



**General Certificate of Education
June 2012**

AS History 1041

HIS2R

Unit 2R

A Sixties Social Revolution?

British Society, 1959–1975

Final

Mark Scheme

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 events which all examiners participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for standardisation each examiner analyses a number of students' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, examiners encounter unusual answers which have not been raised 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 students' 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.

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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 students. 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 students' historical skills in the context of their knowledge and understanding of History.

The levels of response are a graduated recognition of how students have demonstrated their abilities in the Assessment Objectives. Students who predominantly address AO1(a) by writing narrative or description will perform at Level 1 or Level 2 depending on its relevance. Students 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. Students 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 students 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 student 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)**

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 students 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 students' 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*. Students should never be doubly penalised. If a student 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 student 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

June 2012

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

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

Question 1

01 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 the contraceptive pill in the 1960s. (12 marks)

Target: AO2(a)

Levels Mark Scheme

	Nothing written worthy of credit.	0
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.	1-2
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

Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the levels scheme.

Students will need to identify differences between the views of the two sources. For example:

- **Source B** suggests that British newspapers had spread knowledge of the new drug – leading to many enquiries from women keen to use it in 1961 – whilst **Source A** gives the impression that the Pill was a complete unknown and unfamiliar even to doctors in the early 1960s
- **Source B** believes the Pill was not a major cause of revolution whilst **Source A** suggests that it ‘made it possible for things to change’

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- **Source B** emphasises the limitations of the impact of the Pill, particularly its limited usage, whereas **Source A** accredits it with ‘making sex news’, encouraging promiscuity and providing personal freedom.

Students will need to apply their own knowledge of context to explain these differences. They might, for example, refer to:

- the greater sexual freedom witnessed in the 1960s leading to ‘flower power’ and ‘love-ins’ by 1968
- the Profumo Affair (with Christine Keeler), suggesting that even Establishment figures were breaking old sexual codes, and the Lady Chatterley Case, when Penguin books was allowed to publish the explicit *Lady Chatterley’s Lover*
- the limited impact of the Sexual Revolution as evidenced by social surveys (Schofield and Gorer in particular) which suggested promiscuity was limited and commitment to marriage remained strong.

To address ‘how far’, students should also indicate some similarity between the sources. For example:

- both emphasise the ‘novelty’ of the Pill and the interest that it aroused
- both accept that the Pill was not the sole cause of change (‘It wasn’t just the Pill of course...’ – Source A; figures do not ‘bear out the common claim that the Pill was a major cause of revolution’ – Source B)
- both accept that the Sixties were a time of ‘change’ (A) – even of ‘revolution’ (B) – and that the Pill has been accredited as a cause.

In making a judgement about the degree of difference, students are likely to suggest that they sources differ in the importance they place on the Pill’s impact but share an awareness that the contraceptive pill was an important scientific breakthrough which roused interest. Students may point out that Source A is the view of one woman, whose own life was transformed, but that it does not necessarily represent the majority. Hence, it is largely contradicted by Source B which is a more factual account, with statistics that weaken the case for the Pill’s importance by revealing the limited numbers it affected.

Question 1**02** Use **Sources A, B and C** and your own knowledge.How far was cultural change in Britain in the 1960s due to the contraceptive pill?
(24 marks)*Target: AO1(b), AO2(a), AO2(b)***Levels Mark Scheme**

- Nothing written worthy of credit. **0**
- 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. **1-6**
- 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**

Indicative content

Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Students should be able to make a judgement by addressing the focus of the question – the contraceptive pill, as a cause of change – and offering some balance of other factors which caused change or looking at ways in which the contraceptive pill did not play a part in the changes that occurred.

Students should use the sources as evidence in their answer.

Relevant material from the sources would include:

Source A – This supports the view that the contraceptive pill was highly important by putting women in control, giving them freedom and making sex ‘news’.

Source B – This takes the alternative view that the pill was limited in use and that it therefore had little influence on such changes as were taking place.

Source C – This suggests an alternative cause of change – the widespread availability of consumer goods – and suggests that the decade was characterized by consumption, not sexual freedom.

From students’ own knowledge:

Factors suggesting that the contraceptive pill was an important contributor to cultural change might include:

- changes in the position of women during the decade
- the growth of permissive sexual behaviour
- the changes in moral standards reflecting a ‘sexual revolution’ as publicised by the media and seen in the music industry and fashion
- youth behavior, and the emergence of the hippies/flower power/ free love.

other factors which contributed to cultural change –and changes in which the contraceptive pill was not (or only indirectly) a factor – might include:

- the spread of affluence and consumerism
- the growth of the media
- the spread of the motor car
- the emergence of ‘youth culture
- the breakdown of religion.

Good answers may conclude that, while the contraceptive pill was ultimately to have an impact on British behaviour, that impact was not widely felt in the Sixties and the causes of change largely lay elsewhere. Nevertheless, the advent of the Pill cannot be entirely dismissed as a factor which combined with others to advance a gradual change in moral standards.

Question 2

- 03** Explain why there were national miners strikes in Britain in the years 1972 to 1974.
(12 marks)

Target: AO1(a), AO1(b)

Levels Mark Scheme

- Nothing written worthy of credit. **0**
- 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. **1-2**
- 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

Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Answers should include a range of reasons as to why the miners called strikes in Britain in the years 1972 to 1974.

Students might include some of the following factors:

- mining was a 'traditional' industry and in need of vast investment to enable it to continue to compete in the modern world. The state-owned National Coal Board was unable to respond to the needs in the difficult economic circumstances of the early 1970s
- a Conservative government under Heath had come to power in 1970 and commanded little respect from the miners who were traditional Labour supporters. Heath's Industrial Relations Act of 1971 was seen as confrontational and the 1972 Industry Act had also failed to satisfy
- the miners had been left behind in pay negotiations and their demand for 4.3% in 1971 was refused

- the miners knew they could disrupt industry and saw striking as their most effective method of forcing change in attitudes – particularly when the oil crisis broke in 1973
- the independence of the miners and their leadership – particularly Arthur Scargill.

OR Students may refer to some of the following long-term factors:

- the underlying problems of British industry
- the position of the unions which tried to provide support to industries which could no longer maintain their pre-war position
- the long-standing animosity between the union movement and a conservative government.

And some of the following short-term/immediate factors:

- the determination not to co-operate with the Industrial Relations Act
- the breakdown in the pay negotiations of 1971
- the needs of a modern industrial society which forced Heath to give in to the miners, in 1972, and so encouraged them to try to repeat their success in 1974.

To reach higher levels, students will need to show the inter-relationship of the reasons given. For example, they might argue that the miners' strikes merely reflected the structural problems of the British economy and the need for a readjustment in working capacity. Students might also balance the Tories' mishandling of industrial relations against the miners' intransigence and refusal to work with a Tory government.

Question 2

- 04** 'The governments of both Harold Wilson and Edward Heath, in the years 1964 to 1974, were completely out of touch with the changes that were taking place in British society.'
Explain why you agree or disagree with this view. (24 marks)

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

Levels Mark Scheme

- Nothing written worthy of credit. **0**
- 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. **1-6**
- 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

Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Students should be able to make a judgement by balancing evidence which supports the view that both Harold Wilson and Edward Heath led governments that were out of touch with social changes against that which does not.

Evidence which agree(s) might include:

- the failure of both governments to carry through any fundamental change to the political system where politicians reflected middle/upper class values. Despite Wilson's promises, there was little scientific expertise in his government, nor did he carry out any reform of the House of Lords. Heath also left procedures as they were
- both governments were conservative on moral issues. The reforming liberal legislation of the period was the work of individuals – partly the Labour Minister Roy Jenkins, but much came from the initiative of private individuals and back-benchers
- both governments took a firm line on drugs, promiscuity, anti-war protests, student demonstrations and union activity
- immigration policies, especially the Labour Commonwealth Immigrants Act of 1968 and Conservative Immigration Act (1971) were tough and restrictive
- legislation to support advances in the position of women were tentative and slow in coming and Labour's Equal Pay Act of 1970 had little effect before the Conservative Sex Discrimination Act of 1975, and even this failed to bring immediate change.

Evidence which disagree(s) might include:

- both offered elements of new style of government, with a more technical approach to legislation and greater use of committees of experts
- both Heath and Wilson came from a middle class background and promoted middle class people to office – the best example being Heath's promotion of Margaret Thatcher
- both tried to portray a more 'people-friendly' image, although Wilson was the more successful (mixing with pop-stars, fashion designers and the media)
- both governments included some liberal thinkers – particularly Jenkins who carried through important liberalising legislation. Heath's government carried Industrial Relations reforms and took Britain into the EEC – reflective of more modernist social trends
- Heath's government made the Pill available on the NHS
- education policies with comprehensive schools, the spread of higher education and the Open University was a response to social concerns and the breaking down of class barriers
- the voting age was lowered to 18 in 1969 – reflective of the new importance of youth
- the Race Relations Board was set up by Labour to improve racial integration in 1968 and strengthened by the Conservatives.

Good answers are likely to conclude that in some respects these governments were still 'old-fashioned' but that in others, such as the more liberal legislation (e.g. legalisation of homosexuality) they could be ahead of social change in a country where moral codes for the majority still remained essentially conservative. Students might also point out that these governments' distance from the changes in youth culture was as much a result of the generational gap, than of political incomprehension. Answers that focus primarily on one of the governments (most likely Wilson's) may reach a maximum of the top of Level 3 depending on their quality.

Question 3

05 Explain why the Commonwealth Immigrants Act was passed in 1962. (12 marks)

Target: AO1(a), AO1(b)

Levels Mark Scheme

- Nothing written worthy of credit. **0**
- 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. **1-2**
- 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

Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Answers should include a range of reasons as to why the Commonwealth Immigrants Act was passed.

Students might include some of the following factors:

- the British Nationality Act of 1948 had allowed free immigration for all Commonwealth inhabitants but by 1962, too many were entering Britain for the British economy to absorb. (In 1961, 130,000 entered – equivalent to the total immigration of the previous five years.)
- immigration had brought problems of settlement, discrimination and aggression, e.g. 1959 – Kelso Cochrane incident
- Trade Unions were hostile to continuing immigration, since need for labour had slowed
- immigrants were often the first to lose jobs and were considered a drain on the social security system
- political pressure groups lobbied the government to ‘keep Britain white’.

To reach higher levels, students will need to show the inter-relationship of the reasons given. For example, they might differentiate between long and short-term factors or suggest that attitudes to immigration were primarily dependent on economic factors, but that social/racial and political/conservative factors also played a part.

Question 3

06 'By 1975, most immigrant communities had been successfully assimilated into British society.'

Explain why you agree or disagree with this view.

(24 marks)

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

Levels Mark Scheme

- Nothing written worthy of credit. **0**
- 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. **1-6**
- 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

Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Students should be able to make a judgement by balancing points which agree with the view that most immigrant communities had been successfully assimilated into British society by 1975 against those which do not.

Points/factors/evidence which agrees might include:

- the emergence of second generation immigrants who spoke English and absorbed English culture – e.g. education and TV
- greater awareness of the benefits of cultural diversity; Notting Hill Carnival; immigrant influence in mass media; changes to religious observance; ethnic shops and restaurants; the development of a multicultural youth; immigrant involvement in local politics
- the efforts of local government to promote assimilation and provide a greater range of services to support ethnic minority groups – particularly in education and health
- campaigns against racial discrimination and the Race Relations Board (1968) helped curb prejudice – while extreme political views, e.g. the National Front, had little following.

Points/factors/evidence which disagree(s) might include:

- continuing lack of equality of opportunity – made worse by language barriers and disparities of education and employment
- negative public attitudes and black prejudice – especially among police; anti-immigration policy was partly seen to support racism
- continuing ethnic division within communities brought about by cultural differences – e.g. Muslim attitude to women; different attitudes to food and drink; religious practices
- physical separation of immigrant communities – poor housing in less desirable parts of cities bringing a poverty cycle.

Good answers are likely to conclude that some racial groups were more effectively assimilated than others. West Indians (English-speaking, Christian), for example, were more easily assimilated than Indians and Pakistanis, although assimilation could also depend on levels of education and geographical location. Most students are likely to disagree with the quotation in its entirety and may point out that by 1975, racism had replaced class as the most dangerous divide in British society.

Converting marks into UMS marks

Convert raw marks into marks on the Uniform Mark Scale (UMS) by using the link below.

UMS conversion calculator: www.aqa.org.uk/umsconversion