

Teacher Resource Bank

GCE History

Candidate Exemplar Work (June 2009):

- HIS2R: A Sixties Social Revolution?

British Society, 1959–1975



The following responses are not 'model' answers, nor are they indicative of specific overall grades, but are intended to illustrate the application of the mark scheme for this unit. These responses should be read in conjunction with the HIS2R Question Paper, Sources Booklet and Mark Scheme.

Copies of the paper and are available from e-AQA or the AQA History Department.

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AQA GCE History Teacher Resource Bank Commentaries on June 2009 AS answers

General Introduction by the Chief Examiner

The first June examination series for the new AS specification saw some excellent examples of well prepared candidates who were able to demonstrate their breadth of knowledge and depth of understanding by addressing the questions set directly and efficiently. Sadly, it also suggested that, whilst some candidates knew the material quite well, they struggled to apply it successfully to the questions asked. At the lowest end, there were, of course, some candidates whose knowledge let them down, but even these might have been able to achieve more highly had they thought more carefully about each question's demands.

The importance of timing for both Units needs to be stressed. In Unit 1 candidates should allow themselves approximately 12 minutes for the first part question and 25 minutes for the second. In Unit 2, they could spend 15 minutes on the first part question and 30 minutes on the second, but they are likely to need slightly longer for the source question. Good time keeping is essential in any examination. No matter how successful the answer to the first part question, an incomplete second part question will always mean a loss of marks (notes receive limited credit).

These commentaries are intended to help teachers and candidates to understand the demands of each question type and consequently to encourage students to perform at the highest level of which they are capable. Please note that errors relating to Quality of Written Communication (of spelling, syntax, etc.) have been reproduced without correction. Please note that the AQA convention for question numbering will be changing as from the June 2010 examination papers. Examples of the new format for question papers can be found elsewhere in the Teacher Resource Bank.

Unit 1

The first part of each question in Unit 1 (those questions labelled 01, 03 and 05 in the new numbering style from June 2010) asks candidates to 'explain why' an event, issue or development came about. The best candidates answered this question, not only with a selection of reasons (and a minimum of three well-explained reasons was expected for Level 3/4), but also by showing how those reasons linked together. This is essential to meet Level 4 criteria and can be achieved by prioritising, differentiating between the long and short-term factors, or showing how different categories of reasons, such as political, social and religious inter-link. It is not, however, enough to simply assert that the links exist – they also needed explaining.

Candidates who only performed at Level 2 often wrote too descriptively, whilst many achieved a good Level 3 by offering a range of relevant and clearly explained reasons but failing to make any links between them. As the exemplars demonstrate, answers did not need to be long but they had to be effectively focused and directed to achieve good marks.

The second part of each question (those questions labelled 02, 04 and 06 in the new numbering style) asked for a response to a question beginning 'how far, how important or how successful'. Each question stem invited candidates to offer a balanced response and this was the key to an award at high Level 3, 4 or 5. Most answers which achieved only a Level 2 or a low/mid-Level 3 mark contained too much description, were excessively one-sided or lacked depth and precision in their use of examples. Some candidates also failed to address the full question set, often

by ignoring starting or finishing dates. To achieve the higher levels, candidates needed to balance one side against another. For example, a question asking how far 'X' contributed to 'Y' demanded a consideration of the importance of other factors which also contributed to 'Y'. Sometimes questions, particularly 'how important' questions (e.g. how important was 'X' in bringing about 'Y?'), could be balanced by considering the ways in which 'X' was important as opposed to the ways in which it was not, rather than introducing 'other factors'; either approach was equally legitimate. The crucial test of an answer was, therefore, the degree to which the candidate was able to argue the issue and how well that argument was supported by accurate and precise evidence. The best answers at Level 5 managed to sustain a focus and convey convincing individual judgement.

Unit 2

The first part of question 1 (labelled 01 in the new numbering style from June 2010) asks students how far the views in two given sources (A and B) differ, in relation to a given topic. Perhaps the most common error was to waste time writing a paragraph or more about the source content before addressing differences. Levels were awarded according to how well candidates identified and explained differences of **view**. This was not simply an exercise in source comprehension, so such answers received an award of only Level 1/2. Contrasting 'views' required students to go beyond the mere words of the sources or their omissions, and to assess 'how far' the sources differed required some awareness of the degree of **similarity** they contained. To meet the full demands of the question and obtain an award at high level 3/4, candidates also needed to introduce some contextual own knowledge to explain the differences and similarities identified – possibly (but not necessarily) referring to provenance when it helped the explanation, and, more often, explaining references in the sources and drawing on their contextual knowledge to account for differing views.

In the second part of question 1 (labelled 02 in the new numbering) candidates were asked to answer a question beginning 'how far, how important or how successful' with reference to the sources as well as their own knowledge. The best answers to these questions maintained a balanced argument (as explained for Unit 1 above) and the information given in the sources was used in support of that argument. Poorer answers tried to address the sources separately – at the beginning or end of the answer, or sometimes as an asterisked afterthought. Those who omitted them altogether could not obtain more than top Level 2. Whilst the main criteria for the higher levels was the degree of argument, the precision of the evidence and the judgement conveyed, in addition to these, good source use could ensure that students were placed higher in a level than those who used the sources in a perfunctory way. Source use needed to be explicit, and the best candidates appreciated that Source C was provided to give further ideas and/or information that was of direct relevance to this question.

In questions 2 and 3 (03/04 and 05/06 in the new numbering) candidates were asked to respond to an 'explain why' question – on which comments will be found under the Unit 1 commentary above – and a short, provocative quotation about which they were invited to explain why they agreed or disagreed. The demands here were similar to those for the second part of Unit 1 (b) questions. In adopting a view about the quotation, candidates were expected to examine the opposing arguments in order to reach a balanced judgement on the extent of their agreement/disagreement.

Sally Waller Chief Examiner December 2009

GCE History HIS2R: A Sixties Social Revolution? British Society, 1959–1975**Responses to June 2009 Questions****Candidate 1**

- 1 (a) Explain how far the views in **Source B** differ from those in **Source A** in relation to young people in the sixties. (12 marks)

Sources A and B both agree on the fact that the Beatles were a popular band of the 1960s and very influential to many teenagers of the time as Source A says 'The Beatles are not just a passing craze' admitting they are a craze and Source B refers to many teenagers as 'Those who flock around the Beatles'. They also agree that young people are also affected by the new marketing and trends. 'In fashion, in music and through the media, they have established new standards of their own' Source A and Source B refers to them as 'Slaves to marketing and consumer culture'.

The views of Sources A and B differ in that source A believes that teenagers are bringing about a cultural revolution 'a new social force contrasting with the dull, tired social order of the past' whereas as Source B merely feels the youth are nothing more than a groups of slackers not achieving anything 'they are the dull and idle youth'. The views of Source A and B may differ because source A is an address to the city of London Young Conservatives and so would want to inspire them and appease them as Sandbrook says 'Government attitudes to the young were flexible and tolerant'. Source B however is an article from the New Statesman which was a 'high brow' magazine and as Waller says 'the high-brow press distanced themselves from the antics of the cultural revolution'. So the views of sources A and B differ because A is trying to appease the younger generation.

Principal Examiner's Comments

This answer avoids an unnecessary introduction and begins by identifying 2 similarities between the views of the sources (the importance of the Beatles to 1960s culture and the effects of marketing on youth culture). It goes on to look at an essential difference in the way the authors of these sources view young people – A as 'a new social force' and B as 'dull and idle'. Own knowledge is employed to explain this difference with regard to provenance and there is a brief conclusion. The answer was deemed worthy of Level 4 for its references to similarity, difference and own knowledge, however, it does not quite reach the highest mark because it fails to develop the differences beyond one basic point of contrast. Level 4 – 11 marks.

Candidate 2

- 1 (a) Explain how far the views in **Source B** differ from those in **Source A** in relation to young people in the sixties. (12 marks)

Source's A and B are complete opposites. A is a positive view of music, fashion and young people whereas B is negative.

Source A is written by Bill Deedes, a government minister in 1964. the Source is adapted from an address (speech). this means that Deedes is trying to express the importance of young people, and by saying 'the Beatles are not just a passing craze' he is predicting how important young people are going to be in impacting Britain. He believes the new cultural changes among the young will be 'remembered as an important aspect of the History of our time'. This is significant because he says that young people in the '60's will effect History. Deedes says that young people need to 'excel' at something, and they are doing that through the Changes in mechanisation, Craftmanship and Increased leisure.

Source B is from an article written by Paul Johnson in 1964. He does not deny that the young people will impact History, but they will impact it negativly, as the young are 'slaves to marketing and the consumer culture'. This is in direct contrast to source A, where it says that the young 'have established new paths' and are 'free from the divisions'. Johnson describes the youth who 'flock' around the Beatles as the 'least fortunate of their Generation'. He also calls them the 'dull and idle youth'. This source, however may be bias. As an article from a newspaper and as all the media, it will probabally be exaggerating.

Principal Examiner's Comments

Although this opens with the undeveloped statement that Source A is positive and Source B negative, it goes on to describe source content with a good deal of assumption and limited explanation of differences or similarities. The first section, for example, is entirely devoted to what Source A says, and it is assumed that the speech in A is 'trying to express the importance of young people'. It also suggests the speech is predicting the future, rather than explaining the circumstances of the time.

The second part of the answer is a little more directed but there is still a tendency to repeat what Source B says. Furthermore, the comment that the source 'may be bias(sic)' is not helpful (sources are chosen to convey opinions and for that reason they will all be 'biased') and the answer ends weakly with unsupported assertion. This answer was placed in Level 2 as there is clearly some awareness of difference, but overall the answer is poorly organised, lacking explicit focus on the question and without the reference to similarity or context needed for higher. Level 2 – 5 marks.

Candidate 3

- 1 (b) How important was the expansion of the mass media in bringing about cultural change in the sixties? (24 marks)

The mass media was very important in the development of cultural change. Due to the increasing affluence it meant that many people could now afford televisions which due to mass production and improvements in technology were much cheaper and more efficient meaning everyone could afford one. This allowed the expansion of television with ITV in 1951 and the BBC launching BBC2 in 1964. This broadened peoples' horizons allowing them to see and hear what was unknown before and this created many positive externalities for British businesses which grew due to people becoming excited by it on television. Programmes such as 'Ready Steady Go' in 1963 allowed the pop market to expand as the youth watched the favourite bands such as The Beatles (as mentioned in source A/B). Barry Bucknell and Percy Thrower became household names with their work on the BBC as DIY became a multi million pound industry as people picked up tips from shows.

The transistor radio which was smaller and had a longer battery life also came with headphones. This allowed teenagers to go listen to pirate radio station such as Radio Caroline away from their parents and in a sense broke up traditional family life of all gathering round to listen to programmes together so radio was important in the development of the leisure market.

Magazines and mass publication took off with glossy colour magazines from Man About the House a DIY to Jackie the much loved teenage magazine. There seemed to be something for everything allowing people to develop their own interests in life and pursue hobbies. So mass media can be seen as a cause for the growing leisure market.

Advertising became very important as an industry with over £2 billion a year spent on it during the 60s compared to around £102 million throughout the 50s. The bill boards began to spring up everywhere around the towns and cities and flyers were posted through doors. all leading to many products developing due to increased sales.

Mass media I believe played a key role in the development of cultural change but it was definitely not alone in its role. Although 91% of homes had a television in 1971 from 75% in 1961 it only accounted for 25% of leisure time. The mass media was a billion pound industry that could make or break social trends and attitudes so therefore was key to the developments of many changes such as the radicalism of youth and in a sense the emergence of the youth culture.

However I believe other factors played a bigger role in development of a cultural movement away from a traditional society. The increasing affluence from rising wages and the almost celebration of being free from war time austerity (such as rationing only ending in 1954) led to a consumer driven nation with the concept of spend, spend and spend. The favourable economic situation described by Macmillan as "you've never had it so good" led to a higher standard of living and this created cultural changes as other activities became popular because of the affluence. Such as dining out became a past time especially with the new Italian, French and Greek restaurants on the high streets.

Leisure time significantly increased with all employers now offering 2 weeks paid leave a year and a reduction in working hours from 48 to 40 a week meaning people had more time on their hands. This led to more to cultural changes than mass media as that simply opened peoples eyes to the possibilities of what to do whereas the shorter working hours gave them the time and the additional money firstly enabled them to buy the televisions to find out about the experiences but the money enabled them to actually go out and follow their dreams.

Immigration led to many cultural changes such as the Notting Hill carnival beginning in 1964 and Vesta curries becoming popular. The assimilation of foreigners into the British society created subcultures in areas such as Birmingham with 25,000 immigrants. They brought a continental feel and created expansions in cooking with Vanessa Redgrave producing cook books.

I believe that mass media expansion was a big factor in the development of cultural change but was not a cause making it less important. The main very important factors for the cultural change were the increasing affluence, shorter working hours as more paid leave, labour saving devices meaning that people, especially women had more time for leisure and immigration into Britain allowed a greater change in culture and mass media arose from these changes but also allowed it to grow to a multi million pound industry which yes centred its attention on the young as mentioned in source C but affected all with its growth in over 24 million TVs in 1971 (some homes had more televisions than bathtubs) but was not important as a major cause but was a major development and later on a factor in cultural change.

Principal Examiner's Comments

This is a very full answer which assesses the part of the mass media and other factors in the development of cultural change. It considers various aspects of the mass media such as television, radio, magazines and advertising, offering some precise examples to support the idea of change as well as assessing and questioning their importance. It balances the part played by the mass media against a number of alternative reasons for change, such as increased affluence and rising living standards, the increase in leisure time and the impact of rising immigration. This leads to a well-focused conclusion which weighs up the evidence and conveys a personal judgement.

Overall this is potentially s top quality essay, with a good range of material and a sustained argument. However, it did not receive the highest marks because its source use was limited. All three sources were mentioned but their evidence was not fully explored nor integrated into the answer. Consequently this was placed at the bottom of Level 5 – 22 marks.

Candidate 4

- 1 (b) How important was the expansion of the mass media in bringing about cultural change in the sixties? (24 marks)

Mass media helped to bring about cultural change in many ways. Source A sees the Beatles, one of the worlds biggest bands at the time, as the driving force behind the cultural movement.

“The Beatles are not just a passing craze. They are part of a cultural movement...”

This shows that the Beatles, no matter weather people liked them or not, were instrumental in changing teenagers perspectives on love, sex and fashion.

Source C goes into details about the impact of magazines, stating “new magazines were an integral part of the rock/pop based youth culture”. This shows that the expansion led to the rise of youth culture. Source C also goes into detail about specialist radio station and TV programmes. “ITV presented a deliberately youthful rock/pop programme, “Ready Steady Go!”. A year later the first pirate radio stations appeared...” This shows that Source C considers the expansion of television and radio to accomodate the youth movement helped its spread and led to greater cultural change.

Source B also agrees that mass media was bringing about social change, but that this wasnt necessarily a good thing. “...whose vacant faces flicker over the TV screen...” This shows that, although the writer admits the media is aiding the movement, it isn’t a good thing.

“look at the TV studio audience on the pop music programme, ‘juke box jury’... you see a bottomless pit of vacant youths.”

This shows that, although not always perceived as a good thing, the media was instrumental in bringing about cultural change in the sixties.

Principal Examiner's Comments

This answer is almost exclusively reliant on the sources. It makes a comment on each source in turn, picking out references to the mass media (although the assumption that the Beatles themselves were part of the mass media is incorrect) and trying to use the source content to demonstrate cultural change. It is heavily descriptive and constantly falls back on sentences beginning, ‘this shows...’ Overall the answer is weakly expressed and lacking in argument and development. It shows some understanding but is lacking in own knowledge detail. It was therefore placed in Level 2 – 9 marks.

Candidate 5

2 (a) Explain why the Conservatives won the 1959 general election. (12 marks)

The conservatives won the 1959 general election for a fourth consecutive time. In 1957 Harold Macmillan, Tory leader was elected Prime Minister and went on to win the 1959 election. 'Supermac' and his government had pushed the economy into 'go' and the public were feeling in a state of affluence after the long period of austerity due to the wars. In his speech of 1957 he reminded the country 'we have never had it so good', when referring to the financial situation, this installed confidence in his supporters, causing them to reelect him in 1959. Despite his Edwardian image and typically establishmentary background, Macmillan managed to gain support among men of middle and working class, a key social group accounting for many votes. The conservatives also won the election due to the weaknesses of the other parties. After years of Tory rule people had much faith in them, but were wary of some of the policies of other political parties including Labour's lead Hugh Gaitskill.

Principal Examiner's Comments

This gives a range of reasons as to why the Conservatives won the 1959 election:

- *The importance of affluence*
- *the confidence imparted by 'supermac'*
- *the Conservative appeal to the middle and working classes*
- *the weaknesses of other parties (a point that is not developed)*
- *contentment with the existing party and its record.*

However, there is limited development of these ideas, and no effort has been made to show linkage between them or assess their relative importance. One approach, for example, might have been to consider how far the result stemmed from Tory strengths as opposed to Labour weaknesses, but the latter are not explained here. Consequently, this answer was deemed worthy of a Level 3 mark – but no higher. Level 3 – 7 marks.

Candidate 6

2 (b) 'The Conservatives lost the general election of 1964 because they were associated with the "Establishment".'
Explain why you agree or disagree with this view. (24 marks)

The reason why the conservatives lost in 64 was due to many interlinking reasons. Also 'the establishment ties were a very prominent and wide ranging factor.

The establishment was the name given for the old type of government, that was becoming considerably less popular in the 1960's. Yet most government ministers were still considered to be from this certain background. Where their families had a lot of money, they were 'oxbridge' educated in the arts, not science which progressed into parliament as the 'old school tie' network.

Before Macmillan retired he had made progress in shaking off this old image yet with his appointment of Alec Douglas Hume many viewed this as a step backward as he was an earl who had renounced his title to enter parliament. To enforce his

views even more firmly when he announced his new cabinet a large proportion were of the school tie network and only 3 from more working class. Many people believed this to be conflicting with Britain's increasingly liberal and accepting society.

Yet this lack of confidence was by no means the only reason. The conservatives were accused of economic mismanagement as the repetition of the stop-go cycle was beginning to crumble. That inevitably left Labour with an £800 million debt. Employment was also becoming an issue again as more basic work was fading.

Yet the vital event that most likely caused the conservative defeat was the Profumo affair. This issue shook the belief in the entire Tory party as people wondered whether they could really be trusted. The expansion of the media also meant that it got more coverage that would have previously been possible meaning public opinion that was steadily deteriorating crumbled under the scandal. Profumo's handling of the issue where he lied blatantly made people wonder if they could well be lying about other matters. This coupled with the factor Harold Wilson had rose so high in government on pure merit and conservatives who had easier access flouted the rules and lied led inexplicably to a crash in public opinion.

The Labour victory of '64 was due to many factors the establishment being the hidden cause of many issues. Yet other mismanagements and Harold Wilson's obvious working class background meant that people who thought it was ripe for change and mistrustful of the current government's stance all led to a Conservative loss.

Principal Examiner's Comments

This answer examines the importance of 'the Establishment' showing some understanding of the term. It also makes the appropriate point that there was more to the Conservative failure than Establishment values and some evidence is given to support this. A view is taken in the middle section of the answer that the Profumo affair was the most important reason for the Conservative defeat (although this was not offered as a thesis in the introduction) and the candidate makes the pertinent observation that the impact of this affair was also dependent on the growth of the mass media. There is some attempt to consider yet another factor – Wilson's appeal – but this is not developed and the detail here is very limited. The answer ends with a focused conclusion which tries to offer an overall judgement.

This answer is worthy of Level 4 for its balanced assessment, although several of the points it makes are under-developed and it fails to link the Profumo scandal to issues connected with the 'Establishment'. The answer gives the impression of being rushed. It is certainly analytical but it begins blandly and the various factors raised lack the detail and comment needed to make the response convincing. It is therefore placed at the bottom end of the level. Level 4 – 17 marks.