



GCSE MARKING SCHEME

SUMMER 2025

**HISTORY
COMPONENT 2: PERIOD STUDY
2D. THE DEVELOPMENT OF THE UK, 1919–1990
C100U40-1**

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.

GCSE HISTORY – COMPONENT 2: PERIOD STUDY

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

SUMMER 2025 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

<i>Mark allocation:</i>	AO1(a)	AO2	AO3 (a)	AO4
5	5			

Question: e.g. **Describe the experience of evacuation during the Second World War. [5]**

This is the question and its mark tariff.

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.

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:

- *Plans for evacuation enacted in 1939 with the aim of avoiding women and children being killed and effecting morale.*
- *Paim was to evacuate from more dangerous target areas such as London and Birmingham, to safer rural areas in the countryside.*
- *Around 1,500,000 were evacuated.*
- *Life for evacuees greatly varied, depending on how they got on with the host family and the local community.*
- *Majority of evacuees were from the city and were not used to living in the country*
- *Many city children found life in the country very different but also healthier and often more exciting.*
- *The experience highlighted the poverty of the city children and differences between urban and rural Britain.*



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.

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 the examiner training meeting immediately prior to the commencement of marking, detailed advice from the Principal Examiner on the qualities of each mark band will be given along with examples of pre-marked work. 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, either because it contains nothing of any significance to the mark scheme or no response has been provided, no marks should be awarded.

Question 1

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

Question: **Describe the experience of evacuation during the Second World War. [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:

- *Plans for evacuation enacted in 1939 with the aim of avoiding women and children being killed and effecting morale.*
- *Plan was to evacuate from more dangerous target areas such as London and Birmingham, to safer rural areas in the countryside.*
- *Around 1,500,000 were evacuated.*
- *Life for evacuees greatly varied, depending on how they got on with the host family and the local community.*
- *Majority of evacuees were from the city and were not used to living in the country*
- *Many city children found life in the country very different but also healthier and often more exciting.*
- *The experience highlighted the poverty of the city children and differences between urban and rural Britain.*

Question 2

<i>Mark allocation:</i>	<i>AO1 (a+b)</i>	<i>AO2</i>	<i>AO3</i>	<i>AO4</i>
6	2	4		

Question: **How far did the expansion of the Welfare State in the 1920s improve people's lives?** [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:

- *The coalition government passed several laws which had a significant impact on people's lives in the 1920s and beyond.*
- *Housing and Town Planning Act, 1919 created government housing in response to wartime promises of "homes fit for heroes"*
- *Local councils required to replace slums with government subsidies for low rents.*
- *In England and Wales 214,000 council houses were built, marking the start of the tradition of councils providing social housing.*
- *Unemployment Insurance Act, 1920 set up the system of the dole which provided 39 weeks of unemployment benefits.*
- *Weekly payments of 15 shillings for men, and 12 shillings for women; this provided a degree of protection for working people.*
- *Education Act, 1921 raised school leaving age to 14.*
- *State primary education free for all children starting at age 5. This was essential to provide an educated workforce for the future.*

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 1970s was a decade which contained a number of challenges for the UK, such as:**

- civil unrest in Northern Ireland
- nationalism in Scotland and Wales
- closer ties with Europe

Arrange the factors in order of their importance in affecting the UK. [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 importance of the factors in influencing lives. 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 importance of the factors in influencing lives. 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:

- *Civil unrest in Northern Ireland: Conflict between Catholics and Protestants; Direct rule, the “troubles”; paramilitary groups; violence and bombings spreading to the UK mainland including bombings in towns like Birmingham and political assassinations; sense of fear surrounding the capabilities of the IRA.*
- *Nationalism in Scotland and Wales:*
 - *Wales: Formation of Plaid Cymru and increasing support; Welsh language society; controversy over reservoir construction, protests; disaster at Aberfan; objections to the Prince of Wales; concessions.*
 - *Scotland: Formation of the SNP with the aim of independence; gradual increase in support; rising unemployment; concern over nuclear missiles; North Sea Oil, 1979 referendum.*
- *Closer ties with Europe: EEC created in 1957; reasons for the UK to join, pressure from the USA; resistance of France to UK membership, 1975 referendum; support for membership (67% vs 32%).*

Question 4

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

Question: **Explain why immigration and race became an important issue in 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:

- *Post WW2, large numbers of immigrants moved into the UK from commonwealth countries, e.g. India, Pakistan, the Caribbean, and Africa.*
- *Immigrants were encouraged to come to the UK to seek jobs and opportunities.*
- *Varying skills and experience of immigrants.*
- *Reactions of UK citizens, including race riots.*
- *Concentrations of immigrants in urban areas such as London, Birmingham, and Bradford.*
- *Differences in impact in rural and urban areas.*
- *Pressure and legislation: 1962, 1965 and the Race Relations Act.*
- *Anti-immigration organizations, Powell's "Rivers of blood" speech.*
- *Campaign Against Racial Discrimination (CARD).*

Question 5

<i>Mark allocation:</i>	<i>AO1 (a+b)</i>	<i>AO2</i>	<i>AO3</i>	<i>AO4</i>
12	4	8		

Question: **How important was the nationalization of industry in changing people's lives after 1945?** [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:

- *The nationalization of industry was important in changing people's lives because it reduced unemployment, and improved workplace conditions, including the offer of sick pay and holiday pay.*
- *Labour party plans to make industry more competitive and efficient; the desire to transfer industries to government control.*
- *Labour party socialist beliefs.*
- *Coal, Gas, electricity, airlines, transport, iron and steel, the need for modernisation and investment.*
- *Protection of rights through national guidelines and guaranteed by the government*
- *Opposition to nationalization.*
- *In order to fully analyse and explain the importance of nationalization, answers may also briefly consider a range of other factors such as the establishment of the NHS, changes in education and increasing affluence.*