



GCSE MARK SCHEME

SUMMER 2015

**HISTORY - STUDY IN-DEPTH
AUSTERITY, AFFLUENCE AND DISCONTENT
IN THE UNITED KINGDOM, 1951-1979
4272/03**

INTRODUCTION

The marking schemes which follow were those used by WJEC for the Summer 2015 examination in GCSE HISTORY. They were finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conferences were held shortly after the papers were 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 conferences was to ensure that the marking schemes were 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' conferences, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about these marking schemes.

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 |

PAPER 4272/03

UNIT 2: STUDY IN-DEPTH

AUSTERITY, AFFLUENCE AND DISCONTENT IN THE UNITED KINGDOM,
1951-1979

MARKING SCHEME

QUESTION 1

Question 1 (a)

| | | | |
|------------------|---|-----|-----|
| Target: | Understanding of source material; recall of own knowledge | | |
| Mark allocation: | AO1 | AO2 | AO3 |
| 3 | 1 | | 2 |

Question: **Use Source A and your own knowledge to describe childhood in the 1950s.** [3]

Use 0 for incorrect or irrelevant answers.

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

Eg: they read comics, boys liked space.

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: The Eagle comic was designed to cover a number of different boy's interests from space to engineering, cowboys to explorers; there were also girl's comics too, like School Friend ; other activities for children in the 1950s were - youth groups like the Cubs or Brownies; toys like dolls, play kitchens, Meccano, Dinky toys, train sets; Saturday matinees at the cinema; 'Listen With Mother' on the radio; 'Watch With Mother' on the television.

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 women became more equal with men in the 1970s.** [6]

Use 0 for incorrect or irrelevant answers.

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

Eg: women became equal to men; women had to be paid the same as men; women had to be treated the same as men.

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

Eg: With increased affluence more women were going to work so the issue of equal pay became more important; women became more active in trying to get equal pay and opportunities, through strikes and feminist protests; the 1970 Equal Pay Act and 1975 Equal Opportunities Act were passed to address these issues.

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

Eg: Women gained more equal rights due to a number of reasons. Full employment and economic growth had provided new working opportunities for women and as they were increasingly doing the same work as men they thought they should have the same pay - some strikes focussed clearly on the issue of equal pay eg. Dagenham 1968. Agitation from the Women's Liberation Movement also raised the issue of equal pay, along with equal access to job and educational opportunities. The Equal Pay Act of 1970 was a recognition of the increasingly important role women were playing in work but it had shortcomings - it was voluntary and dealt only with pay and not promotion or access to jobs. Many women were taking employers to the European Court over this so it led to the UK government passing the 1975 Sex Discrimination Act and setting up the Equality Commission to make sure it was enforced.

Question 1 (c)

| | | | |
|------------------|--|-----|-----|
| Target: | Analysis and evaluation of source material; quality of written communication | | |
| Mark allocation: | AO1 | AO2 | AO3 |
| 8 | | | 8 |

Question: **Why do Sources B and C have different views about the influence of punk on young people?** [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 punk music changed young people's lives; Source C tells us that not all young people liked punk.

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

Eg: The sources say different things about how great the influence of punk was. Answers may comment on the date of each source, or the fact that one author is a historian and the other was a punk at the time as a reason for difference of view.

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 is writing about his own memories of 1977 and may consider the raucous music attention-grabbing antics of punks and punk groups to seem more important than they actually were, because they were so important to him. As a modern radio presenter they are trying to make the story as interesting as possible, but they are writing from their own experience of what they have seen and heard. Source C is an historian looking back with hindsight who can see how little musical impact punk rock made on the music scene of the late 1970s by looking back at how many punk records made it into the charts compared to records from other musical genres like disco.

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 the impact of punk music. Answers should offer reasons for the differences shown in the two sources, for example the differences in methodology between a teenage punk/modern radio presenter reminiscing and an historian, who will have taken very different approaches to their research. A major reason should be the differences between contemporary views and those of later interpreters in terms of their knowledge and experience, as well as the purpose for which they are writing - Source C writes dispassionately to inform the reader in as unbiased a way as possible, while Source B is writing in an emotional way about an event that was important in his life.

QUESTION 2

Question 2(a)

| | | | |
|------------------|--|-----|-----|
| Target: | Recall and deployment of knowledge; understanding of historical features | | |
| Mark allocation: | AO1 | AO2 | AO3 |
| 4 | 2 | 2 | |

Question: **Describe the Profumo Scandal.** [4]

Use 0 for incorrect or irrelevant answers.

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

Eg: government minister had an affair with a woman who had connections to a Russian spy.

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

Eg: in 1963 John Profumo was having an affair with the prostitute Christine Keeler; one of her other clients was a Russian military adviser and possible spy, Yevgeny Ivanov; when this came to light people wondered if British nuclear secrets had been passed to the Russians; when asked about this in Parliament Profumo lied and said it was not true. When evidence emerged to show the affair had happened he was forced to resign.

Question 2(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 the UK joined the EEC (European Economic Community) in 1973. [6]**

Use 0 for incorrect or irrelevant answers.

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

Eg: the UK joined the EEC in 1973 after applying in 1970 - it was the third time the UK had applied for membership; UK would be a lot richer if it joined the EEC; membership of the EEC was popular which is why the referendum vote supported it.

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

Eg: UK wanted to enjoy the same economic benefits as had made the other members of the EEC prosperous; the UK needed an economic boost in the 1970s; Pompidou the French President in the 1970s supported UK membership and did not try to stop it like his predecessor had.

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

Eg: huge potential economic benefits to Britain at a time of domestic economic difficulties made membership very attractive; removal of obstacles as De Gaulle was no longer French President and could not use the French veto to keep Britain out; closer ties to the countries of Europe seemed to be more beneficial to Britain than less stable ties to the USA and the Commonwealth; role of Edward Heath - negotiator in 1961, supporting Labour application in 1967 and then pushing as PM in 1970; arguments of the "Yes" campaign a lot more convincing than the "No" campaign".

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: | AO1 | AO2 | AO3 |
| 8 | 2 | 6 | |

Question: **How successful were the UK governments' attempts to build a multi-cultural society by the mid 1970s? [8]**

Use 0 for incorrect or irrelevant answers.

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

Eg: government passed laws against discrimination; successful because black and asian people live in the UK today.

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

Eg: there were race riots and racist attacks against immigrants; laws passed to protect immigrants; became UK citizens and part of UK society; still problems with racism.

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

Eg: Race Relations Acts passed in 1965, 1968 and 1976 to end racial discrimination in employment and housing; assimilation of immigrants into UK society had begun, a second generation were born to former immigrants who saw UK as their home and events like the Notting Hill Carnival showed there were the beginnings of a multi-cultural society.

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

Eg: Answers will consider in more detail the legislation passed to prevent racial discrimination and abuse - limitations as 1965 had no legal means to enforce the law and 1968 law did not cover the police and could be avoided by employers. May consider success in terms of longer term integration into UK society. Discrimination still continued but in more indirect ways. Continuation of racist organisations like the National Front and racially motivated violence. Difficult to alter attitudes completely in such a short time.

QUESTION 3

Question 3(a)

| | | | |
|------------------|--|-----|-----|
| Target: | Recall and deployment of knowledge; understanding of historical features | | |
| Mark allocation: | AO1 | AO2 | AO3 |
| 4 | 4 | | |

Question: **Outline briefly some of the problems facing the people of the UK at the beginning of the 1950s.** [4]

Use 0 for incorrect or irrelevant answers.

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

Eg: fixing damage caused by the war, country did not have much money, rationing and shortages.

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

Eg: housing shortage caused by bomb damage, wartime debts and the end of US subsidies, shortages caused by drive to increase exports which also meant the continuation of rationing on many goods into the 1950s.

Question 3(b)

| | | | | |
|------------------|--|-----|-----|-----|
| Target: | Recall and deployment of knowledge; analysis of concept of success; quality of written communication | | | |
| Mark allocation: | A01 | A02 | A03 | SPG |
| 15 | 4 | 8 | | 3 |

Question: **Was consumerism the most important influence on the UK's economic recovery in the 1950s and 1960s? [12+3]**

Use 0 for incorrect or irrelevant answers.

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

Eg: Yes - people had lots of money to spend and bought things that helped UK businesses; No - rationing ended and people had more things to buy.

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: considers the impact of consumerism on UK businesses, the more people spent, the more businesses made; may begin to consider alternatives such as rising wages due to full employment or the end of rationing might explain the economic recovery; could begin to consider other developments like increases in house building and home owning, or attempts to improve the transport network.

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. Consumerism contributed to economic recovery by considering the different industries and businesses that benefitted from consumer spending. At this level may consider links to other factors, such as rising wages, full employment, demands for goods for newly-built homes, end of rationing and shortages; improvements in transport and their boost to economic growth.

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. Consumerism is a stimulus to economic growth as it is beneficial to businesses but is dependent on people having the money to spend and the confidence to spend it. May consider that consumerism was actually the consequence rather than the cause of economic recovery - the end of rationing, boom in building of new houses and new towns, post-war full employment are the causes that lead to consumerism. Improvements in the transport network and the rise in car ownership also contributed to post-war recovery. Could even consider that consumerism did not necessarily help the UK economy, or at least UK industry, as many items that were bought were not necessarily made in the UK.

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

| Level | Performance descriptions |
|--|--|
| 0 | Candidates do not reach the threshold performance outlined in the performance description below. |
| <i>Threshold performance</i> 1 mark | 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. |
| <i>Intermediate performance</i> 2 marks | 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. |
| <i>High performance</i> 3 marks | 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. |