



**General Certificate of Education  
June 2010**

**A2 History 2041**

**HIS3M**

**Unit 3M**

**The Making of Modern Britain, 1951–2007**

**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 A2

The A2 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 a good historian must be able to combine a range of skills and knowledge. 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 low Level 2 if some comment is included. Candidates who provide more explanation – (AO1(b), supported by the relevant selection of material, AO1(a)) – will perform at Level 2 or low Level 3 depending on their synoptic understanding and linkage of ideas. Candidates who provide explanation with evaluation, judgement and an awareness of historical interpretations will be addressing all 3 AOs (AO1(a); AO1(b); AO2(b)) and will have access to the higher mark ranges.

To obtain an award of Level 3 or higher, candidates will need to address the synoptic requirements of A Level. The open-ended essay questions set are, by nature, synoptic and encourage a range of argument. Differentiation between performance at Levels 3, 4, and 5 therefore depends on how a candidate's knowledge and understanding are combined and used to support an argument and the how that argument is communicated.

The mark scheme emphasises features which measure the extent to which a candidate has begun to '*think like a historian*' and show higher order skills. As indicated in the level criteria, candidates will show their historical understanding by:

- The way the requirements of the question are interpreted
- The quality of the arguments and the range/depth/type of material used in support
- The presentation of the answer (including the level of communication skills)
- The awareness and use of differing historical interpretations
- The degree of independent judgement and conceptual understanding shown

It is expected that A2 candidates will perform to the highest level possible for them and the requirements for Level 5, which demands the highest level of expertise have therefore been made deliberately challenging in order to identify the most able candidates.

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

### ***A2 EXAMINATION PAPERS***

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

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

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

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

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

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

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

Criteria for deciding marks within a level:

- Depth and precision in the use of factual information
- Depth and originality in the development of an argument
- The extent of the synoptic links
- 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)
- The way the answer is brought together in the conclusion

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June 2010

**A2 Unit 3: The Making of Modern Britain**

**HIS3M: The Making of Modern Britain, 1951–2007**

**Question 1**

- 01** 'The efforts of British governments to join the EEC in the years 1961 to 1973 were mainly a result of Britain's decline as a world power.'  
Assess the validity of this view. (45 marks)

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

**Standard Mark Scheme for Essays at A2**

- Nothing written worthy of credit. **0**
- L1:** Answers will display a limited understanding of the demands of the question. They may **either** 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, they may contain some explicit comment but will make few, if any, synoptic links and will have limited accurate and relevant historical support. 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 primarily descriptive with few explicit links to the question **or** they may contain explicit comment but show limited relevant factual support. They will display limited understanding of differing historical interpretations. Historical debate may be described rather than used to illustrate an argument and any synoptic links will be undeveloped. Answers will be coherent but weakly expressed and/or poorly structured. **7-15**
- L3:** Answers will show a good understanding of the demands of the question. They will provide some assessment, backed by relevant and appropriately selected evidence, which may, however, lack depth. There will be some synoptic links made between the ideas, arguments and information included although these may not be highly developed. There will be some understanding of varying historical interpretations. Answers will be clearly expressed and show reasonable organisation in the presentation of material. **16-25**
- L4:** Answers will show a very good understanding of the demands of the question. There will be synoptic links made between the ideas, arguments and information included showing an overall historical understanding. There will be a good understanding and use of differing historical interpretations and debate and the answer will show judgement through sustained argument backed by a carefully selected range of precise evidence. Answers will be well-organised and display good skills of written communication. **26-37**
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**L5:** Answers will show a full understanding of the demands of the question. The ideas, arguments and information included will be wide-ranging, carefully chosen and closely interwoven to produce a sustained and convincing answer with a high level of synopticity. Conceptual depth, independent judgement and a mature historical understanding, informed by a well-developed understanding of historical interpretations and debate, will be displayed. Answers will be very well-structured and fluently written.

**38-45**

### 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 need to assess why various British governments chose to seek membership of the EEC and balance this decision against the premise that it was because Britain was in decline as a world power in the years 1961 to 1973.

Candidates may refer to some of the following material in support of the premise of the quotation:

- Britain's difficulty in accepting the contraction of its Empire and move to Commonwealth
- the impact of decolonisation and the rise of nationalism
- Britain's relations with the USA, the significance of her secondary role and question marks over her ability to function independently
- Britain's reduced standing in the Middle East after Suez and her unilateral withdrawal from East of Suez
- Britain's secondary role in East/West détente in the late 1960s and early 1970s
- the impact of defence expenditure, including nuclear capacity, on foreign commitments. By 1973 Britain's priority was to protect the Eastern Atlantic and consolidate in Western Europe.

Nevertheless, there are a number of other factors to consider:

- Britain's changing priorities, e.g. the decision to join the European project and hopefully 'not miss the bus'
- Britain's economic future depended on Europe
- Britain's decision to seek membership showed a more realistic and pragmatic awareness of her position in the world
- the USA, post-Suez, was not a reliable ally
- the Commonwealth nations' support was not necessarily guaranteed in any future conflicts.

Furthermore, candidates may suggest that:

- British foreign policy, without the cover of the USA, had limited impact. She could no longer 'punch above her weight'
- the decision to seek membership was not uniformly accepted by the main political parties.

In conclusion, candidates may pursue an argument which states that Suez had been an aberration and that Britain continued to pursue a familiar course in world affairs.

It continued with its nuclear strategy. The special relationship was repaired between Macmillan and Kennedy and in 1961 Britain applied to join Europe, not as a sign of weakness but, by diversifying and keeping a range of options – USA, Europe and the Commonwealth – Britain perhaps retained its significance at a time when it appeared Britain could no longer have great power pretensions.

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**Question 2**

- 02** 'No government, Conservative or Labour, was able to stem Britain's economic decline.'  
Assess the validity of this view of the years 1951 to 1990. (45 marks)

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

**Standard Mark Scheme for Essays at A2**

- Nothing written worthy of credit. **0**
- L1:** Answers will display a limited understanding of the demands of the question. They may **either** 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, they may contain some explicit comment but will make few, if any, synoptic links and will have limited accurate and relevant historical support. 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 primarily descriptive with few explicit links to the question **or** they may contain explicit comment but show limited relevant factual support. They will display limited understanding of differing historical interpretations. Historical debate may be described rather than used to illustrate an argument and any synoptic links will be undeveloped. Answers will be coherent but weakly expressed and/or poorly structured. **7-15**
- L3:** Answers will show a good understanding of the demands of the question. They will provide some assessment, backed by relevant and appropriately selected evidence, which may, however, lack depth. There will be some synoptic links made between the ideas, arguments and information included although these may not be highly developed. There will be some understanding of varying historical interpretations. Answers will be clearly expressed and show reasonable organisation in the presentation of material. **16-25**
- L4:** Answers will show a very good understanding of the demands of the question. There will be synoptic links made between the ideas, arguments and information included showing an overall historical understanding. There will be a good understanding and use of differing historical interpretations and debate and the answer will show judgement through sustained argument backed by a carefully selected range of precise evidence. Answers will be well-organised and display good skills of written communication. **26-37**
- L5:** Answers will show a full understanding of the demands of the question. The ideas, arguments and information included will be wide-ranging, carefully chosen and closely interwoven to produce a sustained and convincing answer with a high level of synopticity. Conceptual depth, independent judgement and a mature historical understanding, informed by a well-developed understanding of historical interpretations and debate, will be displayed. Answers will be very well-structured and fluently written. **38-45**
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## 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 assess this contentious quotation which states that there was economic decline between 1951 and 1990 and decide whether that decline was continuous, uneven or relative. By general consent most historians view Britain's performance overall as lacklustre.

Candidates may refer to some of the following material in support of the premise of the question:

- poor industrial relations
- poor management
- amateurism of politicians
- lack of investment
- cost of defence spending
- cost of welfare state
- up to 1979 an 'anti-enterprise culture'.

Nevertheless, there are a number of other factors to consider:

- the Conservative years post – Attlee ; the so called 'age of prosperity'
- the 'post-war consensus' and the 'consumer society'
- the impact of the policy of 'Stop – Go'
- the ambitious policies of the Wilson governments from 1964 and the significance of devaluation
- the Heath period and the effects of the economic crisis of 1973–1974
- the run-up to the Winter of Discontent of 1979, the Thatcher period and the impact of monetarism
- the performance of other comparable countries.

Furthermore, candidates may come to one of the following conclusions:

- up to 1979 Britain pursued the wrong policies and it was only the arrival of Margaret Thatcher which brought about a revival. The period 1951 to 1979 is associated with 'Butskellism' – a time of too much nationalisation, too little investment and competition, too much spending on the Welfare State, too little focus on modern management techniques and too much government interference by the 'nanny state'. Once Thatcher was in power, market forces took over, unions were tamed and Britain started to become competitive
- up to 1973 Britain actually went through a 'Golden Age' – a time of sustained economic progress. Britain was more prosperous and equal because of the policies of the so-called 'post-war consensus'. This line of argument suggests that Thatcher in fact used monetarism to the detriment of the country, particularly in manufacturing. During her time in power interest rates fluctuated wildly and there was a depression in the early 1980s
- the 'balanced' view which states that there was relative success but also relative failure in terms of lack of investment and competition. In essence a period of uneven progress.

In conclusion, candidates may refer to the policies of the various governments between 1951 and 1990 and in their evaluation assess whether economic performance was self-inflicted or due to outside events or a mixture of the two aspects.

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**Question 3**

- 03** 'New Labour's popularity in the years 1994 to 2007 owed more to the weaknesses of its Conservative opponents than to the strengths of Tony Blair.'  
Assess the validity of this view. (45 marks)

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

**Standard Mark Scheme for Essays at A2**

- Nothing written worthy of credit. **0**
- L1:** Answers will display a limited understanding of the demands of the question. They may **either** 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, they may contain some explicit comment but will make few, if any, synoptic links and will have limited accurate and relevant historical support. 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**
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## 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 need to identify the factors behind the popularity of New Labour and balance the importance of Conservative weaknesses against the strengths of Tony Blair in the years 1994 to 2007.

Candidates may refer to some of the following material in support of the premise of the question:

- internal divisions over Europe
- BSE
- the impact of 'sleaze'
- the damage done by the ERM fiasco on 'economic competence'
- the role of John Major
- collapse in Conservative party administration in the early 2000s
- rapid changes in leadership, self-inflicted policies representing an inability to come to terms with Blair and New Labour.

Nevertheless, there are a number of other factors to consider in assessing New Labour under Tony Blair:

- Blair's record as a three time consecutive election winner, his charisma and ability as a communicator
- his ability to change the face of Labour in the mid-1990s against much internal reaction from the old guard i.e. the dropping of Clause IV
- his ability to surround himself with able staff such as Campbell and Mandelson
- the role of spin and the courting of the media, especially Rupert Murdoch
- by 2003 Blair had still not lost a by-election and the opinion polls showed a double digit lead, year after year
- Devolution
- The Good Friday agreement
- business-friendly New Labour.

Furthermore, candidates may note that, even though the timescale starts in 1994, there are many valid factors before 1994 that may be deployed such as:

- the efforts of Neil Kinnock in the 1980s and suggest that he provided the platform for New Labour. 'No Kinnock, no Blair'
- the flawed record of Margaret Thatcher as a longer term cause of Conservative decline.

In conclusion, candidates may well argue a third way – that 1997 was simply a case of 'a time for a change' and that New Labour's influence has been greatly exaggerated. They may challenge the positive assertion of 'popularity' itself and suggest that with two huge election majorities in 1997 and 2001, New Labour, as embodied by Tony Blair, simply didn't deliver and, like the 1951–1964 period, it was a time of 'wasted opportunities'.