

AS

History

Paper 2S The Making of Modern Britain, 1951–1979
Additional Specimen Mark scheme

Version/Stage: Stage 1.0

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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AS History Paper 2 Specimen Mark Scheme**2S The Making of Modern Britain, 1951–1979****Section A**

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|----------|----------|--|-------------------|
| 0 | 1 | With reference to these sources and your understanding of the historical context, which of these two sources is more valuable in explaining attitudes towards immigration in 1968? | [25 marks] |
|----------|----------|--|-------------------|

Target: AO2

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

Generic Mark Scheme

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|------------|--|--------------|
| 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 of 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

- The origin of the source makes it very useful for historians as it reflects the views of a Labour MP, who would have been trying to reflect the views of his constituents in West Yorkshire when commenting upon the 1968 legislation regarding immigration. West Yorkshire had a high immigrant population as a result of the textile industry.
- Clearly he views immigrants as citizens and feels that they should be treated equally. His tone is measured and sympathetic.

Content and argument

- Pannell points out very clearly that he wants to work towards equal rights for immigrants, he wants them to be able to integrate into the communities they have settled in. This suggests that many immigrants in 1968 were not receiving equal quality housing and conditions.
- He also explains that he is voting to restrict immigration, not because he is opposed to it, but because he feels that the current system is overstretched. He wants those immigrants who have already come to Britain to have better access to equal conditions and treatment before any new people are allowed to settle in Britain.
- The Labour government was proposing putting some limits in place to restrict access for new immigrants to the country and Mr Pannell is ultimately agreeing that this is the correct thing to do. Some members of his own party voted against the Bill, but he explains clearly why he is in favour of it.

Contextual knowledge should be used to assess the validity of these points, for example:

- students might wish to discuss the explosion in terms of numbers of immigrants in the 1950s and 1960s. In the 1950s neither of the two main parties thought that immigration controls were necessary and they welcomed newcomers from the Commonwealth. However, the numbers coming to Britain were not expected and so reactive policies began to be brought in

- there had been a gradual increase in racial tension, especially in working class inner city areas and this was an important reason behind the dual legislation being proposed in 1968; restrictions on new immigrants and a new Race Relations Act which would seek to prevent discrimination in various different areas.

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

Provenance and tone

- Conservative MP Enoch Powell's 1968 speech was viewed as a departure from the official Conservative Party line, so much so that Powell was dismissed by Edward Heath afterwards. This suggests that his views were not necessarily reflective of the majority within even his own political party.
- The tone of the speech is deliberately provocative and suggests the opposite situation from that portrayed in Source A.

Content and argument

- Powell, in common with A, argues that there is a problem in terms of integrating immigrants into Britain. However, he argues that those who have immigrated are being given preferential treatment and that it is those citizens born in the UK who are being disadvantaged as a result.
- Powell agrees that the services are overstretched as a result of the large numbers coming into the country, but argues that the indigenous population has suffered as a result.
- Powell is suggesting that he is speaking on behalf of his constituents, who are unhappy with the current situation and certainly do not want a Race Relations Act to be brought in.

Contextual knowledge should be used to assess the validity of these points, for example:

- Powell's speech was extremely controversial, even from the perspective of 1968. He was sacked from the Shadow Cabinet and accused of trying to stir up racial hatred and tension
- it has since been determined that a lot of the figures quoted in his full speech were vastly exaggerated and that a number of the cases quoted by him have little basis in actual fact, he seems to have been being deliberately sensationalist
- however, his words clearly had resonance with wide sections of society, especially many within the working class who felt that their living standards, access to employment and other issues was being negatively affected by the high numbers of immigrants entering Britain. It is believed that one reason for the Conservative victory in 1970 was as a result of Powell's clear anti-immigrant stance.

In arriving at a judgement as to the relative value of each source, students may conclude, e.g. that Source A is more objective than Source B and probably reflects the views of many within Parliament and much of society. However, that many of the working classes in particular, had sympathy with the message in B cannot be dismissed. Attitudes towards immigration varied across the country as some areas saw large immigrant populations, whilst some places were relatively unaffected. Both sources have their uses, but, on balance, A is probably more reflective of the concerns of the country as a whole.

Section B

0 2 'Labour lost the election in 1970 because of its economic policies since 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 supporting the view that Labour lost because of its economic policies, might include:

- Britain's economic growth rates seemed to be in decline across this period, especially in contrast to other countries, such as the USA or Japan. It could be argued that Labour spent too much on defence, thus not leaving enough for considerable investment in industry
- the failure of George Brown's ambitious 'National Plan' of 1964, which achieved little and was abandoned by 1967
- failure to control the unions and achieve wage freezes. There were numerous strikes in this period (especially 1966 and 1967) and in 1969 the White Paper 'In Place of Strife' had to be abandoned
- devaluation of the pound in 1967 seemed to indicate lack of control of the economy
- failure to secure entry into the EEC in 1967.

Arguments challenging the view that Labour lost because of its economic policies, might include:

- many of the economic issues facing Labour were not of their own making; they had inherited many problems from the Conservatives, whose 'affluent fifties' had been masking a host of deep seated and long term problems
- Wilson gave his backing, if not military support, to the USA's Vietnam War. This was unpopular with many, as was his commitment to keeping Britain's nuclear weapons, which were viewed as costly and possibly might provoke an attack on Britain
- there was some concern that Labour had not done enough to control immigration, despite legislation in 1968
- there was some concern about certain individuals within the Labour leadership, most notable was George Brown who was quite erratic and often seen to be under the influence of alcohol. He argued a lot with Wilson and the Treasury
- Heath was quite popular with a lot of voters and portrayed a clear vision of what he wanted to achieve, especially with regards to the EEC, where he had good political links.

Students may conclude that Heath's victory in 1970 was a surprise to many at the time and so is probably indicative of Labour failings rather than Conservative strengths. However, students should be credited for any supported judgements they make.

0 3 'There had been little progress towards equality for women in society by 1975.'

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 supporting the view that women had not achieved greater equality, might include:

- women were still discriminated against in the workplace and did not have as many opportunities for promotion. Often this would be difficult to prove, but continued to happen
- many women worked in less skilled jobs, which were by nature lower paid, such as cleaning
- family planning (abortions and contraception) were not always freely available to women as a right
- more men than women entered into higher education
- it was still assumed by many in society that once women had children they would give up work and become housewives. Childcare opportunities were limited and expensive.

Arguments challenging the view that women had not achieved greater equality, might include:

- the wider access to consumer goods did mean that women could spend less time cleaning, cooking and doing household chores. This opened up opportunities for employment (many mothers returned to work, even if only part-time) and greater leisure opportunities than ever before
- divorce became a more realistic option for women trapped in unhappy marriages following the 1969 Divorce Reform Act. These were now easier to achieve on the grounds of irretrievable breakdown
- 'Liberalising' legislation helped to give women greater freedoms. This included the legalisation of abortion in 1967 and the setting up of Family Planning clinics by Local Authorities
- in 1970 the Equal Pay Act ruled that women should be paid the same as men doing the same job
- the 1975 Sex Discrimination Act helped to enforce the Equal Pay Act and prevented discrimination in a whole range of areas, including employment, housing and education.

Students may conclude that women were still not viewed as equals with men by 1975, but that great steps were taken in this direction in this period.