GCSE MARKING SCHEME

SUMMER 2017

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 2017 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:

<table>
<thead>
<tr>
<th>Level 1</th>
<th>the text is generally legible; aspects of spelling, punctuation and grammar are clear; some information is presented in a suitable manner</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 2</td>
<td>most of the text is legible; spelling, punctuation and grammar are used to make the meaning clear; information is presented in a suitable format</td>
</tr>
<tr>
<td>Level 3</td>
<td>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</td>
</tr>
<tr>
<td>Level 4</td>
<td>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</td>
</tr>
</tbody>
</table>
QUESTION 1

Use Source A and your own knowledge to describe UK motorways in the 1950s and 1960s. [3]

Use 0 for incorrect or irrelevant answers.

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

Eg: there are three lanes, they didn’t have many cars on them.

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: traffic is heading in opposite directions on separate carriageways separated by a central reservation, bridges and slip roads allowing for the continuous flow of traffic; from own knowledge naming early motorways e.g. 1958 Preston bypass or 1959 M1; no speed limit 1959 to 1965; speed limit 70mph made permanent in 1967; service stations e.g. Watford Gap.
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 there was an increase in consumerism in the UK in the 1950s and 1960s. [6]

Use 0 for incorrect or irrelevant answers.

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

*Eg: there were more things for people to buy; people bought washing machines, televisions, record players, etc.; people had more money to spend.*

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

*Eg: the end of rationing meant people could now spend their money on what they wanted; full employment, rising wages and falling taxes meant that people had more disposable income; as more women and young people found paid work household income increased faster than expenditure; improving technology meant that new products were becoming available e.g. television, transistor radio; the growth of advertising to persuade people to spend their money on consumer goods.*

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

*Eg: the increased availability of consumer goods coupled with increasing wages in real terms drove down the price of goods which meant that more people could afford to buy them; social changes meant that women were increasingly going out to work as consumer white goods like washing machines and refrigerators meant that they were no longer needed at home all day; cultural changes meant that younger people with more disposable income were able to spend more money on music and fashion that was aimed at the teenage market.*
Question 1 (c)

Target: Analysis and evaluation of source material; quality of written communication

Mark allocation: AO1 8  AO2  AO3 8

Question: Why do Sources B and C have different views about the impact of town planning during this period? [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 new housing estates increased people’s sense of community spirit.
Source C tells us that new housing estates destroyed neighbourhoods and any sense of community spirit.

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

Eg: The sources say different things about how town planning and new housing estates impacted on the sense of community in places where people lived. Answers may comment on the date of each source as a reason for the difference of view as Source B is a memory from the time, whereas Source C is more than fifty years later.

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 considers the improvements that moving to a new town brought to the quality of life he and his family had, based on his childhood experiences. In his particular case his whole community had been moved to the new development maintaining a sense of community. Source C considers the negative impacts of moving to impersonal and sometimes very different housing developments, basing its view on a survey of a much wider range of experiences across a number of more varied solutions to the housing crisis. It was written much later and is based on a period of reflection about post-war building.
Eg: The two sources provide clearly contrasting views about the impact of town planning on people’s sense of community and neighbourhood. The personal childhood experience of the author of Source B is more positive as it reflects the ways in which moving to a new town in the early 1950s greatly improved his quality of life. The author of Source C as a journalist writing a story much later is focussing purely on the negative consequences of town planning in this period. Answers should offer reasons for the differences shown in the two sources in terms of the different times in which they were written, the reasons why they were written and the differences in evidence available to the two writers. A major reason should be the differences between contemporary views and those of later interpreters.
QUESTION 2

Question 2(a)

<table>
<thead>
<tr>
<th>Target:</th>
<th>Recall and deployment of knowledge; understanding of historical features</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mark allocation:</td>
<td>AO1</td>
</tr>
<tr>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>

Question: Describe the changes in how people listened to music between 1951 and 1979. [4]

Use 0 for incorrect or irrelevant answers.

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

Eg: people listened to music on radio or listened to records on record players; they heard music in films and television programmes.

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

Eg: jukeboxes, portable record players and transistor radios meant that music could be listened to anywhere; dance halls gave way to discotheques and nightclubs e.g. the Cavern, the Marquee or the UFO; gigs in theatres grew in popularity but there were also outdoor gigs and festivals like Glastonbury Fayre and the Isle of Wight; popular music was played on pirate radio stations like Radio Caroline, but then on BBC Radio 1 from 1967; pop music began to appear in films e.g. Bill Haley’s “Rock Around the Clock”, Cliff Richard’s “Summer Holiday”, The Beatles “Hard Days Night” and on television in the Six Five Special and Top of the Pops.
Question 2(b)

<table>
<thead>
<tr>
<th>Target:</th>
<th>Recall and deployment of knowledge; explanation of causation of an historical event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mark allocation:</td>
<td>AO1</td>
</tr>
<tr>
<td></td>
<td>6</td>
</tr>
</tbody>
</table>

Question: **Explain why there was a decline in cinema attendance between 1951 and 1979.** [6]

Use 0 for incorrect or irrelevant answers.

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

_Eg:_ there were fewer and fewer people going to the cinema; there were more and more people watching television at home.

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

_Eg:_ television programmes were free (after paying the license fee) and they were also more varied in subject matter than cinema films; as cinemas continued to be more successful keeping younger viewers films tended to be aimed more at them _e.g._ Saturday matinee programmes like Flash Gordon.

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

_Eg:_ watching TV in a centrally heated house of your own was much more comfortable than being in cold, drafty or leaking cinemas so TV audiences rapidly increased while cinema audiences declined from 26 million in 1951 to 6.5 million in 1964; rationing of building materials had made it very difficult to repair or modernise crumbling cinemas so 4,500 cinemas in 1951 was reduced to 2,000 by 1964; entertainment tax had made going to the cinema more expensive than it had been before the war (_e.g._ 2 shilling cinema seat had an extra 1 shilling entertainment tax in 1951)
**Question 2(c)**

<table>
<thead>
<tr>
<th>Target:</th>
<th>Analysis and evaluation of concept of change and continuity; recall and deployment of knowledge; explanation of key features of an historical period</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mark allocation:</td>
<td>AO1</td>
</tr>
<tr>
<td>8</td>
<td>2</td>
</tr>
</tbody>
</table>

**Question:** How important was increasing affluence in changing the lives of young people in the UK in this period?  [8]

Use 0 for incorrect or irrelevant answers.

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

*Eg: young people became Teddy Boys, Rockers, Mods, Hippies, Skinheads, Punks.*

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

*Eg: young people bought records and clothes that reflected the fashions they were interested at the time e.g. Mods buying Italian suits, Vespa scooters, motown records.*

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

*Eg: beginning to consider how having more money within the family and earning more money of their own because of full employment meant that young people were able to pay for music and fashion that reflected more their own tastes than that of their parents.*

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

*Eg: youth subcultures developed in this period of time because increasing personal affluence gave many young people independence from their parents at a much younger age; this enabled them to buy the cheaper fashions and consumer goods that meant that they could live the lifestyle they wanted, whether they were Mods, Punks, Hippies or whatever fashion they followed.*
QUESTION 3

Question 3(a)

Target: Recall and deployment of knowledge; understanding of historical features

Mark allocation: AO1 4  AO2 4  AO3


Use 0 for incorrect or irrelevant answers.

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

Eg: “sex, drugs, rock ‘n’ roll”, more relaxed attitudes towards sex, marriage, abortion, contraception, homosexuality, punishment, censorship, women’s rights.

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

Question 3(b)

<table>
<thead>
<tr>
<th>Target:</th>
<th>Recall and deployment of knowledge: analysis of concept of success; quality of written communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mark allocation:</td>
<td>AO1</td>
</tr>
<tr>
<td>15</td>
<td>4</td>
</tr>
</tbody>
</table>

Question: Were strikes the most serious challenge facing the governments of the UK during this period?  
[12+3]

Use 0 for incorrect or irrelevant answers.

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

*Eg:* strikes caused a lot of disruption to people’s lives in the 1970s.

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:* strikes brought widespread disruption to the lives of the people of the UK e.g. closures and wage cuts caused by the Three Day week or the widespread disruption to public services during the Winter of Discontent; may begin to consider other challenges such as membership of the EEC, nationalism, the rise of right-wing opposition to immigration, CND and anti-Vietnam protests.

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 by beginning to balance out the threat to the government and disruption to people’s lives caused by strike action in the Three Day Week and the Winter of Discontent with the divisions within the country over membership of the EEC, the rising political support for the extreme right-wing National Front and its increasingly violent opposition to Commonwealth immigration, the increasingly vociferous nationalist campaigns for devolution in Scotland and Wales, the sectarian violence and opposition to a settlement in Northern Ireland.
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, recognising the potential threat of strike action, right-wing extremism and nationalism not only to the lives of the people of the UK but also to the authority of the government of the UK e.g. it was a combination of a backlash against the failure of the devolution campaigns and the discrediting of the Labour government by the disruption of the Winter of Discontent that lost the Labour Party the 1979 election.

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

<table>
<thead>
<tr>
<th>Level</th>
<th>Performance descriptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Candidates do not reach the threshold performance outlined in the performance description below.</td>
</tr>
<tr>
<td>Threshold performance</td>
<td>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.</td>
</tr>
<tr>
<td>1 mark</td>
<td></td>
</tr>
<tr>
<td>Intermediate performance</td>
<td>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.</td>
</tr>
<tr>
<td>2 marks</td>
<td></td>
</tr>
<tr>
<td>High performance</td>
<td>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.</td>
</tr>
<tr>
<td>3 marks</td>
<td></td>
</tr>
</tbody>
</table>