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**General Certificate of Secondary Education
June 2010**

GCSE History A 40401B

Unit 1 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 candidates' 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 candidates' 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 candidates' 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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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"> • 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 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, 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 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, e.g. 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.

Paper 1: Media Through Time

Section A The Development of the Media

Question 1

- (a) What does **Source A** suggest about the media in the Middle Ages? **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 (AO 1 & 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 the media in the Middle Ages** **1**
 e.g. Monks wrote books in the Middle Ages.
- Level 2: Answers that draw an informed inference based on the source and/or own knowledge** **2-3**
 e.g. It must have taken a long time for a book to be produced if it had to be written by hand .
 It was limited as only 1/3 of the population could read/write.
- Level 3: Answers that develop a complex, informed inference based on the source and/or own knowledge** **4**
 e.g. The church must have had a lot of control over the media as it was monks who wrote a lot of the books. A lot were written in Latin which most people couldn't read so they wouldn't have much access to these books. Some of the books in the picture look as if they're locked shut so perhaps they were on the list of books banned by the church.

- (b)** What differences in the media are suggested by **Source B**? **6**
 Explain your answer using **Sources A** and **B** and **your knowledge**.
- Target: Knowledge and understanding applied to comprehend and draw inferences from two historical sources (AO 1/2/3)**
- Candidates either submit no evidence or fail to address the question** **0**
- Level 1: Answers that select details from source B** **1-2**
 e.g. Source B shows a family listening to the radio.
- Level 2: Answers that provide a simple comparison based on the details of both sources** **3-4**
 e.g. the impression in Source A is that just one person is involved but in B there`s a family.
- OR**
- Answers that may use both sources but provide an informed inference from one**
- e.g. the impression in Source B is that the media is for the whole age range, children as well as adults but in Source A there`s just a middle aged man writing a book.
- Level 3: Answers that develop an understanding or draw informed inferences about attitudes based on the details of both sources** **5-6**
 e.g. in Source A the impression is that the media is an exclusive business not open to everybody. It shows a monk writing a book which not many people would be able to read because it was in Latin and literacy rates weren`t high in the Middle Ages. There even seem to be books locked away in the background. In Source B, however, an ordinary family was able to listen to the radio so the media was available to everybody, especially after the Second World War when radio sets became cheaper

(c)	Why was the media different at these times? Explain your answer using Sources A and B and your knowledge .	8
	Target: Explanation and understanding of the different ideas and attitudes and how they might change over time (AO 1/2/3)	
	Candidates either submit no evidence or fail to address the question	0
	Level 1: Answers that select details from sources	1-2
	OR	
	Answers that say how the sources are different e.g. they are different because A is an old drawing and B is a photograph from the 1950`s The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.	
	Level 2: Answers showing simple reasoning about the differences based on changes over time, place or author e.g. Source A is from the Middle Ages while Source B comes from the 1950`s. There`s hundreds of years between these sources so the media was bound to change and be different. Radio had been invented for example. 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 showing developed reasoning about the differences based on changes over time, place or author e.g. The media was different at these times mainly because the radio had been invented. This was a new form of the media. Until the 1920`s the media was dominated by the printed word and newspapers such as the Daily Mail or Daily Express were very popular and had huge circulations. Even this had been a big change from what is shown in Source A when the printed word had only been available to an educated minority. The development of wireless transmissions by pioneers like Marconi led to the setting up of the BBC in 1922. By the 1930`s it was broadcasting to nearly 34 million people throughout Britain and radio sets outsold all other electrical goods. Buying a radio set became a major event and listening to it became a family event as Source B shows. 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

- (d) Study **Source C**. It shows a modern form of the media. **8**
 Throughout history the media has developed at different times for different reasons.
 Why was this?
 Explain your answer using **Sources A, B and C** and **your knowledge**.
- Target: An understanding and evaluation of causation (AO 1/2/3)**
- 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 media. 1-2**
 e.g. There have been lots of inventions like radio and television
 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 development of the media 3-4**
 e.g. Individuals have been important in the development of the media. John Reith, for example, was important in the way the BBC developed in the 1920's. But inventions like television have also had a big impact and changed the way people use the media. Sometimes governments have stepped in and passed laws that affected how the media developed. An example of this would be the Act setting up ITV.
 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 development of the media in specific detail 5-6**
 e.g. There were many factors that influenced the development of the media.
 Throughout history there have been important individuals who have shaped the media's development. People like Gutenberg who used his printing press in the fifteenth century to print the Bible and make books acceptable and available to many people during the Renaissance. Or to come more up to date there's Tim Berners-Lee who publically released the World Wide Web in 1991 and made it free for anybody to use. This has had a tremendous effect on the development of the media as Source C shows. Governments have also had an important influence on the development of the media, particularly in the twentieth century. It was the government that decided that the BBC should be set up as a monopoly broadcaster in 1922 and then decided that competition should be introduced by allowing the establishment of ITV through the 1954 Television Act. Social changes can also have an effect on the media. The development of the popular press at the end of the nineteenth century was linked to an increase in literacy. By 1900 97% of British people were literate and this led to an increasing demand for newspapers. This was partly why newspapers like the Daily Mail were started.
 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 **7-8**

e.g.....Looking at all the factors, however, I think that it was individuals and their inventions that's the most important reason why the media developed in the way that it did at different times. As I mentioned earlier Gutenberg's printing press had a huge impact by making books available to a much wider public. This was an improvement in an existing form of the media but people like Marconi and the wireless, or Baird and television brought about a whole new type of media. If you look back through the history of the media you can see certain times when the media changed totally because of a new invention so that's why I think inventions and their inventors are the most important factor.

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.

Section B Controlling the Media

Question 2

(2a) Choose one of the institutions below which have tried to control the media. 4

- The Church
- Government

How has your chosen institution tried to control the media?.

Target: Understanding of the key features of the period (AO 1)

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. 1-2

Answers will show simple recognition of control by **either** the church **or** governments
 e.g. Governments have tried to control the media in wartime by censoring reports sent back from the battlefield.

Level 2: Answers that explain and show understanding in a broader context of the period. Answers will show knowledge of some distinctive features of control by either the church or government 3-4

e.g. During wartime, governments have usually tried to stop bad news being reported because they thought it would affect morale at home. They were also worried about the enemy having access to sensitive information. They've used a variety of methods to control the media in these circumstances. In the First World War they set up the D notice system of censorship while some newspapers such as the Daily Worker were actually closed down during the Second World War. At other times only certain accredited journalists were allowed at the front to report on what was happening.

- (2b) • The Church
 • Government 8

Which of these institutions has been more successful in controlling the media?
Explain your answer. Try to refer to both institutions.

Target: Evaluation and understanding of the key features of the period (AO 1/2)

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

Level 1: Describes control by the church and/or governments 1-2

e.g. The Catholic Church was very powerful in the Middle Ages and had a list of banned books. It burnt books that were on the list.

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 church and government in a simple comparison 3-5

e.g. The Catholic church was very powerful in the Middle Ages and had a list of banned books. It burnt books that were on the list. Governments like Hitler's did the same in Germany in the 1930's so some things haven't changed!

Answers that considers one group's control of the media in depth

e.g. Much of the written media in the Middle Ages was produced by the church as it was monks who copied and illustrated manuscripts and books. As a result the church could decide what was published so they had a lot of control over the media. The Catholic church also banned hundreds of books on a list called the Index and this wasn't officially abolished until 1965. Many books were banned because their religious views were contrary to the Catholic church's teaching but they also included scientific works by people like Copernicus. The church couldn't stop these ideas from gaining ground and later attempts to control other forms of the media haven't been that successful. Demonstrations outside cinemas against portrayals of Jesus Christ have tended to give the films even more publicity. It hasn't only been Christian churches, however, that have tried to control the media. There was a famous case in 1988 when many in the Muslim community tried to get Salman Rushdie's book 'The Satanic Verses' banned for blasphemy. They were successful in some countries such as India where it was banned.

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 both groups control of the media in a comparison that is detailed 6-8

e.g. The church was most successful in controlling the media before the invention of the printing press. The church was the main producer of written works at that time so they could decide what was to be allowed or prohibited. The Catholic church had its Index of Prohibited Books which contained heretical works by authors like Erasmus and scientists such as Copernicus and Galileo. The church was very powerful and could therefore control the limited media that there was at that time. Once the printing press was developed, however, books could be mass produced and new ideas spread quickly contributing to the Renaissance and Reformation. The authority of the

Catholic Church was challenged and began to decline so it found it increasingly difficult to control the media in the way that it had before.

Governments have been much more successful at controlling the media through a variety of methods. In Tudor and Stuart times printers had to be licensed which was a way of controlling what was published and there was also an official censor. By the eighteenth century governments tried to control the press by putting a Stamp Duty on papers which was meant to limit their numbers. In some cases governments have helped fund newspapers such as the Liberals under Lloyd George did to the Daily News in 1901. In wartime governments have taken more direct measures and passed laws such as Regulation 2D in 1940 which allowed them to ban any material that they thought might harm the war effort. Governments haven't always been successful in controlling the media. Official censorship broke down during the English Civil War, for example, and it is increasingly difficult to control the media in the interactive and multi-choice world that has developed since the 1980's. Despite this there are more examples of governments successfully controlling the media than there are of the church.

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

Section B Controlling the Media

Question 3

(3a) Choose one of the following historical periods below. **4**

- Tudor and Stuart Britain
- The twentieth Century

Describe how the media was controlled in the period you have chosen.

Target: Understanding of the key features of the period (AO 1)

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. 1-2

Answers will show simple recognition of control of the media in **either** Tudor and Stuart Britain **or** the Twentieth Century
 e.g. In Tudor and Stuart Britain you had to have a government licence before you could print anything.

Level 2: Answers that explain and show understanding in a broader context of the period. 3-4
 Answers will show knowledge of some distinctive features of control of the media in **either** Tudor and Stuart Britain **or** the Twentieth Century

e.g. There was quite a successful system of state control set up by the Tudors. They wanted to stamp out all dissent particularly on religious matters and after 1520 there was strict censorship to control Protestant literature coming from Europe. Henry VIII issued a proclamation in 1529 containing a list of prohibited books. The Stuarts tried to continue with official censorship but the system broke down during the Civil War so there wasn't as much control then.

There was a lot more freedom in the Twentieth century. For one thing it became more difficult to limit the freedom of the media because there was so much of it – newspapers, radio, cinema, television and now the internet. It was during wartime that freedom was most limited. In both World Wars regulations were passed that allowed the government to censor published material that might harm the war effort. In the Falklands War reporters could only send material back using the military's satellites so this restricted their freedom. Although there have been protests against certain programmes, films and plays they have usually gone ahead. One example would be the play 'The Romans in Britain' which Mary Whitehouse tried to stop in 1980 by using a private prosecution but it failed. So I think that there's been much more freedom for the media in the Twentieth century compared to Tudor and Stuart Britain with the possible exception of the Civil War period.

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.

Section C The Social and Political Impact of the Media

Question 4

(4a) Choose ONE of the key individuals in the history of the mass media below. **4**

- William Cobbett
- Hugh Greene

Describe the work of the key individual you have chosen.

Target: Understanding of the key features of the period (AO 1)

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. 1-2

Answers will show simple recognition of **either** Cobbett **or** Greene
e.g. Hugh Greene was Director-General of the BBC in the 1960`s

Level 2: Answers that explain and show understanding in a broader context of the period. 3-4

Answers will show knowledge of some distinctive features of the achievements or methods of **either** Vesalius **or** Harvey
e.g. Hugh Greene was Director-General of the BBC from 1960 to 1969. He brought in innovative programmes such as `That was the week that was` which satirised politicians and other new forms of programmes like late night chat shows. This changed the image of the BBC.

- (4b) • William Cobbett 8
• Hugh Greene

Which of these key individuals had the greater social and political impact on people in Britain? Explain your answer. Try to refer to both key individuals.

Target: Evaluation and understanding of the key features of the period (AO 1/2)

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

Level 1: Describes the work of Cobbett and/or Greene **1-2**

e.g. Cobbett set up his Weekly Political Register in 1802. It began as a pro-government publication but changed to criticising the government a few years later.

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 people in a simple comparison **3-5**

e.g. Cobbett's Political Register would have had a political impact on people because it told them that their distress was the fault of the government. Greene's BBC also criticised the government by making fun of them through satire programmes like That Was The Week That Was. Therefore both Cobbett and Greene would have made their audiences think about politics.

OR

Answers that consider one person's social and political impact in depth

e.g. Cobbett's Political Register was important because it treated the labouring people of Britain as fellow citizens with equal rights. It gave them a political platform for the first time. He tried to persuade them that the cause of their distress was political and that democratic reform was needed to improve the conditions of the ordinary people. This made Cobbett a popular hero and his writings were read by working people throughout Britain. This was a period of radical ideas and growing political agitation after the French Revolution so Cobbett's ideas must have had an impact against this background.

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 both people's impact in a comparison that is detailed **6-8**

e.g. Cobbett's Political Register would have definitely had a political impact on the people because this was a time of upheaval following the French and Industrial Revolutions. Cobbett's criticisms of the existing system of Church and State with their privileges and hangers on, as well as of the bankers and merchants who crushed the poor would have been well received by the working class. His paper must have had an impact because Cobbett was a popular hero and the Political Register was selling between 40 000 and 50 000 copies a week. However, I think that Greene probably had a greater impact because many people couldn't read or couldn't afford the Political Register but by the 1960's some of the BBC's programmes were being watched by over 25 million people. As Director-General of the BBC, Greene

introduced a whole range of new programmes covering social and political themes. The Wednesday Play covered contemporary themes such as abortion and homelessness. The play `Cathy Come Home`, for example, helped lead to the setting up of the charity Shelter. Greene was frequently criticised for the BBC`s coverage of politics in N.Ireland during `The Troubles` while in 1965 there was further political controversy over `The War Game`. This dealt with the possible after effects of a nuclear war and in the end was banned. Programmes like these certainly had an impact on their audiences at the time and are still talked about today!

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.

Question 5

(5a) Choose ONE of the features of the media in the twentieth century below. **4**

- Public service broadcasting
- The democratisation of the media

Describe the feature you have chosen.

Target: Understanding of the key features of the period (AO 1)

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. **1-2**

Answers will show simple recognition of **either** Public Service Broadcasting **or** the democratisation of the media

e.g. Democratisation of the media means that anybody can join in by writing `blogs` or joining websites like Twitter.

Level 2: Answers that explain and show understanding in a broader context of the period. **3-4**

Answers will show knowledge of some distinctive features of **either** Public Service Broadcasting **or** the democratisation of the media.

e.g. Towards the end of the twentieth century ordinary people were able to get much more involved in producing their own media. This has happened mainly because of cheaper computers and desktop publishing packages which allow people to produce professional looking documents including books. The internet has led to `blogging` where anyone can put their opinions onto the web. You don't have to be a rich newspaper owner or TV presenter to get an audience.

- (5b) • Public service broadcasting 8
 • The democratisation of the media

Which of these features had the greater social and political impact in the twentieth century? Explain your answer. Try to refer to both features.

Target: Evaluation and understanding of the key features of the period (AO 1/2)

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

Level 1: Describes Public Service Broadcasting and/or the democratisation of the media 1-2

e.g. Public Service Broadcasting is usually associated with Reith's BBC. He thought that broadcasting should be about improving society by informing and educating the audience.

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 features in a simple comparison 3-5

e.g. Public Service Broadcasting had a big impact because to start with there was only the BBC so everybody had to listen or watch it. John Reith was the first Director General of the BBC and he insisted that programmes should inform and educate so there wasn't any choice. There's lots of choice now and everybody has a chance to contribute. There are lots of phone-in programmes on the radio so anybody can have their say and millions can hear you. Ordinary people can set up their own websites. Politicians use all these sources to find out what voters are thinking so it can have an impact.

OR

Answers that consider one feature in depth

e.g. Public Service Broadcasting as defined by John Reith when the BBC was set up definitely had an impact. Although it was meant to inform and educate people what this usually meant was supporting the status quo. He believed that the BBC's job was to communicate the moral, cultural and spiritual values of the British nation so that radical social change would be avoided. He even said that if broadcasting had existed at the time of the French Revolution there might not have been a revolution! As a result a lot of the BBC's output gave a very cosy view of Britain and was cautious about reporting on unemployment, industrial relations and poverty, particularly in the 1930's.

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 both feature's impact in a comparison that is detailed 6-8

e.g. Public Service Broadcasting has had a big impact because it was meant to provide for all interests and tastes as well as minorities. So in 1967 the BBC launched Radio 1 to cater for the youth audience while in 1982 Channel Four was set up specifically to produce programmes that would appeal to cultural and ethnic minorities and weren't found on ITV. Public Service Broadcasting also meant that there was a strong local and regional aspect to

broadcasting. All these meant that different groups had their social and political concerns aired which must have had an impact. Probably, however, the democratisation of the media will have a bigger impact in the future. Already people are able to get their ideas and views across much more easily through things like blogs and radio phone-ins. They can even rewrite entries on Wikipedia. Groups can co-ordinate political demonstrations using the internet while pictures taken on mobile phones by members of the public are regularly used by the conventional media. It's not so easy for the media to be controlled by a few media moguls or broadcasting companies anymore.

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.

