



General Certificate of Education

AS History

Unit 2: HIS2R

A Sixties Social Revolution?

British Society, 1959–1975

Specimen Mark Scheme

The specimen assessment materials are provided to give centres a reasonable idea of the general shape and character of the planned question papers and mark schemes in advance of the first operational exams.

Further copies of this Mark Scheme are available to download from the AQA Website: www.aqa.org.uk

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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

Specimen Mark Scheme

GCE AS History Unit 2: Historical Issues: Periods of Change

HIS2R: A Sixties Social Revolution? British Society, 1959–1975

Question 1

- (a) Use **Sources A** and **B** and your own knowledge.

Explain how far the views in **Source A** differ from those in **Source B** about the impact of the 1960s on young people. (12 marks)

Target: A02(a)

- L1:** Answers will **either** briefly paraphrase/describe the content of the two sources **or** identify simple comparison(s) between the sources. Skills of written communication will be weak. **0-2**
- L2:** 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. **3-6**
- L3:** Responses will compare the views expressed in the two sources, identifying differences **and** similarities and using own knowledge to explain and evaluate these. Answers will, for the most part, be clearly expressed. **7-9**
- L4** 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. **10-12**

Indicative Content

Sources A and B differ literally and fundamentally in their perception of the impact of the 1960s on young people. With regard to Source A, candidates should recognise that it is suggesting that the 1960s was very radical – ‘a defining decade’ – and implies a sense of hedonism, where all things were possible for young people. It does not discriminate and intimates that major change is happening to all ‘youngsters’. It is so rebellious that John Lennon could even challenge an orthodoxy which underpinned society and gave it moral standards. Victorian morality was coming under fire and young people had the courage to experiment and challenge the norms of society. In essence society was on the verge of a revolution.

Source B differs sharply. It intimates that it was only a small ‘bunch of young crackpots’, not society in general, that was seeking to overthrow the existing system. Whereas Source A is written in a positive, almost uncritical fashion, Source B is slightly reactionary and dismissive of the claims of Source A. Source B attempts to be more measured by claiming that the status quo will remain, and that those in Source A who wish to challenge the system are in fact hypocrites as they will soon be part of that very system and enjoying its financial benefits. Source B is a sort of homage to the ‘ordinary people’, who go to work on a regular basis and do not feel let down by the system. They are not challenging the system because in fact they ‘are

not slaves to it.' They actually agree with it and will resist any challenge to it from 'any bunch of twopenny kids'.

Source B is written almost as a defence of traditional society and the language and tone used is quite different to Source A. Source B is much more humdrum and downbeat. Source B implies that the youth of Source A are ungrateful and they will learn eventually to compromise and not bite the hand that feeds them.

There are similarities in that both sources refer to London, or an area of it, but whereas Source A sees London as the hub of all change, Source B dismisses it.

Overall Source A paints a picture of creativity, whereas Source B appears much more sanguine.

Literal usage of the two sources to highlight the obvious differences will allow candidates to achieve the basic levels. In order to get the higher levels, candidates should endeavour to point out the provenance, tone and language used in both sources and attempt to demonstrate explicit understanding of similarity and difference of interpretation and try to reach a sustained judgement on the extent of the difference of interpretation.

(b) Use **Sources A, B and C** and your own knowledge.

To what extent did the 1960s bring about the birth of the 'permissive society'?

(24 marks)

Target: AO1(b), AO2(a), AO2(b)

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. **0-6**

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

All three sources are very useful when assessing this question and candidates might usefully profit from using Source C as a balanced template, against the other two, highly subjective, sources. Source C highlights the fact that the 1960s did see 'an extraordinary challenge to accepted ways of life', yet at the same time there was continuity with the past. Source A supports the former view that the 1960s was a brave new world. The Home Secretary, Roy Jenkins, even said that the permissive society was essentially the 'civilised society'. Source B supports the latter view and suggests the 1960s was subject to a great deal of myth-making and in fact most of the public were relatively untouched by the antics of a few 'crackpots'. Source C attempts to offer a balance between change and continuity and confirms Source B's contention that the role of the media played a powerful part in hyping up the decade.

Clearly the ethos of the 1960s centred on youth challenging authority and the establishment. There was a generation gap, but some commentators would argue that there was in the previous generation, only that it was not so openly written or talked about.

There is a huge debate about the extent to which moral standards actually altered in the 1960s. Should we define the decade as 'permissive', 'decadent' or simply 'value-free'? Candidates should feel free to pursue a line of argument which is aware of some or all of the following:

- social trends such as youth, social mobility, feminism, fashion, music and the increase in violence
- educational changes and opportunities
- new legislation, particularly the Abortion Act, 1967; the Sexual Offences Act, 1967, where homosexuality was decriminalised but only in private and then between consenting adults over 21
- the Theatres Act, 1968, which allowed plays to feature nudity and four-letter words
- the Divorce Act, 1969, which made it easier to end marriage

Those who adopt the 'Marwick model' may claim that an undoubted feature of the decade was a new sexual freedom, which was confirmed by the advent of the Pill. Aspects such as birth control, treatment of venereal diseases and sex before marriage were now firmly on the agenda and out in the open.

Opponents may flag up the 'pessimistic view', according to Pearce, which believes society became debased. A third way might be to see the 1960s as just another decade, where the glass is both half-full and half-empty, and which has been seriously distorted by generalisation. Undoubtedly there was a fair amount of exaggeration (Source A) but, although the standards may have changed enormously, the lifestyles of many stayed pretty much the same (Source B). Candidates may conclude that there were moral changes but the process was slower than the notion of the 'Swinging Sixties' might lead us to believe. There may have been greater choice for some but not all. Likewise, just because laws were passed does not mean that the public was universally in favour of them. Source B is quite perceptive when it suggests that despite a lot of talk, many of the so-called 'rebels' settled down to the sort of respectability they had formerly scorned.

Question 2

- (a) Explain why British television changed during the 1960s. (12 marks)

Target: AO1(a), AO1(b)

- 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. **0-2**
- 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

The 1960s is generally seen as a 'golden age' of television broadcasting. There were many changes. In terms of channels, by 1960, there was BBC1 and ITV and in 1964 a third channel, BBC2, was started. The BBC was state-funded via a licence fee whereas ITV was commercially financed. Although television was increasing quickly in popularity as a medium, and as an indicator of affluence, it was not until 1967 that colour television was launched.

The most obvious change in television broadcasting was the nature of the programmes, which reflected the changes happening in society. By 1970 the 'highbrow' nature of some of the programmes had been replaced by a greater populism. In 1960 there was still a fair degree of deference observed by the two main channels, with both trying to emulate each other in producing high quality news services. As the Sixties developed, barriers were brought down. There were increasingly liberal and permissive attitudes shown on television. Sex and class featured in discussion programmes and Kenneth Tynan became the first person to use the 'f' word on television.

Candidates might wish to highlight some of the following points in their answers:

- satirical programmes with a keen political and anti-religious edge, such as *That Was The Week That Was* (first seen in 1963) and later *Monty Python's Flying Circus* lampooned current affairs with a vengeance
- controversial plays such as *The War Game* – about nuclear war – which was banned by the government in 1965, and *Cathy Come Home* – about single mothers – became great discussion topics and in many ways acted as early politicising agents on television programming
- there were highly popular comedies, such as *Steptoe and Son* and *Till Death Us Do Part*, and the first television soap, *Coronation Street*, started in 1960

- (b) 'The influence of the mass media on society in the 1960s has been greatly exaggerated.'
Explain why you agree or disagree with this view. (24 marks)

Target: AO1(a), AO1(b), AO2(b)

- 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. **0-6**
- 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

The premise of the question should allow candidates to use a range of areas – television, radio, cinema, theatre, newspapers and magazines – in order to assess the influence of the mass media on society in the 1960s. Apart from those candidates who argue simply that the media either sets the agenda for change or in fact simply records what happens in society, many answers may suggest a form of 'gradualism' took place.

In terms of the press, the still relatively deferential Britain of 1960 was confronted by the writings of the 'Angry Young Men' of the late 1950s and soon to be confronted by the trial of '*Lady Chatterley's Lover*' in 1960 which may be regarded as watershed. Whilst the press was careful how they reported information at the start of the decade, events such as the Profumo Affair in 1963 meant that a traditional area of interest could now be explored more openly. 1963 was undoubtedly a key year as the Profumo Affair involved national security and sex and the ramifications from this one event were enormous. It meant that in the future papers such as the

Daily Express, which broke the story, would still have to listen to their libel lawyers, but a more demanding public wanted greater access to stories of interest. The *Daily Herald* used the affair to dispel the image of a conservative Britain by suggesting that a country which was known for its sexual coyness was now talking of little else. Its headline was: 'Are we going sex crazy?'. The *News of the World* and the *Daily Express* openly ran pictures of Christine Keeler and John Profumo. In 1962, *Private Eye* became a highly popular magazine with the educated middle classes, with its constant attacks on the politicians.

For the rest of the 1960s, parts of the press chose to concentrate on writing about a society undergoing change in areas such as music, fashion, drugs and gender. Whilst it did not approve of some of the legislation or changes (depending on its political stance), in some ways it drove the new agenda of change. Papers such as the *Daily Telegraph*, via its 'Disgusted of Tonbridge Wells' section, chose to highlight the end of 'genteel England' and the fall of traditional Britain. For a paper such as the *Telegraph* to write in such a way perhaps might indicate how much influence the press felt they had. However, the numbers buying newspapers dropped during the 1960s as television became the pre-eminent form of information. The key newspapers at the time were the *Daily Mirror*, with a circulation of 4.5 million, the *Daily Express* with 4.1 million and the *Daily Mail* with 2 million. Candidates may highlight the political slant of these papers in their evaluation.

In terms of the radio, once the BBC had recognised the potential of the youth market and the threat of the offshore pirate radio stations, it quickly adapted to its more diverse clientele by setting up Radio 1 in 1967. Topics on Radio 4 which previously were taboo were now openly discussed, if not approved.

In the theatre, playwrights such as Joe Orton, Peter Shaffer, Robert Bolt and David Storey were producing seminal works which transferred quickly to Broadway, and musicals, such as *Hair* and *Oh! Calcutta!*, benefited from the 1968 Theatres Act which abolished the Lord Chamberlain's right to censor stage plays. Candidates will not be expected to cover all areas of the media, but it is critical that they assess the extent to which the mass media did influence society. Of course, some will indicate that it is extremely difficult to quantify the extent to which the media influences events and attitudes. They may point out that certain areas of the media were more important in shaping society than others. Although not essential, candidates may wish to refer to the late 1950s and early 1970s to contextualise their answers more fully. Greater access to an increasingly intrusive, tabloid press, and experimental arts world, undoubtedly had some influence, but whether it influenced society, as much as perhaps Labour's social legislation, is debatable.

Question 3

- (a) Explain why immigration into Britain was such a controversial issue in the 1960s.

(12 marks)

Target: AO1(a), AO1(b)

- 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. **0-2**
- 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

Both Conservative and Labour governments wanted to avoid alienating Commonwealth governments, but throughout the 1960s they were aware of public calls for immigration controls within Britain. The way both Conservative and Labour governments dealt with immigration in the 1960s was shaped by policies pursued in the 1950s – the Conservatives had neither controlled immigration into Britain nor combated the rise in racist attacks. By 1960 immigration from the West Indies and the Indian sub-continent was approximately 14,000 a year, but in 1961 there was a sharp rise to 61,600 on the news that the Conservatives planned to introduce restrictions.

In the next decade 3 major acts were passed:

- The Commonwealth Immigrants Act, 1962. This should have removed immigration from the political agenda as the government could now limit the numbers of Commonwealth citizens entering Britain. The Labour Party supported this measure, even if Hugh Gaitskell called it 'miserable, shameful and shabby'
- The Race Relations Act, 1965. Race had reared its head in the 1964 general election in Smethwick and Harold Wilson believed that, if the numbers of Afro-Asians entering Britain were combined with a law against racial discrimination, the result would be a lessening of tension. Where the Conservatives argued that it was impossible to legislate against prejudice, Labour used the 1965 Act to outlaw discrimination in certain circumstances. It was now illegal to discriminate on grounds of race in public places. A Race Relations Board was set up to handle complaints and the National Committee for Commonwealth Immigrants promoted contact between the races. The 1965 Act lacked teeth however and it was subject to a Conservative amendment whereby discrimination in public places was merely a 'civil misdemeanour', rather than a criminal offence. Between 1965 and 1968 a

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- huge survey of discriminatory practices, especially in job and housing applications, took place which highlighted the vast divide between the treatment of white and black residents
 - The Race Relations Act, 1968. Labour went further than in 1965 and introduced a bill to outlaw discrimination in housing, employment, provision of goods and services, in trade unions and in advertising. Again it lacked real teeth, for if discrimination did occur, a conciliation procedure then took place and only if the offender refused to agree to stop discriminatory behaviour would he/she go forward to a county court. In its first year of enactment only one person was put on trial

Also in 1968 the Labour government had to deal with a crisis involving 7,000 Kenyan Asians who fled Kenya because of discrimination there. Labour introduced an emergency Commonwealth Immigrants Bill within 2 weeks which was even more restrictive than the Conservative opposition had called for. It would involve a tightening of existing controls, financial help for those who wished to return home and 'gradual entry' into Britain, not all at once.

Overall, Labour's position in the 1960s was in practice little different to the Conservatives. Politicians were split between the anti-racism of the political classes and the concerns of some of Labour's working-class supporters. To his credit Roy Jenkins, the liberal-minded Home Secretary, did his best to eradicate racism between 1965–1968, yet the Labour government quickly reverted to type in 1968 by stemming the flow of Kenyan Asians.

- (b) 'By 1970, Britain had become a multicultural society.'
Explain why you agree or disagree with this view.

(24 marks)

Target: AO1(a), AO1(b), AO2(b)

- 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. **0-6**
- 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
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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

This is a highly contentious premise and should allow for trenchant answers as it focuses on a topic still seriously under review today. Many answers will probably examine the reality of the situation faced by most immigrants and combine with the response of sections of the Britain population to the issue of immigration in the 1960s in coming to an assessment. There can be a variety of approaches:

- some candidates may well argue that, in light of the racial attacks, such as the one on Stephen Lawrence in the 1990s, that Britain in the 1960s simply could not have been a multicultural society in any shape or form. The race riots in Notting Hill in 1958 would seem to indicate a level of tension not conducive to harmonious relations
- others may suggest that Britain was a multicultural society in gestation during the 1960s and it would be too early to assess whether it was a functioning multicultural society by 1970
- further answers may argue that Britain has been a *de facto* multicultural society for over a thousand years and the arrival of Afro-Caribbean and Asian people in the 1960s was the latest group of immigrants to seek a better life in Britain, many of whom had paid their own way to get to Britain

Candidates may well use some of the following points in supporting their line of argument:

- the laws passed in the 1960s, which were designed to combat discrimination, show that an attempt to produce a multicultural society was underway
- the actions of many politicians in the 1960s betray their actual commitment to fundamental change. They were very conscious of public opinion towards immigration
- the concept of multiculturalism was acceptable as long as it involved white people. The arrival of black people highlighted the real attitude of many British people
- the support received by Enoch Powell, from the dockers in particular and elements in the working class in general, in the 1960s
- British politicians could not even agree on 'integration' or 'assimilation'
- immigrant populations tended to be in certain urban areas, hence most of the British population were not really engaged in a 'multicultural project'. There was a lot of tension however in the West Midlands and parts of London (Southall and Brixton)
- Britain was probably more a bi-cultural society in progress, for apart from London and perhaps two other cities, most areas had two main cultures living side by side, but not necessarily working or living together
- the overt role of discrimination and racist attack. Multiculturalism obviously implies a degree of harmony, equality of opportunity and understanding of different cultures for it to develop
- can one legislate for a multicultural society? The British public's attitude in the 1960s ranged from mild hostility to indifference