation of road safety, introducing the MOT in 1960 and safety belts and motorway speed limits in 1967.*

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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:**

- **austerity**
- **housing problems**
- **national debt**
- **rationing** **[12]**

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.

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 UK in the early 1950s; connections identified may include:

- *austerity was connected to rationing because the government had to cut its spending and encourage businesses to export more; rationing re-directed materials so they could be sold to other countries;*
- *austerity was connected to housing shortages because the government needed to cut its spending to pay off its debts so it could not afford to quickly build the millions of houses that were needed in the years after the war;*

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- *austerity was connected to national debt because the UK needed to pay off its enormous war debts, especially to the US, and to do that the government needed to reduce its spending and try and change the flow of money into the UK, rather than out of it;*
- *rationing was connected to housing shortages because building materials, especially bricks, glass for windows and steel for girders were all rationed in the years following the war. It limited the number of houses that could be built to replace those destroyed by the war or those needed to accommodate the post-war baby boom; this was why timber-framed prefabs started to be used to house people;*
- *rationing was connected to national debt because there were materials and certain kinds of food that the UK would have needed to import to meet demand after the war, but this would have increased the amount of money going out of the UK to these countries, increasing the national debt;*
- *housing shortages were connected to national debt because it would have been necessary to import building materials into the UK to build the millions of houses needed in the post-war housing crisis and this would have increased the amount of money that the UK owed to other countries, increasing the national debt.*

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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 television on popular entertainment in the 1960s? [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**	**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**	**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**	**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**	**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 television was the most important cultural change during this period;*
- *to an extent this interpretation accurately reflects the impact of the huge increase in television ownership and viewing in this period;*
- *evidence that can be used to form such an interpretation includes the huge viewing figures for important events such as the 1966 World Cup Final in England; some programmes like Top of the Pops or Coronation Street became unmissable events;*
- *the extract reflects the perspective of a History teacher who has studied the cultural changes of the period in writing their textbook which has been published in 2008; by 2008 after some time had passed since the events being considered it may have seemed that television was a more important cultural change than others such as music; the lives of older people were more clearly influenced by the television than popular music which was of more interest to the young;*
- *however, there is a wide range of historical debate over the issue, especially amongst those who grew up during this period of time;*
- *some might argue that changes in popular music, in both the development of new styles and ways in which it could be listened to, were a more important change in popular entertainment than that brought about by television, especially in the lives of young people and the development of significant youth subcultures around it;*
- *other interpretations may suggest that it was the generation gap, the opening up of different sets of values between younger and older generations that was the most important cultural change as the teenagers developed their own identities distinct from those of their parents in ways that had not happened in the past; there is also an element of regionalism as viewers in Wales had to watch broadcasts in English and mostly from England which became part of the campaign for Welsh language television.*

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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.

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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