



General Certificate of Education

AS History 1041

Unit 2: HIS2R

A Sixties Social Revolution? British Society, 1959–1975

Mark Scheme

2010 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.

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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

January 2010

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

HIS2R: A 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 Mary Whitehouse's campaign against changes in television 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 candidates 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.

Candidates will need to identify differences between the views of the two sources, for example:

- **Source B** suggests that Mary Whitehouse's campaign was an invaluable public service, while **Source A**, on the other hand, considers it to have been thought by Green to have been 'irrelevant' to the work of the BBC
- while **Source B** suggests that Mary Whitehouse was remarkable, good-humoured and to be admired for her campaign, **Source A** claims that she was ignorant and bigoted – seeing Green as an 'evil influence'.

- **Source B** refers to her courage in mounting a campaign against falling standards of morality while **Source A** suggests that she was a ‘hard-line moralist’ and best ignored.

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

- Greene’s new approach to programming which allowed swearing and sexual references (*Steptoe and Son*), satire (*That Was The Week That Was – TW3*) and moralist drama (The Wednesday Play). They might refer to the threat which ITV posed to BBC and the need to win a wider audience
- the broader context lies in the challenge being faced by ‘the Establishment’ and older standards of public broadcasting. Mary Whitehouse could be identified as a representative of an era that was passing – but not without a fight. She was not alone and the speeches of Malcolm Muggeridge, for example, could be cited as evidence of the wider moralist concerns.

To address ‘how far’ candidates should also indicate some similarity between the sources, for example:

- both sources suggest that Mary Whitehouse’s campaign has drawn public attention to issue stemming from the broadening of programme content
- both admit to some undermining of moral standards
- both accept that Mary Whitehouse has not been able to advance her campaigns on air.

In making a judgement about the degree of difference, candidates may conclude that whilst Greene was trying to make BBC television appeal to a wider audience – driven primarily by ratings and competition from ITV – Mary Whitehouse was pursuing a very different moralist agenda.

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

How far was television, in the 1960s, responsible for a growth in 'permissive' behaviour?
(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 candidates 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.

Candidates should be able to make a judgement by balancing points which suggest that television was responsible in promoting permissive behaviour against others which do not. All

three sources provide references to television and moral standards and candidates should use the sources as evidence in their answer. Relevant material from the sources would include:

Source A: the BBC's deliberate attempt to 'get rid of stuffiness', to court controversy and 'to represent the most socially intolerant, fearful, hateful attitudes in British society'. This source also refers to the moralist campaign against the BBC's presumed permissiveness

Source B: Mary Whitehouse's campaign against television's onslaught on 'moral values and cultural standards'. TV is clearly linked here to 'falling standards of morality in Britain'.

Source C: the 'spread of obscenity' is linked to 'the affluent society' which is held responsible for corrupting 'the morals of the nation'. This suggests that Mrs Whitehouse's campaign against television (picked because it was the 'most important national cultural institution' cultural institution) was only part of a wider phenomenon as former Christian values were being undermined by 'modern consumerism and mass culture'.

From their own knowledge:

Factors suggesting television was responsible for a growth in 'permissive' behaviour might include:

- the development of programmes portraying sex, violence, politics and religion-all previously taboo, e.g. *The Wednesday Play* – tackling issues like abortion, mental breakdown and alcoholism or even *Coronation Street* with its failed marriages and extra-marital affairs
- the development of satires, e.g. *That was the Week That Was* ridiculing Establishment figures such as Macmillan or Douglas-Home
- the use of bad language on television (following Tynan's first expletive in 1965)
- the ubiquity of TV (owned by 91% of families by 1971).

Factors suggesting the other factors were responsible might include:

- the BBC's response to public outrage in taking programmes like *TW3* and *Till Death Us Do Part* off the air
- the consumer society, affluence – freedom and leisure, especially among the young
- the contraceptive pill
- Liberal legislation freeing society from old boundaries
- the press and the spread of advertising
- the expansion of higher education and the increased numbers of students within universities (and ready to challenge conventions)
- the spread of youth culture and its role models.

Good answers are likely to (or may) conclude that much of the change stemmed from increased affluence (as suggested in Source C). The television was as much a reflection, as a promoter, of new norms of what was acceptable. A few may also suggest the permissive society was not as extensive as is sometimes alleged and that therefore TV with its near-universal ownership cannot be held responsible.

Question 2

- (a) Explain why car ownership increased in the 1960s. (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 candidates 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 car ownership increased

Candidates might include some of the following factors:

- cars provided an easy means for personal and family travel
- they made new places accessible – for families formerly reliant on railways
- they became more affordable (e.g. the Mini and similar small, basic cars were produced for less than £500)
- improvements in scientific knowledge and technological developments encouraged up-dating
- they were seen as a status symbol (encouraged by advertising and celebrity endorsement)
- the thrill of speed and power attracted the young and affluent – especially males.

To reach the higher levels, candidates will need to show the inter-relationship of the reasons given, for example they might stress affordability as being the most important factor or they might show judgement by suggesting that the 1960s was a time when class barriers were being broken and that ownership of a car was a symptom of this trend.

- (b) 'A growth in the number of holidays taken abroad had little impact on British culture in the 1960s.'
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 candidates 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.

Candidates should be able to make a judgement by balancing points which agree with the view that a growth in the number of holidays taken abroad had little impact on British culture in the 1960s against others which do not.

Evidence which agrees with the quotation might include:

- more exotic holidays were beyond the pocket of the average worker so the numbers travelling and the places reached were fairly limited and had limited cultural impact (cheap package deals abroad represented only 8.4% of all holidays as late as 1971 even though the numbers of holidays taken abroad had increased)
- many Brits abroad behaved as at home and took nothing from the foreign culture
- some foreign cultural influences were more the result of copying role-models than mass travel – e.g. the Beatles' dalliance with the Maharishi and Eastern cultures
- other influences could be deemed as having had a far greater influence on changing culture, e.g. science and technology, television, affluence and consumerism, the cult of youth and changes in education.

Evidence which disagrees with the quotation might include:

- Holidaying abroad opened up new experiences and broadened horizons for an increasing number who shared their experiences with slide shows and cine cameras – broadening cultural interest
- the package holiday made foreign travel cheap and feasible for the affluent worker. This raised aspirations and helped to reduce class boundaries
- the increased consumption of wine, coffee, lager and some continental foods such as pasta, aubergines, herbs and garlic were indicative of travel experiences
- the appearance of French, Italian and Greek restaurants and cookbooks such as those by Elizabeth David reflected new interests
- the arrival of new-style furniture – e.g. Terence Conran's, *Habitat* shops (1964+) were an attempt to recreate a 'continental' style at home.

Good answers are likely to conclude that the growth of foreign travel had some impact on British culture in the 1960s but that it was too limited in extent and impact to cause profound change. Other factors, particularly increased affluence, were far more important.

Question 3

- (a) Explain why the Labour governments of the 1960s promoted comprehensive schools. (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 candidates 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 Labour government promoted the development of comprehensivisation.

Candidates might include some of the following factors:

- the 1964 election win gave Labour a chance to put their policy into action
- Tony Crosland (Minister for Education 1965) was committed to a policy of greater social equality
- Circular 10/65 made it hard for LEAs not to move towards comprehensive schooling, by demanding plans for reorganisation
- by 1965 the 11+ system had been discredited because it had created a 2 tier system of education
- the 11+ examination had discriminated against those from the lower social classes
- some LEAs had already successfully established comprehensive schools (e.g. in Greater London) – this offered a model to copy.

To reach the higher levels, candidates will need to show the inter-relationship of the reasons given, for example they might emphasise the importance of Labour ideology and the opportunity provided by a new Labour government and Minister but they might link this to need to respond to, and accelerate, the social levelling experienced during the 1960s, thanks to increased affluence and the consumer culture.

- (b) 'The expansion of university provision in the sixties and early seventies ensured that students from all backgrounds had equal opportunities to go on to higher education.'

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 candidates 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.

Candidates should be able to make a judgement by balancing points which agree with the view that more university provision ensured equal opportunities to higher education against others which do not.

Evidence which agrees with the quotation might include:

- the growing numbers of students able to obtain a university place thanks to the building of new universities, such as Sussex, York and Warwick and the promotion of former colleges to university status (e.g. Strathclyde)
- the opportunity for those at many colleges of technology (polytechnics) to obtain a degree
- the demise of the unacademic secondary moderns and the development of comprehensive schools offering A level courses provided a route whereby all children within a neighbourhood had an opportunity to seek higher education
- the Open University provided an opportunity for those whom the educational system had marginalised (mainly adults), to study for a degree in their own homes.

Evidence which disagrees with the quotation might include:

- males still outnumbered females in university admissions (3:2 in 1975)
- it remained more difficult for those from the lower classes to rise within a system in which middle-class families had stronger aspirations, resources and expectation
- there was no real parity between the polytechnics and the traditional universities – and even the newer ones soon formed a hierarchy of desirability and worth
- Public Schools, direct grant schools and grammar schools survived and continued to dominate the intake at ‘better’ universities’
- the Open University was not really an option for young people and in the early years in particular, required huge commitment – e.g. listening to broadcasts at night.

Good answers are likely to conclude that the expansion of university provision still favoured the better off and to some extent continued to reinforce social divisions.