AQA

AS
History

The Making of Modern Britain, 1951–2007
7041/2S Building a new Britain, 1951–1979
Mark scheme

7041
June 2016

Version: 1.0 Final

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' 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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June 2016

The Making of Modern Britain, 1951–2007

AS History Component 2S Building a new Britain, 1951–1979

Section A

01 With reference to these sources and your understanding of the historical context, which of these two sources is more valuable in explaining the debate over Britain's nuclear deterrent in the 1950s? **[25 marks]**

Target: AO2

Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within the historical context.

Generic Mark Scheme

L5: Answers will display a very good understanding of the value of the sources in relation to the issue identified in the question. They will evaluate the sources thoroughly in order to provide a well-substantiated conclusion. The response demonstrates a very good understanding of context. **21-25**

L4: Answers will provide a range of relevant well-supported comments on the value of the sources for the issue identified in the question. There will be sufficient comment to provide a supported conclusion but not all comments will be well-substantiated, and judgements will be limited. The response demonstrates a good understanding of context. **16-20**

L3: The answer will provide some relevant comments on the value of the sources and there will be some explicit reference to the issue identified in the question. Judgements will however, be partial and/or thinly supported. The response demonstrates an understanding of context. **11-15**

L2: The answer will be partial. There may be either some relevant comments on the value of one source in relation to the issue identified in the question or some comment on both, but lacking depth and have little, if any, explicit link to the issue identified in the question. The response demonstrates some understanding of context. **6-10**

L1: The answer will either describe source content or offer stock phrases about the value of the source. There may be some comment on the issue identified in the question but it is likely to be limited, unsubstantiated and unconvincing. The response demonstrates limited understanding of context. **1-5**

Nothing worthy of credit. **0**

Indicative content

Note: This content is not prescriptive and students 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.

Students must deploy knowledge of the historical context to show an understanding of the relationship between the sources and the issues raised in the question, when assessing the significance of provenance, the arguments deployed in the sources and the tone and emphasis of the sources. Descriptive answers which fail to do this should be awarded no more than Level 2 at best. Answers should address both the value and the limitations of the sources for the particular question and purpose given.

In responding to this question, students may choose to address each source in turn or to adopt a more comparative approach in order to arrive at a judgement. Either approach is equally valid and what follows is indicative of the evaluation which may be relevant.

Source A: **in assessing the value of this source as an explanation, students may refer to the following**:

Provenance and tone

- this source is valuable because of who he is: Sandys is the Defence Minister and will have been fully involved in government decision making about Britain's nuclear deterrent policy
- it also has value because it is from a House of Commons speech, in which the government is setting out its case for this policy
- his tone is that of a high-ranking government minister: authoritative/firm; he uses 'we' as a rhetorical device to emphasise that the government is acting in the broader national interest.

Content and argument

- Sandys' key argument is that it is absolutely essential for Britain to remain its own nuclear deterrent; students can support this by referencing the Cold War contact and Britain's fear of Soviet expansionism
- he is also arguing that Britain should not be dependent on any other Power for its own security. Students can refer to the Suez Crisis as a recent occasion when Britain needed to act independently to protect its interests
- Sandys' underlying argument is that Britain's status as a Great Power is measured by its ability to maintain its own nuclear deterrent;

Source B: **in assessing the value of this source as an explanation, students may refer to the following**:

Provenance and tone

- Priestley is co-founder of CND, making this a valuable source of evidence for the pro-unilateral, anti-government argument
- it is also valuable because it is published in the 'New Statesman', including the Left's opposition to the government's policy, and the dissatisfaction with the Labour Party's volte-face

- Priestley's tone is equally firm, but it also possesses a moral dimension, implying that CND supporters represent the moral high ground.

Content and argument

- Priestley argues that unilateral nuclear disarmament must be Britain's policy. Students can support this by emphasising the growing support for the CND's position, especially amongst the young and the left-wing intelligentsia
- he also argues that it is mistaken to pretend that Britain is still a Great Power. Students can back this up by referencing Britain's weak economic position and its subservient role in its 'special relationship' with the United States
- he argues that allowing nuclear weapons on Britain's territory has in fact shown how weak Britain is. Students might develop Priestley's reference to 'East Anglia', pointing out that several air bases, such as Mildenhall or Lakenheath, and other Cold War nuclear facilities were completely under American control.

Students may argue that either source is more valuable. They may recognise that both sources offer valuable insights about what constitutes national power and prestige; one believing that this is enhanced by the possession of nuclear weapons, the other arguing that the greater prestige is gained by rejecting them.

Section B

02 'It was affluence that produced 'the teenager' in the years 1955 to 1964.'

Explain why you agree or disagree with this view. **[25 marks]**

Target: AO1

Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

Generic Mark Scheme

L5: Answers will display a good understanding of the demands of the question. They will be well-organised and effectively communicated. There will be a range of clear and specific supporting information showing a good understanding of key features and issues, together with some conceptual awareness. The answer will be analytical in style with a range of direct comment leading to substantiated judgement. **21-25**

L4: Answers will show an understanding of the question and will supply a range of largely accurate information which will show an awareness of some of the key issues and features. The answer will be effectively organised and show adequate communication skills. There will be analytical comment in relation to the question and the answer will display some balance. However, there may be some generalisation and judgements will be limited and only partially substantiated. **16-20**

L3: The answer will show some understanding of the full demands of the question and the answer will be adequately organised. There will be appropriate information showing an understanding of some key features and/or issues but the answer may be limited in scope and/or contain inaccuracy and irrelevance. There will be some comment in relation to the question. **11-15**

L2: The answer will be descriptive or partial, showing some awareness of the question but a failure to grasp its full demands. There will be some attempt to convey material in an organised way although communication skills may be limited. There will be some appropriate information showing understanding of some key features and/or issues, but the answer may be very limited in scope and/or contain inaccuracy and irrelevance. There will be some, but limited, comment in relation to the question and statements will, for the most part, be unsupported and generalist. **6-10**

L1: The question has not been properly understood and the response shows limited organisational and communication skills. The information conveyed is irrelevant or extremely limited. There may be some unsupported, vague or generalist comment. **1-5**

Nothing worthy of credit. **0**

Indicative content

Note: This content is not prescriptive and students 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.

Arguments suggesting that it was affluence that produced 'the teenager' in the years 1955 to 1964 might include:

- rising living standards in families which allowed young people to stay in education for longer and have different interests to their parents
- full employment for young people that gave them more independence from their parents
- greater access to credit and the growth of consumerist culture which allowed them to buy more expensive items such as cars and motorcycles; these became symbols of youth culture
- rising wages which created spending power that allowed fashion, music, TV programmes, magazines etc. to be specifically aimed at young people helping to create a separate identity and culture.

Arguments challenging the view that It was affluence that produced 'the teenager' in the years 1955 to 1964. might include:

- growing divisions between generations: the experience of war; the end of national service; social mobility due to educational changes and employment opportunities
- the influence of US culture: films, music, fashion
- the decline in deference: the satire boom, anti-establishment culture
- technological change which allowed a separate culture to develop: media, i.e. pirate radio stations and transistor radios, fashion – new materials and processes which were more affordable.

Students may or may not argue that the emergence of the teenager was due to the affluence of the period. Better answers are likely to be able to demonstrate links: for example that greater affluence gave access to for example, US culture or technological innovation.

03 'The Labour governments were successful in dealing with economic problems in the years 1964 to 1970.'

Explain why you agree or disagree with this view. **[25 marks]**

Target: AO1

Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

Generic Mark Scheme

L5: Answers will display a good understanding of the demands of the question. They will be well-organised and effectively communicated. There will be a range of clear and specific supporting information showing a good understanding of key features and issues, together with some conceptual awareness. The answer will be analytical in style with a range of direct comment leading to substantiated judgement. **21-25**

L4: Answers will show an understanding of the question and will supply a range of largely accurate information which will show an awareness of some of the key issues and features. The answer will be effectively organised and show adequate communication skills. There will be analytical comment in relation to the question and the answer will display some balance. However, there may be some generalisation and judgements will be limited and only partially substantiated. **16-20**

L3: The answer will show some understanding of the full demands of the question and the answer will be adequately organised. There will be appropriate information showing an understanding of some key features and/or issues but the answer may be limited in scope and/or contain inaccuracy and irrelevance. There will be some comment in relation to the question. **11-15**

L2: The answer will be descriptive or partial, showing some awareness of the question but a failure to grasp its full demands. There will be some attempt to convey material in an organised way although communication skills may be limited. There will be some appropriate information showing understanding of some key features and/or issues, but the answer may be very limited in scope and/or contain inaccuracy and irrelevance. There will be some, but limited, comment in relation to the question and statements will, for the most part, be unsupported and generalist. **6-10**

L1: The question has not been properly understood and the response shows limited organisational and communication skills. The information conveyed is irrelevant or extremely limited. There may be some unsupported, vague or generalist comment. **1-5**

Nothing worthy of credit. **0**

Indicative content

Note: This content is not prescriptive and students 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.

Arguments suggesting that the Labour governments were successful in dealing with economic problems in the years 1964 to 1970 might include:

- selective economic intervention (through the new Department of Economic Affairs (1964-1967); the Ministry of Technology, under Tony Benn and the "prices and incomes policy") had some successes in curbing excessive inflation
- the renationalisation of the steel industry in 1967 enabled the resturcturing of that industry
- the 1967 devaluation and accompanying austerity measures, successfully created a balance of payments surplus by 1969
- taxationmeasures (e.g selective employment tax; capital gains tax) helped some redistribution of income towards manufacturing industry

Arguments challenging the view that the Labour governments were successful in dealing with economic problems in the years 1964 to 1970 might include:

- the DEA proved a failure in stemming the need for devaluation
- the 1967 devaluation was an admission of economic failure and suggested the government's policies were lacking any overall strategy; by 1969-70 inflation was 12%
- the longer-term problems of the British economy remained – low productivity; decline relative to other nations; isolation from the EEC; union problems
- there was another balance of payments deficit in 1970. (The figures, announced just before the 1970 general election, were one of the reasons for Labour's defeat.)

Students may argue that the Labour governments faced huge economic problems, not necessarily of their own making, and that they made the best of a difficult job – particularly given the impact of strikes; the weaknesses of the British economy and the rejection of the EEC application. On the other hand, they might take the view that Labour's economic measures were an uncorodinated string of disasters – from the DEA to devaluation and thecontinuing balance of payments problem. Reward any well-argued and substantiated response that shows an understanding of the governments' economic policies.