



General Certificate of Education

AS History 1041

Unit 2: HIS2R

A Sixties Social Revolution?

British Society, 1959–1975

Mark Scheme

2009 examination - June series

This mark scheme uses the [new numbering system](#) which is being introduced for examinations from June 2010

The specimen assessment materials are provided to give centres a reasonable idea of the general shape and character of the planned question papers and mark schemes in advance of the operational exams.

Further copies of this Mark Scheme are available to download from the AQA Website: 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)

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

Specimen Mark Scheme for examinations in June 2010 onwards

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

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

Question 1

01 Use **Source A** and **B** and your own knowledge.

Explain how far the views in **Source B** differ from those in **Source A** in relation to young people in the sixties. (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

Source B suggests that young people are ‘the least fortunate of their generation’. Youth are slaves to marketing and the consumer culture, their faces are ‘vacant’. Source A, on the other hand, suggests young people are a ‘new social force’ and that their exciting new youth culture is part of a human instinct to ‘excel at something’. Furthermore, while Source B suggests that Beatlemania is mind-numbing and to be pitied and condemned, Source A claims suggest that it is part of a cultural movement and worthy of remembrance in History. Source B refers to young people as ‘dull and idle’, while Source A suggests the reverse, and contrasts the new youth culture with the ‘dull, tired social order of the past’.

Candidates will be expected to apply their own knowledge to explain the growth of young culture and its context. They might, for example develop the references to changes in fashion and music (especially The Beatles), the fall of class/religious divisions, the growth of leisure (Source A) and to marketing and the consumer culture (Source B). They might also point to the

similarity between the sources which suggests that young people were indeed becoming more prominent in society and, for example, featuring on their own media shows. Both sources are fully aware that mechanisation/consumerism and increased leisure are providing the context for the changes but in conclusion candidates are likely to suggest that while Source B sees the effect of change in a negative way, Source A rejoices in the positives – not least the breaking down of class and religious divisions.

Question 1

02 Use **Sources A, B and C** and your own knowledge.

How important was the expansion of the mass media in bringing about cultural change in the sixties? (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

All three sources provide references to the expansion of the mass media and its effects. Source A refers to young people establishing new paths and standards through the media and refers to the spread of youth fashion, music and the popularity of The Beatles. Source B is directly concerned with the TV pop music programme, *Juke Box Jury* and also speaks of young people 'whose vacant faces flicker over the TV screen' in disparaging terms. In the final line there is also a useful reference to 'marketing'. Source C provides plentiful links to the spread of the mass media, speaking of new magazines, TV (and mentions another 'pop' programme – *Ready Steady Go*) and pirate radio. Source A believes the media were helping to bring about positive social change in spreading youth culture, Source B that media interests – particularly the spread of music but also 'marketing' in general – was dulling a generation of young people while Source C emphasises the importance of the media in creating youth culture but also stresses that it affected 'large sections of society'.

Some of the ways in which the mass media helped bring about social and cultural change were:

- the spread of TVs/transistor radios offering the possibility for 'personal' leisure interests, spreading crazes and setting standards
- the growing cult of celebrity – spread through magazines, the press as well as TV/radio
- the spread of advertising and marketing
- the encouragement to question norms, particularly with regard to personal 'freedom' and what constituted acceptable behaviour – particularly through television and magazines
- the spread of youth-based culture, particularly music.

Some of the other causes of social and cultural change include:

- increased affluence – especially youth affluence
- increased leisure time
- cars and travel; broadening horizons
- the development of technology including new consumer goods, colour TVs and the contraceptive pill
- changes in the legal framework, particularly the reduction in censorship and new liberalising legislation.

Question 2

03 Explain why the Conservatives won the 1959 general election. (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

The Conservative victory was the result of:

- the Conservatives' election campaign which focused on economic prosperity under the post-war Conservative governments from 1951
- Macmillan could claim that British exports were at the highest peak ever
- the Conservatives had cut taxes whilst continuing to develop the social services (including the provision of two million homes and almost two million new school places)
- the Conservatives appeared to have stabilised the cost of living while maintaining full employment
- the election slogan 'Life is better under the Conservatives' and Macmillan's 'You've never had it so good' speech of 1957 reinforced the message
- in contrast the Labour Party was divided over the way forward as manual workers associated themselves increasingly with the middle class
- Labour was divided over Clause 4 and nuclear disarmament and Gaitskell was seen as a weaker leader than Macmillan.

Question 2

- 04** 'The Conservatives lost the general election of 1964 because they were associated with the "Establishment".'
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

The Conservatives' association with the 'Establishment' weakened their appeal in 1964 because:

- Conservative cabinets had been dominated by public school/Oxbridge educated politicians that suggested 'aristocratic' dominance. This was accentuated under the leadership of the 'grouse-shooting' Sir Alec Douglas-Home (PM from 1963) nicknamed the '14th earl' whose cabinet contained 10 Etonians

- the circumstances of Home's undemocratic appointment as leader had divided the Tories themselves with protests from the progressives, such as Iain MacLeod and Enoch Powell
- forward thinkers, e.g. Richard Hoggart (*Uses of Literacy, 1957*), Michael Shanks (*The Stagnant Society, 1961*), Anthony Sampson (*Anatomy of Britain*) and the Penguin Books 'What's Wrong?' series as well as playwrights, (the 'Angry Young Men'), novelists and satirists suggested the nation was being held back by the outdated morality of its ruling elite and needed a more democratic, meritocratic and technocratic leadership
- since 1960, under its new Director General, Hugh Carleton Green, the BBC was no longer a prop of the Establishment and 'That Was The Week That Was' (1962–1963) won public acclaim with its satirical 'anti-establishment' offerings
- the 'Establishment' was charged with refusing to face up to Britain's position as a declining world power and having a stultifying effect on Britain's industrial position, putting a snobbish class emphasis on arts education in preference to science and blocking the advance of talent
- the (Conservative) 'Establishment' was seen as putting its own reputation before the needs of the nation; e.g. in the 1955 Burgess and Maclean, 1962 Vassal and 1963 Philby 'spy' cover-ups, and the 1963 Profumo Affair.

Other factors affecting the election results included:

- the Conservatives' economic record since 1959 and the problems of the 'stop-go' economy
- the reduction in Macmillan's reputation after this sacking of 7 cabinet ministers in 1962 and Home's apparent ineffectualness
- Macmillan's failure to get acceptance for Britain's entry into the EEC
- the Labour resurgence under the grammar-school educated Harold Wilson who associated Labour with science and technology.

Question 3

- 05** Explain why New Commonwealth immigration posed a problem for the British government 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

New Commonwealth immigration posed a problem (and led to the 1962 Commonwealth Immigration Act) because:

- large numbers of immigrants had entered the country in the post-war years, initially encouraged by a booming economy which needed workers, but by the sixties the economy was less buoyant and job vacancies fewer so immigrants were adding to lists of the unemployed
- the 1948 Nationality Act had allowed New Commonwealth immigrants to enter the country freely so there were no controls on immigration
- the number of immigrants had grown sharply as families and friends joined the first settlers. In 1961, 130 000 migrants entered the UK (equivalent to the previous 5 years put together). The total number of immigrants was 4 times that of 1951. In the first 6 months of 1962, 80 000 immigrants arrived to 'beat' the introduction of any controls. (In 1960–1962 more migrants arrived in Britain than in the whole of the 20th century to that point)
- fifties immigration had not been supervised and a 'ghetto' society was emerging as immigrants settled in the poorer parts of the towns particularly in London, Liverpool, Birmingham, Manchester and Leeds. This posed welfare and other problems
- concern centred on the type of immigrants. New Commonwealth immigrants were 'coloured'. Racial prejudice grew and they were the target of some violence, e.g. the 1958 race riots in Notting Hill in London
- Trade Unions were hostile because of job competition and the issue threatened to become politically divisive with a campaign from Conservative backbenchers to introduce controls and pressure from the press.

Question 3

06 'The Race Relations Acts of 1965 and 1968 had achieved great success by 1975.'
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

Answers should provide examples of both success and failure and present a balanced argument leading to a supported conclusion.

The Race Relations Acts had achieved success because:

- racial discrimination (in public places – 1965) was outlawed
- they established the Race Relations Board which offered an opportunity for conciliatory talks between the two sides in the cases of racial disharmony
- legislation covered housing, employment, insurance and other services from 1968
- in 1968 a new Community Relations Commission was also set up headed by Frank Cousins, the trade union leader. This worked with the Race Relations Board and compiled reports and statistics that led to further changes in the seventies
- the legislation marked a turning point and signalled the government's acceptance of the need to address issues of racial harmony.

The Acts were unsuccessful because:

- incitement to race hatred was not made a criminal offence
- employers could discriminate against non-whites in the interests of 'racial balance'
- complaints against the police were excluded from the law
- the Race Relations Board's powers were too limited for effective intervention (for example it could not initially compel witnesses to attend hearings). Many cases had to be dismissed

- the number of complaints remained low because 'coloured' people were fearful and had little faith in getting effective redress
- the formation of the National Front in 1967, seeking to end all 'coloured' immigration and force the repatriation of immigrants already in England countered the good work of the Race Relations Board
- the message of the 'promising' anti-discriminatory legislation was partly counteracted by the new Commonwealth Immigrants Act of March which effectively prevented non-white immigration (by insisting that immigrants already had a close relation in Britain) and Enoch Powell's inflammatory 'Rivers of blood' speech of April 1968, which stirred up violent racial sentiment
- indirect discrimination continued. Opportunities for 'coloured' people to get to university or make their mark professionally were limited.