



**General Certificate of Secondary Education
June 2012**

GCSE History A 40404B

Unit 4 Option B

Media Through Time

Final

Mark Scheme

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

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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A: INTRODUCTION

- **Consistency of Marking**

Consistency of marking is of the essence in all public examinations. This factor is particularly important in a subject like History which offers a choice of specifications and a choice of options within them. It is therefore of vital importance that assistant examiners apply this marking scheme as directed by the Principal Examiner in order to facilitate comparability with the marking of all the other History specifications and options offered by the AQA.

- **Subject Content**

The revised specification addresses subject content through the identification of 'key questions' which focus on important historical issues. These 'key questions' give emphasis to the view that History is concerned with the analysis of historical problems and issues, the study of which encourages all students, but particularly the more able, to make judgements grounded in evidence and information.

- **The Assessment Objectives (AOs)**

Assessment Objectives		% weighting
AO1	Recall, select and communicate their knowledge and understanding of history	30
AO2	Demonstrate their understanding of the past through explanation and analysis of: <ul style="list-style-type: none"> • key concepts: causation, consequence, continuity, change and significance within an historical context • key features and characteristics of the periods studied and the relationship between them 	30
AO3	Understand, analyse and evaluate: <ul style="list-style-type: none"> • a range of source material as part of an historical enquiry • how aspects of the past have been interpreted and represented in different ways as part of an historical enquiry 	40

- **Levels of Response Marking Schemes**

The mark scheme which follows is of the 'levels of response' type showing that students are expected to demonstrate their mastery of historical skills in the context of their knowledge and understanding of History. All students take a common examination paper – there is no tiering. Consequently, it is reasonable to expect to encounter the full range of attainment and this marking scheme has been designed to differentiate students' attainment by **outcome** and to reward **positively** what the students know, understand and can do.

Before scrutinising and applying the detail of the specific mark scheme which follows, assistant examiners are required to familiarise themselves with the instructions and guidance on the general principles to apply in determining into which level of response an answer should fall and in deciding on a mark within that particular level.

Good examining is, ultimately, about the **consistent application of judgement**. This mark scheme provides the necessary framework for exercising that judgement but it cannot cover all eventualities. This is especially so in a subject like History, which in part relies upon different interpretations and different emphases given to the same content.

B: QUESTION TARGETS & LEVELS OF RESPONSE

- **Question Targets**

The mark scheme for each question is prefaced by an assessment objective 'target'. This is an indication of the skill which it is expected students will use in answering the question and is directly based on the relevant assessment objectives. However, it does not mean that other answers which have merit will not be rewarded.

- **Identification of Levels of Response**

There are several ways in which any question can be answered – in a simple way by less able students and in more sophisticated ways by students of greater ability. In the marking scheme different types of answers will be identified and will be arranged in a series of levels of response.

Levels of response have been identified on the basis that the full range of students entered for the GCSE examination will be able to respond positively. Each 'level' therefore represents a stage in the development of the student's **quality of thinking**, and, as such, recognition by the assistant examiner of the relative differences between each level descriptor is of paramount importance.

- **Placing an answer within a Level**

When marking each part of each question, examiners must first place the answer in a particular level and then, and only then, decide on the actual mark within the level, which should be recorded in the margin. **The level of response attained should also be indicated at the end of each answer.** In most cases, it will be helpful to annotate the answer by noting in the margin where a particular level has been reached, e.g. Level 1 may have been reached on line 1, L3 on line 5 and L1 again on line 7. When the whole answer has been read and annotated in this way, the highest of the Levels **clearly attained** and **sustained** should be awarded. Remember that it is often possible to reach the highest level **without** going through the lower levels. Marks are **not cumulative** for any question. There should be no 'totting up' of points made which are then converted into marks. Examiners should feel free to comment on part of any answer if it explains why a particular level has been awarded rather than one lower or higher. Such comments can be of assistance when the script is looked at later in the awarding process.

If an answer seems to fit into two or more levels, award the higher or highest level.

- **What is a sustained response?**

By a **sustained response**, we mean that the candidate has **applied** the appropriate level of thought to the **particular issues** in the sub-question.

A response does not necessarily have to be sustained throughout the whole answer, but an answer in which merely a few words seem to show a fleeting recognition of historical complexity is not sufficient to attain a higher level.

In some cases, as you read an answer to a sub-question, it will be clear that particular levels have been reached at certain points in the answer. If so, remember

to identify them in the margin as you proceed. At the end of the sub-question, award the highest level that has been sustained.

In other cases you may reach the end of the sub-question without having been able to pinpoint a level. In such cases, simply record the level awarded at the end of the sub-question.

C: DECIDING ON MARKS WITHIN A LEVEL

A particular level of response may cover a range of marks. Therefore, in making a decision about a specific mark to award, it is vitally important to think *first* of the **lower/lowest mark within the level**.

In giving more credit with the level, examiners should ask themselves several questions relating to candidate attainment. The more positive the answers, the higher should be the mark awarded. We want to avoid “bunching” of marks. Levels mark schemes can produce regression to the mean, which should be avoided. At all times, therefore, examiners should be prepared to use **the full range of marks** available for a particular level and for a particular question. Remember – mark **positively** at all times.

Consider whether the answer is:

- precise in its use of supporting factual information.
- appropriately detailed.
- factually accurate.
- appropriately balanced, or markedly better in some areas than in others.
- set in the historical context as appropriate to the question.
- displaying appropriate **quality of written communication skills**.

Note about Indicative Content.

The mark scheme provides **examples of historical content** (indicative content) which students may deploy in support of an answer within a particular level. Do bear in mind that these are **only examples**; exhaustive lists of content are not provided so examiners might expect some students to deploy alternative information to support their answers.

This indicative content must **not** however determine the level into which an answer is placed; **the student’s level of critical thinking determines this**. Remember that the **number** of points made by a candidate may be taken into account only **after** a decision has been taken about the quality (level) of the response.

• **Some things to remember**

Mark positively at all times.

Do **not** be afraid to award maximum marks within a level where it is possible to do so. Do not fail to give a maximum mark to an appropriate answer because you can think of something (or the marking scheme indicates something) that **might** be included but which is missing from the particular response.

Do **not** think in terms of a model answer to the question. Every question should be marked on its merits.

As a general rule, give credit for what is accurate, correct or valid.

Obviously, **errors can be given no credit** but, at the same time, the existence of an error should not prejudice you against the rest of what could be a perfectly valid answer.

It is important, therefore, to use the full range of marks where appropriate.

Do not use half marks.

D: SOME PRACTICAL POINTS

- **Answers in note form**

Answers in note form to any question should be credited in so far as the student's meaning is communicated. You must not try to read things into what has been written.

- **Diagrams, etc**

Credit should be given for information provided by the students in diagrams, tables, maps etc, provided that it has not already been credited in another form.

- **Answers which run on to another sub-section**

If a student starts to answer the next sub-section in an earlier one, by simply running the answer on, give credit for that material in the appropriate sub-section.

- **Answers which do not fit the marking scheme**

Inevitably, some answers will not fit the marking scheme but may legitimately be seen as worthy of credit. Assess such answers in terms of the difficulty/sophistication of the thought involved. If it is believed that the 'thought level' equates with one of the levels in the marking scheme, award it a corresponding mark.

Make sure you identify such cases with an A (for alternative) in your sub-total, eg as B2A/3. Also write a brief comment to explain why this alternative has been awarded.

If in doubt, **always** telephone your Team Leader for advice.

Question 1

- (a)** What does **Source A** suggest about how the media was used to influence public opinion at the end of the 18th Century? **4**
 Explain your answer using **Source A** and **your knowledge**.
- Target: Knowledge and understanding applied to comprehend and draw an inference from an historical source (AO1 & 3).**
- Students either submit no evidence or fail to address the question. **0**
- Level 1: Answers that select details from the source or show some knowledge of social and political impact of the media in the Industrial Revolution.** **1**
 Eg description of a slave ship.
 10 000 copies were sold.
- Level 2: Answers that draw an informed inference based on the source and/or own knowledge.** **2-3**
 Eg it provided a way of reading the news without having to buy an expensive newspaper, which ordinary people could not afford. Over 10 000 copies were made available so a lot of people would get this information.
 Reference to use of illustrations.
- Level 3: Answers that develop a complex, informed inference based on the source and/or own knowledge.** **4**
 Eg broadsides were very similar to newspapers like *The Sun* or *The Mirror*. They were read by ordinary working people, were quite often full of gossip or stories to shock the reader. This example is a story about slavery. It was intended to shock society so that something happened to end slavery. Slavery was later ended by the government.
 Refers to turning pool – working class reading.
 Popularity of broadsides impacts on working class views.

(b)	<p>What different ways of influencing public opinion in the 20th century are suggested by Source B? Explain your answer using Sources A and B and your knowledge.</p> <p>Target: Knowledge and understanding applied to comprehend and draw inferences from two historical sources (AO1/2/3).</p> <p>Students either submit no evidence or fail to address the question.</p> <p>Level 1: Answers that select details from source B. Eg makes smoking look good. Recommended to women from a man.</p> <p>Level 2: Answers that provide a simple comparison based on the details of both sources. Eg the broadsides were available everywhere. Adverts usually appeared in newspapers and magazines you had to pay for. By the twentieth century they used pictures whereas on broadsides they depended on writing, and in this case on simple drawings. Or answers that may use both sources but provide an informed inference from one. Eg Source B is trying to persuade you that smoking is good for you, good for your throat and comes with a recommendation from a man. The model is seen as happy and healthy. They did not know about the link between smoking and cancer, or if they did, they would not deal with it in adverts at this time.</p> <p>Level 3: Answers that develop an understanding or draw informed inferences about their impact based on the details of both sources. Eg both use visual images, one of the slaves over crowded in a ship and the other the happy smoker. The broadside provides a lot more factual detail whereas adverts depend on getting their message across as quickly as they can. Both had the required effect. We do not have slavery today and smoking is still popular, and until recently advertised through sport like in formula one racing teams.</p>	<p>6</p> <p>0</p> <p>1-2</p> <p>3-4</p> <p>5-6</p>
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(c)	<p>Why was the use of the media to influence public opinion different at these times? Explain your answer using Sources A and B and your knowledge?</p> <p>Target: Explanation and understanding of the different ideas and attitudes and how they might change over time (AO1/2/3).</p> <p>Students either submit no evidence or fail to address the question.</p> <p>Level 1: Answers that select details from sources. OR Answers that say how the sources are different. Black v colour white. W.C. v M.C. Cheap v expensive. The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.</p> <p>Level 2: Answers showing simple reasoning about different attitudes based on changes over time, place or author. Eg larger numbers of people began to read in the 19th century and broadsides were becoming really cheap to buy. They had the technology to mass produce magazines with photographs and adverts in them. They could use colour and recommendations from men at a time when men were in charge of most things. Eg people bought their own magazines which were full of adverts which keep the cost of the magazines down so people can buy them quite cheaply. Broadsides were very cheap and only a single page of news. The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is reasonably well organised and presented in a clear and effective manner.</p> <p>Level 3: Answers showing developed reasoning about different attitudes based on changes over time, place or author. Eg the broadsides came out and as they were difficult to control the government simply ignored them hoping they would not have much effect. In reality they could not control them and so hoped that the controlled media would have a greater effect on the reading population. Eg there was little real control over advertising at this time. The USA had great influence over advertising styles. They also did not have the medical knowledge to challenge these ideas. The companies were so powerful they could easily swamp the magazine with adverts like these. The media easily followed this style of persuasive advertising. Stronger literary skills led to use of catchy phrases. The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is well organised with an appropriate form and style of writing. Some specialist vocabulary is used.</p>	<p>8</p> <p>0</p> <p>1-2</p> <p>3-5</p> <p>6-8</p>
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- (d) Study **Source C**.
Throughout history developments in technology have helped the media influence public opinion.
How important have developments technology been in helping the media influence society and politics compared to other factors? **8**
- Explain your answer. You may use **Sources A, B and C** and/or **your knowledge**.
- Target: An understanding and evaluation of causation (AO1/2/3).**
- Students either submit no evidence or fail to address the question. **0**
- Level 1: Answers that provide general statements, describe single factors or factual details about control of the media.**
The invention of the computer and the internet has changed media. The technology means that everyone can talk to anyone whenever they like. It means that governments cannot control what is being said. **1-2**
The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.
- Level 2: Answers that comment briefly on several factors to do with the impact/influence of the media.**
Candidate may link together factors such as technology, role of the individual, the consumer, growth in democracy, social changes. Wealth.
A strong narrative approach may be top of level.
OR
Answers that identify and explain one factor, in depth, to do with the impact/influence of the media. **3-4**
Typically centred on technology due to impact of Facebook/Twitter/IT.
You cannot control the "World Wide Web" very easily. People can now use mobile phones the way they might have used computers in the past.
Local/national news v worldwide news.
The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is reasonably well organised and presented in a clear and effective manner.
- Level 3: Answers that recognise and explain several factors to do with the impact/influence of the media in specific detail.**
Bottom of level if it links specifically to Egypt.
There is greater freedom of speech and action in the twentieth century and when this is linked to the new technologies such as TV, film, the growth of the internet, the impact of the media on society has grown. **5-6**
The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is well organised with an appropriate form and style of writing. Some specialist vocabulary is used.

Level 4: Answers that develop out of level 3 and evaluate the relative importance of individual factors or come to a summary assessment about the factors involved or provide details of the links between factors.

May link together the power of the free press, the expectations of individuals, and the digital revolution, seeing the growth of personal computing, blogging, online news as the key change.

7-8

The answer demonstrates highly developed/ complex understanding of the rules of spelling, punctuation and grammar. It is well structured, with an appropriate form and style of writing. Specialist vocabulary is used effectively.

Question 2

(a) Choose **one** of the developments of the media below

- The change from oral to written communication in Ancient and Medieval worlds (c3000BC – 1400AD) 4
- The growth of popular press in the nineteenth century.

Describe the development you have chosen.

Target: Understanding of the key features of the period (AO1/2).

Students either submit no evidence or fail to address the question. 0

Level 1: Answers that show recognition and simple understanding of the development of the media.
 Eg the ancient world saw the development of writing. The first sorts of writing were cuneiform and hieroglyphics. 1-2
 Minstrels used to entertain people, to tell stories and pass on the news. For some people they were the only way of getting information.
 The church used the bible and sermons to control the people and business and government depended on the use of written documents.

Level 2: Answers that explain and show understanding in a broader context.
 Expect reference to impact at this level. 3-4
 Eg Cuneiform was the first way people wrote down ideas. It was a way of writing which used symbols. It was used across different countries in the Middle East. You did not have to speak the same language. It was used mainly by priests and scholars. Also used to maintain land records.
 Troubadours were usually employed within a nobleman's household. They would tell stories but quite often they would make sure that their stories were biased towards the noblemen who paid their wages and were critical of the nobleman's enemies.
 The use of written documents grew as the language of the church and business was Latin. Priests were educated at universities like Oxford and Cambridge and grammar schools were being established across the country

(b) Which of these was more important for the development of the media?

- The change from oral to written communication in Ancient and Medieval worlds (c3000BC – 1450AD)
- The growth of popular press in the nineteenth century

8

Explain your answer. Try to refer to **both** developments in your answer.

Target: Evaluation and understanding of the key features of the period (AO1/2).

Students either submit no evidence or fail to address the question.

0

Level 1: Describes the effects of either the change from oral to written communication and/or the growth of the popular press on the development of the media.

Eg ordinary people would listen to the church more than anything. They feared that they might be damned forever if they did not follow the instructions given to them by the church. The bible was only to be read by the local priest. It was only at the end of the Middle Ages when it was printed in English that people who were not attached to the church had the chance to read it for themselves.

1-2

The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.

Level 2: Answers that comment briefly on both factors in a simple comparison.

Eg they were frightened of what the priest said to them or the messages in sermons and bible stories but found the songs and stories of the minstrel more interesting.

OR

Answers that consider the effect of one factor on the development of the media in depth.

Eg the minstrels and the Christian tradition of plays would have a great influence on ordinary people at this time. The mystery plays were used to present many of the stories in the bible. They were one of the few forms of entertainment around and were very popular, especially in the major towns of the day, like York and Chester. They were to remain popular until the professional players were established and even then there was an expectation that plays by Shakespeare and other playwrights would have a moral to them.

3-5

Influence of bible, significance of printing press.

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is reasonably well organised and presented in a clear and effective manner.

Level 3: Answers that explain and evaluate the effects of both factors in a comparison that is detailed.

At this level students would be expected to balance the contributions to the development of the media and make a final judgement which would illustrate evaluative skills. Tendency to see oral to written as key.

The growth of the popular press was more important as they reached much greater audiences. Lord Northcliffe's newspapers accounted for almost half of those circulated. The Daily Mail had mass circulation and great influence. These newspapers even influenced the war and were regularly being used for propaganda purposes.

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is well organised with an appropriate form and style of writing. Some specialist vocabulary is used.

6-8

Question 3

(a) Choose **one** of the media below which changed in the twentieth century:

- radio
- cinema

4

Describe how it has changed.

Target: Understanding of the key features of the period (AO1/2).

Students either submit no evidence or fail to address the question.

0

Level 1: Answers that show recognition and simple understanding of the key feature mentioned in the question.

In a time before television the cinema was really important to people. They might go twice a week and when there they would see newsreels which gave them the news.

1-2

Level 2: Answers that explain and show understanding in a broader context.

Expect reference to impact at this level.

The BBC was formed in 1922 with a national network of radio stations established in the 1930s. In the 1960s Radio One was established and in the 1973 we saw the first local commercial radio station. They broadcast local and national news, sport, and music.

Goes beyond the establishment of BBC radio to discuss the possibilities of cheap radio technology.

Local radio.

Radio hams.

Citizen band (CB) radio.

Pirate Radio – Radio Caroline/Radio Luxembourg.

3-4

(b) In which of these media was there more change?

- radio
- cinema

8

Explain your answer. Try to refer to **both** changes in your answer.

Target: Evaluation and understanding of the key features of the period (AO1/2).

Students either submit no evidence or fail to address the question.

0

Level 1: Describes the changes in radio or television.

Eg people could listen to the radio in their homes. Technical changes have led to portable radios, radios in cars, radios on phones.

The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.

1-2

Level 2: Answers that comment briefly on both in a simple comparison.

Eg BBC radio and television was the start, but the digital age will make the greatest changes.

OR

Answers that consider changes in either radio or cinema in depth.

Eg Cinema has been popular at different times. Cinema has seen the greatest change with the introduction of sound, colour and in recent times 3D. Cinema numbers fell with the introduction of tapes and DVDs but has made a comeback with 3D and multiplexes.

Censorship changes for radio/cinema.

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is reasonably well organised and presented in a clear and effective manner.

3-5

Level 3: Answers that explain and evaluate changes in both in a comparison that is detailed.

At this level students would be expected to balance the contributions to the development of the media and make a final judgement which would illustrate evaluative skills.

Eg radio and cinema have both seen great changes in the twentieth century. Local and national radio stations are listened to by over 90% of the population and the advent of DAB radio has helped increase audience sizes. Fewer people go to the cinema but over 15 million people go to the cinema each month and this goes up during the summer months. The use of 3D and special effects and the production of DVDs makes cinema going popular. As new digital technologies improve viewing figures for both will go up. Of the two, radio is used more to inform and influence society but both are important.

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is well organised with an appropriate form and style of writing. Some specialist vocabulary is used.

6-8

Question 4

(a) Choose **one** of the individuals below who tried to influence the mass media:

- Josef Goebbels
 - Mary Whitehouse
- 4**

Describe how your chosen individual tried to influence the media.

Target: Understanding of the key individuals (AO1/2).

Students either submit no evidence or fail to address the question. **0**

Level 1: Answers that show recognition and simple understanding of the key individual.

Eg Mary Whitehouse complained about what she saw on television. She thought that the BBC was not doing enough. Her complaints did lead to some changes. **1-2**

Level 2: Answers that explain and show understanding in a broader context of the period.

Expect evidence of impact at this level.

Eg Josef Goebbels was Minister for Propaganda in Nazi Germany. One of his first jobs was to burn books which the Nazi's did not like. His methods were to control both the arts and media. Everything had to be approved by the Nazis. His campaign turned people against the Jews. He became the public voice of Hitler as the war dragged on. He showed that where a government had full control of the media, newspapers, radio, cinema, the theatre they could change the way people thought about their lives. **3-4**

(b) Who was more successful in influencing the media?

- Josef Goebbels
- Mary Whitehouse

8

Explain your answer. Try to refer to **both** individuals in your answer.

Target: Evaluation and understanding of the key features of the period (AO1/2).

Students either submit no evidence or fail to address the question.

0

Level 1: Describes the impact of their individual.

Eg as Minister for Propaganda, Goebbels' was able to control all the media and became the public voice of Hitler.

The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.

1-2

Level 2: Describes in simple terms the impact of both on controlling the media.

Eg Goebbels controlled all of the German Media in the war. Mary Whitehouse complained about TV, newspapers and books to try and get them changed, or stop different types of broadcasts.

OR

Answers that considers one individual in depth.

Eg Mary Whitehouse began to complain about what she saw in the media in 1963 when she first wrote to the BBC. By 1965 she was an important part of the National Viewers' and Listeners Association'. She continued to complain and did have successes including the removal of some films from channel 4, a change in direction for children's TV. She spent a lot of time trying to protect children from what she saw as the permissive society.

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is reasonably well organised and presented in a clear and effective manner.

3-5

Level 3: Answers that explain and evaluate both individuals and their influence on controlling the media.

At this level expect detail at level 3 and a judgement made on which area has been the most affected.

Eg may compare the influence of both but temper the evaluation of Mary Whitehouse by noting that her actions were in peace time whereas in wartime all sides use media propaganda to try and get across their views. This would mean that a candidate could evaluate the effectiveness as Mary Whitehouse as an individual, but see Goebbels as part of a military and political machine, the NAZI party.

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is well organised with an appropriate form and style of writing. Some specialist vocabulary is used.

6-8

Question 5**(a)** Choose **one** of the periods below:

- Tudor and Stuart Britain, 1485-1714
 - Britain in times of crisis in the period, 1914-1945
- 4**

How did governments try to control the mass media during your chosen period?

Target: Understanding of the key features of the period (AO1/2).Students either submit no evidence or fail to address the question. **0****Level 1: Answers that show recognition and simple understanding of the key period chosen.**

Eg in the First World War most newspapers took a patriotic stance and supported the war against Germany. They described atrocities in Belgium at a time when the government was trying to recruit soldiers for the war effort.

1-2**Level 2: Answers that explain and show understanding in a broader context.**

Expect impact at this level.

Eg during the war the greatest media influences on people were newspapers, posters, radio and newsreel. Even in the First World War posters were everywhere and the government even produced some very early film of what it was like in the trenches. This was shown in cinemas around the country. Photographs of young men at the recruiting office encouraged men to join up and public campaigns even at football matches were used to help support the war.

3-4

In the General Strike a government newspaper, The British Gazette was used to challenge the British Worker.

In the Second World War people read their papers, listened to the radio every day and went to the pictures to see the latest newsreels. The Government tried to use the media to keep up morale, encourage women to support the war effort and to get people to act in certain ways, e.g. "Careless talk cost lives."

(b) In which of these periods was the government more successful in controlling the media?

- Tudor and Stuart Britain, 1485-1714
 - Britain in times of crisis in the period, 1914-1945
- 8**

Explain your answer. Try to refer to **both** periods in your answer.

Target: Evaluation and understanding of the key features of the period (AO1/2).

Students either submit no evidence or fail to address the question. **0**

Level 1: Describes impact of the government in the period chosen.

Eg the government produced its own posters and used the BBC to broadcast during the Second World War. Most newspapers were expected to be patriotic.

1-2

The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.

Level 2: Answers that comment briefly on the impact of government in both periods and makes a simple comparison.

Eg the government was more successful in controlling the media in the twentieth century as it had control of the BBC, radio and even film in the form of newsreels and official photographers and reporters. In Tudor times the theatre was controlled by patronage and the church was very powerful.

OR

Answers that consider the impact of government in one period in depth. **3-5**

Eg in the time of Henry VIII books could only be published with royal approval. The Crown issued all licenses for the printing presses. The theatre was also closely controlled by patronage in Elizabethan times and by being banned by Puritans in the Inter-regnum.

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is reasonably well organised and presented in a clear and effective manner.

Level 3: Answers that explain and evaluate the impact of government in both periods in a comparison that is detailed.

At this level expect detail at level 3 and a judgement made on which period.

Eg students are more likely to focus on the 20th century but should be able to evaluate the effectiveness of Government control in the Tudor and Stuart periods through patronage and banning by the Puritans.

They may note that in the twentieth century the governments of the day were more proactive, eg the government's use of the press and radio during the wars and the General Strike.

6-8

It was more important to be able to control the media in the 20th century as the combination of newspapers, radio and cinema could have a greater impact on the whole of society. Theatre was popular in Tudor times but was not as widespread.

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is well organised with an appropriate form and style of writing. Some specialist vocabulary is used.