

GCSE



WJEC GCSE in HISTORY

APPROVED BY QUALIFICATIONS WALES

SAMPLE ASSESSMENT MATERIALS

Teaching from 2017

This Qualifications Wales regulated qualification is not available to centres in England.





For teaching from 2017
For award from 2019

GCSE HISTORY

UNIT 1

SAMPLE ASSESSMENT
MATERIALS

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Candidate Name				Centre Number				Candidate Number			
								0			

**GCSE****HISTORY****UNIT 1****STUDY IN DEPTH – WALES AND THE WIDER PERSPECTIVE****1A. THE ELIZABETHAN AGE, 1558-1603****SAMPLE ASSESSMENT MATERIALS****1 Hour****INSTRUCTIONS TO CANDIDATES**

Write your name, centre number and candidate number in the spaces at the top of this page.

Answer all questions on the examination paper.

Write your answers in the spaces provided in this booklet.

INFORMATION FOR CANDIDATES

The number of marks is given in brackets at the end of each question.

Question 5 will assess your ability to construct a balanced, reasoned and well substantiated extended response.

In addition your answer to question 5 will assess your ability to spell, punctuate and use grammar accurately and use a wide range of specialist language as appropriate.

QUESTION 2

This question is about the problem of religion.

Study the source below and then answer the question which follows.

Source C

Awake now lovely people of Wales ! I remember one excellent virtue which improved your lives namely the worship of pure Christianity. But recently you have not participated in anything of the good fortune of the world! This is because no one has written nor printed anything in your language. Therefore now you should be glad and offer your thanks to God, and to her grace the Queen. For by their authority and their command, your Bishops with the help of William Salesbury are bringing to you in Welsh and in print the Holy Scriptures.

[Bishop Richard Davies, translator of the New Testament into Welsh, writing in the *Preface* to the translated New Testament (1567)]

To what extent does this source accurately explain the importance of the translation of the Scriptures into Welsh? [6]

[In your answer you should refer to the strengths and limitations of the source and use your own knowledge and understanding of the historical context.]

[18 x answer lines]

QUESTION 3

This question is about the Catholic threat.

Why was Mary, Queen of Scots significant in the Catholic threat to Elizabeth? [12]

[36 x answer lines]

QUESTION 4

This question is about Elizabethan government.

Explain the connections between any **THREE** of the following:

[12]

- Privy Council
- Parliament
- Taxation
- Freedom of speech

Your three choices:

- _____
- _____
- _____

[36 x answer lines]

QUESTION 5

This question is about the lifestyles of the rich and poor in Elizabethan times.

Read the extract below and then answer the question which follows.

In both Wales and England, the profits of the rich were, and were known to be, made at the expense of the poor. The poor were without rights in every sense. High rents, the threat of eviction and becoming a vagabond, a wage freeze during a price rise, the poor flocking into the towns, all made sure that the majority barely had enough to survive on.

[Christopher Hill, an historian who specialised in social history, writing in his book, *Reformation to Industrial Revolution*, published in 1967]

How far do you agree with this interpretation of life for poor people in Elizabethan times? [16]

[In your answer you should refer to how and why interpretations of this issue differ. Use your own knowledge and understanding of the wider historical debate over this issue to reach a well-supported judgement.]

Marks for spelling, punctuation and the accurate use of grammar and specialist language are allocated to this question. [3]

[48 x answer lines]

MARK SCHEME

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

1A. THE ELIZABETHAN AGE, 1558-1603

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:	A01	A02	A03	A04
4			4	

Question: e.g. **What can be learnt from Sources A and B about the theatre in Elizabethan times?** [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:

The sources give much information about the theatre in Elizabethan times; Source A shows that the theatre was a popular form of entertainment given the number of theatres in London; great care had been taken over their construction; different plays were put on every day and they could clearly accommodate many people; they had a very distinctive architectural style that mirrored Roman buildings; Source B shows the layout of a theatre; galleries surrounded the stage; a flag was flown to show a play was being performed; the theatres were open roofed with stage projecting out into the audience.

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 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.

MARK SCHEME**UNIT 1: STUDY IN DEPTH – WALES AND THE WIDER PERSPECTIVE****1A. THE ELIZABETHAN AGE, 1558-1603****Question 1**

<i>Mark allocation:</i>	AO1	AO2	AO3	AO4
4			4	

Question: **What can be learnt from Sources A and B about the theatre in Elizabethan times?** **[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:

The sources give much information about the theatre in Elizabethan times; Source A shows that the theatre was a popular form of entertainment given the number of theatres in London; great care had been taken over their construction; different plays were put on every day and they could clearly accommodate many people; they had a very distinctive architectural style that mirrored Roman buildings; Source B shows the layout of a theatre; galleries surrounded the stage; a flag was flown to show a play was being performed; the theatres were open roofed with stage projecting out into the audience.

Question 2

Mark allocation:	AO1	AO2	AO3	AO4
6	2		4	

Question: **To what extent does this source accurately explain the importance of the translation of the Scriptures into Welsh?** **[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 shows how the translation of the Scriptures into Welsh was welcomed in Wales; the author almost commands the people of Wales to be grateful for the availability of the translation; he says that the current poor state of Wales is largely down to the lack of availability of material printed in the Welsh language; the accuracy of the source should be placed in the historical context of Elizabeth wanting to gain support in Wales for her religious settlement; many people in Wales were confused and upset by the religious changes prior to Elizabeth's reign and this was an attempt to gain their trust and confidence; Bishop Davies is one of the main translators of the Scriptures and he would be fully in favour of the work and would obviously highlight the importance to the Welsh people; thus the source has to be evaluated for likely bias towards the translation; however, because it was written by a senior clergyman it should be well-informed and was written at the time; the intended audience of the source, the people of Wales, should also be considered; it clearly confirms that the source is accurate in reflecting the importance of the translation of the Scriptures into Welsh.

Question 3

<i>Mark allocation:</i>	<i>AO1</i>	<i>AO2</i>	<i>AO3</i>	<i>AO4</i>
12	4	8		

Question: **Why was Mary, Queen of Scots significant in the Catholic threat to Elizabeth?** **[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	BAND 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	BAND 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	BAND 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	BAND 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:

Mary Queen of Scots played a very significant role in the Catholic threat to Elizabeth; she had a legitimate claim to the throne of England; if Elizabeth died Mary could have become a Catholic Queen; she was also significant because some English Catholics viewed Mary as the rightful Queen; she was a focal point for disaffected Catholics and nobles and provided them with an alternative monarch to the Protestant Elizabeth; she was a significant threat to the Elizabethan Religious Settlement; her arrival in England partly contributed to the Rebellion of the Northern Earls; she was the focal point of several Catholic plots such as the Ridolfi and Throckmorton plots; in a wider sense, Scotland's ties to France – 'the Auld Alliance', were a threat to English security; the threat of Catholicism increased during the 1580s due to worsening relations with Spain and Mary became more significant in the Catholic threat; her active involvement in the Babington Plot was a significant threat; the Privy Council identified her as the core of the problem and sought her death; her execution greatly angered many Catholics in England and across Europe and was a significant contributory factor to the launch of the Armada in the following year.

Question 4

Mark allocation:	AO1	AO2	AO3	AO4
12	2	10		

Question: **Explain the connections between any THREE of the following:** **[12]**

- Privy Council
- Parliament
- Taxation
- Freedom of speech

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 Elizabethan government; connections identified may include:

- *the Privy Council was connected to Parliament because it was the senior advisory body to the Queen consisting of chosen nobles and civil servants and the most powerful group in Elizabethan government; William Cecil/Lord Burghley was, therefore, Elizabeth's spokesman in Parliament and kept the Council in touch with Parliament's demands;*
- *Parliament was connected to taxation because Parliament was becoming more important and had the crucial power to raise taxes and pass laws; the issue of higher taxation was a grievance that Parliament sought to raise when called; the power to raise taxes was a key bargaining tool that Parliament used to try to increase its broader powers on issues such as greater say in the running of the country;*
- *Parliament was connected to freedom of speech because as Parliament grew in power and importance it wanted greater say in the great matters of state; freedom of speech was a grievance that Parliament sought to raise when called; MPs such as*

Peter Wentworth challenged the restrictions placed upon Parliamentary discussions in so much as issues of marriage, religion and foreign policy were not to be discussed;

- *freedom of speech was connected to the issue of taxation as some MPs threatened to withhold taxation revenue due to the Queen's insistence that they should not freely discuss the issue of her marriage, the succession, foreign policy and religion; only Parliament could raise taxes and this power was used by Parliament to press for greater say in the most important issues facing the country, namely religion, wars and the succession.*

Question 5

<i>Mark allocation:</i>	AO1	AO2	AO3	AO4	SPaG
19	4			12	3

Question: **How far do you agree with this interpretation of life for poor people in Elizabethan times?** **[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	BAND 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	BAND 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	BAND 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	BAND 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.

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 clearly states that life was hard for poor Elizabethans in both Wales and England; the author would have been able to base his interpretation on many aspects of life at this time; the causes of poverty were not addressed, such as the increase in rents, inflation and wage stagnation; the number of beggars increased during the reign; punishments were harsh despite the abolition of the death penalty for vagrancy; Houses of Correction were set up in many towns to cope with the number of beggars flocking to them;

poor Elizabethans faced hardship and unemployment; work was seasonal; there was little or no social mobility; varied entertainment was only available in the towns; however, other interpretations of this issue differ; other historians argue that life was good for many Elizabethans; there is evidence to support this interpretation: there was a sense of national pride; opportunities for entertainment increased and were more varied; attempts were made to help the deserving poor; bridewells and almshouses were set up in many towns; the Poor Rate was compulsory and assisted the poor of the parish; times were more peaceful and there was social stability in the country; some became wealthier during the reign, as the source acknowledges; the sale of English wool funded the expansion of the gentry; the rich built stately homes to reflect their wealth; candidates may assert that the author of this particular interpretation is an historian writing from a particular perspective; being a specialist in social history the author may be focusing more upon the lives of ordinary people, especially given the contrast in the source between rich and poor; appropriate research would have been undertaken but the interpretation may be based on the predilections of the historian and the target audience of what appears to be a general history book; it is possibly a limited perspective and relatively generalised interpretation.

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
<i>High</i>	3	<ul style="list-style-type: none"> • 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
<i>Intermediate</i>	2	<ul style="list-style-type: none"> • 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
<i>Threshold</i>	1	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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

Candidate Name	Centre Number				Candidate Number				
						0			

**GCSE****HISTORY****UNIT 1****STUDY IN DEPTH – WALES AND THE WIDER PERSPECTIVE****1B. RADICALISM AND PROTEST, 1810-1848****SAMPLE ASSESSMENT MATERIALS****1 Hour****INSTRUCTIONS TO CANDIDATES**

Write your name, centre number and candidate number in the spaces at the top of this page.

Answer all questions on the examination paper.

Write your answers in the spaces provided in this booklet.

INFORMATION FOR CANDIDATES

The number of marks is given in brackets at the end of each question.

Question 5 will assess your ability to construct a balanced, reasoned and well substantiated extended response.

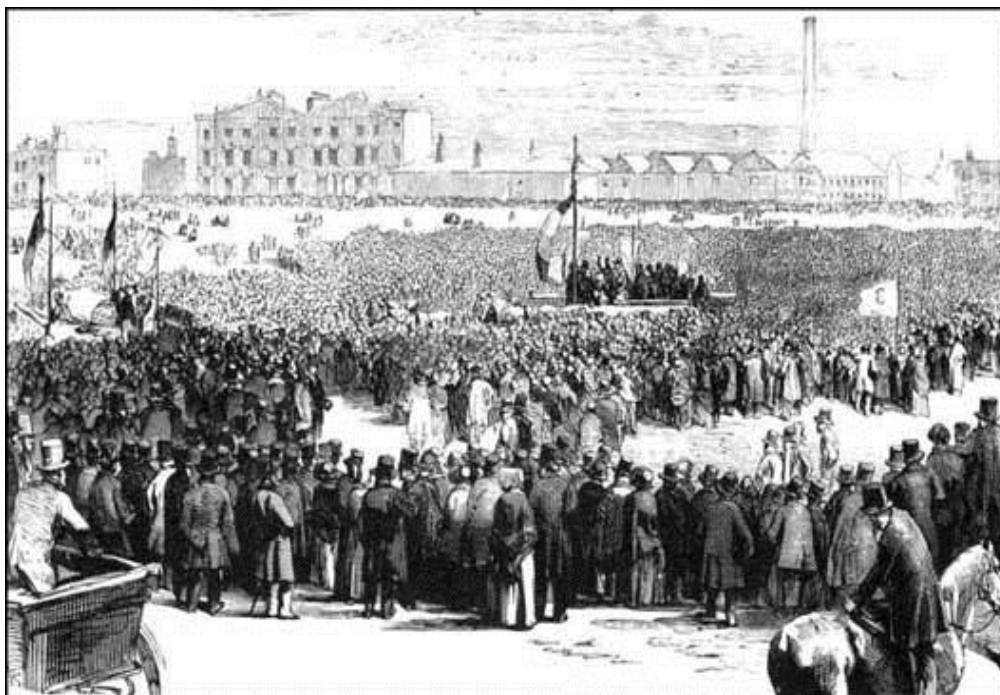
In addition your answer to question 5 will assess your ability to spell, punctuate and use grammar accurately and use a wide range of specialist language as appropriate.

QUESTION 1

This question is about Chartism.

Study the sources below and then answer the question which follows.

Source A



[A Chartist meeting in Glasgow in 1838]

Source B

After the Newport Rising, over 200 Chartists were arrested for being involved and 21 were charged with high treason. The three main leaders of the march, John Frost, Zephaniah Williams and William Jones, were found guilty and were sentenced to be hanged, drawn and quartered. However, after a nationwide campaign, the government eventually reduced the sentence of each man to transportation for life.

[From a website entry on the Newport Rising of 1839]

What can be learnt from Sources A and B about Chartism?

[4]

[12 x answer lines]

QUESTION 2

This question is about the Merthyr Rising of 1831.

Study the source below and then answer the question which follows.

Source C

The most terrific fight followed and the soldiers were nearly overcome. The major and many men were wounded, knocked down by clubs and stabbed by the bayonets taken from them. After the most determined fighting, the few brave soldiers chased the rioters away. Major Falls was severely cut on the head and was covered with blood. The streets and houses were drenched with blood from the dreadful wounds inflicted by the rioters' clubs on the soldiers.

[William Crawshay, the Cyfarthfa ironmaster, writing in his book
The Late Riots at Merthyr Tydfil, published in 1831]

To what extent does this source accurately explain the seriousness of the events at Merthyr in 1831? [6]

[In your answer you should refer to the strengths and limitations of the source and use your own knowledge and understanding of the historical context.]

[18 x answer lines]

QUESTION 3

This question is about the Luddite protests.

Why did the Luddites protest in the early nineteenth century?

[12]

[36 x answer lines]

QUESTION 4

This question is about the main pressures facing Britain around 1815.

Explain the connections between any **THREE** of the following: [12]

- The French Revolution
- The effects of the Napoleonic Wars
- Economic problems
- The demand for parliamentary reform

Your three choices:

- _____
- _____
- _____

[36 x answer lines]

QUESTION 5

This question is about the Rebecca Riots.

Read the extract below and then answer the question which follows.

Though sometimes exaggerating her grievances and sometimes needlessly violent, Rebecca gained real achievements. The movement secured a reduction of the toll-gate burden and certain modest rent reductions from some landlords at least. Later, a Turnpike Act of July 1844 reorganised the trusts. Tolls were simplified and made more uniform and the grievous toll on lime cut by half.

[Dr David Howell, an historian specialising in nineteenth century Welsh history, writing in an article, published in 1988.]

How far do you agree with this interpretation of the results of the Rebecca Riots? [16]

[In your answer you should refer to how and why interpretations of this issue differ. Use your own knowledge and understanding of the wider historical debate over this issue to reach a well-supported judgement.]

Marks for spelling, punctuation and the accurate use of grammar and specialist language are allocated to this question. [3]

[48 x answer lines]

MARK SCHEME**UNIT 1: WALES AND THE WIDER PERSPECTIVE****1B. RADICALISM AND PROTEST, 1810-1848****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 Chartism?**

[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:

The sources give much information about Chartism; Source A shows that Chartists held public meetings and that these were attended by many people; there was lots of support for Chartism in Scotland; most of the people at the meeting appear to be men and they appear to be listening to a speaker in the middle; Source B says that the Chartists caused a Rising in Newport in 1839; this rising failed and the leaders were arrested and tried and punished by being transported; the severity of the punishments shows that the government was frightened by the threat of Chartism so punished the leaders harshly.

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 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.

MARK SCHEME**UNIT 1: WALES AND THE WIDER PERSPECTIVE****1B. RADICALISM AND PROTEST, 1810-1848****Question 1**

Mark allocation:	AO1	AO2	AO3	AO4
4			4	

Question: **What can be learnt from Sources A and B about Chartism?** **[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:

The sources give much information about Chartism; Source A shows that Chartists held public meetings and that these were attended by many people; there was lots of support for Chartism in Scotland; most of the people at the meeting appear to be men and they appear to be listening to a speaker in the middle; Source B says that the Chartists caused a Rising in Newport in 1839; this rising failed and the leaders were arrested and tried and punished by being transported; the severity of the punishments shows that the government was frightened by the threat of Chartism so punished the leaders harshly.

Question 2

Mark allocation:	AO1	AO2	AO3	AO4
6	2		4	

Question: **To what extent does this source accurately explain the seriousness of the events at Merthyr in 1831?** [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 shows how the events at Merthyr in 1831 were very violent; the author says that many people were wounded including the mayor of the town and an army major; there was a tremendous amount of blood in the town, largely caused by the weapons of the rioters; the accuracy of the source should be placed in the historical context of the events in Merthyr in 1831 which was the culmination of many months of industrial depression and economic hardship; candidates should also point out the obvious bias in the source; Crawshay is the local ironmaster at whom most of the protest was directed; he would be fully in favour of the soldiers called in to quell any trouble and would obviously blame the workers for causing the trouble; thus the source has to be evaluated for huge bias in its content and authorship; however it clearly confirms that the authorities were convinced that the workers were responsible for the violence and this is later reflected in how the leaders of the Rising were punished, including the execution of Dic Penderyn.

Question 3

<i>Mark allocation:</i>	<i>AO1</i>	<i>AO2</i>	<i>AO3</i>	<i>AO4</i>
12	4	8		

Question: **Why did the Luddites protest in the early nineteenth century?** **[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	BAND 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	BAND 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	BAND 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	BAND 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:

The Luddites attacked machines in the wool and cotton industries in the north and midlands of England; the Luddites were named after 'General Ned Ludd' or 'King Ludd', a mythical figure who lived in Sherwood Forest and supposedly led the movement; Luddites protested because they wanted to get rid of the new machinery that was causing unemployment among workers - hand weavers did not want the introduction of power looms; they also protested against wage reductions; they also protested against food shortages brought about by the increase in the price of wheat, and the collapse of hosiery and knitwear prices in 1815 and 1816. Various attempts were made to find a compromise, but problems remained until the middle of the nineteenth century, by which time the woollen industry had moved away from hand-production; candidates may also show that some of the country's economic difficulties were put down to the Napoleonic War (1802-1812), which disrupted trade between countries; Luddites were protesting, therefore, against changes they thought would make their lives much worse, changes that were part of a new market system. Before this time, craftspeople would do their work for a set price, the usual price. They protested because they did not want this new system that involved working out how much work they did, how much materials cost, and how much profit there would be for the factory owner.

Question 4

Mark allocation:	AO1	AO2	AO3	AO4
12	2	10		

Question: **Explain the connections between any THREE of the following:** **[12]**

- The French Revolution
- The effects of the Napoleonic Wars
- Economic problems
- The demand for parliamentary reform

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 and connected causes of pressure on life in Britain around 1815;

- *the French Revolution was connected to the demand for parliamentary reform because it had a very big impact on the demands for workers' rights in Britain; the French Revolution which had broken out in 1789, was based on the ideas of liberty and equality for all people regardless of their class; the ideas of the French Revolution therefore influenced the demand by ordinary people in Britain for more political rights; for example the corresponding societies were set up to push for more reform of Parliament and incidents like the Spa Fields Riots in 1816 also reflected the demand for more rights;*

- *the French Revolution was connected to the effects of the Napoleonic wars because it sparked off a European wide series of wars which was carried on by Napoleon Bonaparte; the Napoleonic wars affected most European countries politically, economically and socially and many of the ideas of the French Revolution were exported by the wars to the countries invaded by France;*
- *the effects of the Napoleonic wars was connected to economic problems because the French attempted to defeat Britain by blockading its ports using the 'Continental System'; it was hoped that this would starve the country into surrender; Napoleon called Britain a 'nation of shop-keepers' who could be defeated by preventing trade; the blockade did not lead to Britain's defeat but it did cause serious food shortages and economic depression causing much suffering amongst workers;*
- *the effects of the Napoleonic wars was connected, therefore, to the demand for Parliamentary reform because economic hardship contributed to social and economic protests which were also linked to the demand for greater political rights; examples of this include the Luddite outbursts and the March of the Blanketeers in 1817*

Question 5

<i>Mark allocation:</i>	<i>AO1</i>	<i>AO2</i>	<i>AO3</i>	<i>AO4</i>	<i>SPaG</i>
19	4			12	3

Question: **How far do you agree with this interpretation of the results of the Rebecca Riots?** **[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	BAND 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	BAND 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	BAND 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	BAND 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.

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 clearly states that, as a result of the riots, the Rebecca supporters had gained real achievements and won a great victory; the author would have been able to base his interpretation on many obvious results of the Riots at this time; the government was concerned enough to appoint three special commissioners to investigate the causes of the Riots; their findings led to a Turnpike Act that was passed in July 1844; this Act gave the rioters a lot of what they were after including simplification and reduction of tolls; tolls were

made more uniform; the rioters also achieved a modest reduction in rents and the toll on lime was cut by half; however, other interpretations of this issue differ; other historians argue that while there were positive results of the Rebecca Riots, the living conditions of people in West Wales did not change or improve really; contemporary evidence from a range of authors still points out the poverty that people had to endure; it can be argued that while the issue of turnpikes was addressed, the more general concerns over poverty and workload remained untouched; candidates may assert that the author of this particular interpretation is an historian specialising in nineteenth century Welsh history; he is writing an article probably for a learned audience; despite recognising that some of the grievances of the rioters were exaggerated and that they were needlessly violent at times, the interpretation may be rather simplified and not really look at the way in which the more general conditions were tackled; appropriate research would have been undertaken but the interpretation may provide a limited perspective and a relatively generalised and one dimensional interpretation.

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
<i>High</i>	3	<ul style="list-style-type: none"> • 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
<i>Intermediate</i>	2	<ul style="list-style-type: none"> • 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
<i>Threshold</i>	1	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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

Candidate Name	Centre Number				Candidate Number				
						0			

**GCSE****HISTORY****UNIT 1****STUDY IN DEPTH – WALES AND THE WIDER PERSPECTIVE****1C. DEPRESSION, WAR AND RECOVERY, 1930-1951****SAMPLE ASSESSMENT MATERIALS****1 Hour****INSTRUCTIONS TO CANDIDATES**

Write your name, centre number and candidate number in the spaces at the top of this page.

Answer all questions on the examination paper.

Write your answers in the spaces provided in this booklet.

INFORMATION FOR CANDIDATES

The number of marks is given in brackets at the end of each question.

Question 5 will assess your ability to construct a balanced, reasoned and well substantiated extended response.

In addition your answer to question 5 will assess your ability to spell, punctuate and use grammar accurately and use a wide range of specialist language as appropriate.

QUESTION 1

This question is about women and the Second World War.

Study the sources below and then answer the question which follows.

Source A

The Land Girls did a wide range of jobs, including milking cows, lambing, managing poultry, ploughing, gathering crops, digging ditches, catching rats and carrying out farm maintenance work. Some 6,000 women worked in the Timber Corps, chopping down trees and running sawmills. They came from a wide variety of backgrounds and some were very homesick. Many farmers were initially sceptical about employing young women on their farms, but people soon came to realise how useful most of them were.

[From a website about life during the Second World War]

Source B



[Female mechanics servicing a truck during the Second World War]

What can be learnt from Sources A and B about the role of women during the Second World War.?

[4]

[12 x answer lines]

QUESTION 2

This question is about preparations for war.

Study the source below and then answer the question which follows.

Source C

It was in September 1940 that hundreds of children from the Birmingham area assembled at the main station carrying luggage with a label attached to their clothing giving their name and address. It was a very long and slow journey. I remember the train going up the Rhondda Valley stopping at each station to allow evacuees to alight.

The end of my train journey was Treorchy and there were not many of us left by this time. I went to the Bound family at 11 Vicarage Terrace and I can still see me now that first evening sitting in the armchair by the fire, a very quiet and shy nine year old with Floss the spaniel sitting at my feet. Aunty Poll, Uncle Sam and Cliff made me very welcome and I seem to remember having my favourite tinned fruit (a luxury at that time) for tea. The biggest problem was language. I could not understand a word that was said to me and they could not understand me.

[From the memories of a wartime evacuee interviewed for a television programme on evacuation (September 2000)]

To what extent does this source accurately explain the experience of evacuees who were sent to Wales during the Second World War? [6]

[In your answer you should refer to the strengths and limitations of the source and use your own knowledge and understanding of the historical context.]

[18 x answer lines]

QUESTION 3

This question is about life during the Second World War.

Why was the British Government's use of propaganda significant during the Second World War? [12]

[36 x answer lines]

QUESTION 4

This question is about post-war developments in Britain.

Explain the connections between any **THREE** of the following: [12]

- The Beveridge Report of 1942
- The Labour victory in the 1945 election
- The establishment of the National Health Service
- The nationalisation of the key industries

Your three choices:

- _____
- _____
- _____

[36 x answer lines]

QUESTION 5

This question is about the impact of the Depression on ordinary people in Britain.

Read the extract below and then answer the question which follows.

The 1930s is often remembered as a period of depression but it was also a period when people in Britain were able to expand their experiences and improve their lives. The BBC gave people radio and then television, and by 1939 there were 80,000 television sets in London alone. The number of people going on holidays increased immensely. Hotels and boarding houses, fish and chip shops, ice-cream stands, fairgrounds and dancehalls all expanded. The holiday camps flourished, the most famous being Butlins in Skegness.

[Josh Brooman, an historian, writing in a GCSE school history text book,
People in Change, published in 1994]

How far do you agree with this interpretation of the impact of the Depression on ordinary people in Britain? [16]

[In your answer you should refer to how and why interpretations of this issue differ. Use your own knowledge and understanding of the wider historical debate over this issue to reach a well-supported judgement.]

Marks for spelling, punctuation and the accurate use of grammar and specialist language are allocated to this question. [3]

[48 x answer lines]

MARK SCHEME**UNIT 1: WALES AND THE WIDER PERSPECTIVE****1C. DEPRESSION, WAR AND RECOVERY, 1930-1951****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 the role of women during the Second World War?**

[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 shows that one of the roles undertaken by women was to work on the land; women carried out a wide range of jobs including working with livestock, dealing with crops and general maintenance; some women worked chopping down trees and in sawmills; most women did a very good job; Source B shows another part of women's role; many worked as mechanics and helped to keep vehicles serviced and running during the war; the sources show that women who worked during the war came from a variety of backgrounds.

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 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.

MARK SCHEME**UNIT 1: WALES AND THE WIDER PERSPECTIVE****1C. DEPRESSION, WAR AND RECOVERY, 1930-1951****Question 1**

<i>Mark allocation:</i>	<i>A01</i>	<i>A02</i>	<i>A03</i>	<i>A04</i>
4			4	

Question: **What can be learnt from Sources A and B about the role of women during the Second World War? [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:

The sources give much information about the role of women during the Second World War; Source A shows that one of the roles undertaken by women was to work on the land; women carried out a wide range of jobs including working with livestock, dealing with crops and general maintenance; some women worked chopping down trees and in sawmills; most women did a very good job; Source B shows another part of women's role; many worked as mechanics and helped to keep vehicles serviced and running during the war; the sources show that women who worked during the war came from a variety of backgrounds.

Question 2

Mark allocation:	AO1	AO2	AO3	AO4
6	2		4	

Question: **To what extent does this source accurately explain the experience of evacuees who were sent to Wales during the Second World War?** [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 is not really that accurate in explaining the experience of evacuees sent to Wales during the war; the source clearly shows the organisation of the whole process, from large towns in England to smaller communities in areas like South Wales; the source also helps to explain the anxiety felt by many young children and that many of these were warmly welcomed and made to feel part of a family; the evacuee says that she called the adults Auntie Poll and Uncle Sam; one area which is interesting is the language issue: it seems that the host family spoke Welsh and there were problems in understanding the language; the author is remembering what seems to have been a positive experience although it is after 60 years and some things may have been forgotten or embellished for the television programme; also television programmes are often highly edited to use clips that are those that the programme makers want to use; the memory is only of one evacuee and in this respect the source is somewhat limited in its explanation; the source does not take account of the wider historical context regarding other experiences by evacuees; these could be in other areas or could include those experiences which were less positive; candidates may conclude that while the source is likely to be accurate evidence, it cannot fully explain the experience of evacuees during the Second World War.

Question 3

<i>Mark allocation:</i>	<i>A01</i>	<i>A02</i>	<i>A03</i>	<i>A04</i>
12	4	8		

Question: **Why was the British Government's use of propaganda significant during the Second World War?** [12]

Band descriptors and mark allocations

	A01 4 marks			A02 8 marks	
BAND 4	Demonstrates comprehensive knowledge and understanding of the key feature in the question.	4	BAND 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	BAND 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	BAND 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	BAND 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:

The British Government's use of propaganda during the Second World War was significant because it was vital to the war effort in a number of ways; the British Government's use of propaganda during the Second World War was significant because it was crucial in encouraging high morale and resistance to Germany at a time when the very existence of the country was at stake; it was used extensively in order to encourage hard work and effort and to prevent waste at a time of great shortage; propaganda such as careless talk costs lives was used extensively in order to make people safe and prevent the enemy from gaining any information; propaganda also played a crucial role in keeping up morale; propaganda was also significant in hiding the truth from people, for example, about the extent of casualties, losses in the Atlantic or the fall of Singapore; the British Government's use of propaganda was significant for specific campaigns, for example evacuation, dig for victory, keep calm and carry on; propaganda was also significant because in the form of comedy shows, films and popular songs; it provided a release from the daily pressures of the war; the British Government's use of propaganda was also significant in making people believe they were an important part of the war effort, for example, housewives being encouraged to make do and mend and children collecting scrap metal.

Question 4

<i>Mark allocation:</i>	<i>AO1</i>	<i>AO2</i>	<i>AO3</i>	<i>AO4</i>
12	2	10		

Question: **Explain the connections between any THREE of the following:**

[12]

- The Beveridge Report of 1942
- The Labour victory in the 1945 election
- The establishment of the National Health Service
- The nationalisation of the key industries

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 are closely connected post-war developments in Britain.

Connections identified may include:

- *the Beveridge Report was connected to the Labour victory in the 1945 general election because the Labour Party introduced the Welfare State as outlined in the Beveridge Report; the Beveridge Report highlighted the need to improve people's lives by abolishing 'want' in Britain; it proposed a system of social security that would be implemented at the end of the war; Beveridge also identified other problems such as ignorance, squalor, idleness and disease; in 1945, Clement Attlee and the Labour Party defeated Winston Churchill's Conservative Party in the general election and then began to implement the recommendations of the Beveridge Report;*
- *the establishment of a National Health Service was connected to the Labour Party victory in 1945 because it established the National Health Service in 1948; the National Health Service provided free medical treatment for all for the first time and a national system of benefits was also introduced to provide social security, so that the population would be protected 'from the cradle to the grave';*

- *the Labour Party victory in 1945 was connected to nationalisation because following the Labour victory in the 1945 election, Attlee's government set about nationalising the key industries in Britain; their manifesto pledged nationalisation of the Bank of England, the fuel and power industries, inland transport, and iron and steel; the key industries of the economy, like coal, were taken over by the government and run on behalf of the nation as a whole;*
- *the establishment of a National Health Service in 1948 was connected to the Beveridge Report of 1942 because the Beveridge Report had highlighted the need to improve the health of the nation; the Beveridge Report had advised that the state should attack the 'five giants' responsible for the problems faced by ordinary people, one of which was disease; the establishment of the National Health Service in 1948 addressed one of the key recommendations of the Beveridge Report.*

Question 5

<i>Mark allocation:</i>	<i>AO1</i>	<i>AO2</i>	<i>AO3</i>	<i>AO4</i>	<i>SPaG</i>
19	4			12	3

Question: **How far do you agree with this interpretation of the impact of the Depression on ordinary people in Britain?**
[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	BAND 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	BAND 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	BAND 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	BAND 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.

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 historian's interpretation is that the 1930s brought many positive changes to ordinary people; this interpretation appears to be based on several issues: many families were able to gain access to radios and even television; holidays became more common with paid leave becoming the law; holiday resorts developed to cater for the demand; the historian could also have based his view on the amount of house-building that went on in the 1930s and the large rise in ownership of motor cars and motorcycles; however, in some respects this

interpretation is limited in scope; it is possible for historians to interpret the effects of the 1930s differently, and possibly put a more positive slant on certain aspects; the historian mentions London and certainly this area did not suffer the deprivation of the depression years as much as other areas; in the south-east and the midlands of England there was growing employment and much migration to these areas from the more depressed regions such as Wales and Scotland; even in Wales and Scotland the support of the government saw greater investment and an improvement towards the end of the decade; candidates may assert that the author of this particular interpretation is an historian writing for a school audience, the interpretation may be rather simplified and not really look at the geographical variations of the 1930s; appropriate research would have been undertaken but the interpretation may be based on the target audience using a history book; it is possibly a limited perspective and relatively generalised interpretation. it is part of the wider historical debate that exists over the 1930s as a decade but it does need to be more balanced.

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
<i>High</i>	3	<ul style="list-style-type: none"> • 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
<i>Intermediate</i>	2	<ul style="list-style-type: none"> • 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
<i>Threshold</i>	1	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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

Candidate Name	Centre Number				Candidate Number				
						0			

**GCSE****HISTORY****UNIT 1****STUDY IN DEPTH – WALES AND THE WIDER PERSPECTIVE****1D. AUSTERITY, AFFLUENCE AND DISCONTENT, 1951-1979****SAMPLE ASSESSMENT MATERIALS****1 Hour****INSTRUCTIONS TO CANDIDATES**

Write your name, centre number and candidate number in the spaces at the top of this page.

Answer all questions on the examination paper.

Write your answers in the spaces provided in this booklet.

INFORMATION FOR CANDIDATES

The number of marks is given in brackets at the end of each question.

Question 5 will assess your ability to construct a balanced, reasoned and well substantiated extended response.

In addition your answer to question 5 will assess your ability to spell, punctuate and use grammar accurately and use a wide range of specialist language as appropriate.

QUESTION 1

This question is about popular entertainment and fashion.

Study the sources below and then answer the question which follows.

Source A

Pop music has continued to have a great influence on entertainment since the 1960s. The early 1970s were famous for glam rock artists like David Bowie, Marc Bolan and Elton John, who wore make up and outrageous costumes. The pop music sounds of the early 1970s are now being challenged by the emergence of punk rock, which clearly sets out to shock people.

[From an article in *The Record Mirror*, a music magazine, published in 1978]

Source B



[A photograph of rockers taken in 1964]

What can be learnt from Sources A and B about entertainment and fashion during this period?

[4]

[12 x answer lines]

QUESTION 2

This question is about the end of austerity.

Study the source below and then answer the question which follows.

Source C

Today bus services serve the same purpose as the railways. Buses and cars now carry the greater part of the passengers moving about the countryside of England, Scotland and Wales. There is no alternative – the railways have to be cut throughout the whole land.

[An extract from the report of Dr Beeching into the state of Britain's railways, published in 1963]

To what extent does this source accurately explain the reasons for the Beeching cuts? [6]

[In your answer you should refer to the strengths and limitations of the source and use your own knowledge and understanding of the historical context.]

[18 x answer lines]

QUESTION 3

This question is about political and economic problems in Wales.

Why was the creation of the reservoir at Tryweryn significant to the growth of nationalism in Wales during this period? [12]

[36 x answer lines]

QUESTION 4

This question is about immigration in the 1950s and 1960s.

Explain the connections between any **THREE** of the following:

[12]

- Enoch Powell
- The British Nationality Acts of this period
- Notting Hill Riots 1958
- The Caribbean 'Windrush'

Your three choices:

- _____
- _____
- _____

[36 x answer lines]

QUESTION 5

This question is about the changing lives of women.

Read the extract below and then answer the question which follows.

What the press called the ‘women’s lib’ movement, set up playgroups, nurseries and playgrounds; they fought for equal pay and formed a coalition of tiny feminist groups and major national organizations. Their efforts undoubtedly had a wide impact on the lives of thousands of others and upon society in general. No social movement of the period posed a bigger challenge to the complacent attitudes of British society.

[Dominic Sandbrook, an historian and newspaper columnist, writing in his book *State of Emergency, The Way We Were: Britain 1970-74*, published in 2010]

How far do you agree with this interpretation of the impact of the feminist movement on society in the 1970s? [16]

[In your answer you should refer to how and why interpretations of this issue differ. Use your own knowledge and understanding of the wider historical debate over this issue to reach a well-supported judgement.]

Marks for spelling, punctuation and the accurate use of grammar and specialist language are allocated to this question. [3]

[48 x answer lines]

MARK SCHEME

UNIT 1: WALES AND THE WIDER PERSPECTIVE

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

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 entertainment and fashion during this period?** [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 shows the extent to which changes in pop music influenced entertainment and fashion during this period; the early 1970s was characterised by glam rock artists; it was a period of experimentation with make-up and costumes; artists such as David Bowie, Marc Bolan and Elton John were extremely influential on fashion and costume; Source A also refers to a punk sound emerging by the late 1970s which shocked society in many ways; Source B shows how youth culture was a distinctive feature of the 1960s; rockers were a key characteristic of youth culture; they dressed distinctively in jeans and leather jackets and rode motorbikes; both sources show that trends in entertainment and fashion in general changed quickly and had an important impact on society.

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 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.

MARK SCHEME**UNIT 1: WALES AND THE WIDER PERSPECTIVE****1D. AUSTERITY, AFFLUENCE AND DISCONTENT, 1951-1979****Question 1**

<i>Mark allocation:</i>	AO1	AO2	AO3	AO4
4			4	

Question: **What can be learnt from Sources A and B about entertainment and fashion during this period?** **[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:

The sources give much information about entertainment and fashion; Source A shows how pop music influenced entertainment and fashion during this period; the early 1970s was characterised by glam rock artists; it was a period of experimentation with make-up and costumes; artists such as David Bowie, Marc Bolan and Elton John were extremely influential on fashion and costume; Source A also refers to a punk sound emerging by the late 1970s which shocked society in many ways; Source B shows how youth culture was a distinctive feature of the 1960s; rockers were a key characteristic of youth culture; they dressed distinctively in jeans and leather jackets and rode motorbikes; both sources reveal key features of entertainment and fashion in the 1960s and 1970s and their impact on society.

Question 2

Mark allocation:	AO1	AO2	AO3	AO4
6	2		4	

Question: **To what extent does this source accurately explain the reasons for the Beeching cuts?** [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 is, to a large extent, an accurate explanation of the reasons why the Beeching cuts were undertaken; it correctly identifies the fact that car ownership had increased greatly; public transport in the form of buses were playing an increasingly important role in moving the majority of people around the country; it accurately reflects the extent to which rail transport had decreased in usage; however, the source does not take account of the wider historical context regarding other reasons for the Beeching cuts; a major factor were the losses being incurred by British Railways, which were at £300,000 a day by 1961; there was also a great deal of duplication and a lack of competitiveness; the source is clearly limited by its purpose and the agenda of the report; the agenda was to investigate the state of Britain's railways and therefore identify ways in which money could be saved; candidates may conclude that whilst the extract correctly reflects the changes in transport, it is limited by its failure to focus upon the economic agenda of the government of the early 1960s.

Question 3

<i>Mark allocation:</i>	<i>AO1</i>	<i>AO2</i>	<i>AO3</i>	<i>AO4</i>
12	4	8		

Question: **Why was the creation of the reservoir at Tryweryn significant to the growth of nationalism in Wales during this period?** [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	BAND 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	BAND 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	BAND 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	BAND 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:

The creation of the reservoir at Tryweryn was very significant in the growth of nationalism in Wales; it was significant because the Tryweryn reservoir saw the Meirionnydd village of Capel Celyn drowned in the early 1960s to provide water for Liverpool; the plan to create the reservoir involved the destruction of a whole Welsh-speaking community and its way of life; it was significant, therefore, because it led to a wave of protests by Welsh nationalists using similar peaceful tactics to those seen in other parts of the world; these protests became violent and two activists were jailed after planting explosives at the site in February 1963; however, the actions of the bombers merely delayed the reservoir project which was finished and officially opened on 21 October 1965; seventy residents of Capel Celyn were forced to leave their homes, and in 1965 the village disappeared under the waters of the new lake. This also led to an increase in Welsh nationalism. Candidates may point out that it was not the first time a Welsh community had been displaced to provide water for English cities - the Vyrnwy and Elan Valleys had been flooded in the late 19th century to create reservoirs serving Liverpool and Birmingham. However the issues surrounding the building of Tryweryn are particularly significant because they are widely seen as one of the sparks that ignited the Welsh language campaigns of the 1960s, and a focus for the growing devolution movement of the 1970s.

Question 4

<i>Mark allocation:</i>	<i>AO1</i>	<i>AO2</i>	<i>AO3</i>	<i>AO4</i>
12	2	10		

Question: **Explain the connections between any THREE of the following:** **[12]**

- Enoch Powell
- The British Nationality Acts of this period
- Notting Hill Riots 1958
- The Caribbean 'Windrush'

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 are closely connected to immigration during the period; all reflect the considerable impact that increased immigration had upon Britain; connections identified may include:

- *Enoch Powell was connected to the Caribbean Windrush because as a key political figure of the time, he reacted against increased immigration; his 'Rivers of Blood' speech of 1968 was extremely controversial but reflected the divisions in British society and Enoch Powell's concerns about the amount of immigration into British society symbolised by the Caribbean Windrush which he believed to be too high;*
- *The British Nationality Act, originally of 1948 but revised during the 1950s and 60s was connected to the Caribbean Windrush because it provided for a new status of Citizen of the United Kingdom and Colonies (CUKC); it encouraged colonial residents to come to Britain to help with the post-war reconstruction; the Windrush was named after the passenger liner that brought large groups of post-war West Indian*

immigrants to Britain as a result of the British Nationality Act and which precipitated a wave of immigration to Britain in this period; the term Windrush became associated with a generation of British Caribbean people;

- *the British Nationality Acts of this period were connected to the Notting Hill Riots of 1958 because they led to increased Commonwealth immigration into Britain which increased racial tensions in many areas; the Notting Hill Riots of 1958 were the culmination of these growing racial tensions; white 'Teddy Boys' attacked the houses of West Indian residents over a period of several days;*
- *the Caribbean Windrush was connected to the Notting Hill Riots of 1958 since it precipitated an increase in mass immigration into Britain from the Commonwealth in this period; the large influx of immigrants from the Caribbean into Britain during this period led to increased racial tensions in some areas and which manifested itself in the Notting Hill Riots of 1958 during which black residents were terrorised by white gangs.*

Question 5

<i>Mark allocation:</i>	<i>AO1</i>	<i>AO2</i>	<i>AO3</i>	<i>AO4</i>	<i>SPaG</i>
19	4			12	3

Question: **How far do you agree with this interpretation of the impact of the feminist movement on society in the 1970s?** **[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	BAND 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	BAND 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	BAND 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	BAND 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.

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 the feminist movement during the late 1960s and 1970s had a wide impact upon society; to an extent this interpretation accurately reflects the impact such organisations had; the interpretation is clearly based on the impact of women's liberation groups that campaigned vigorously against discrimination and were a key feature of this period; evidence that can be used to form such an interpretation includes: women

questioned traditional attitudes; they put forward the four demands of equal pay, free contraception, equal education and twenty four hour nurseries; feminist magazines became popular and demonstrations achieved considerable publicity; these served to influence the governments of the period; several pieces of important legislation were passed during the period, such as the Abortion Act, the Divorce Reform Act, the Equal Pay Act and the Sex Discrimination Act; however, there is a wider historical debate over the issue; it is possible to arrive at different interpretations regarding the impact the feminist movement had upon society; some historians have argued that society as a whole was changing and that equality for women was a natural progression; others might say that this was part of a process that had been on-going since the 1920s; there is a more negative interpretation that in many ways attitudes and opinions prevalent over many years did not change; despite the introduction of legislation, society remained relatively male dominated and by the end of the period in question, progress regarding equality had been slow; candidates may assert that the author, an historian and newspaper columnist, is specifically writing for a modern audience in a general social and political history of Britain during this period; the extract therefore reflects a somewhat narrow, populist perspective on the issue; other interpretations may suggest that the feminist movement did not make such a significant impact on society or to achieving equality for women.

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
<i>High</i>	3	<ul style="list-style-type: none"> • 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
<i>Intermediate</i>	2	<ul style="list-style-type: none"> • 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
<i>Threshold</i>	1	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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

ASSESSMENT GRID FOR UNIT 1

Candidates answer all questions.

Studies in Depth – Wales and the wider perspective

Question	AO1	AO2	AO3	AO4	SPaG
1			4 marks	-	
2	2 marks	-	4 marks	-	
3	4 marks	8 marks			
4	2 marks	10 marks	-	-	
5	4 marks		-	12 marks	3
Total	12 marks	18 marks	8 marks	12 marks	3