



**General Certificate of Secondary Education**

**GCSE History**

*Specification A*

**Unit 4 Option B Media through Time**

**Specimen Mark Scheme**

*Version for 2013 onwards (including Spelling, Punctuation and Grammar)*

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](http://www.aqa.org.uk)

Copyright © 2012 AQA and its licensors. All rights reserved.

#### COPYRIGHT

AQA retains the copyright on all its publications. However, registered centres for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to centres to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Set and published by the Assessment and Qualifications Alliance.

---

## GENERAL CERTIFICATE OF SECONDARY EDUCATION

### HISTORY SPECIFICATION A

---

#### 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 candidates, 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"> <li>• key concepts: causation, consequence, continuity, change and significance within an historical context</li> <li>• key features and characteristics of the periods studied and the relationship between them</li> </ul>	30
AO3	Understand, analyse and evaluate: <ul style="list-style-type: none"> <li>• a range of source material as part of an historical enquiry</li> <li>• how aspects of the past have been interpreted and represented in different ways as part of an historical enquiry</li> </ul>	40

## Levels of Response Marking Schemes

The mark scheme which follows is of the ‘levels of response’ type showing that candidates are expected to demonstrate their mastery of historical skills in the context of their knowledge and understanding of History. All candidates 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 candidates’ attainment by **outcome** and to reward **positively** what the candidates 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 candidates 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 candidates and in more sophisticated ways by candidates 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 candidates entered for the GCSE examination will be able to respond positively. Each 'level' therefore represents a stage in the development of the candidate'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, eg 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 candidates 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 candidates to deploy alternative information to support their answers.

This indicative content must **not** however determine the level into which an answer is placed; **the candidate’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 candidate'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 candidates 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 candidate 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.

- **The Final Mark Scheme**

The final mark scheme will be decided at the standardising meeting after full discussion of both the mark scheme and the scripts selected by the Principal Examiner for marking at the standardising meeting. At all stages, care will be taken to ensure that all candidates are treated fairly and rewarded for their positive achievements on the paper.

- **Post Standardising Meeting**

After the examiners' standardising meeting, examiners may encounter answers which do not fit the agreed mark scheme but which are worthy of credit. These should be discussed with the Team Leader over the telephone. Such answers should be assessed 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 mark scheme, it must be awarded a corresponding mark, with a brief note provided on the script to explain why.

**E: ASSESSMENT OF SPELLING, PUNCTUATION AND GRAMMAR**

Spelling, punctuation and grammar will be assessed via question 1(d). Four marks will be allocated for Spelling, Punctuation and Grammar in this question. The performance descriptions are provided below.

**High performance****(4 marks)**

Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

**Intermediate performance****(2-3 marks)**

Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.

**Threshold performance****(1 mark)**

Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.

*The marks allocated for Spelling, Punctuation and Grammar will achieve a total weighting of 5% of the total marks for the qualification.*



**Paper 1: Media Through Time****Section A Controlling the Mass Media****Question 1**

- (a) What does **Source A** suggest about control of the media in the Middle Ages?  
Explain your answer using **Source A** and **your knowledge**. **4**
- Target: Knowledge and understanding applied to comprehend and draw an inference from an historical source (AO1/3)**
- Candidates 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 control of the media in the Middle Ages** **1**  
eg they burnt books in the Middle Ages
- Level 2: Answers that draw an informed inference based on the source and/or own knowledge** **2-3**  
eg in the Middle Ages they controlled the media to stop ideas they thought were wrong from spreading. In this example they are doing it by burning books.
- Level 3: Answers that develop a complex, informed inference based on the source and/or own knowledge** **4**  
eg this shows how powerful the church was over the media. Books were valuable in those times so to burn them shows how powerful the church was. It's also being done in public which would demonstrate to everybody that you couldn't just write or publish whatever you wanted but that you had to make sure that the church agreed with your ideas.

- (b)** What different impression of control of the media is suggested by **Source B**?  
Explain your answer using **Sources A and B** and **your knowledge**. **6**
- Target: Knowledge and understanding applied to comprehend and draw inferences from two historical sources (AO1/2/3)**
- Candidates either submit no evidence or fail to address the question **0**
- Level 1: Answers that select details from source B**  
eg Source B shows Oliver Cromwell ordering the pulling down of the Royal Oak of Britain. There's also a soldier with all the things that he's stolen. **1-2**
- Level 2: Answers that provide a simple comparison based on the details of both sources**  
eg in Source A they're burning books but in Source B they're fighting and destroying things.
- OR**
- Answers that may use both sources but provide an informed inference from one** **3-4**  
eg the impression in Source B is that no one cares about controlling the media because both sides in the Civil War were producing all sorts of pictures and pamphlets criticising their enemies but in Source A they are burning books to control the media.
- Level 3: Answers that develop an understanding or draw informed inferences about attitudes based on the details of both sources**  
eg in Source A it all seems to be about stopping the media from printing ideas that went against the Church's teaching. The Church was very powerful and wanted to keep a firm grip on what people thought. That's why books which contained the ideas of heretics like the Albigensians were burnt. In Source B, however, it seems like the media was being used to spread many different ideas and there wasn't just one set view which had to be followed. Source A shows a rigid control of the media while Source B shows a free for all. **5-6**

<b>(c)</b>	Why was control of the media different at these times?	<b>8</b>
	<b>Target: Explanation and understanding of the different ideas and attitudes and how they might change over time (AO1/2/3)</b>	
	Candidates either submit no evidence or fail to address the question	<b>0</b>
	<b>Level 1: Answers that select details from sources</b> <b>OR</b> <b>Answers that say how the sources are different</b> eg Source A is a painting showing books being burnt while Source B are drawings. The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.	<b>1-2</b>
	<b>Level 2: Answers showing simple reasoning about different attitudes based on changes over time, place or author</b> eg these sources were produced in different centuries – the painting was done in the fifteenth century while Source B was during the English Civil War which was in the seventeenth century. Lots of things can happen in two hundred years so perhaps control of the media changed. Also one was done in England and the other in Spain so control of the media might have been different in those two countries. 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.	<b>3-5</b>
	<b>Level 3: Answers showing developed reasoning about different attitudes based on changes over time, place or author</b> eg when Source A was produced in the fifteenth century the Roman Catholic Church was very concerned to hold on to its authority. It was at this time that criticisms were building about the Roman Catholic Church which were to lead to the writings of people like Luther, Calvin, and Zwingli. These criticisms were eventually going to result in the establishment of various Protestant groups and the end of a universal Roman Catholic Church. It is not surprising that with this going on the Church responded by trying to keep close control over the media to stop the spread of such heretical ideas. The situation in the mid seventeenth century in England (Source B) was completely different. The country had become divided between king and Parliament over a whole series of political, religious and social issues which led to civil war. Political authority had collapsed and with it the Tudor system of pre-publication censorship and the licensing of printers. As a result there was a huge outpouring of popular literature which no one could control. In fact, during the early years of the Interregnum the government actually encouraged political discussion. So it was the changed political and religious situation in the two hundred years between Sources A and B that explains why the control of the media was so different. 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.	<b>6-8</b>

- (d)** Study **Source C**. Governments' control of the media has changed at different times for different reasons. Why was this? **8**  
 Explain your answer using the **sources** and **your knowledge**.
- Target: An understanding and evaluation of causation (AO1/2/3)**
- Candidates 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**  
 eg governments have often tried to stop the media from printing or showing things particularly during wars. **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 governments' changing control of the media**  
 eg war has been an important factor. In the twentieth century governments have tried to stop the media from reporting whatever they want for fear of giving away secrets to the enemy. At other times governments just haven't had enough power to control the media. This happened in the nineteenth century when the government couldn't stop unstamped papers being produced and sold. Sometimes governments have wanted to put across their point of view like they did by publishing 'The British Gazette' during the General Strike. Concerns about morality and obscenity have also influenced governments – for example in the 'Lady Chatterley's Lover' trial.
- OR**
- Answers that identify and explain one factor, in depth, to do with governments' control of the media**  
 eg wars have been an important factor in increasing the government's control of the media. Governments haven't wanted sensitive information to be published that might help the enemy, or news of military setbacks that could harm morale at home. As a result governments have adopted different tactics to make sure that only acceptable news was published or broadcast. In the First World War, for example, reporters weren't allowed at the front line but had to rely on press briefings given by the army. This is why many of the early newspaper reports of the battle of the Somme gave the impression that it had been a great victory. Also the government passed the Defence of the Realm Act which gave it the power to censor the press and radio. During the Falklands campaign reporters had to rely on military satellite facilities to get their reports and pictures back to Britain and this meant that they were at the back of the queue so that information didn't arrive until much later, or sometimes not at all. **3-4**  
 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 government's changing control of the media in specific detail**

eg there have been several reasons why government control of the media has changed. In Tudor and Stuart times and earlier there was a fear of rebellion and change which led to a clamp down on the media which might spread ideas that challenged the status quo. This is what is happening in Source A with the church government. All printing presses had to be licensed and there were severe punishments for those who used unlicensed presses. When portraits were produced of Elizabeth I, painters had to use an officially sanctioned face pattern of the queen so that she could be portrayed in the best possible light.

During periods of conflict governments have tried to control the media to stop reports that might harm morale and undermine the war effort. Sometimes this has involved direct censorship as when D-notices were issued restricting what could be published during the Second World War. Although the BBC remained independent of the government its reports were often guided by the Ministry of Information which kept a close eye on what was being broadcast. At other times, however, the government has found it difficult to keep control over the media. In the nineteenth century, despite the government's attempts to control the press by imposing a stamp duty on papers there were a huge number of unstamped, radical papers like 'The Poor Man's Guardian' and William Cobbett's 'Political Register' published. This was because this was a period of great political and social debate following the French Revolution and the government struggled to control it. Similarly in the twentieth century with the development of cable, satellite and digital communication and especially the internet, governments have found it increasingly difficult to control the media particularly when it comes to moral issues. Source C shows this because there has often never been general agreement about what should be allowed or banned. This has been shown in some famous trials, for example when the government failed to stop the publication of 'Lady Chatterley's Lover' in 1960. The only effect this had was to massively increase sales.

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.

5-6

**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**

eg looking back it seems that governments have always wanted to control the media usually for their own political purposes. Sometimes it has been to stop the spread of threatening ideas such as the book burning in Source A, and at other times it has been to give a favourable impression of their own government as with Goebbel's work for the Nazis in Germany, or even by modern 'spin doctors'. Governments haven't always been successful in their efforts but that was usually not through want of trying but because political or social conditions were against them.

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.

7-8

**SPaG      Spelling, Punctuation and Grammar      (4 marks)****Threshold performance**

Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.

**1****Intermediate performance**

Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.

**2-3****High performance**

Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

**4**

**EITHER****Section B      The Development of the Media****Question 2**

**(a)** Choose **one** of the key individuals in the development of the mass media below.

- Lord Northcliffe
  - John Reith
- 4**

What did he do?

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

Candidates 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**

Answers will show simple recognition of **either** Northcliffe **or** Reith eg Northcliffe started the Daily Mail and went on to own lots more newspapers in the early twentieth century. **1-2**

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

Answers will show knowledge of some distinctive features of the achievements or methods of **either** Northcliffe **or** Reith eg Northcliffe's 'Daily Mail' which he started in 1896 was very successful compared to the Victorian press at the time partly because he was able to use new methods of production like the rotary press. His newspaper became the model for others like the 'Daily Express' which was started four years later. Northcliffe was one of a number of 'press barons' who dominated the newspaper industry at that time. **3-4**

(b) Which of these individuals contributed most to the development of the mass media in Britain:

- Lord Northcliffe
  - John Reith
- 8**

Explain your answer.

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

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

**Level 1: Describes the work of Northcliffe and/or Reith**

eg Reith was the first General Manager of the BBC when it was set up in 1922. Later he became Director General when it became the British Broadcasting Corporation.

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 people in a simple comparison**

eg Northcliffe worked in the newspaper industry while Reith was in the radio and television media. They both started something new. In Northcliffe's case it was mass circulation popular newspapers while Reith had to decide what the BBC was going to be like because there hadn't been anything like it before.

**OR**

**Answers that consider one person's contribution to the development of the mass media in Britain in depth**

eg Northcliffe was important because he began a new era in newspaper history. He put much more importance on covering crime, sport and human interest stories than previously had been done and these have been important aspects of newspapers ever since, particularly the tabloids. He also used new technology like the Webb rotary press to mass-produce his papers and, following his example, successful owners have done this ever since. Rupert Murdoch moving his papers out of Fleet Street to make use of the new computer technology would be a good example of this.

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 people’s contribution to the development of the mass media in Britain in a comparison that is detailed**

eg both men contributed to their own area of the media and neither newspapers or TV and radio might have been the same without them. Northcliffe’s insistence that his newspapers concentrated on human interest stories made them very popular and newspapers from the Daily Express in the early part of the twentieth century to the Sun which started in 1964 have used this formula ever since. Northcliffe was also the first to realise the importance of advertising as a way of funding his newspapers and attracting advertisers became an important part of the newspaper business. Newspapers like the Daily Sketch in 1971 and Today in 1995 had to close because they did not have enough advertisers. Northcliffe also used offers and competitions to sell his newspapers – everything from insurance to kitchen goods were offered if you bought a subscription. This has also continued, whether it was Mirror bingo in the 1970s or football fantasy leagues in the 1990s.

6-8

When John Reith became General Manager of the BBC in 1922 he had to set the course for the future. With his traditional views he believed in public service broadcasting – that the BBC should educate, inform and entertain, although the last one came a poor third. Talks, factual features and documentaries dominated the BBC under Reith, while popular music meant light opera and classical. Despite all the changes that have happened since, both BBC radio and television are still expected to carry out this public service broadcasting and have been criticised if they don’t.

So both Northcliffe and Reith have influenced the mass media although perhaps Northcliffe would see much that he recognised in modern newspapers while Reith would surely be scandalised by the way in which radio and television have developed since his time.

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.

OR

**Question 3**

(a) Choose one of the factors below that have influenced the development of the Media

- Science and Technology
  - Government
- 4**

Describe the effects of that factor on the development of the Media.

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

Candidates 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**

Answers will show simple recognition of the effects of **either** Science and Technology **or** Government on the development of the Media eg the government passed the 1954 Television Act which set up ITV so there were now two television channels in Britain. **1-2**

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

Answers will show knowledge of some distinctive features of the effects of **either** Science and Technology **or** Government on the development of the Media eg governments have often influenced how the media has developed. For example, when radio was first introduced to this country in the 1920s the government decided that it should be under the control of one company, the British Broadcasting Company. This was because they wanted to avoid ‘the chaos of the ether’ that existed in America where there were over 400 radio stations trying to blanket out each other’s programmes. It was also the government that decided that BBC radio and television should be financed by a licence fee rather than by advertising because they didn’t want the advertisers influencing the programmes. **3-4**

(b) Which factor has contributed most to the development of the Media:

- Science and Technology
  - Government
- 8**

Explain your answer.

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

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

**Level 1: Describes the effects of either Science and Technology and/or Government on the development of the Media**

eg the invention of printing using moveable type by Gutenberg in Germany meant that many more books could be produced much more quickly and they didn't have to be hand written. **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 effects of both factors in a simple comparison**

eg there have been lots of inventions like radio, television, and computers which have each been a new type of media so without new technology the media wouldn't have developed at all. We would still just have the printed media and nothing else. But every time there's a new media the government seems to want to have a say in its development. It set up the BBC in 1922 for example and that's really effected how radio and television developed in this country.

**OR**

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

eg science and technology have been very important in the development of the media. Each time a new media comes along it's often the result of new technical developments. The first public showing by the Lumiere brothers of a moving picture in Britain took place in London in 1896 and this was the result of technological developments in photography, optical instruments, lighting, animation and the use of chemicals. In the same year Marconi showed that signals could be sent between two points without connecting wires so beginning the process that was to lead to radio but he was building on the work of scientists in the area of electromagnetic waves. Science and technology hasn't just led to new media but has also helped developments within particular media as well. At the end of the nineteenth century there was rapid industrialisation in the newspaper industry. In 1868 the rotary press was introduced and in 1876 linotype came along. Both these made larger and better quality print runs possible which helped press barons such as Lord Northcliffe make a success of their newspapers. **3-5**

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

eg both factors have played an important part in the development of the media. Gutenberg's invention of moveable type in Germany in the fifteenth century had a tremendous effect on the written media. Books could now be mass produced relatively quickly and were available across Europe with all sorts of political, social and economic effects. In 1896 Marconi showed that signals could be sent between two points without connecting wires so beginning the process that was to lead to radio but he was building on the work of scientists in the area of electromagnetic waves. Another example is the development of transistors which revolutionised radio and then television. Before transistors, radios contained large valves so were big pieces of equipment that took up a lot of space in the house. They were expensive so there was usually just one radio in the front room and everybody had to listen to it together. Transistors made radios smaller and portable – they were cheap as well so most people could afford one. This had a tremendous effect on radio.

Governments, however, have also had an important impact on the development of the media. In the eighteenth century, for example, governments tried to stop the press from developing at all by putting stamp duties on newspapers. However, governments have probably had more effect on the development of radio and television than on newspapers. It was the Government that set up the British Broadcasting Company in 1922 and decided that radio and television should be financed by a licence fee rather than by advertising. It was the Government that introduced competition for the BBC by setting up ITV through the 1954 Television Act. There have also been a series of reports, commissioned by governments, into broadcasting which have led to further developments. In 1962, for example, the Pilkington Report led to the setting up of BBC2.

Governments have usually reacted to the results that science and technology have had on the media and for that reason I think that it's the latter that have contributed most to the development of the media. All the big developments – printing, cinema, radio, television, the internet – have been the result of scientific and technical developments and governments have often had little influence on them. On the whole, governments have had little direct influence on the development of the press, for example, because they are run as private businesses.

6-8

**EITHER****Section C      The social impact of the mass media****Question 4****(a)** Choose one of the important influences on the mass media

- Advertising
  - Americanisation
- 4**

What was its impact on the mass media?

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

Answers will show simple recognition of the impact of **either** Advertising **or** **Americanisation** of the Media eg there have always been a lot of American programmes on British television. British television has always copied a lot of American quiz shows and police dramas for example.

**1-2**

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

Answers will show knowledge of some distinctive features of the impact of **either** Advertising **or** Americanisation on the Media eg there have always been concerns about what the impact of America might be on British television. For example, when ITV was set up in 1954 there were great fears that it would lead to the Americanisation of British TV which would just have a diet of American programmes. To try and stop this from happening the Act said that there should only be 14% of American programmes broadcast on ITV. This has been relaxed since so that in 1993 ITV was allowed to import 35% of its programmes but it shows that the possible impact of Americanisation was a big concern.

**3-4**

(b) Which of these influences had the greatest impact on the mass media in Britain:

- Advertising
  - Americanisation
- 8**

Explain your answer.

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

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

**Level 1: Describes the influence of either Advertising and/or Americanisation on the mass media in Britain**

eg advertising changed the look of newspapers because in the nineteenth century the front page of newspapers were just columns of classified ads. Later you had full page picture adverts but these were inside the newspaper and there were news stories on the front page.

**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 influences in a simple comparison**

eg Americanisation has had a big impact on British cinema. We had a successful film industry in the late 1940s but over the next few decades it couldn't compete with the resources of Hollywood and American films came to dominate the British cinema. Advertising has also become increasingly important in most forms of the media. In the early twentieth century, expensive printing presses meant that papers couldn't make a profit just on their cover price so had to rely on advertising to make a profit.

**OR**

**Answers that considers one influence in depth**

eg Americanisation has always been a big influence on the British media. The 'new journalism' which developed between 1880 and 1914 came in part from America. The emphasis on entertainment and amusement at the expense of information had already been apparent in American newspapers. Several American journalists came to Britain at this time and helped make this trend more popular in the mass circulation newspapers of people like Northcliffe and Rothermere.

**3-5**

American radio programmes were first heard in Britain during the Second World War when US soldiers arrived in 1942. They set up the Armed Forces Network to give American troops news and programmes from the US. These programmes were much more lively and entertaining than the dull, unimaginative BBC output and soon lots of British people were listening to these American programmes rather than the BBC. As a result of this the BBC set up the Light Programme and Home Service after the war because the audience wanted more of the American style of radio so it had had a big influence.

**Level 3: Answers that explain and evaluate both influences in a comparison that is detailed**

eg advertising has had a big influence on Britain's media, starting with the mass circulation newspapers of the press barons in the early twentieth century. Papers couldn't survive just on what their readers paid for them but had to have advertising revenue. In the late 1930s nearly three quarters of a national newspaper's income came from advertising. This had an effect on the content of a newspaper. Companies that made products aimed at women wanted stories that would appeal to them and so women's supplements were included in many papers. If a newspaper couldn't attract advertising then it was difficult for it to carry on. In the 1960s and 1970s several newspapers like the 'Daily Herald' and 'News Chronicle' went out of business, not because they couldn't attract readers, but because of a lack of adverts. The influence of advertising has also had its impact on other forms of the media. The BBC does not have to rely on advertising so has always been able to make more programmes not aimed at large audiences, but ITV has always had to attract the advertisers from whom it gets its funding. This means that it has to produce programmes which will appeal to mass audiences so that it can attract the advertisers. In the 1960s the BBC could produce expensive, cultural programmes such as 'Civilisation' or science programmes like 'Horizon' while ITV concentrated more on quiz shows and variety programmes such as 'Sunday Night at the London Palladium'.

6-8

Many of these quiz shows like 'Take your Pick' or 'The Price is Right' were modelled on American programmes so this also shows the influence of the US on the British media. For example, the 'new journalism' which developed between 1880 and 1914 came in part from America. The emphasis on entertainment and amusement at the expense of information had already been apparent in American newspapers. Several American journalists came to Britain at this time and helped make this trend more popular in the mass circulation newspapers of people like Northcliffe and Rothermere. In the 1960s it was the illegal pirate radio stations that saw greater American influences in that branch of the media. As well as advertising, commercial radio introduced British teenagers to American pop music and to the disc jockeys who played the records. As with television, the BBC had to accommodate this Americanisation with its introduction of Radio 1 to combat falling listening figures.

Although Americanisation has affected all parts of the media and led to all kinds of debates about 'dumbing down' and whether British culture is being destroyed, it's probably advertising that has had the biggest influence. After all, if it wasn't for advertising, there might be no national newspapers and no commercial television or radio so the mass media in Britain would certainly look very different.

OR

**Question 5**

(a) Choose one of the important historical periods below.

- The Reformation
  - The Industrial Revolution
- 4**

What important changes in society were happening at that time?

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

Candidates 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**

Answers will show simple recognition of **either** the Reformation **or** the Industrial Revolution eg the Reformation was when protestant groups broke away from the Catholic Church and set up their own churches. **1-2**

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

Answers will show knowledge of some distinctive features of **either** the Reformation **or** the Industrial Revolution eg the Roman Catholic Church which dominated Europe had faced a lot of criticism from reformers like Martin Luther and John Calvin. In the end they broke away from the Roman Catholic Church and set up their own churches and became known as Protestants. Many rulers used the situation to increase their own power. For example, Henry VIII broke away from Rome so that he could divorce Catherine of Aragon. The Reformation also resulted in a period of religious wars in Europe. This happened in France. **3-4**



(b) During which of these periods did the media have the most impact on people's lives:

- the Reformation
  - the Industrial Revolution
- 8**

Explain your answer.

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

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

**Level 1: Describes the media during either the Reformation or the Industrial Revolution**

eg it was at the start of the Reformation that the printing press was invented by Gutenberg. It happened in Germany in 1436.

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 the impact of both periods in a simple comparison**

eg during the Reformation the printing press was used to spread the new religious ideas which would have had an impact on people. During the Industrial Revolution the press was also used to spread ideas but these were political rather than religious ideas.

**OR**

**Answers that consider the impact of one period on people's lives in depth**

eg the media had a big impact on people's lives during the Industrial Revolution. The first daily newspaper, The Courant, was published in 1702 and by 1800 there were ninety newspapers just in London alone. Newspapers had spread to all parts of Britain which meant that people could now read about a whole range of topics from politics to scandal and gossip. People could improve and educate themselves by reading The Penny Magazine which contained general knowledge article and answers to reader's questions. Newspapers began to include news about commerce and stocks and shares so they had an impact on the rising middle and business classes. Radical papers like the Political Register opened people's minds to new political, and often revolutionary, ideas and stirred up dissent. People began to question the political, social, and economic system because of what they read so the media had definitely had a big impact on their lives.

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.

**3-57**

**Level 3: Answers that explain and evaluate the impact of both periods on people's lives in a comparison that is detailed**

eg the media would have had an impact on people's lives during the Reformation because the invention of the printing press meant that information could now be spread much more widely. The production of books increased by 40% and led to a great reduction in their price. Craftsmen could buy a book for a day's wage. More people would come across the ideas of reformers like Luther and this had a big impact on their lives. The Reformation spread through Europe like it did partly because of printing so this would have affected the lives of almost everyone, even in Catholic countries. The printing press also helped set up a scientific community who spread their ideas through journals which helped to bring about the scientific revolution. For example, the ideas of Pare, Vesalius and Harvey could now be widely read and would eventually bring about change that would affect many people. Printing also had a big effect on women's lives because they had been kept out of public debates but they now had access to learning in their own homes.

However, literacy rates weren't great at that time so much of the impact would have been indirect not through people's own personal contact with the media. During the Industrial Revolution working class literacy rose from 40% to 60% so I think that this is when the media would have had the most direct impact on people's lives because more people could read. The expansion of the press at this time meant that most people had access to newspapers so they could keep up to date with current affairs, gossip, and scandal. They could improve their lives with educational magazines like The Penny Gazette which contained general knowledge articles. The rising business class could keep up with the world of commerce and find out about stocks and shares or shipping movements. There were magazines like the Ladies Mercury dealing with women's concerns and giving advice so it would have had an impact on their lives too. This press expansion played a large part in a rising interest in politics because the newspapers spread news of the French Revolution. Through the media people now came into contact with radical ideas and began to question the status quo. These ideas had a big impact on many people's lives whether it was a Chartist marching for the Six points of the Charter, or someone from the landed gentry trying to defend their privileges. The media would definitely have had a big impact on all their lives. 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**