



**General Certificate of Education
January 2013**

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 events which all examiners participate in and is the scheme which was used by them in this examination. The standardisation process 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 standardisation each examiner analyses a number of students' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, examiners encounter unusual answers which have not been raised they are required to refer these to the Principal Examiner.

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

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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)**

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 2013

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 Lord Home. (12 marks)

Target: AO2(a)

Levels Mark Scheme

	Nothing written worthy of credit.	0
L1:	Answers will either briefly paraphrase/describe the content of the two sources or identify simple comparison(s) between the sources. Skills of written communication will be weak.	1-2
L2:	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.	3-6
L3:	Responses will compare the views expressed in the two sources, identifying differences and similarities and using own knowledge to explain and evaluate these. Answers will, for the most part, be clearly expressed.	7-9
L4:	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.	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 levels scheme.

Students will need to identify differences between the views of the two sources, for example:

- **Source A** praises Home as a 'man who represents the old governing class at its best' **Source B** derides him as a 'symbol of the old ways' and 'out of time'
- **Source A** suggests he gets on well with others – citing Kennedy; **Source B** names fellow Tories who refused to serve under him
- **Source A** sees him as a competent 'thinking' man, and with superior qualities suggesting a promising leader, while **Source B** sees him as possessing (in Wilson's

words) an "Edwardian establishment mentality" – utterly against the spirit of the age and a potential disaster as a leader – lacking Macmillan's toughness

- Source A claims he is 'not foolish' and speaks of him with veneration, whereas **Source B** refers to press comments about 'this half-witted Earl'.

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

- Home's background and Earldom (which he renounced) and the values of the 'Establishment'
- the circumstances of Macmillan's resignation and Home's appointment as successor
- Wilson's reference to the 'jet age' and the conflict with modernity already witnessed under Macmillan.

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

- **Source A** sees Home as a 'man who represents the old governing class' which is similar to **Source B's** view of him as a 'symbol of the old ways'; the ultimate traditional Tory; part of the Eton sect and of the 'Edwardian establishment mentality'
- **Source A** says that he is 'not ambitious'; **Source B** claims he lacks toughness; both suggesting some lack of drive.

In making a judgement about the degree of difference, students may conclude that whilst Home was mocked and derided for who he was, he nevertheless proved a more successful Prime Minister than was predicted by opponents at the time, thus vindicating Macmillan's faith in him. The sources are therefore reconcilable, the difference being mainly as to whether 'traditional values' and behaviour – which both admit Home possessed – were of relevance in the Sixties or not.

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

How far was the defeat of the Conservative Party in the 1964 General Election due to Lord Home? (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 balancing points which suggest that the failings of Lord Home were responsible for Conservative defeat in the 1964 General Election against others which do not. The three sources provide references to both Lord Home and his opponent in 1964, Harold Wilson, and students should use the material in these sources as evidence in their answer.

Relevant material from the sources would include:

Source A: This refers to Lord Home as of 'the old governing class at its best' suggesting he was a valuable leader. Its reference to 'the class to which he belongs', suggests Home was an asset rather than a hindrance to Conservative chances.

Source B: This refers to Home as 'utterly against the spirit of the new decade'; 'the ultimate traditional Tory', 'a half-witted Earl'; 'part of the Conservative party's 'magic circle' in which eight of nine men went to Eton'; 'a symbol of the old ways'; 'out of time,' and a man who governed with 'an Edwardian establishment mentality'. This would support the view that his leadership severely disadvantaged the Tories. It also refers to Home's lack of toughness and the split in the Tory party which his appointment created.

Source C: This claims that Britain's 'Establishment' leaders (not just Home, but men of his sort) whose authority came from 'aristocratic connection' and 'inherited wealth' have failed the country. It alleges that Britain is 'a nation of amateurs in a world of professionals' -and a hearty condemnation of Lord Home is clearly implied, although the source goes beyond this. It suggests that the Labour party will be very different and 'use all the resources of democratic planning, all the energies and skills of our people, to ensure Britain's standing in the world'. This piece of Labour propaganda is clearly showing the 'modernist' challenge that faced the Tories in 1964.

From students' own knowledge:

Factors suggesting that Lord Home was responsible for the Conservative defeat might include:

- the grudge held by the 'modernists' within the Tory party following Home's appointment, which, in itself, seemed to show the non-democratic nature of the party at its worst
- the elitist nature of his cabinet
- Home confessed lack of economic knowledge (the matchsticks PM) laying him open to opposition attacks at a time when economic affairs were dominant
- Home's poor showing on TV and his failure to combat the aggressive Labour propaganda machine.

Factors suggesting that other factors were responsible might include:

- problems with Tory policies, especially the stop/go economic cycle and their fall in ratings which had begun under Macmillan in the early 60s
- problems in the leadership under Macmillan who was equally 'aristocratic'/establishment and was undermined by the Profumo Affair in 1963
- the attacks on the Establishment, beginning in the late 1950s, e.g. from the 'angry young men' and seen in Sampson's Anatomy of Britain (1961)

- Wilson's counter-campaign; including his own lower middle class background, manner, image and election campaign
- Labour's emphasis on science and the 'white heat of technology'; better educational provision, professionalism and management. Labour seemed to offer what the country needed
- Wilson's promise to address economic issues and end the stop/go cycle.

Good answers are likely to conclude that Lord Home was derided for what he represented more than for what he did (he was in power for only a year) and although the gibes against him certainly contributed to Tory defeat, he proved quite a capable leader and, to some extent, his failings were exaggerated by a Labour Party eager for power but in many respects, although perhaps less extremely, products of 'the Establishment' themselves.

Question 2

03 Explain why there was a growth in consumer spending in Britain in the 1960s. (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 there was a growth in consumer spending in the 1960s.

Students might include some of the following factors:

- boom in post-war global economy had brought an increase in overseas trade and a high level of earnings from exports and investments which benefited the economy overall and increased job opportunities
- real wages had increased, credit was widely available, while tax burdens decreased in early 60s
- more consumer goods were available in the shops, thanks in part to new technologies
- advertising encouraged spending
- the comparative price of new products, e.g. TVs and washing machines fell
- greater home ownership encouraged greater consumer spending.

To reach the higher levels, students will need to show the inter-relationship of the reasons given, for example they might argue that there was a cycle, created by employment opportunities which raised standards of living and expectations and so which increased demand. This, in turn led to the production of more consumer goods, providing further employment/wealth – and a desire to obtain the latest products.

Question 2

- 04** 'Affluence was the chief cause of social change in Britain in the 1960s.'
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 affluence was the chief cause of social change against others which do not.

Evidence which agrees with the quotation might include:

- growth of affluence and consumerism helped to break traditional working class/middle class divisions, e.g. the purchase of cars, new appliances, labour-saving devices within the home, luxuries and entertainments transformed people's lives
- affluence provided young people (better off) and with more opportunities and status – offering new routes for social mobility
- affluence can be held to have contributed to a growing fragmentation of society, whereby individuals followed a more 'private' life – travelling by car and watching the television rather than following the 'communal life style' of earlier years
- affluence may have encouraged a more materialistic/selfish society and widened the gap between the affluent majority and under-privileged.

Evidence which disagrees with the quotation and suggests social change was the product of a variety of other factors might include:

- growth in educational opportunities
- changes in the position of women
- scientific developments, e.g. the contraceptive pill
- legislative change, e.g. the reduction of censorship and the liberalisation of laws.

Students may legitimately suggest that affluence underpinned all the social change of the Sixties or they may argue that it failed to bring as much change as it has been credited with, or that other factors were equally, or more, important. Any balanced and supported argument is acceptable here.

Question 3

05 Explain why the Race Relations Board was set up in 1966. (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 Race Relations Board was set up in 1966.

Students might include some of the following factors:

- the growth of immigration into Britain at a time of economic instability, and waning optimism had added to unemployment problems and provoked racist views, discrimination and disturbances
- immigration issues had been prominent in the 1964 General Election and Peter Griffiths (Con) had won a seat in Smethwick using racist slogans. Wilson as new PM wanted to end the discrimination
- the Board was the product of cross-party co-operation in order to offer a means for conciliation and accompanied an act forbidding discrimination in public places (but excluding housing and employment)
- it was needed because of counter-campaigns suggesting enforced repatriation of coloured immigrants (although the National Front was not set up until 1967)

- it was created to publicise and promote research on the racial issues troubling society
- it was set up as a result in the Race Relations Act in 1965.

To reach the higher levels, students will need to show the inter-relationship of the reasons given, for example they might suggest that the Board was just a sop to balance harsh anti-immigration measures (such as the Labour decision to reduce work vouchers in 1965). Some might take the view that it was the product of long term trends towards an increasing racist society, but propelled into being by the fierce election campaign of 1964, when racist issues threatened to affect democratic politics.

Question 3

- 06** 'There was widespread racial discrimination in Britain in 1975.'
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 there was widespread racial discrimination in Britain in 1975 against others which do not.

Evidence which agrees with the quotation might include:

- discrimination continued because incitement to race hatred had not been made a criminal offence
- the National Front was formed in 1967 and sought to end all 'coloured' immigration and force the repatriation of immigrants already in England. The movement grew in the early 1970s and by 1974 it had between 16,000 and 20,000 members and 50 local branches. It did well in local elections, suggesting strong racist views remained. A London march in 1974 led to the death of Kevin Gately and many police injuries, showing strength of feelings
- Powell's views and 'Rivers of Blood' speech of 1968 had gained huge public support – as witnessed by his massive mail bag of letters of approval – and in 1969 he was voted the most admired man in Britain. His influence remained in the activities of the National Front and the skinhead culture from the later 1960s
- employers could and did discriminate against non-whites in the interests of 'racial balance'
- institutional racism was found in, for example, the police, and complaints against the police were excluded from race relations law
- the Race Relations Board's powers were too limited for effective intervention and victims had little faith in redress so it was not as widely used as it should have been
- the message of 'promising' anti-discriminatory legislation was partly counteracted by the Immigration Act of 1971 which imposed tough immigration controls
- indirect discrimination continued. Opportunities for coloured people to get to university or make their mark professionally were limited.

Evidence which disagree with the quotation might include:

- racial integration proceeded as a second generation of immigrants was born in Britain and immigrant communities became more established
- mutual tolerance, although slow in developing, grew as different communities mixed, children were educated in British schools and language barriers disappeared
- civic campaigners and Community activists worked to resolve problems; the social services expanded
- integration was helped by the 1965 and 1968 Race Relations Acts. The Race Relations Board and Community Relations Commission worked to combat prejudice and after the 1971 Immigration Act, since immigration ceased to be a major political issue more emphasis was placed on assimilation and the removal of discrimination
- the National Front was politically insignificant and the extreme racial violence predicted by Powell did not occur.

Good answers are likely to conclude that while racial discrimination had not been eliminated some very positive steps had been taken towards the integration and assimilation of immigrant communities. However, whilst Britain might be considered, in some ways, a multicultural society in 1975, there was nevertheless much lingering prejudice and the National Front continued to feed racist views.

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