

CONFIDENTIAL



GCSE MARKING SCHEME

SUMMER 2016

HUMANITIES

**UNIT 2 - PAPER 01
UK 1939-1974
4322/01**

INTRODUCTION

This marking scheme was used by WJEC for the 2016 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

**Award 0 marks if the answer is
incorrect or irrelevant.**

GCSE Humanities

4322/01 UK 1939-1974

SECTION A

Question 1

- (a) Give two items that were rationed during the period of austerity after the Second World War, between 1945 and 1954. [2]

AO1	AO2	AO3	total
2	0	0	2

Point marking

Credit one mark for each valid statement to max 2.

Generic items – paper, clothes, petrol/fuel, food or more specifically sugar, bread, potatoes, sweets, eggs, tea, etc.

*Any other relevant points **should be credited** including those items rationed during the war that continued to be rationed afterwards.*

- (b) Describe how the 1944 Education Act changed education after the end of the Second World War. [4]

AO1	AO2	AO3	total
3	1	0	4

	L1 1-2 marks	L2 3-4 marks
Description	Basic description or simple list.	More detailed description with more than one accurate point. Elaboration of one or more points needed to gain 4 marks.

Indicative content:

*“secondary education for all” by raising the school leaving age to 15; **tripartite** [three part] school system with three different types of school: grammar schools, (for more academic children), secondary modern schools (for more practical children); technical schools (for the academically weakest); nicknamed “gold, silver and lead”; increased school-building and refurbishment; spending on education doubled; the 11-Plus exam (or “scholarship test”) decided which school a child could go to.*

- (c) How useful is Source A to an historian studying the Beeching cuts to railways in the UK in the 1960s. [4]

AO1	AO2	AO3	total
2	0	2	4

	L1 1-2 marks	L2 3-4 marks
Evaluation of use of a source	Descriptive answer.	Usefulness of the source is considered in terms of its content or origin/purpose. 4 marks for a balanced consideration where the content and origin of the source are discussed

Indicative content:

Useful – it shows how the impact of line closures – removal of the rails, derelict stations, etc.

Possible limitations of the source – it doesn't show who was affected by these changes or why Beeching closed some lines in the first place.

Origins – it is a modern photograph of the station taken in 2013; it does not show how the station and line changed over time, only what it looks like now; it may have been taken by a journalist trying to emphasise the negative impact of the Beeching Axe rather than the modernisation of the railways that was made possible by the closures.

(d) Explain why the Profumo scandal shocked people in the UK in 1963.

[6]

AO1	AO2	AO3	total
2	4	0	6

	L1 1-2 marks	L2 3-4 marks	L3 5-6 marks
Explanation	Description or simple list of reasons.	Explanation with some accuracy. Elaboration of at least one point needed to gain 4 marks.	Valid and detailed explanation. Elaboration of more than one point with accurate linkage between them.

Indicative content:

Low level answers will describe the details of the scandal, Profumo the Minister for War sharing a girlfriend, Christine Keeler, with a Russian spy.

Better answers will look as to reasons why – Profumo lied to Macmillan the Prime Minister and then lied about the affair in Parliament; the story only came out because of an attack on Christine Keeler’s flat by another one of her boyfriends; the story and the subsequent court case of Stephen Ward were widely reported in the newspapers; Profumo resigned but the government’s reputation was damaged and they lost the general election the following year; could also consider the stricter moral climate of the time and the high level of trust that people had in politicians.

Level 2 and Level 3 answers will develop these points into full reasons.

- (e) Why do Sources B and C give different views about the setting up of National Health Service? [6]

AO1	AO2	AO3	total
2	0	4	6

	L1 1-2 marks	L2 3-4 marks	L3 5-6 marks
Explanation	Limited description of content of sources. Likely to be repetition or paraphrasing of content.	Some explanation of content of sources.	Explanation of content of sources.
Evaluation of authorship	<i>Copied or paraphrased authorship only</i> Max 2 marks if no reference to authorship.	Some evaluation of the authorship.	Clear and detailed evaluation of the importance of the authorship. For 6 marks there is a direct comparison of the purpose of the sources.

Indicative content:

Source B is from an interview with someone who remembers the early days of the NHS and how much of a difference it made to people who had not been able to afford medical treatment.

History textbook in Source C is based on evidence, research and has the advantage of hindsight; the author is less likely to be biased or emotionally involved in the topic and has to be more factually correct as it is in a school textbook which will be checked for accuracy, although the author's conclusion may have been simplified for the audience.

Source B is giving their own opinion and experience of people's reactions to the first days of the NHS. Source C is trying to look at a range of perspectives of how people viewed the NHS.

- (f) "The 1942 Beveridge Report brought about the most important changes in the lives of the people of the UK between 1945 and 1974." To what extent do you agree with this statement? [8]

AO1	AO2	AO3	total
3	3	2	8

	L1 1-2 marks A narrative	L2 3-5 marks Understands that there are arguments for and against the issue	L3 6-8 marks A full understanding for and against the issue and a judgement is made based on evidence
Description and explanation of evidence	A few simple points are made with no elaboration. OR A purely descriptive answer.	A range of points are made on one or both sides of the argument. Max 4 marks for one-sided discussion of the statement. For 4 or 5 marks some points are elaborated.	For 6 marks a range of points are made for and against the statement. For 7-8 marks must be detailed and accurate. A judgement about the most important reason has been reached.
Analysis / conclusion	Conclusion is not attempted.	Conclusion is supported with simple statements.	Conclusion is justified by direct reference to the evidence.
QWC	Communication is unclear. The answer is likely to be unstructured. There are a number of errors in spelling and / or punctuation.	Communication is clear and there is an attempt to structure the answer. There are few errors in spelling and / or punctuation.	Communication is articulate and the answer has a clear structure. Where historical terms are used they are used correctly. There is clear accuracy of spelling, punctuation and grammar.

Indicative content:

Agrees – laid down the plan for the future Welfare State by identifying 5 problems that needed to be solved and offered solutions to each problem.

Outlines other developments – Labour's 1945 election victory, end of rationing, economic growth under Conservative government in the 1950s.

May point out that Beveridge – Report would have had very little impact without Labour's election victory which enabled all of the other changes between 1945 and 1951 to happen.

For 7/8 marks there must be a judgement from the candidate – agrees/ disagrees with the statement and reasons why.

SECTION B

Question 2

- (a) Give two ways in which women's lives changed in the 1950s and 1960s. [2]

AO1	AO2	AO3	total
2	0	0	2

Points marking:

Credit one mark for each valid statement to max 2.

Having more time to relax or work - convenience foods, supermarkets, labour-saving devices; more women working; receiving better education; more sexual freedom - contraceptive pill, family planning and legalised abortions; more control over relationships with changes to the divorce laws; 1970 Equal Pay Act.

DO NOT CREDIT

1. any references to women's work in WW2 as this was before the 1950s
 2. any references to changes that happened after the 1970 Equal Pay Act
- Any other relevant points **should be credited**.

- (b) Describe the ways in which the supporters of the Campaign for Nuclear Disarmament [CND] protested in the 1950s and 1960s. [4]

AO1	AO2	AO3	total
3	1	0	4

	L1 1-2 marks	L2 3-4 marks
Description	Basic description with little or no elaboration or simple list of points.	Detailed description with more than one accurate point. Elaboration of one or more points needed to gain 4 marks.

Indicative content:

Level 1 : will give several vague methods e.g. marching, public meetings, banners, posters, badges etc.

Level 2 : will be more specific - marching e.g. London to Aldermarston, use of the CND logo as graffiti, more direct campaigns against US nuclear submarines being stationed in Holy Loch, Scotland, and US airbases throughout the UK; issue being raised at Labour Party conferences.

- (c) Explain why the lives of children and teenagers changed during the 1950s and 1960s.

[6]

AO1	AO2	AO3	total
2	4	0	6

	L1 1-2 marks	L2 3-4 marks	L3 5-6 marks
Explanation	Description or simple list of reasons.	Explanation with some accuracy. Elaboration of one or more points needed to gain 4 marks.	Valid and detailed explanation. Elaboration of more than one point with accurate linkage between them.

Indicative content:

Low level answers will describe the change from children playing games outdoors to playing indoors, teenagers becoming more rebellious, new styles of teenage music and fashion.

Better answers will look as to reasons why – the impact of the end of rationing on what children were able to eat e.g. sweets, crisps, fizzy drinks, or even read e.g. comics; technological developments like plastics for toys, television or record players; increasing affluence allowing parents to spend more on children's toys, or enabling teenagers to get jobs to pay for more things of their own; businesses aiming products at the growing youth market.

Level 2 and Level 3 answers will develop these points into full reasons.

CANDIDATES MUST cover both children and teenagers for a Level 3 answer.

- (d) “More liberal attitudes were the most important reason for changes in the lives of people in the UK in the 1950s and 1960s.” To what extent do you agree with this statement?

[8]

AO1	AO2	AO3	total
3	3	2	8

	L1 1-2 marks	L2 3-5 marks	L3 6-8 marks
	A narrative	Understands that there are arguments for and against the issue	A full understanding for and against the issue and a judgement is made based on evidence
Description and explanation of evidence	A few simple points are made with no elaboration. OR A purely descriptive answer.	A range of points are made on one or both sides of the argument. Max 4 marks for one-sided discussion of the statement. For 4 or 5 marks some points are elaborated.	For 6 marks a range of points are made for and against the statement. For 7-8 marks must be detailed and accurate. A judgement about the most important reason has been reached.
Analysis / conclusion	Conclusion is not attempted	Conclusion is supported with simple statements.	Conclusion is justified by direct reference to the evidence.
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Indicative content:

Agrees – the Permissive Society and more liberal attitudes came to the fore in the 1960s e.g. towards alcohol, drugs, sexual relationships, homosexuality, gender equality.

Outlines other developments – end of rationing, development of distinct youth culture, increasing freedom for women, rising prosperity affected the jobs that people could do, the houses they lived in, access to new forms of entertainment like television, labour-saving goods in the house, car ownership, etc.

May consider that many of the social developments in this period stem from increasing affluence.

For 7/8 marks there must be a judgement from the candidate – agrees/ disagrees with the statement and reasons why.

Question 3

- (a) Give two examples of places in the UK that were bombed by the Germans during the Second World War. [2]

AO1	AO2	AO3	total
2	0	0	2

Points marking

Credit one mark for each valid statement to max 2.

Accept both names of specific towns and cities that were bombed e.g. London, Liverpool, Cardiff, Swansea and more generic targets such as docks, factories, worker's houses, airfields, etc.

Any other relevant points **should be credited**.

- (b) Describe the impact that evacuation had on the lives of the host families of evacuees in the UK during the Second World War. [4]

AO1	AO2	AO3	total
3	1	0	4

	L1 1-2 marks	L2 3-4 marks
Description	Basic description with little or no elaboration or simple list of points.	Detailed description with more than one accurate point. Elaboration of one or more points needed to gain 4 marks.

Indicative content:

Level 1 answers will be general statements e.g., host families got on really well with evacuees, host families did not like the evacuees, etc.

Level 2 answers will included more specific examples e.g. some host families horrified at the lack of basic hygiene, very poor health, poor manners, lack of education of evacuees so they tried to help the evacuees as best they could; some host families did not take their host responsibilities very seriously and neglected their evacuees or forced them to work.

(c) Explain why women's work on farms and in factories was important during the Second World War

[6]

AO1	AO2	AO3	total
2	4	0	6

	L1 1-2 marks	L2 3-4 marks	L3 5-6 marks
Explanation	Description or simple list of reasons.	Explanation with some accuracy. Elaboration of one or more points needed to gain 4 marks.	Valid and detailed explanation. Elaboration of more than one point with accurate linkage between them.

Indicative content:

Low level answers will describe the work that women did during the war in factories or on farms.

Better answers will look as to reasons why – the importance of replacing men in the factories to enable vital war production to continue e.g. munitions, aircraft production as well as freeing those men to go and fight in the armed forces; the importance of maintaining food production on farms in the Land Army to alleviate the pressures on food supply from the Atlantic convoys and to reduce the potential severity of rationing.

Level 2 and Level 3 answers will develop these points into full reasons.

- (d) “Protecting civilians from bombing was the most important action that the government took in the UK during the Second World War.” To what extent do you agree with this statement? [8]

AO1	AO2	AO3	total
3	3	2	8

	L1 1-2 marks	L2 3-5 marks	L3 6-8 marks
	A narrative	Understands that there are arguments for and against the issue	A full understanding for and against the issue and a judgement is made based on evidence
Description and explanation of evidence	A few simple points are made with no elaboration. OR A purely descriptive answer.	A range of points are made on one or both sides of the argument. Max 4 marks for one-sided discussion of the statement. For 4 or 5 marks some points are elaborated.	For 6 marks a range of points are made for and against the statement. For 7-8 marks must be detailed and accurate. A judgement about the most important reason has been reached
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Indicative content:

Agrees – air raid shelters – Anderson and Morrison & eventually allowing the use of the London Underground; air raid warnings and sirens, blackout, ARP wardens, etc. to protect civilians.

Outlines other developments – rationing to protect the food supply and prevent some people from starving, affects all the people of the UK equally, improved the diet of a lot of people especially the poorest impact of bombing, men abroad fighting, bereavement, evacuation, etc.

May distinguish between efforts by government and individuals e.g. government did not want underground used as shelters.

For 7/8 marks there must be a judgement from the candidate – agrees/ disagrees with the statement and reasons why.