



## **General Certificate of Education**

# **AS History 1041**

## **Unit 2: HIS2R**

### **A Sixties Social Revolution?**

### **British Society, 1959–1975**

# **Mark Scheme**

*2009 examination – January series*

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this Mark Scheme are available to download from the AQA Website: [www.aqa.org.uk](http://www.aqa.org.uk)

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## Generic Introduction for AS

The AS History specification is based on the assessment objectives laid down in QCA's GCE History subject criteria and published in the AQA specification booklet. These cover the skills, knowledge and understanding which are expected of A Level candidates. Most questions address more than one objective since historical skills, which include knowledge and understanding, are usually deployed together. Consequently, the marking scheme which follows is a 'levels of response' scheme and assesses candidates' historical skills in the context of their knowledge and understanding of History.

The levels of response are a graduated recognition of how candidates have demonstrated their abilities in the Assessment Objectives. Candidates who predominantly address AO1(a) by writing narrative or description will perform at Level 1 or Level 2 depending on its relevance. Candidates who provide more explanation – (AO1(b), supported by the relevant selection of material, AO1(a)) – will perform at high Level 2 or low-mid Level 3 depending on how explicit they are in their response to the question. Candidates who provide explanation with evaluation, judgement and an awareness of historical interpretations will be addressing all 3 AOs (AO1(a); AO1(b); AO2(a) and (b) and will have access to the higher mark ranges. AO2(a) which requires the evaluation of source material is assessed in Unit 2.

Differentiation between Levels 3, 4 and 5 is judged according to the extent to which candidates meet this range of assessment objectives. At Level 3 the answers will show more characteristics of the AO1 objectives, although there should be elements of AO2. At Level 4, AO2 criteria, particularly an understanding of how the past has been interpreted, will be more in evidence and this will be even more dominant at Level 5. The demands on written communication, particularly the organisation of ideas and the use of specialist vocabulary also increase through the various levels so that a candidate performing at the highest AS level is already well prepared for the demands of A2.

## **CRITERIA FOR MARKING GCE HISTORY:**

### **AS EXAMINATION PAPERS**

#### **General Guidance for Examiners (to accompany Level Descriptors)**

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##### **Deciding on a level and the award of marks within a level**

It is of vital importance that examiners familiarise themselves with the generic mark scheme and apply it consistently, as directed by the Principal Examiner, in order to facilitate comparability across options.

The indicative mark scheme for each paper is designed to illustrate some of the material that candidates might refer to (knowledge) and some of the approaches and ideas they might develop (skills). It is not, however, prescriptive and should only be used to exemplify the generic mark scheme.

When applying the generic mark scheme, examiners will constantly need to exercise judgement to decide which level fits an answer best. Few essays will display all the characteristics of a level, so deciding the most appropriate will always be the first task.

Each level has a range of marks and for an essay which has a strong correlation with the level descriptors the middle mark should be given. However, when an answer has some of the characteristics of the level above or below, or seems stronger or weaker on comparison with many other candidates' responses to the same question, the mark will need to be adjusted up or down.

When deciding on the mark within a level, the following criteria should be considered *in relation to the level descriptors*. Candidates should never be doubly penalised. If a candidate with poor communication skills has been placed in Level 2, he or she should not be moved to the bottom of the level on the basis of the poor quality of written communication. On the other hand, a candidate with similarly poor skills, whose work otherwise matched the criteria for Level 4 should be adjusted downwards within the level.

Criteria for deciding marks within a level:

- The accuracy of factual information
- The level of detail
- The depth and precision displayed
- The quality of links and arguments
- The quality of written communication (grammar, spelling, punctuation and legibility; an appropriate form and style of writing; clear and coherent organisation of ideas, including the use of specialist vocabulary)
- Appropriate references to historical interpretation and debate
- The conclusion

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January 2009

**GCE AS History Unit 2: Historical Issues: Periods of Change**

**HIS2R: Sixties Social Revolution? British Society, 1959–1975**

**Question 1**

- (a) Use **Sources A** and **B** and your own knowledge.

Explain how far the views in **Source B** differ from those in **Source A** in relation to social change in the sixties. (12 marks)

*Target: AO2(a)*

- L1:** Answers will **either** briefly paraphrase/describe the content of the two sources **or** identify simple comparison(s) between the sources. Skills of written communication will be weak. **0-2**
- L2:** Responses will compare the views expressed in the two sources and identify some differences and/or similarities. There may be some limited own knowledge. Answers will be coherent but weakly expressed. **3-6**
- L3:** Responses will compare the views expressed in the two sources, identifying differences **and** similarities and using own knowledge to explain and evaluate these. Answers will, for the most part, be clearly expressed. **7-9**
- L4** Responses will make a developed comparison between the views expressed in the two sources and will apply own knowledge to evaluate and to demonstrate a good contextual understanding. Answers will, for the most part, show good skills of written communication. **10-12**

**Indicative content**

**Source B** suggests that for many there was little social change in the sixties. It refers to the less 'socially privileged' and those living in the less economically advanced parts of Britain who missed out on the 'golden age'. **Source A**, on the other hand, stresses how millions were enjoying holidays abroad and a wider variety of consumer goods and experiences than ever before.

Furthermore, **Source B** claims 'there was no fundamental redistribution of income and wealth' which would have broken down the old class barriers while **Source A** suggests that the 'divisions of Britain into social classes is happily out of date' and that what formerly was available only to the 'upper crust' has become available to all.

Politically, **Source B** refers to the continuance of the old sources of authority known as 'the Establishment' while **Source A** suggests the Establishment is breaking up and that the leaders of tomorrow are 'more likely to emerge from a college of advanced technology than from Eton or Harrow'.

Candidates will be expected to apply their own knowledge and may explain the growth of affluence and consumerism, the continuance of pockets of poverty, the dangers of seeing developments through the eyes of the media and the capital, how 'class' affected life changes in British society and what is meant by the Establishment and its continuance or otherwise. In

order to assess 'how far' they will also need to explain the similarity between the sources which suggests that the media were responsible for creating the picture of the sixties as a 'golden age,' for all and they might acknowledge that while the contemporary **Source A** was indeed doing just this, **Source B** written by a historian in 2005 is more objective. Nevertheless both do acknowledge that the period saw economic advances. The difference of views concerns those affected by this but not the phenomenon itself.

(b) Use **Sources A, B and C** and your own knowledge.

How far had an increase in purchasing power transformed the lives of British people by 1964?

(24 marks)

*Target: AO1(b), AO2(a), AO2(b)*

- L1:** Answers may be based on sources or on own knowledge alone, or they may comprise an undeveloped mixture of the two. They may contain some descriptive material which is only loosely linked to the focus of the question or they may address only a part of the question. Alternatively, there may be some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **0-6**
- L2:** Answers may be based on sources or on own knowledge alone, or they may contain a mixture of the two. They may be almost entirely descriptive with few explicit links to the focus of the question. Alternatively, they may contain some explicit comment with relevant but limited support. They will display limited understanding of differing historical interpretations. Answers will be coherent but weakly expressed and/or poorly structured. **7-11**
- L3:** Answers will show a developed understanding of the demands of the question using evidence from **both** the sources **and** own knowledge. They will provide some assessment backed by relevant and appropriately selected evidence, but they will lack depth and/or balance. There will be some understanding of varying historical interpretations. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **12-16**
- L4:** Answers will show explicit understanding of the demands of the question. They will develop a balanced argument backed by a good range of appropriately selected evidence from the sources and own knowledge, and a good understanding of historical interpretations. Answers will, for the most part, show organisation and good skills of written communication. **17-21**
- L5:** Answers will be well-focused and closely argued. The arguments will be supported by precisely selected evidence from the sources and own knowledge, incorporating well-developed understanding of historical interpretations and debate. Answers will, for the most part, be carefully organised and fluently written, using appropriate vocabulary. **22-24**

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**Indicative content**

All three sources provide information on the spread of purchasing power and/or the lives of British people in the sixties. **Source A** refers to the consumer revolution, with holidays abroad (taken by 5 million people) steaks (an allusion to the growth of 'eating out' and the spread of restaurants), cars, houses, refrigerators and washing machines. **Source B** refers, if only negatively, to 'the economic advances of the 'golden age', and **Source C** to a 'reckless surge of growth and prosperity', characterised by shopping, car and television showrooms, crowded supermarkets, teenagers with mopeds, radios and Sunday supplements providing guides to the 'new world of consumerism and luxury', and Mary Quant's latest fashion designs.

In **Sources A** and **C** lives have been transformed not only to by the goods themselves but by the breaking down of old social barriers and conventions. They suggest a new optimism and a sense of enjoyment while in **Source B** the transformation is put in perspective with reference to the 'have nots' and the degree to which much remained the same.

Candidates will also be expected to apply their own knowledge.

Some of the ways in which lives were transformed by increased purchasing power might include:

- gadgetry in the home, garden and workplace and its impact
- increased leisure time
- cars and travel; broadening horizons
- the spread of TVs and the impact on culture
- increased youth affluence and the development of Youth Culture
- the spread of advertising, the media and the cult of celebrity.

Some of the ways in which an increase in purchasing power had made little or no difference might include:

- continuing class, gender and racial divisions and discrimination
- the availability of Education and the aspirations born of different types of education
- person 'freedom' and what constituted acceptable behaviour
- the limitations of increased purchasing power and the continuance of pockets of poverty and deprivation.

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**Question 2**

- (a) Explain why Harold Wilson tried to associate the Labour Party with science and modernisation in the General Election campaign of 1964. (12 marks)

*Target: AO1(a), AO1(b)*

**L1:** Answers will contain either some descriptive material which is only loosely linked to the focus of the question or some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. The response will be limited in development and skills of written communication will be weak. **0-2**

**L2:** Answers will demonstrate some knowledge and understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they will provide some explanations backed by evidence that is limited in range and/or depth. Answers will be coherent but weakly expressed and/or poorly structured. **3-6**

**L3:** Answers will demonstrate good understanding of the demands of the question providing relevant explanations backed by appropriately selected information, although this may not be full or comprehensive. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **7-9**

**L4:** Answers will be well-focused, identifying a range of specific explanations, backed by precise evidence and demonstrating good understanding of the connections and links between events/issues. Answers will, for the most part, be well-written and organised. **10-12**

**Indicative content**

Wilson's concern with science and modernisation was linked to:

- a concern to distance himself and his party from the Establishment and in particular the Tory leader, Alec Douglas-Home
- a ways of curing rifts in the Labour party and making it appear in tune with the times
- a desire to 'cash in' on voters' faith in science at a time when the space age and scientific developments (colour television, the contraceptive pill, the communications revolution) were transforming their lives
- the need to revitalise British business in the face of overseas competition with new methods of management on organisation
- a desire to re-establish faith in Britain's place in the world at a time when political confidence in the future was low (e.g. loss of empire; weakness of the pound).



- (b) 'The liberalising legislation of the Labour governments of 1964 to 1970 transformed British society.'  
(24 marks)  
Explain why you agree or disagree with this view.

*Target: AO1(a), AO1(b), AO2(b)*

- L1:** Answers may **either** contain some descriptive material which is only loosely linked to the focus of the question **or** they may address only a limited part of the period of the question. Alternatively, there may be some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **0-6**
- L2:** Answers will show some understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they may contain some explicit comment with relevant but limited support. They will display limited understanding of differing historical interpretations. Answers will be coherent but weakly expressed and/or poorly structured. **7-11**
- L3:** Answers will show a developed understanding of the demands of the question. They will provide some assessment, backed by relevant and appropriately selected evidence, but they will lack depth and/or balance. There will be some understanding of varying historical interpretations. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **12-16**
- L4:** Answers will show explicit understanding of the demands of the question. They will develop a balanced argument backed by a good range of appropriately selected evidence and a good understanding of historical interpretations. Answers will, for the most part, show organisation and good skills of written communication. **17-21**
- L5:** Answers will be well-focused and closely argued. The arguments will be supported by precisely selected evidence leading to a relevant conclusion/judgement, incorporating well-developed understanding of historical interpretations and debate. Answers will, for the most part, be carefully organised and fluently written, using appropriate vocabulary. **22-24**

### Indicative content

The main pieces of liberalising legislation will need to be addressed and their impact considered individually and collectively. Candidates are likely to refer to:

- The Theatre Act 1968: allowing nudity and four letter words on stage and affecting what was also shown on television and in the cinema. This liberalised culture, allowed for cultural experimentation (e.g. at the Royal Court Theatre in London) but also increased the permissiveness of society and antagonised moralists such as Mary Whitehouse ('Clean up Television' campaign)
- The abolition of the death penalty, 1965: put Britain on a par with most countries in Europe, but not the USA. It did not reduce the number of murders or violent crimes
- The Divorce Act 1969: made divorce easier and improved the position of women. The number of divorces escalated. It probably ended much unhappiness but may also have reduced feelings of responsibility and left some women worse off

- The Abortion Act, 1967: made abortion legal and therefore safer, helping young girls in particular, but there was limited accompanying change of attitude and opposition from the Catholic Church and other moralists
- The Sexual Offences Act 1967: permitted homosexual relations between consenting males over 21 'in private' but the latter was narrowly interpreted and some prosecutions continued.

The liberalising legislation transformed British society in that it permitted:

- greater personal 'freedom' particularly for groups formerly discriminated against in society such as women and homosexuals
- opened the way for alternative lifestyles and cultural innovation
- opened the way for a change in thinking. Roy Jenkins (Home secretary for much of this period) believed it created a more 'civilised society'.

It failed to transform society in that:

- old attitudes did not change overnight and many rallied against the 'permissive society'
- most of the laws were limited in their extent and there was no major transformation in lifestyles
- it did not address the issue of class, social division or race.

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**Question 3**

- (a) Explain why the number of women in paid employment grew in the years 1959 to 1964.  
(12 marks)

*Target: AO1(a), AO1(b)*

- L1:** Answers will contain either some descriptive material which is only loosely linked to the focus of the question or some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. The response will be limited in development and skills of written communication will be weak. **0-2**
- L2:** Answers will demonstrate some knowledge and understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they will provide some explanations backed by evidence that is limited in range and/or depth. Answers will be coherent but weakly expressed and/or poorly structured. **3-6**
- L3:** Answers will demonstrate good understanding of the demands of the question providing relevant explanations backed by appropriately selected information, although this may not be full or comprehensive. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **7-9**
- L4:** Answers will be well-focused, identifying a range of specific explanations, backed by precise evidence and demonstrating good understanding of the connections and links between events/issues. Answers will, for the most part, be well-written and organised. **10-12**

**Indicative content**

The number of women in paid employment increased because:

- greater availability of jobs – particularly in retail and service industries. Such areas of employment were conducive to part-time work (whereby a woman could combine her role as a mother and housewife with paid employment) and were not highly skilled. These were also areas traditionally shunned by men and yet they were growing faster than male employment areas, especially traditional work in mines and ship building
- employers favoured women to whom they could pay lower wages, but overall wage-rate improvements attracted women to the workplace
- the expansion of female education through Grammar schools permitted some growth in the number of women in more progressive roles (although expansion still limited)
- Labour saving choices at home freed women from the drudgery of domestic chores and the pressure to 'spend' in the consumer boom encouraged women to want work.

- (b) 'The position of women in Britain changed little between 1964 and 1975.'  
Explain why you agree or disagree with this view. (24 marks)

*Target: AO1(a), AO1(b), AO2(b)*

- L1:** Answers may **either** contain some descriptive material which is only loosely linked to the focus of the question **or** they may address only a limited part of the period of the question. Alternatively, there may be some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **0-6**
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### Indicative content

The position of women changed a little in that:

- few women reached top positions in industry, business or the professions
- the number of women in higher education remained limited
- gender stereotyping continued, particularly in the work place and in working class homes
- sexual harassment, rape and domestic violence remained outside the scope of the law
- childcare provision to enable women to return to work was limited.

The position of women did change in that:

- the period 1964–1975 saw a good deal of legislation which improved the position of women: 1964 Married Women's Property Act; 1967 Matrimonial Homes Act; 1969 Divorce reform Act; 1970 Matrimonial Property Act and Equal Pay Act; 1972 Criminal Justice Act (allowing more women to serve on juries); 1973 Guardianship of Children Act and Domicile and Matrimonial Proceedings Act; 1975 Sex Discrimination Act

- the spread of the contraceptive pill, family planning clinics and changing attitudes gave women more choices and control over the pattern of their lives
- more women acquired paid employment and increasing numbers rose higher in their chosen careers.

Although the position of women, particularly poorer women and those in Catholic communities altered little, overall, the position of women in British Society did change between 1964 and 1975. Bright girls were more likely to be able to further their education and their opportunities and financial rewards in the workplace had grown. Women had greater control over their own fertility; illegitimacy and living together was no longer perceived as such a sin and legal abortion ensured the lives of girls who had 'made a mistake' were not blighted. On the more negative side, women lost some of the old male respect and support and marriage was seen as less permanent.