



**General Certificate of Secondary Education  
June 2011**

**GCSE History A                      40404B**

**Unit 4 Option B**

**Media Through Time**

**Final**

***Mark Scheme***

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the 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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**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.

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**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.

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**Paper 1**
**Section A Controlling the Mass Media****Question 1**

- (a) What does **Source A** suggest about the control of the media in Ancient Egypt? **4**

Explain your answer **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 control of the media in the Ancient World** **1**

e.g. The job of scribe was only for rich children. It was a respected profession.

**Level 2: Answers that draw an informed inference based on the source and/or own knowledge** **2-3**

e.g. It must have been an important profession as there are drawings showing what they did. The drawing makes them look intelligent. The man on the throne is probably the Pharaoh. The scribe is sat next to him so he must also be important

This method of writing was used by the Egyptian government. It is found on their temples. Only the sons of rich people could spend 12 years to learn this skill.

**Level 3: Answers that develop a complex, informed inference based on the source and/or own knowledge** **4**

e.g. Used mainly by priests and bureaucrats. The word Hieroglyphs means "the words of God" so only important people would be allowed to learn this skill. They wanted to control the media at that time as they were important.



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<b>(b)</b>	<p>What different view of the control of the media is suggested by <b>Source B</b>?            Explain your answer using <b>Sources A and B and your own knowledge.</b></p>	<b>6</b>
<b>Target:</b>	<p><b>Knowledge and understanding applied to comprehend and draw inferences from two historical sources. (AO 1/2/3)</b></p>	
	<p>Candidates either submit no evidence or fail to address the question.</p>	<b>0</b>
<b>Level 1:</b>	<p><b>Answers that select details from Source A or B</b>            e.g. They were not controlled as the broadsides were on sale everywhere. They could control the media in Source A as only the rich were allowed to learn to read and write.</p>	<b>1-2</b>
<b>Level 2:</b>	<p><b>Answers that provide a simple comparison based on the details of both sources</b>            e.g. suggests that there was little control as they could sell as many broadsides as they liked, or suggests that the control was easy because few people were involved.  <b>OR</b>  <b>Answers that may use both sources but provide an informed inference from one</b>            e.g. One method was only available to the rich and few would want to spend 12 years learning to write, but broadsheets could be read by anyone</p>	<b>3-4</b>
<b>Level 3:</b>	<p><b>Answers that develop an understanding or draw informed inferences about attitudes based on the details of both sources</b>            e.g. Explain that the broadsheets may be inaccurate but as they were popular and dealt with topical issues they could still have an influence even though people realised that they might be inaccurate.            The writings of the Ancient Egyptians were closely controlled and the trained scribes would follow the instructions that they would be given.</p>	<b>5-6</b>

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<b>(c)</b>	Why was control of the media different at these times? Explain your answer using <b>Sources A and B and your knowledge.</b>	<b>8</b>
	<b>Target: Explanation and understanding of the different ideas and attitudes and how they might change over time. (AO 1/2/3)</b>	
	Candidates either submit no evidence or fail to address the question.	<b>0</b>
	<b>Level 1: Answers that select details from sources. OR Answers that say how the sources are different</b> e.g. Only upper class children learnt to write Broadsides were very cheap.	<b>1-2</b>
	<b>Level 2: Answers showing simple reasoning about different attitudes based on changes over time, place or author</b> e.g. People began to read in the 19 <sup>th</sup> century and broadsides were becoming really cheap to buy.  As upper class children were the only ones to learn to write they were probably the only ones who could read too.	<b>3-5</b>
	<b>Level 3: Answers showing developed reasoning about different attitudes based on changes over time, place or author</b>  e.g. The broadsheets came out and as they were difficult to control the government simply ignored them hoping they would not have much effect. In reality they could not control them and so hoped that the controlled press would have a greater effect on the reading population.  e.g It was easier to control the press in Ancient Egypt as it was totally controlled by the rich, and they only allowed upper or middle class children to learn reading and writing as a job.	<b>6-8</b>

<b>(d)</b>	The media's freedom from control has varied at different times for different reasons. Why was this? Explain your answer. You may use <b>Sources A, B and C and your knowledge.</b>	<b>8</b>
<b>Target: An understanding and evaluation of causation. (AO 1/2/3)</b>		
	Candidates either submit no evidence or fail to address the question.	<b>0</b>
<b>Level 1:</b>	<b>Answers that provide general statements, describe single factors or factual details about control of the media</b> Only the rich were allowed to learn to write as it helped them control the media in ancient times. In medieval times it was the king and the church that controlled the media. The government used taxes on newspapers so that only the wealthy could afford to buy them. The mass media has been controlled in the 20 <sup>th</sup> century like during the Great War. It is very difficult to control the internet.	<b>1-2</b>
<b>Level 2:</b>	<b>Answers that comment briefly on several factors to do with changing control of the media</b> candidate may link together factors such as the power linked to wealth as a means of control. They could also link factors associated with government, or big business or powerful owners/controllers of modern mass media. E.g. TV and cinema. <b>OR</b> <b>Answers that identify and explain one factor, in depth, to do with the control of the media</b>	<b>3-4</b>
<b>Level 3:</b>	<b>Answers that recognise and explain several factors to do with the changing control of the media in specific detail</b> Factors which could be considered may include: Wealth Church Government Political extremists groups e.g. Nazis and Goebbels Media industry	<b>5-6</b>
<b>Level 4:</b>	<b>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</b> May link together the power of King, Parliament and Church. Link together the use of wealth to control the spread of knowledge Link together the attempts by Church and State to manipulate knowledge through propaganda. Link together the various political groups using the media to spread their own message , e.g. Unstamped press of 18 <sup>th</sup> century alongside the use of the press by strikers in the General Strike, through to the use of TV by groups opposed to war(Vietnam).	<b>7-8</b>

**Question 2**

**(a)** Choose ONE of the key factors below in the development of the media below **4**

- Individuals
- Science and Technology

Describe the effect of the factor on the development of the media.

**Target: 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: Answers that show recognition and simple understanding of the key feature mentioned in the question. 1-2**

Individuals/Scientific developments/technology identified and simple understanding of their role.

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

Answers will show knowledge of some distinctive features of the effects of **either** Science and Technology **or** the individual on the development of the media.

At this level expect knowledge of their contribution plus an understanding of effect.

e.g. Marconi invented the radio. He used it to communicate between Cornwall and Newfoundland. This would then allow radio transmissions across to the United States and eventually around the world.

(b)

8

- Individuals
- Science and Technology

Which factor contributed more to the development of the mass media in Britain?

Explain your answer. Try to refer to both factors in your answer.

**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 effects of either Science and Technology and/or the individual on the development of the Media** **1-2**

The invention of the internet means we can send messages to our friends when we want to.

**Level 2: Answers that comment briefly on the effects of both factors in a simple comparison** **3-5**

Without the inventors you would not have the inventions. The scientists could have the ideas but you would still need the ability to make things like radios televisions and computers.

**OR**

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

e.g. Beaverbrook turned newspapers into a glittering and witty journal, filled with an array of dramatic photo layouts. In 1918, he founded the *Sunday Express*. By 1934, daily circulation reached 1,708,000, generating huge profits for Beaverbrook. Following World War II, the *Daily Express* became the largest selling newspaper in the world by far, with a circulation of 3,706,000. He would become known by some historians as the first baron of "Fleet Street" and as one of the most powerful men in Britain whose newspapers could make or break almost anyone. In the 1930s, while personally attempting to dissuade King Edward VIII from continuing his potentially ruinous affair with American divorcee, Wallis Simpson. This shows the development of the media so that it could influence the views of millions of people.

**Level 3: Answers that explain and evaluate the effects of both factors in a comparison that is detailed** **6-8**

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

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**Question 3**

**(a)** Choose **one** of the media below that has changed over time **4**

- Newspapers
- Television

Describe how it has changed.

**Target: 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: Answers that show recognition and simple understanding of the key feature mentioned in the question. 1-2**

At first television was limited to quite rich people. It was black and white and did not have many channels. Later everyone has a TV and it is in colour with lots of channels.

At first newspapers were very expensive and not everyone could read. They were taxed. Now there are cheaper and there are lots to choose from including local and national papers.

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

Goes beyond the obvious physical and financial differences to consider areas such as:

24 hour television news programmes, TV linked to purchasing, TV influences on the sports industries,

Newspapers are easily available now including free newspapers paid for by advertisers. This makes the news and opinions easily accessible to everyone. Almost everyone now can read.

- (b)      • Newspapers 8  
           • Television.

In which of these media has there been more change?

Explain your answer. Try to refer to both media in your answer.

**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 changes in newspapers and television 1-2**

Newspapers became popular at the end of the 19<sup>th</sup> century. They were very popular in the 20<sup>th</sup> century but some closed. The small tabloid newspapers became more popular. People can now read newspapers online.

**Level 2: Answers that comment briefly on both in a simple comparison 3-5**

Both newspapers and television has changed a lot. Newspapers became very popular in the 20<sup>th</sup> century while TV became popular in the second half of the twentieth century. They are both now using the internet to keep customers.

**OR**

**Answers that consider either television or newspapers role in the development of the mass media in Britain in depth**

**Level 3: Answers that explain and evaluate both TV and newspapers contribution to the development of the mass media in Britain in a comparison that is detailed 6-8**

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

e.g. In many ways newspapers are very similar now to when they were first produced. They are printed on paper and sold cheaply on a daily basis. However increasing numbers of local newspapers are now being published online and can almost report the news as it happens. Newspaper circulation has dropped as digital news takes off. Some newspapers are now given away free in major cities. Television has also changed with the digital era. The number of channels goes up on an almost daily basis, news is now reported 24 hours a day, and television is on for 24 hours per day. It has changed rapidly technologically. It is available on your mobile and on your computer. Both TV and newspapers have changed rapidly, but it is TV that has had the biggest changes and the biggest impact.

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**Question 4**

- (a) Choose one of the aspects of society below on which the mass media has had an influence. **4**

- Politics
- Popular Culture

Describe the influence of the mass media on this aspect of society.

**Target: 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: Answers that show recognition and simple understanding of the key feature mentioned in the question. 1-2**

e.g. Politics: The press and the industrial revolution: ballads and broadsheets  
 Representing British society: newsreels  
 Impact on mass democracy  
 Democratisation of the media.  
 Popular Culture: The development of writing and its impact on society.  
 Newspapers representing different classes or political/social groups, makes some things really popular.

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

Politics: Creates the cult of celebrity around politicians, e.g. Blair, Brown  
 Communication of political knowledge, making voters better educated?  
 24 hour political news. World wide news, access to foreign news channels.

Popular Culture: Media has helped create the cult of celebrity, popularity of many sports worldwide. (Soccer, golf, F1). DTP, blogging, Facebook, Bebo impacting on daily life and communications between friendship and family groups.



- (b)
  - Politics
  - Popular culture**8**

On which of these aspects of society has the mass media had more influence?

Explain your answer. Try to refer to both aspects of society in your answer.

**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 impact of the mass media in Britain on one area** **1-2**

Politics: Politicians have to know how to use television and radio to get across their ideas; newspapers are linked to political parties so they have a way to get across their ideas. They also produce leaflets which people read.  
Popular Culture: The media has created different trends in areas such as fashion, music, toys, TV.

**Level 2: Describes the impact of the mass media in Britain on both areas** **3-5**

The mass media has impacted on both politics and society. It is easy to get information through cheap newspapers, TV, radio and digital and interactive technologies.

**OR**

**Answers that considers one area in depth**

e.g. Politics has seen the greatest changes. Before the Civil War the press was closely controlled by Parliament. Censorship was strict. Eventually free speech won through and there were over 20 newspapers in London alone and a growth in unstamped newspapers. When Walpole was Prime Minister politicians tried to buy newspapers to put across their ideas. John Wilkes challenged this and eventually the press was allowed to report on the events in Parliament. Newspapers became very popular in the twentieth century. With the development of the radio and television politicians have to be trained to speak on the radio or appear on TV. News 24 hours a day gives the voter a lot of information to use to decide who to vote for.

**Level 3: Answers that explain and evaluate both areas which have been influenced by the mass media in Britain.** **6-8**

e.g. The main changes in politics which have occurred because of the influence of media are the way in which the people have been able to get information for themselves and the way that political writers have been able to attack politicians' viewpoints. It also helped the development of the freedom of speech, and ultimately helped women to get the vote at the end of the First World War. Society has changed as mass media has grown, particularly in the digital age. World wide communications through the internet alongside instant access to news. politics, sport, fashion and data. Communication via radio, TV, internet and social websites has changed the way the younger generation lead their lives. In the end, the changes to society have been must greater than changes to politics. The whole population has felt the impact of the new technologies, of which politics is only one aspect of this.

**Question 5**

- (a) Choose one of the developments in the media below which has had an influence on society and politics **4**

- Printing
- The internet

Describe its influence on society and politics

**Target: 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: Answers that show recognition and simple understanding of the key Feature mentioned in the question. 1-2**

Printing meant that books did not need copying and they became much cheaper. More people could buy them. The bible was very popular. Most people now have a personal computer so they can find things out for themselves, stay in touch with their friends and download lots of things like music.

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

e.g. When the art of printing was unknown, only a few people were able to read and write, and all book knowledge was confined to church officials and to those who were teachers in the universities of those days. During the period when printing was invented there was a general desire for learning throughout Europe, and this invention, while it made books cheaper, also made it necessary to possess at least the ability to read. So in order to gain knowledge, people began to learn to read; and in order to communicate with others they were compelled to learn to write.

The internet is important because it caused knowledge to be spread among the many instead of keeping it confined to the rich few. Thus knowledge has been placed within the reach of all who care to gain possession of it. Science, art, and literature no longer the mysteries they were and the news of the current happenings all over the world is available within a few hours.

Before printing people in one community knew very little about those in other places because the means of communication were lacking. This resulted in ignorance and a lack of understanding between peoples. The situation is quite different today. Due to books, magazines, and newspapers, among other things which were made possible by the invention of printing, people in one part of the world can make themselves understood by others. Thus they are brought closer together and are able to make use of all the things which are devised, invented, and thought of in all parts of the world.

(b)

8

- Printing
- The Internet

Which of these developments has had more influence on society and politics?

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

**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 development of printing or personal computing.**

1-2

Printing meant that books could be much cheaper including the bible. Everyone has a computer and can use the internet. This has changed society.

**Level 2: Answers that comment briefly on the impact of both developments and makes a simple comparison**

3-5

Printing had a big impact on society and politics as it was a new way of communicating. People wanted to learn to read and then to write and once they did communications improved. This made politicians have to think about what they said and what their ideas were as they could be reported in the press.

The internet has had a big effect on society, and it is probably going to have an even bigger one as more and more people use it. It has changed the way we find things out, how we keep in touch and even how we shop and buy music.

**OR**

**Answers that consider the impact of one development on society and politics in depth**

In 1991, the World Wide Web was developed by Tim Berners-Lee as a way for people to share information. His Web made the internet much easier to use because all documents could be seen easily on-screen without downloading. In 1996, there were approximately 45 million people using the Internet. By 1999, the number of worldwide Internet users reached 150 million. In 2000, there were 407 million users worldwide. By 2004, there were between 600 and 800 million users. These people can use the web for a wide range of things but the most important one is communication. This can be between friends and relatives, but it can also be a way to find out what is happening all over the world. Politicians have to be aware that everything they say or do can almost instantly be broadcast around the world. It is easy for them to share their ideas, but if they make a mistake they can soon become unpopular. There are some uses of the internet which are not good. The use by criminal gangs, gambling and pornography show that not everything is good about personal computers and the internet.

**Level 3: Answers that explain and evaluate the impact of both developments on Society and politics in a comparison that is detailed**

6-8

Candidates are more likely to focus on the internet as the greatest impact. They may also suggest that without the impetus of books and the encouragement/need to learn to read then there would be no society wide

use or need for the internet.

**Converting marks into UMS marks**

Convert raw marks into marks on the Uniform Mark Scale (UMS) by using the link below.

**UMS conversion calculator:** [www.aqa.org.uk/umsconversion](http://www.aqa.org.uk/umsconversion)