



**General Certificate of Education
June 2010**

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 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

June 2010

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 anti-war demonstrations of 1968. (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 the demonstrations were very violent while **Source A** refers to 'pretty small stuff' and points out that, in comparison with riots elsewhere, the police did not use tear gas or bullets
- the comment in **Source A** that there were 'only a few minor injuries and a mere handful of arrests' in October sounds far less threatening than **Source B** which speaks of a 'sizeable group' involved in the violence with 'some 50 injuries and 40 arrests'.

- **Source B** speaks of a 'spectre of revolution shadowing Britain' while **Source A** suggests something far less ominous and adds (rather mockingly) that within months, 'revolution went out of fashion'.
- while **Source B** claims that this appeared to be a new phase of militant activity, **Source A** says that after 1968, most of the demonstrators simply went home.

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

- the link between the anti-war demonstrations in London and the wider context of student riots, particularly in Paris
- awareness that there was revolutionary talk among some of the leaders (e.g. Tariq Ali)
- awareness that there were among the demonstrators those that were 'spoiling for a fight', but that the police also reacted heavy-handedly against them.

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

- both sources agree that there was violence, with injuries and arrests
- both sources express the (understandable) concern of others about the violence and the consequences of the marches
- both agree that the protest in October was less violent than that in March.

In making a judgement about the degree of difference, candidates may conclude that reference to media presentation and the phrase 'seemed to confirm' in **Source B** would suggest that in essence these two sources agree on what happened, but that **Source B** is trying to convey how frightening and threatening the protests, as relayed into households up and down the country, appeared at the time.

Question 1**02** Use **Sources A, B and C** and your own knowledge.

How important were the protest movements of 1968 as a threat to British society?

(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 the protest movements of 1968 (which will need to be identified) were a threat to British society against others which do not. All three sources provide references to the 'threat' posed by protest movements looking at the anti-war demonstrations in London and protest within the universities, and candidates should use the sources as evidence in their answer. It is also possible that candidates may consider other threats to British society and balance these against the threat posed by the protest movements. This is a perfectly valid response and should be assessed on its merits.

Relevant material from the sources would include:

Source A: This suggests the threat was limited because although thousands of young people had marched through London – 'most of them simply went home' and 'lost interest as soon as 1968 ended and revolution went out of fashion'.

Source B: This refers to fears of 'a new phase of militant activity' and 'the spectre of revolution' shadowing Britain, which suggests that the activity may have been felt as a threat to society at the time.

Source C: This provides support for the view that the protests were small scale – 'a pale copy of those abroad', limited in support – 'had little mass backing' and unlikely to do much harm – 'the mass of British university students were not politically inclined'.

From their own knowledge:

Factors suggesting the protest movements could be considered a threat to British society might include:

- large-scale demonstrations and violence in London was a threat to the traditional acceptance of authority
- the presence of radical elements and leaders – such as Tariq Ali, demanding 'revolution' and challenging social mores
- journals like 'The Black Dwarf' incited violence and talked of overthrowing established society
- the CND movement also held demonstrations in 1968 and their campaigns encouraged civil disobedience
- protest movements can be seen as symptomatic of a phenomenon, also expressed in the use of soft drugs and the themes of popular music, of the disaffection of youth and a demand for a more just society.

Factors suggesting the protest movements were not important as a threat might include:

- the student movements were more concerned with student control within the universities, teaching methods, amenities and organisation – specific issues affecting students rather than a desire to change society
- the British university population was small and traditionally apolitical – the protest movements affected relatively few
- there was no coherent theoretical programme behind the protests and no single cause to draw them together
- the protests were more a generational clash than a political movement.

Good answers are likely to conclude that the protest movements were not important as a real threat but that they were sometimes perceived as such and fear stemmed more from the media coverage than the actions themselves. Some may also suggest that there was some real

revolutionary sentiment and commitment within the protest movements but that this only affected a minority.

Question 2

03 Explain why there was full employment in Britain in 1959. (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 there was full employment in Britain in 1959.

Candidates might include some of the following factors:

- boom in post-war global economy had brought an increase in overseas trade and a high level of earnings from exports and investments which benefited the economy overall and had increased job opportunities
- rising home demand had been accompanied by a growing population
- the expansion of newer industries – electricals, engineering, cars, steel and metals in accordance with post-war demand – was offering plentiful job opportunities

- the growth of the service industries (e.g. financial, transport, sales) was providing plenty of unskilled work for school leavers
- women still tended to remain in the home after marriage/children, leaving plentiful opportunities for males.

To reach the higher levels, candidates will need to show the inter-relationship of the reasons given, for example they might argue that there was a cycle, created by the rising population, which increased demand and so led to economic growth, providing employment – which the rising population sought in order to satisfy their desire to buy more.

Question 2

04 'Economic prosperity had a major impact on all sections of British society in the years 1959 to 1964.'

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 economic prosperity had a major impact on all sections of British society in the years of Conservative rule between 1959 and 1964 against others which do not.
Evidence which agrees with the quotation might include:

- growth of affluence and consumerism breaking the traditional working class/middle class barrier
- the purchase of cars, new appliances, labour-saving devices within the home, luxuries and entertainments transforming people's lives
- young people better off and with more opportunities – in education (e.g. 11+ opportunities for advancement) and in work – offering opportunities for social mobility
- possibly a growing fragmentation of society, whereby individuals followed a more 'private' life – travelling by car and watching the television rather than following the 'communal life style' of earlier years.

Evidence which disagrees with the quotation might include:

- the continuation of traditional working/middle/upper class structures – emphasised, for example, in education and the '11+ division'
- the preservation of 'the Establishment' in governance and high positions within the state
- the continuation of pockets of poverty and deprivation seen particularly where industries were less prosperous e.g. Northern mining communities
- continuing prejudice against women in the workplace
- the limited effect of social change away from the media and the capital and the continuance of traditional moral standards.

Conclusions are likely to agree that economic prosperity had an impact on British society, but they are likely to question whether this was 'major' and/or affected 'all sections'. Most candidates are likely to argue that a considerable change had taken place by 1964 but they will qualify the extent of that change.

Question 3

05 Explain why Enoch Powell delivered his 'Rivers of Blood' speech in 1968. (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 Enoch Powell delivered his 'Rivers of Blood' speech in 1968.

Candidates might include some of the following factors:

- the growth of immigration into Britain in the sixties at a time of economic instability, and waning optimism seemed only to add to unemployment problems
- the development of immigrant 'ghettos', (as they were seen by those living nearby) – a cause championed by groups such as the Birmingham Immigration Control Association (formed 1960)
- the development of racial tensions which had provoked riots in a number of affected areas – from Notting Hill in 1958 to the activities of the National Front (formed 1967)
- racist views shared by the trade unions, grass-roots labour organisations and some fellow Conservatives, as suggested in the speeches of Peter Griffiths in the 1964 election campaign, (fears made worse by the development of the Black Power movement in USA)

- the failure of the Commonwealth Immigration Act (1962) to halt immigration
- the occasion was afforded by the Commons debate on the 1968 Race Relations Bill
- Powell's own individualism and determination to make his mark as a politician.

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 the economic climate in bringing racial tensions to a head, or they might suggest that it was Enoch Powell's own political ambition that led him to behave in the way he did. Some answers may also distinguish between the general pressures behind the speech and the specific opportunity afforded by debates over a Labour bill designed to ban racial discrimination in housing, employment, insurance and other services, so answering, why 'in 1968'.

Question 3

- 06** 'Powell's views had little effect on the movement towards greater racial integration in Britain in the years 1968 to 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

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 Powell's views had little effect on the movement towards greater racial integration in Britain before 1975 against others which do not.

Evidence which agrees with the quotation might include:

- racial integration proceeded unheeded as a second generation of immigrants was born in Britain and immigrant communities became more established
- mutual tolerance, although slow in developing, grew as different communities mixed, children were educated in British schools and language barriers disappeared
- civic campaigners and Community activists worked to resolve problems; the social services expanded
- integration was helped by the 1965 and 1968 Race Relations Acts. The 1968 Race Relations Board and Community Relations Commission worked to combat prejudice
- immigration was controlled by the 1971 Immigration Act, after which it ceased to be a major political issue
- the National Front remained politically insignificant
- the extreme racial violence predicted by Powell did not occur.

Evidence which disagree with the quotation might include:

- Powell's views and 'Rivers of Blood speech' gained huge public support – as witnessed by his massive mail bag of letters of approval – and in 1969 voted the most admired man in Britain.
- the march of the Dockers, the walk-out by meat porters and other copycat strikes in 1968 are likely to have incited greater racial prejudice, rather than integration
- the activities of the National Front and the skinhead culture of the later 1960s may have been inspired by Powell's views
- the institutional racism found in, for example, the police, could also be linked to the airing of prejudice by this senior politician.

Good answers are likely to conclude that even if Powell did not create racial prejudice, he may have been instrumental in bringing it out into the open and, in so doing, have helped slow the gradual movement towards greater integration and the potential for cultural exchange. Although Britain might be considered, in some ways, a multicultural society, by 1975 there was nevertheless, much lingering prejudice and the name of Powell had not been forgotten.