



**General Certificate of Education  
January 2011**

**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.

Further copies of this Mark Scheme are available to download from the AQA Website: [www.aqa.org.uk](http://www.aqa.org.uk)

Copyright © 2011 AQA and its licensors. All rights reserved.

#### COPYRIGHT

AQA retains the copyright on all its publications. However, registered centres for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to centres to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Set and published by the Assessment and Qualifications Alliance.

---

## 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 2011

**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 immigration to Britain. (12 marks)

*Target: AO2(a)*

**Levels Mark Scheme**

	Nothing written worthy of credit.	<b>0</b>
<b>L1:</b>	Answers will <b>either</b> briefly paraphrase/describe the content of the two sources <b>or</b> identify simple comparison(s) between the sources. Skills of written communication will be weak.	<b>1-2</b>
<b>L2:</b>	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.	<b>3-6</b>
<b>L3:</b>	Responses will compare the views expressed in the two sources, identifying differences <b>and</b> similarities and using own knowledge to explain and evaluate these. Answers will, for the most part, be clearly expressed.	<b>7-9</b>
<b>L4:</b>	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.	<b>10-12</b>

**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 levels scheme.**

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

- Source B asserts that the 'inflow' of immigrant labour must be stopped – and as many immigrants as possible repatriated whereas Source A talks of the industrial need for a 'steady supply' of labour, which can be provided by immigrants
- Source B suggests that promoting immigration is a 'mad' policy whereas Source A claims that immigrant labour is essential to Birmingham's prosperity

- 
- Source B speaks of a nation ‘heaping up its own funeral pyre’ whereas Source A says that stopping immigration would mean condemning Britain to a minor place in the world and static living standards

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

- the public hostility to immigration, echoed up in Powell’s speech, with 80% of the population in favour of stricter immigration controls. (Restrictions had been in place since 1962, and added to by the 1968 Commonwealth Immigrants Act.) This helps explain the source references, both in Source B and to suggestions to ‘stop immigration’ in Source A
- the change in context by 1968 – economic problems, devaluation 1967 and inflation, the national dock strike of 1967 and uneasy labour relations, which were to see the dockers march in support of Powell – may explain why B is more vehement
- Powell’s concern to create an impact, stand up to Ted Heath and further his own political career in an exaggerated speech that was later discovered to contain flawed examples (for example of the white lady accused of being racist, who had excrement posted through her letter box.) might be used to explain Source B
- awareness of Birmingham as the home of thriving industry and a major recruiting ground for New Commonwealth immigrants in the 1950s and early 1960s – with a large West Indian community, often working longer hours for lower wages than their white counterparts may help explain A.

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

- both sources agree about the growth in immigration – that the Birmingham area has been (and is) a ‘magnet for immigrants’ and that this is a topic of debate – even Source A refers to the idea of stopping immigration
- by referring to the needs of workers and the poor state of housing, Source A goes some way towards explaining the view of Source B as to the issues raised by immigration
- both express concern about Britain’s place in the world in the 1965–1968 period, with some pessimism about the future.

In making a judgement about the degree of difference, candidates may conclude that whilst Source A is referring to a specific region with specific labour needs, Source B is making a more general point about immigration as a whole and that this helps explain their apparent contradictions. They are also likely to refer to Powell as a political maverick and suggest that his exaggerated views were designed for maximum national impact rather than as a rational reflection on the position in Birmingham. Source A on the other hand is addressed to a local audience and reflects a regional concern.

---

**Question 1**

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

How successful were governments in responding to the issues raised by immigration in the years 1962 to 1971? (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 addressing the focus of the question and offering some balance of other factors or views.

Candidates should use the sources as evidence in their answer.

Relevant material from the sources would include:

- **Source A:** The reference to the problem of housing exemplifies the problems caused for governments by immigration. However, the emphasis on Britain's need for immigrant workers could be used to challenge government anti-immigration measures. Alternatively, the need could also be used to explain legislation which allowed certain types of workers entry into Britain
- **Source B:** Although not representative of the official Tory line (although Powell himself claimed it was) this speech could be deemed to convey a conservative view of the problems of a growing immigrant community which, it was predicted, would 'overwhelm' the country – 'heaping up its own funeral pyre'
- **Source C:** This provides a condemnation of the 1968 Act, suggesting success in appeasing working-class views but limited recognition of the moral argument or Britain's needs – as reflected in Source A.

From candidates' own knowledge:

Factors suggesting success might include:

- by reducing numbers of immigrants, this reduced the issues immigration posed regarding housing, employment and race relations
- by introducing a work voucher scheme (1962/1965), the measures ensured Britain received the immigrants it needed for work whilst excluding those likely to end up on the unemployment registers or become a drain on the benefit system. The 1971 Act imposed even tighter controls on work permits and rights of residence
- the Race Relations Acts of 1965 and 1968 helped prevent discrimination and provided for greater racial harmony through the work of a Race Relations Board
- Heath's quick action in expelling Powell showed that parties were not prepared to be extremist
- the problems of racial hostility as a political issue were met by tough measures which responded to the views of the electorate. Loopholes permitted immigration in emergencies (e.g. the Ugandan immigration of 1971) but immigration ceased to be a major political issue from 1971, allowing progress towards assimilation and integration to take place.

Factors suggesting failure – or that success was not the result of government policies might include:

- restricted entry was unfair and difficult to operate. The 1962 act produced long queues and encouraged the permanent settlement of whole families; the 1965 amendment and the 1968 act were little more than electoral ploys by Labour to retain working class support whilst the 1971 Act left Britain with some of toughest immigration rules in the world
- problems of housing and community integration persisted and were exacerbated by issues of education and cultural differences
- the Race Relations Acts were inadequate. Housing and employment were only included in 1968 and even then there were still many loopholes



- policies designed to keep black people out of Britain served to legitimise racism. Racial troubles continued – particularly in the West Midlands, Southall and Brixton
- the emergence of the National Front (1967), skin-heads who indulged in 'Paki-bashing' and the response to Powell's 1968 speech from dockers and trade unionists as well as the general public, all suggest that the government response had been inadequate
- assimilation only really began with the emergence of second and third generation immigrants. Keeping immigrants out was not the way to solve the problems of immigrant communities within Britain.

Good answers are likely to/may conclude that the measures taken by the political parties in the years 1962 to 1971 largely failed to reduce the problems that immigration was causing within Britain, although they did prevent the problem becoming worse. Some may debate the morality of the measures, some may question the possibility of solving problems by political means, whilst others may emphasise that the hands of the parties were tied by their voters.

---

**Question 2**

**03** Explain why there was a growth in leisure activities in Britain 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 leisure activities increased in the 1960s.

Candidates might include some of the following factors:

- affluence and higher living standards encouraged a wider range of pursuits. This was particularly marked among the middle classes and the youth, e.g. dining out, travelling and shopping for 'luxuries'
- increase in home ownership encouraged home-centred leisure activities, e.g. DIY and gardening
- there were greater travel opportunities with spread of car ownership, caravans, holiday camps and the arrival of the package holiday
- many enjoyed shorter working hours, with a reduction in Saturday morning and weekend work and the amount of paid leave increased – generally 2 weeks p.a. for factory workers
- the mass media 'sold' new experiences – TV, advertising, magazines encouraged and catered for a range of tastes

- the growth of education increased a desire for new experiences and created an upwardly mobile society.

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

- the effect of post-war prosperity by the 1960s, bringing a consumer revolution and more time for, and choice of, leisure activities
- improvements in communication through TV, the mass media and transport
- the spread of advertising.

And some of the following short-term/immediate factors

- the work of entrepreneurs, e.g. magazine editors, restaurateurs or men like Freddie Laker, in responding to a desire for a wider range of leisure activities
- the impact of TV personalities, e.g. Barrie Bucknell (DIY) or Percy Thrower (gardening).

To reach higher levels, candidates will need to show the inter-relationship of the reasons given. For example, they might link the growth of all leisure activities to the fundamental change in wealth and social structure which saw more families enter the 'middle class' ranks. They might equally see the power of advertising as the central linking feature – or the greater availability of time for leisure activities in contrast with past decades.

---

**Question 2**

**04** 'The growth of car ownership was the most important cause of social change in Britain 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 evidence which supports the view that the growth of car ownership was the most important cause of social change in Britain in the 1960s against that which does not.

Evidence which agrees might include:

- possession of a car broadened horizons – permitting trips out of the local area and holidays further afield
- cars allowed people to live at a distance from their work, creating the beginnings of a commuter society and leading to new patterns of settlement and the development of the out-of-town supermarket
- cars enabled children to be transported to the ‘best’ schools and provided new career possibilities
- cars encouraged personal/family travel, moving away from reliance on public transport (and leading to the erosion of the railway system). They also encouraged a move towards private rather than public living – as reflected elsewhere e.g. in the viewing of TVs rather than trips to the cinema.

Evidence which disagrees might include:

- scientific developments – especially in communications and the spread of the TV could be deemed of greater importance
- the growth of and changes in types of education caused social change
- changes in youth culture, or in permissiveness, e.g. development of the Pill, could be considered more important
- difference produced social change and the purchase of a car was just one aspect of this.

Good answers are likely to/may conclude that increased car ownership was one of a number of factors contributing to social change in the 1960s and that whilst it promoted a different lifestyle, it was as much a reflection of social mobility than a cause of it.

**Question 3**

- 05** Explain why Edward Heath's government faced industrial unrest in the years 1970 to 1974. (12 marks)

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

**Levels Mark Scheme**

- Nothing written worthy of credit. **0**
- L1:** Answers will contain either some descriptive material which is only loosely linked to the focus of the question or some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. The response will be limited in development and skills of written communication will be weak. **1-2**
- L2:** Answers will demonstrate some knowledge and understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they will provide some explanations backed by evidence that is limited in range and/or depth. Answers will be coherent but weakly expressed and/or poorly structured. **3-6**
- L3:** Answers will demonstrate good understanding of the demands of the question providing relevant explanations backed by appropriately selected information, although this may not be full or comprehensive. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **7-9**
- L4:** Answers will be well-focused, identifying a range of specific explanations, backed by precise evidence and demonstrating good understanding of the connections and links between events/issues. Answers will, for the most part, be well-written and organised. **10-12**

**Indicative content**

**Note: This content is not prescriptive and 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 Edward Heath's government faced industrial unrest

Candidates might include some of the following factors:

- Britain's economy was suffering from foreign competition with slowing growth and high inflation rates and unemployment
- 'traditional' industries, particularly mining and docking were in need of vast investment were it to continue in order to compete in the modern world. The car industry was also experiencing problems of competition because of high British labour costs
- Heath failed to heed the lessons of the Labour experience. The Labour government from 1964 had already experienced problems with industrial relations and Barbara Castle's 'In place of strife' (1969) had been withdrawn
- Heath responded to the strikes of 1970 (dock, dustmen, power-workers, postal workers) – with the Industrial Relations Act (1971) which trade unionists saw as confrontational

and refused to co-operate with. This increased industrial unrest and the imprisonment of the Pentonville Five (1972) provided adverse media publicity and made Heath's position worse

- the Government commanded little respect from the miners (traditional Labour supporters) who had the power to disrupt power supplies and hold British industry to ransom – and did so from 1972
- the 1972 Industry Act required co-operation and resources which the government did not have and an attempt to brand the union leaders as Communists increased non-co-operation
- Unions were selfish and too ready to use strike action.

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

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

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

- the unionists' determination not to co-operate with the Industrial Relations Act of 1971
- the independence and obstinacy of the miners and their leadership (including Arthur Scargill) in provoking the miners' strike of 1972
- the needs of a modern industrial society which forced Heath to give in to the miners, (who were able to disrupt electricity supplies and force a three day week in 1972 – and force the country to prepare emergency measures in 1974).

To reach higher levels, candidates will need to show the inter-relationship of the reasons given. For example, they might argue that underlying the troubles of this period was the failure of the British economy and the need for a readjustment in working capacity. Another linking theme might be the Tories' mishandling of industrial relations, whilst others might see the unions' obstinacy and refusal to work with a Tory government as the most important linking factor.

---

**Question 3**

- 06** ‘Governments successfully modernised British society in the years 1964 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 governments successfully modernised British society against evidence to the contrary.



Evidence which agrees might include:

- a Ministry of Technology was set up under Wedgwood Benn 1966–1970 and there was some effort to promote a modern scientific society – e.g. investment in Concorde, computers and nuclear energy
- Labour favoured the use of ‘expert witnesses’ in constructing legislation and adopted a rational approach to legal change – seen in many of the reforms at the Home Office
- The voting age was lowered to 18 in 1969
- Roy Jenkins presided over changes such as abolition of hanging and reform of divorce and abortion law; legalisation of homosexuality between consenting adults and a freeing up of censorship restrictions
- the Race Relations Board was established and racial discrimination in employment and housing outlawed
- comprehensive schools were developed, (Crosland’s circular of 1965) and retained, despite the change in government in 1970. These were seen as ‘modern’ and mostly offered ‘mixed’ and unselective education. Higher education was promoted and the Open University established
- the 1970 Equal Pay Act and 1975 Sex Discrimination Act, promoted equality for women
- 1971 Industrial relations Act provided a basis for Industrial negotiations, complemented by the 1972 Statutory incomes policy and in 1974 the Labour government set up ACAS to resolve union disputes.
- 1971 saw the decimalisation of the currency and in 1973 Britain joined the EEC.

Evidence which disagrees might include:

- scientific developments were inhibited by Britain’s economic problems and lack of understanding on the part of government ministers
- Home Office reforms were largely the work of private members and there was no coherent policy of liberalising society. All legislation was limited and leadership (on both sides of the House) remained conservative on moral issues
- Labour passed the punitive 1968 Commonwealth Immigration Act and the race relations legislation had many loopholes Conservatives passed the 1971 Immigration Act, effectively ending non-white immigration
- equality in education and for women remained at an embryonic stage
- governments took a firm line on drugs and Labour refused to legalise cannabis in 1969
- attempts at economic planning and reform of the House of Lords failed
- the Conservative reaction to industrial strife was punitive.

Good answers are likely to conclude that the modernisation of society was a gradual process which probably occurred irrespective of government measures. To some extent the measures were reflective of rather than instigators of change, although it may be argued that governments accelerated the process.