



**General Certificate of Education  
January 2012**

**AS History 1041**

**HIS2R**

**Unit 2R**

**A Sixties Social Revolution?**

**British Society, 1959–1975**

**Final**

***Mark Scheme***

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

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this Mark Scheme are available to download from the AQA Website: [www.aqa.org.uk](http://www.aqa.org.uk)

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## Generic Introduction for AS

The AS History specification is based on the assessment objectives laid down in QCA's GCE History subject criteria and published in the AQA specification booklet. These cover the skills, knowledge and understanding which are expected of A Level students. Most questions address more than one objective since historical skills, which include knowledge and understanding, are usually deployed together. Consequently, the marking scheme which follows is a 'levels of response' scheme and assesses students' historical skills in the context of their knowledge and understanding of History.

The levels of response are a graduated recognition of how students have demonstrated their abilities in the Assessment Objectives. Students who predominantly address AO1(a) by writing narrative or description will perform at Level 1 or Level 2 depending on its relevance. Students who provide more explanation – (AO1(b), supported by the relevant selection of material, AO1(a)) – will perform at high Level 2 or low-mid Level 3 depending on how explicit they are in their response to the question. Students who provide explanation with evaluation, judgement and an awareness of historical interpretations will be addressing all 3 AOs (AO1(a); AO1(b); AO2(a) and (b) and will have access to the higher mark ranges. AO2(a) which requires the evaluation of source material is assessed in Unit 2.

Differentiation between Levels 3, 4 and 5 is judged according to the extent to which students meet this range of assessment objectives. At Level 3 the answers will show more characteristics of the AO1 objectives, although there should be elements of AO2. At Level 4, AO2 criteria, particularly an understanding of how the past has been interpreted, will be more in evidence and this will be even more dominant at Level 5. The demands on written communication, particularly the organisation of ideas and the use of specialist vocabulary also increase through the various levels so that a student performing at the highest AS level is already well prepared for the demands of A2.

**CRITERIA FOR MARKING GCE HISTORY:****AS EXAMINATION PAPERS****General Guidance for Examiners (to accompany Level Descriptors)**

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**Deciding on a level and the award of marks within a level**

It is of vital importance that examiners familiarise themselves with the generic mark scheme and apply it consistently, as directed by the Principal Examiner, in order to facilitate comparability across options.

The indicative mark scheme for each paper is designed to illustrate some of the material that students might refer to (knowledge) and some of the approaches and ideas they might develop (skills). It is not, however, prescriptive and should only be used to exemplify the generic mark scheme.

When applying the generic mark scheme, examiners will constantly need to exercise judgement to decide which level fits an answer best. Few essays will display all the characteristics of a level, so deciding the most appropriate will always be the first task.

Each level has a range of marks and for an essay which has a strong correlation with the level descriptors the middle mark should be given. However, when an answer has some of the characteristics of the level above or below, or seems stronger or weaker on comparison with many other students' responses to the same question, the mark will need to be adjusted up or down.

When deciding on the mark within a level, the following criteria should be considered *in relation to the level descriptors*. Students should never be doubly penalised. If a student with poor communication skills has been placed in Level 2, he or she should not be moved to the bottom of the level on the basis of the poor quality of written communication. On the other hand, a student with similarly poor skills, whose work otherwise matched the criteria for Level 4 should be adjusted downwards within the level.

Criteria for deciding marks within a level:

- The accuracy of factual information
- The level of detail
- The depth and precision displayed
- The quality of links and arguments
- The quality of written communication (grammar, spelling, punctuation and legibility; an appropriate form and style of writing; clear and coherent organisation of ideas, including the use of specialist vocabulary)
- Appropriate references to historical interpretation and debate
- The conclusion

January 2012

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

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

#### Question 1

**01** Use **Sources A** and **B** and your own knowledge.

Explain how far the views in **Source B** differ from those in **Source A** in relation to the punishment of Mick Jagger for drug possession in 1967. (12 marks)

*Target: AO2(a)*

#### Levels Mark Scheme

	Nothing written worthy of credit.	<b>0</b>
<b>L1:</b>	Answers will <b>either</b> briefly paraphrase/describe the content of the two sources <b>or</b> identify simple comparison(s) between the sources. Skills of written communication will be weak.	<b>1-2</b>
<b>L2:</b>	Responses will compare the views expressed in the two sources and identify some differences and/or similarities. There may be some limited own knowledge. Answers will be coherent but weakly expressed.	<b>3-6</b>
<b>L3:</b>	Responses will compare the views expressed in the two sources, identifying differences <b>and</b> similarities and using own knowledge to explain and evaluate these. Answers will, for the most part, be clearly expressed.	<b>7-9</b>
<b>L4:</b>	Responses will make a developed comparison between the views expressed in the two sources and will apply own knowledge to evaluate and to demonstrate a good contextual understanding. Answers will, for the most part, show good skills of written communication.	<b>10-12</b>

#### Indicative content

**Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the levels scheme.**

Students will need to identify differences between the views of the two sources. For example:

- Source B suggests the prison sentence was deserved whilst Source A feels that it was not
- Source B believes the case has been fair and that drug taking is not a 'small matter' whilst Source A alleges that it has been unfair – and that 4 pep pills represent not much of an offence

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- Source B clearly disapproves of Jagger and the Rolling Stones and is influenced by their 'bawling and wailing' to approve their punishment whilst Source A believes attitudes to their singing and their influence on the young should not affect the sentence given.

Students will need to apply their own knowledge of context to explain these differences. They might, for example, refer to:

- the growing public concern (whipped up by papers such as the News of the World about drug-taking and the examples set by pop stars)
- the 'framing' of the Stones at Redlands (Richards' home) and the minimal offence (Jagger had 4 pep pills, bought legitimately in Italy)
- the subsequent decision that the trial judge had erred in his sentencing and Jagger's conditional discharge.

To address 'how far', students should also indicate some similarity between the sources. For example:

- both seem to agree that some sentence for possession of drugs is acceptable
- both are aware of the pressures placed on the famous
- both regard the matter as of sufficient national importance to provide media articles on the punishment.

In making a judgement about the degree of difference, students may conclude that whilst the *Times* (unusually for a conservative paper) seems to be arguing for a lesser punishment, it is, in fact upholding the 'traditional' value of tolerance over the more bigoted views of Curran who reflected wider public opinion in supporting an exemplary punishment as a deterrent to others. The difference is quite fundamental here concerning how the law should be applied and reflects growing public anxiety about changes in society in the 1960s.

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**Question 1****02** Use **Sources A, B and C** and your own knowledge.

How far had Britain become a 'permissive society' by 1970?

*(24 marks)**Target: AO1(b), AO2(a), AO2(b)***Levels Mark Scheme**

Nothing written worthy of credit.

**0**

**L1:** Answers may be based on sources or on own knowledge alone, or they may comprise an undeveloped mixture of the two. They may contain some descriptive material which is only loosely linked to the focus of the question or they may address only a part of the question. Alternatively, there may be some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **1-6**

**L2:** Answers may be based on sources or on own knowledge alone, or they may contain a mixture of the two. They may be almost entirely descriptive with few explicit links to the focus of the question. Alternatively, they may contain some explicit comment with relevant but limited support. They will display limited understanding of differing historical interpretations. Answers will be coherent but weakly expressed and/or poorly structured. **7-11**

**L3:** Answers will show a developed understanding of the demands of the question using evidence from **both** the sources **and** own knowledge. They will provide some assessment backed by relevant and appropriately selected evidence, but they will lack depth and/or balance. There will be some understanding of varying historical interpretations. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **12-16**

**L4:** Answers will show explicit understanding of the demands of the question. They will develop a balanced argument backed by a good range of appropriately selected evidence from the sources and own knowledge, and a good understanding of historical interpretations. Answers will, for the most part, show organisation and good skills of written communication. **17-21**

**L5:** Answers will be well-focused and closely argued. The arguments will be supported by precisely selected evidence from the sources and own knowledge, incorporating well-developed understanding of historical interpretations and debate. Answers will, for the most part, be carefully organised and fluently written, using appropriate vocabulary. **22-24**

**Indicative content**

**Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.**

Students should be able to make a judgement by addressing the focus of the question and offering some balance of other factors or views.

Students should use the sources as evidence in their answer.

Relevant material from the sources would include:

**Source A** – This refers to the ‘anarchic quality of the Rolling Stones’ performances’ and the arrival of ‘pep pills’ but its main fear concerns the loss of the traditional value of tolerance and fair justice which has been triggered by the overwhelming concern about decadence.

**Source B** – This refers to pop stars as ‘manufactured pieces of wish-fulfillment’ and suggests drug-taking by idols was undermining society and leading teenagers astray.

**Source C** – This refers to the ‘rising tide of permissiveness’ and the Home Secretary's concern to halt drug-taking through the Misuse of Drugs Act (1970). It also refers to the ‘morally indignant’ – quoting Mary Whitehouse as an example. Such saw the late sixties as a time of social crisis.

From students’ own knowledge:

Factors suggesting Britain had become a permissive society might include:

- the spread of drug use as a sign of social breakdown
- the growth of permissive sexual behaviour (the use of the Pill and sexual liberation)
- depravity in, for example, the publication of *Oz* (especially the children’s issue) and other obscene (or judged such) works – especially on TV, in films and in the theatre. Changed moral standards in the media
- the emergence of youth culture – particularly hippies/free love
- the liberalisation of laws (easier laws for homosexuality, divorce, abortions).

Factors suggesting otherwise might include:

- a lot of traditionalist feeling remained and by 1970 the tide turned against cultural experiment – as seen in the tightening of drug laws and the waning of the Hippy culture
- there was less sexual liberation/drug-taking than suggested by the media
- Very little change occurred among the more working class and poorer communities and outside the capital, the impact was much less widely felt
- the liberalising legislation was limited in scope

Good answers are likely to/may conclude that Britain cannot really be described as a ‘permissive society’ because this fails to take into account the diversity of experience of its citizens and the underlying continuance of conservative, Christian values. Some may point out that the degree of permissiveness in Britain was not as great as the media (and often London-based) commentators suggested.



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**Question 2**

**03** Explain why the Profumo Affair undermined Macmillan's premiership in 1963. (12 marks)

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

**Levels Mark Scheme**

- Nothing written worthy of credit. **0**
- L1:** Answers will contain either some descriptive material which is only loosely linked to the focus of the question or some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. The response will be limited in development and skills of written communication will be weak. **1-2**
- L2:** Answers will demonstrate some knowledge and understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they will provide some explanations backed by evidence that is limited in range and/or depth. Answers will be coherent but weakly expressed and/or poorly structured. **3-6**
- L3:** Answers will demonstrate good understanding of the demands of the question providing relevant explanations backed by appropriately selected information, although this may not be full or comprehensive. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **7-9**
- L4:** Answers will be well-focused, identifying a range of specific explanations, backed by precise evidence and demonstrating good understanding of the connections and links between events/issues. Answers will, for the most part, be well-written and organised. **10-12**

**Indicative content**

**Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.**

Answers should include a range of reasons as to why the Profumo affair undermined Macmillan's premiership.

Students might include some of the following factors:

- Profumo was a member of the Tory Establishment yet behaved in a way which undermined the authority of that Establishment – of which Macmillan was also a member
- in lying to the House of Commons, Profumo made the Conservative position worse and shook confidence in the party and its values
- the case suggested Macmillan had been over-trusting, too prepared to believe his own kind and also slow in taking action
- the affair came at the time when Harold Wilson had just taken over the Labour Party and so made Macmillan vulnerable to Wilson's more powerful attacks
- the affair coincided with conservative unpopularity following the pay freezes of 1961–1962 and, (shortly afterwards) with Macmillan's own illness.

To reach higher levels, students will need to show the inter-relationship of the reasons given. For example, they might suggest the affair was really about a style of government that had grown out-of-date and that this lay beneath all the various reasons. Alternatively they might refer to the media exposure and point out that the affair only had the impact it did because of the power of the press and the media reporting.

## Question 2

- 04** 'It was the contrast in style between Sir Alec Douglas-Home and Harold Wilson that led to the Labour Party's election victory in 1964.'  
Explain why you agree or disagree with this view. (24 marks)

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

## Levels Mark Scheme

- Nothing written worthy of credit. **0**
- L1:** Answers may **either** contain some descriptive material which is only loosely linked to the focus of the question **or** they may address only a limited part of the period of the question. Alternatively, there may be some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **1-6**
- L2:** Answers will show some understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they may contain some explicit comment with relevant but limited support. They will display limited understanding of differing historical interpretations. Answers will be coherent but weakly expressed and/or poorly structured. **7-11**
- L3:** Answers will show a developed understanding of the demands of the question. They will provide some assessment, backed by relevant and appropriately selected evidence, but they will lack depth and/or balance. There will be some understanding of varying historical interpretations. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **12-16**
- L4:** Answers will show explicit understanding of the demands of the question. They will develop a balanced argument backed by a good range of appropriately selected evidence and a good understanding of historical interpretations. Answers will, for the most part, show organisation and good skills of written communication. **17-21**
- L5:** Answers will be well-focused and closely argued. The arguments will be supported by precisely selected evidence leading to a relevant conclusion/judgement, incorporating well-developed understanding of historical interpretations and debate. Answers will, for the most part, be carefully organised and fluently written, using appropriate vocabulary. **22-24**

## Indicative content

**Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.**

Students should be able to make a judgement by balancing evidence which supports the view given against that which does not.

Evidence which agree(s) might include:

- Alec Douglas-Home was very much an 'Establishment' figure; 10 of 23 of his cabinet members were Etonians; 20 from public schools
- Harold Wilson was middle class (and tried to pretend he was working class) and played on being a 'man of the people'
- Home was prone to speech-making blunders (e.g. referred to pensions as a 'donation') whilst Wilson was capable and at home in front of a crowd
- Wilson was good at presenting himself on TV; Home was not.

Evidence which disagree(s) might include:

- Tory failure was about more than personality. The party was not fully united, with Ian MacLeod and Enoch Powell uncomfortable with (non-elected) leader
- the Tories' economic record laid them open to Wilson's attacks
- Wilson offered new style of government – professionalism, modernization, science and the 'white heat of technology'
- the Labour party was united and seemed to have something new to offer the working class/lower middle class voters.

Good answers are likely to/may conclude that 'it was more than the contrast in style between Sir Alec Douglas-Home and Harold Wilson that led to Labour's election victory but that this epitomized a far more fundamental divide in outlook between the two parties.

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**Question 3**

**05** Explain why the Open University was established. (12 marks)

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

**Levels Mark Scheme**

- Nothing written worthy of credit. **0**
- L1:** Answers will contain either some descriptive material which is only loosely linked to the focus of the question or some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. The response will be limited in development and skills of written communication will be weak. **1-2**
- L2:** Answers will demonstrate some knowledge and understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they will provide some explanations backed by evidence that is limited in range and/or depth. Answers will be coherent but weakly expressed and/or poorly structured. **3-6**
- L3:** Answers will demonstrate good understanding of the demands of the question providing relevant explanations backed by appropriately selected information, although this may not be full or comprehensive. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **7-9**
- L4:** Answers will be well-focused, identifying a range of specific explanations, backed by precise evidence and demonstrating good understanding of the connections and links between events/issues. Answers will, for the most part, be well-written and organised. **10-12**

**Indicative content**

**Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.**

Answers should include a range of reasons as to why the Open University was established.

Students might include some of the following factors:

- it was a personal desire of Harold Wilson to provide for those who had missed out on the chance of a university education
- he had a supportive Cabinet Minister in Jennie Lee whose working class background had made university education possible only through a bursary
- new technology and the spread of television had made such an enterprise possible (the idea had been muted as early as 1926 and was not entirely new)
- the desire to increase Britain's international standing (particularly in scientific fields) encouraged the spread of more higher educational opportunity
- greater wealth, aspirations and leisure time increased the numbers of potential students for such a project.

To reach higher levels, students will need to show the inter-relationship of the reasons given. For example, they might stress the link between the Open University and Labour's commitment to greater equality and the importance of education in breaking class divides. Alternatively they might see educational modernisation and the concern to raise Britain's world status as the linking theme which fuelled the development.

### Question 3

- 06** 'Between 1963 and 1975 secondary and higher educational opportunities were broadened for all young people.'

Explain why you agree or disagree with this view.

(24 marks)

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

### Levels Mark Scheme

- Nothing written worthy of credit. **0**
- L1:** Answers may **either** contain some descriptive material which is only loosely linked to the focus of the question **or** they may address only a limited part of the period of the question. Alternatively, there may be some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **1-6**
- L2:** Answers will show some understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they may contain some explicit comment with relevant but limited support. They will display limited understanding of differing historical interpretations. Answers will be coherent but weakly expressed and/or poorly structured. **7-11**
- L3:** Answers will show a developed understanding of the demands of the question. They will provide some assessment, backed by relevant and appropriately selected evidence, but they will lack depth and/or balance. There will be some understanding of varying historical interpretations. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **12-16**
- L4:** Answers will show explicit understanding of the demands of the question. They will develop a balanced argument backed by a good range of appropriately selected evidence and a good understanding of historical interpretations. Answers will, for the most part, show organisation and good skills of written communication. **17-21**
- L5:** Answers will be well-focused and closely argued. The arguments will be supported by precisely selected evidence leading to a relevant conclusion/judgement, incorporating well-developed understanding of historical interpretations and debate. Answers will, for the most part, be carefully organised and fluently written, using appropriate vocabulary. **22-24**

### Indicative content

**Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.**

Students should be able to make a judgement by balancing points which agree with the view that secondary and higher educational opportunities were broadened for all young people against those which do not.

Points/factors/evidence which agree(s) might include:

- the development of comprehensive schools from 1965 attempted to provide a 'grammar school education for all' by replacing the tiered system created by Butler with mixed ability and, generally, mixed sex schooling
- following the publication of the Robbins report in 1963, higher educational provision was extended by upgrading many colleges, making colleges of technology into polytechnics which awarded degrees, turning advanced colleges into universities and founding a number of new universities – so many new opportunities were provided for those whose families had never been to university before
- numbers of students increased and there were more studying science and more females staying longer in secondary schooling and going to university.

Points/factors/evidence which disagree(s) might include:

- the comprehensives were not always able to live up to their promises and some of the social mobility afforded by the grammar schools was lost
- the continuance of direct-grant and independent schools undermined genuine comprehensive education and opportunities were not the same for all with advantages for the upper/middle classes
- at university level females, immigrants and the working class as a whole were under-represented.

Good answers are likely to/may conclude that although there was an expansion of opportunity, in practice this was not as extensive as hoped for. The comprehensive schools did not necessarily increase opportunity and may even have decreased it for the bright working class youngster whilst in higher education, not all institutions enjoyed parity of esteem and certain sections of society remained under-represented within them.

### **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)