



**General Certificate of Education
June 2011**

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 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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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 candidates. 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 candidates' historical skills in the context of their knowledge and understanding of History.

The levels of response are a graduated recognition of how candidates have demonstrated their abilities in the Assessment Objectives. Candidates who predominantly address AO1(a) by writing narrative or description will perform at Level 1 or Level 2 depending on its relevance. Candidates 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. Candidates 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 candidates 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 candidate 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 candidates 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 candidates' 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*. Candidates should never be doubly penalised. If a candidate 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 candidate 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

June 2011

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 domestic achievements of the Conservative government by 1964. (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 candidates 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.

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

- Source B speaks of improvements and ‘proven policies’; Source A, of decline and the worst record in the western world
- Source B refers to rising standards of living with over 98% of the population in jobs and rising incomes because of lower taxes whilst Source A refers to the ‘crippling consequences’ of Tory economic policies with stagnation and unemployment in large parts of the country

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- Source B speaks of the Tories' success in providing housing whilst Source A claims that soaring land and house prices have put home ownership, or even the chance to rent, out of reach of many 'ordinary families'.

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

- Conservative 'stop-go' policies which had failed to halt rising inflation
- Macmillan's promise ('You've never had it so good') which came to haunt the Tories in the 1960s
- Labour's contention that the resources of technology and science were being ignored and were the only way to propel Britain to a better future.

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

- Source A admits that there has been 'some increase in production' – matching Source B's contention that Tory policies had been proven to extend prosperity
- Source A refers to an increase in living standards, and Source B to an improvement amounting to more than that of the previous half-century
- they also both refer to the Tory boast – explicitly in A and implicitly in B that this is a view that under the Conservatives, the people had never had it so good.

In making a judgement about the degree of difference, candidates may conclude that two contesting parties at an election would be bound to put their own slant on the achievements of the party in power – the Conservatives. Whilst the Labour Party (Source A) could not deny some of the achievements spoken of in Source B, they could question the extent to which the Conservatives had themselves been responsible for those achievements. This is the crux of the difference. The Tories were satisfied with their performance and promised more of the same; Labour wanted a new start and claimed that the domestic achievements of the Conservatives were not as good as they should have been.

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

How successful were the Labour governments of 1964 to 1970 in fulfilling their promise to create a 'New Britain'? (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 candidates 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.

Candidates should be able to make a judgement by considering the ways in which the Labour governments were successful in fulfilling their promise and balancing these against the ways in which they were not. Alternatively, some may choose to balance success against other factors creating a new modern Britain. Either approach is acceptable.

Candidates should use the sources as evidence in their answer.

Relevant material from the sources would include:

- **Source A** provides the manifesto promise of Labour's intention to mobilise the resources of technology and create a 'New Britain'
- **Source B** shows Conservative fears by suggesting that Labour's 'New Britain' will mean a return to the 'dreary' and failed doctrines of the past Labour government
- **Source C** provides material which supports the view that the Labour governments of 1964–1970 were a success in creating a new modern Britain and gives examples of liberalising legislation, education and the Open University and speaks of a more mobile and less class-ridden world.

From candidates' own knowledge:

Factors suggesting the Labour governments were successful might include:

- the development of a Ministry of Technology and an attempt to base government on scientific principles, with an emphasis on planning, management, professionalism
- education policies, including the development of comprehensive schools and the expansion of higher education
- establishment of the Ministry of Arts (under Jennie Lee) increasing cultural opportunities
- Liberalisation of homosexuality, divorce, abortion, the end of hanging and the reduction in censorship
- lowering the voting age to 18 (1969)
- the Establishment of the Race Relations Board
- no return to past policies of Nationalisation.

Factors suggesting the Labour governments were unsuccessful might include:

- economic planning failed. Slowness to bring about devaluation (achieved 1967) added to economic problems and inflation remained high – 12% 1969–1970
- problems with unions and attempt to change the basis of industrial relations with Barbara Castle's 'In Place of Strife' (1969) had to be abandoned
- very little application of science to government in practice and few Ministers understood 'scientific principles'
- refusal to legalise cannabis 1969 and a firm line on drugs
- firm handling of anti-war protests and student unrest in 1968
- restrictive Commonwealth Immigrants Act, 1968
- no reform of House of Lords
- attempt to enter EEC had to be abandoned.

Candidates might also refer to the 'other factors' which explain the New Modern Britain. These might include:

- importance of private individuals in the liberalising legislation
- importance of the spread of education and youth culture in demand for change

- importance of affluence, scientific developments, the expansion of the media, the growth in leisure and changing moral attitudes.

Good answers are may conclude that the Labour government never lived up to its manifesto promise to create a 'New Britain', nor did it mobilise the resources of technology fully. However, many important steps along the path to modernisation took place during this period and at least some of these came about because of the encouragement they were given by the government.

Question 2

03 Explain why there was a growth of advertising 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 candidates 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 of advertising

Candidates might include some of the following factors:

- greater affluence and rising living standards meant more chance of selling products
- the growth of television enabled advertising to reach a large percentage of the population within their homes
- transistor radios provided an opportunity for advertising especially to the increasingly affluent and leisured youth
- the press, magazines and bill boards along new roads used new colour technology, and advertising was a way of increasing income
- there were known returns on heavily advertised products and advertising companies expanded to exploit this
- there was a wider range of consumer products available (with strong competition between them), plus goods and services such as cars and package holidays to be sold.

To reach higher levels, candidates will need to show the inter-relationship of the reasons given. For example, they might suggest that the growth of advertising was an off-shoot of the growth in a consumer society and the development of the mass media. They might point out that advertising became a big business in its own right and it fuelled business growth elsewhere. Furthermore, they could suggest that advertising would not have grown had living standards not grown, but equally that it was responsible for the constant search for still further improvement.

Question 2

- 04** 'Mass ownership of televisions was the main cause of cultural 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 candidates 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.

Candidates should be able to make a judgement by balancing evidence which supports the view that mass ownership of televisions was the main reason for cultural change against that which does not.

Evidence which agrees might include:

- TV programming affected what people thought and found acceptable, so changing moral values
- television helped create a uniformity of culture and spread 'new' ideas more rapidly than ever before
- TV was 'classless' and helped break down social distinctions
- TVs offered a more 'private' life (e.g. viewing sport from the living room) and replaced the cinema as the main means of mass entertainment – causing a culture shift from a more public to more private lifestyle
- TVs made professional sportsmen, fashion models, youth idols and pop stars into celebrities and so created a new social hierarchy.

Evidence which disagrees and suggests other factors were responsible might include:

- cultural change was also brought about by increased purchasing power, scientific changes, the growth in leisure, especially car ownership and the spread of education
- other forms of the mass media, e.g. the development of the transistor radio had a major effect on cultural change
- Government legislation provided a framework for cultural changes
- immigration and a growing multicultural society helped promote cultural interchange.

Good answers are likely to conclude that whilst cultural change was not entirely dependent on mass television ownership, this played an important role in spreading ideas and values. Television cannot, of course be assessed in isolation. Candidates may argue that it was the main cause – or simply a contributory factor but there is little doubt that it played a role in (and itself reflected) the cultural change of the 1960s.

Question 3

- 05** Explain why many women in Britain were no longer content with the role of 'housewife' by the end of 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 candidates 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 many women were no longer content with being a 'housewife' by the end of the 1960s.

Candidates might include some of the following factors:

- the spread of education for girls had increased expectations and opportunities
- there was a desire to augment the family income to obtain the benefits of the consumer society – e.g. to afford a car or holiday abroad
- many jobs were open to women – from shop and service work to more professional positions after obtaining university degrees
- women were freed from childbirth cares by the oral contraceptive bill (and the legalisation of abortion)
- women were freed from domestic chores by increased gadgetry and the availability of convenience foods, saving cooking
- it had become socially acceptable for women to work.

To reach higher levels, candidates will need to show the inter-relationship of the reasons given. For example, they might suggest that since the availability of consumer goods meant there was less for the housewife to do by the end of the 1960s, the role had become less fulfilling, while the lure of yet more consumer goods encouraged them to contribute to the family income. They might, alternatively, see the changing relationship between men and women, as epitomised in the spread of 'the pill' as pivotal to women's desire to seek employment and rewards outside the family home.

Question 3

- 06** 'In Britain, the feminist movement had achieved little by 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 candidates 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.

Candidates should be able to make a judgement by balancing points which agree with the view that the feminist movement had achieved little by 1975 against those that suggest otherwise.

Evidence which agree(s) might include:

- women continued to be discriminated against in the workplace, enjoyed fewer promotions to senior positions, and were disproportionately concentrated in lower-paid employment
- free contraception and abortion on request was not granted
- education opportunities still favoured men, and traditional stereotyping endured
- there was no introduction of 24 hour childcare
- it remained a minority movement which became associated with 'middle class lefties' and although there were legal changes to the position of women, these were little influenced by the feminist movement itself.

Evidence which disagree(s) might include:

- the 1969 Divorce Reform Act allowed irretrievable breakdown of marriage as sufficient grounds for divorce
- the Equal Pay Act of 1970 ruled that men and women should have the same pay for the same job and met one of the demands of the Women's Liberation Conference
- the feminist movement achieved some success in publicising the position of women and laid the foundations for later achievements
- there was some breakdown of the stigma attached to having illegitimate children or being a single parent
- 1972 Criminal Justice Act allowed more women to serve on juries in 1973. Guardianship of Children Act gave mothers equal rights with fathers in bringing up children and the 1973 Matrimonial Proceedings Act enabled a married woman to have a legal domicile of her own
- the 1975 Sex Discrimination Act enforced the 1970 Equal Pay Act and prevented discrimination in adverts or in employment, education, housing, goods, services and opportunities. The Equal Opportunities Commission monitored the Act
- Margaret Thatcher became Conservative party leader in 1975 (although how much this was connected with the feminist movement is debatable!).

Good answers are likely to conclude that feminism was the product of a shift in male-female relations and also helped to push for further change. However, it remained a minority movement and the Acts of Parliament which helped change women's positions were to a large extent independent of pressure from the movement itself.

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