GCSE MARKING SCHEME

SUMMER 2018

GCSE (LEGACY)

HISTORY UNIT 2 - 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 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.

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:

| Level 1 | the text is generally legible; aspects of spelling, punctuation and grammar are clear; some information is presented in a suitable manner |
| Level 2 | most of the text is legible; spelling, punctuation and grammar are used to make the meaning clear; information is presented in a suitable format |
| Level 3 | 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 |
| Level 4 | 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 |
Question 1 (a)

Target: Understanding of source material; recall of own knowledge

<table>
<thead>
<tr>
<th>Mark allocation</th>
<th>AO1</th>
<th>AO2</th>
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<td>3</td>
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Question: Use Source A and your own knowledge to describe teenage fashion in the 1960s. [3]

Use 0 for incorrect or irrelevant answers.

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

Eg: there was a group of teenagers called Mods, they wore parkas and rode motor-scooters.

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: adding in further details about the Mods e.g. Vespa scooters, sharp suits, listening to certain music like modern jazz and black American soul music; bringing in other teenage fashions and sub-cultures e.g. teddy boys, rockers, hippies.
Question 1 (b)

<table>
<thead>
<tr>
<th>Target:</th>
<th>Recall and deployment of knowledge; explanation of causation of an historical event</th>
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<tr>
<td>Mark allocation:</td>
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Question: Explain why television ownership increased during this period. [6]

Use 0 for incorrect or irrelevant answers.

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

*Eg: people bought a lot more televisions in this period of time; there were more channels to watch; there were more programmes to watch.*

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

*Eg: increasing affluence meant more people could afford televisions; as sales of televisions increased, the price fell so more people could afford them; increased choice of channels with the introduction of ITV meant there were a variety of programmes that appealed to a wide audience; developing technology as screens got bigger, sets got smaller and the introduction of colour encouraged people to keep buying.*

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

*Eg: as well as affluence as a result of rising wages people were also able to get easy access to credit to spread payments over time and companies like Radio Rentals rented out sets for a small monthly fee; the arrival of commercial television began a competition between the BBC and ITV to win over viewers which meant that there was increasing quality of programming e.g. ITV began Coronation Street and the BBC countered with Z-Cars; the importance of special occasions in encouraging people to buy televisions to see events they would not otherwise be able to see e.g. the 1953 coronation of Elizabeth II or the 1966 World Cup final from Wembley.*
Question 1 (c)

| Target: Analysis and evaluation of source material; quality of written communication |
|---------------------------------|-----------------|-----------------|-----------------|
| Mark allocation: A01            | A02             | A03             |
| 8                               | 8               |                 |

**Question:** Why do Sources B and C have different views about women’s attitudes to family and marriage in the 1960s? [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 women are supposed to be wives and mothers, and that is what they should devote their lives to. Source C tells us that many housewives were bored and frustrated by their lives.*

**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 women’s attitudes towards family and marriage in the 1960s. Answers may comment on the date of each source as the reason for difference of view as Source B is a magazine article from the time, whereas Source C is written more than forty 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 that the only life that women should be contemplating is to be wives and mothers as that is what women are destined to be. This is the lifestyle for women that the magazine is trying to promote. As an historian the author of Source C considers a range of different opinions to that of the Women’s Own and is able to point out that there were many women deeply frustrated by the monotony and lack of stimulation in a housewife’s life; Sandbrook is considering the experience of women overall, rather than trying to promote a particular view and is writing with the benefit of hindsight.*
LEVEL 4  Balanced and developed explanation of the difference in the sources; good analysis of the authorship of the sources and use of contextual knowledge. [7-8]

Eg: The two sources provide clearly contrasting views about women’s attitudes to family and marriage in this period; Source B is promoting the view that women should devote themselves to being wives and mothers as that is the idealised editorial view of this lifestyle magazine, and the view the magazine is trying to promote, although it may also be trying to attract readers by reflecting the reality of their lives as well; Source C is trying to point out the realities of life for women in this time by considering a wide range of evidence and experiences, attempting to come to an overall and balanced judgement about their significance based on the historian’s hindsight.

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(a)

<table>
<thead>
<tr>
<th>Target:</th>
<th>Recall and deployment of knowledge; understanding of historical features</th>
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<tr>
<td>Mark allocation:</td>
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Question: Describe the problems faced by Commonwealth immigrants in the UK in the 1950s and 1960s. [4]

Use 0 for incorrect or irrelevant answers.

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

Eg: discrimination, racism, abuse, violence.

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

Eg: the "colour bar" to prevent non-white immigrants going to certain pubs, hotels, restaurants etc.; difficulties finding accommodation e.g. "No Blacks, No Dogs, No Irish"; employment discrimination e.g. Sikhs and turbans as part of work uniform; racial violence e.g. Notting Hill riots.
Question 2(b)

Target: Recall and deployment of knowledge; explanation of causation of an historical event

Mark allocation: 6  2  4

Question: Explain why there were devolution referendums for Scotland and Wales in 1979. [6]

Use 0 for incorrect or irrelevant answers.

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

Eg: the government was asking people in Scotland if they wanted a Scottish Parliament, and in Wales if they wanted a Welsh Assembly; because the people of Wales and Scotland wanted devolution.

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

Eg: response to the rise in support for nationalist parties – Plaid Cymru and the SNP who both won breakthrough by-elections against Labour in the 1960s; the Kilbrandon Commission of 1968 had already recommended that there should be regional assemblies for Scotland and Wales; the Labour government offered the referendums in 1979 because they needed the support of these nationalist parties to be able to get laws passed through Parliament.

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

Eg: issues like the flooding of the Welsh speaking community at Treweryn to provide water for Liverpool and the North Sea oil coming from Scottish waters being taken by English companies increased support for nationalist parties in Wales and Scotland – by the 1970s Plaid Cymru had 20% of the share of the vote in Wales, and the SNP had 30% of the vote in Scotland; there were long term campaigns for more powers for Wales and Scotland since the 1940s which had resulted in the 1968 Kilbrandon Commission’s recommendations for devolved assemblies for Scotland and Wales; the Liberals made the devolution referendums part of the Lib-Lab Pact of 1978 in which the Liberals promised to vote in support of the Labour government.
Question 2(c)

Target: Analysis and evaluation of concept of change and continuity; recall and deployment of knowledge; explanation of key features of an historical period

Mark allocation: 8 AO1 2 AO2 6 AO3

Question: Why was the permissive society important in bringing about more liberal reforms in the UK by the end of this period? [8]

Use 0 for incorrect or irrelevant answers.

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

Eg: they changed a lot of people’s attitudes towards a lot of issues, they gave people a lot more freedom.

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

Eg: the contraceptive pill was made available to women on the National Health Service, to married women in 1961 and to all women in 1967; the 1967 Abortion Act legalised abortion; the 1969 Divorce Reform Act allowed divorces to be granted without blame to either party; the 1967 Sexual Offences Act made homosexual sex between men legal in private; the 1969 Obscene Publications Act reduced censorship on art and literature; the 1965 Murder Act ended the death penalty.

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

Eg: the “permissive society” changed people’s attitudes in a number of ways – giving more freedom to women to decide how and when to have a family, giving an easier way out of problem marriages; there were greater freedoms for people to express their sexuality in private, and to express their opinions in the arts and literature; revolutionised how courts dealt with very serious crimes, especially murder.

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

Eg: vital in bringing about a wide-ranging number of key freedoms that define life in the UK – free contraception on the NHS, blame-free divorces, medically supervised abortions have made considerable changes to family life and particular on restrictions on women; the decriminalisation of homosexuality led to men being able to be more open about their sexuality, although the age of consent remained a lot higher than for heterosexuals; much more freedom of speech in the arts was allowed, provided that a case for its artistic integrity could be made; the abolition of the death penalty changed the criminal justice system and how it dealt with murder, replacing death by hanging with long prison sentences that only needed majority jury verdicts to be applied.
Question 3(a)

<table>
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<tr>
<th>Question:</th>
<th>Outline briefly how problems with housing were dealt with at the beginning of the 1950s. [4]</th>
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<tbody>
<tr>
<td>LEVEL 1</td>
<td>Generalised answer, listing weak or implied points. [1-2]</td>
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<tr>
<td></td>
<td><em>Eg: they built more houses, they built different types of houses in different places.</em></td>
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<tr>
<td>LEVEL 2</td>
<td>Deploys a more accurate and focused list of factors. [3-4]</td>
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<td><em>Eg: built pre-fabs to get people housed quickly, designated new towns like Stevenage and Cwmbran to build new communities for people to live in; competition between political parties to solve the problem quicker e.g. Labour’s Bevan with his 200,000 houses a year, the Conservative’s Macmillan with his 300,000 a year, etc.</em></td>
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Question 3(b)

Target: Recall and deployment of knowledge; analysis of concept of success; quality of written communication

<table>
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<tr>
<th>Mark allocation:</th>
<th>AO1</th>
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<th>SPG</th>
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<td>4</td>
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Question: Was the building of motorways the most important factor in helping the UK economy recover from austerity? \[12+3\]

Use 0 for incorrect or irrelevant answers.

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

*Eg: yes it was because it meant that businesses could get goods on the roads round the country quicker; no it wasn’t because roads don’t have anything to do with economic recovery.*

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: motorways boosted tourism because people could travel further and more quickly in the UK and boosted businesses because they could transport goods faster; however, rising consumerism meant that more people could afford to buy cars and there was more of a demand for roads like the motorways.*

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: other European countries had already showed the importance of motorways to boost a country’s economy and building motorways was necessary because the rail network had been considerably reduced, especially for bulk transportation, by the 1965 Beeching Axe; on the other hand, increasing affluence and consumerism following on from the end of austerity and rationing meant that more people could afford cars and more business was being generated that needed to use motorways to transport its goods; lower taxes and higher wages also contributed to economic recovery giving people more money to spend; the post-war housing boom also encouraged people to spend more on consumer items for their new homes.*
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, the motorways clearly played an important part in the UK’s transport network which was vital to the success of UK businesses; it also led to more social mobility and tourism as people could use their cars to travel further and faster than they could previously; motorways were essential to catch up with the economic successes of European countries like Germany and Italy which had had motorways since the 1930s; however the importance of motorways and the road network increased as there were fewer lines and few services on the rail network after the Beeching Axe of 1965, the government continuing to move in favour of road transport and road haulage as it had done in the 1950s; the increasing affluence and consumerism that followed on from the ending of rationing and austerity made it possible for people to buy the cars that were driving on the motorways and to generate the business needed to fill the lorries on the roads; government policies on lowering taxes and businesses raising wages also gave people the money to be able to afford to buy more luxury items, one of which was the car and it was this increased spending that boosted the economy; new house building also stimulated the economy by encouraging consumer spending but also by providing steady and well-paid employment to many men.

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

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