



AS HISTORY

Paper 2S The Making of Modern Britain, 1951–1979

Mark scheme

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.

Further copies of this Mark Scheme are available from aqa.org.uk

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 why the Conservatives were able to claim that Britain was thriving in 1963–1964? | [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

- this was an official Labour Party Manifesto for the 1964 election
- the tone is confident and critical of the Tories and assertive in relation to Labour.

Content and argument

- it claims that working people have suffered under Tory rule as a result of Tory policies
- it claims that Britain's record is amongst the worst of the western world
- it accepts that there has been an increase in production and living standards

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

- to corroborate and/or challenge the view of the condition of workers under the Tories
- to assess how valid criticisms were of the 'stop-go' policies
- to assess the extent to which there had been rising prosperity generally

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

Provenance and tone

- this was a speech made to boost the morale of the Conservative Party at the conference in 1963 by Butler who was standing in for Macmillan
- the tone is self-congratulatory, assertive and patriotic with emotive language.

Content and argument

- the source argues that Britain is thriving, leading internationally and that there is much to be proud of
- the source condemns Wilson and the Labour Party for their pessimism towards Britain
- the source clearly highlights a thriving Britain leading in economic and technological fields and refers to Britain as a first-class country.

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

- to corroborate and/or challenge the view of the condition of the economy under the Tories
- to assess the validity of the attack on Wilson
- to assess how reliable the claims about Britain's position are

In arriving at a judgement as to the relative value of each source, students may conclude that (e.g.) both sources are partial and that both have different audiences for their claims. Students may conclude that Source A is of more value in that, although an official Labour Party document, it does acknowledge, however grudgingly, that there has been an increase to prosperity under Tory rule. Any supported argument as to relative value should be fully rewarded.

Section B

0	2	'By 1975 Britain's position in the world was in decline.'
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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

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|------------|--|--------------|
| 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.

In agreeing that Britain's position in the world by 1975 was in decline, students may refer to some of the following reasons:

- the Suez Crisis was humiliating for Britain and showed that it did not have the strength to act in the world without the support of the USA
- military engagements throughout the 1950s and 1960s, e.g. in Malaya, Cyprus, Kenya etc. though successful, had led to Britain's resources being stretched to the limit
- Britain's retreat from Empire led it to face criticism from those both at home and abroad. It could no longer claim to have an influence around the world
- Britain seemed ineffective in dealing with colonial problems. The British government had been challenged by events in Rhodesia and it was many years until a solution was found
- the withdrawal from East of Suez meant that Britain's future military reach would be Europe and the Mediterranean
- the special relationship with the USA was often strained throughout this period and the USA was seen to be weakened by the Vietnam War
- though Britain joined the EEC in 1973, it did so due to decline in its economic power and had to accept less favourable terms. By joining the EEC, Britain had to turn its back on the Commonwealth and the favourable trade benefits it had received.

In disagreeing with the view that Britain's position in the world by 1975 was in decline students may refer to some of the following reasons:

- Britain was committed to the development of nuclear weapons, so could still claim to be a world power
- UK still a permanent member of UN Security Council
- Britain was successful in the application to join the EEC and this strengthened the relationship and influence with European countries
- Empire was seen as an out-dated idea and Britain withdrawing from its imperial commitments can therefore been seen as a positive move
- Commonwealth retained links/influence with former colonies.

Students may conclude that by 1975 Britain's position in the world had declined, but it did have some influence on the world stage.

0 3 'British society became more liberal in the 1960s.'

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.

In agreeing with the view that British society had become more liberal:

- a distinctive youth culture emerged which revolved around popular music and young people began to imitate the image of their pop idols. This led to a culture of 'style' with clothing, hair and fashion accessories becoming popular
- the rise in living standards helped to create a youth that was more inclined to question and to assert its own rights. Unwritten cultural rules were being challenged as the youth did more to enjoy themselves rather than follow what their parents had done
- working class youngsters with jobs were no longer expected to hand over all their wages to their parents so they were able to enjoy life without fixed financial commitments
- middle class youngsters were increasingly completing their education at universities
- the changing role of women and challenges to their traditional role showed how Britain had become more liberal
- the abolition of the death penalty, legalising abortion and divorce showed how Britain had become more liberal
- the relaxation of censorship in literature, cinema and theatre showed that Britain had become more liberal
- the boom in satire showed a more liberal attitude from the British public.

In disagreeing with the view that Britain had become more liberal, students may refer to some of the following factors:

- there was much discussion among the older generation about the nation's moral decline. This was mostly due to the rise of drug taking and promiscuity
- immigration still caused a great deal of tension in society and there was racism
- there was a rise in violence and crime
- class divisions may have broken down but they still existed. The Establishment was still made up of the wealthy who had attended exclusive boarding schools then went on to Oxford and Cambridge and then into positions of power.

Students may conclude that in many ways Britain did become more liberal in the 1960s, however there were many elements in society that remained the same.

