



**General Certificate of Education
June 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

June 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 social change in the 1960s. (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 emphasises the disappearance of class whilst Source B says that Britain was 'full of class consciousness';
- Source A also suggests there is 'no prejudice' whilst in Source B, the view is that Heath suffered from the prejudice of the rural Tories
- Source A has the view that working class birth and limited education were no barrier to success while Source B says birth and education still mattered enormously

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- Source A gives the view of an exciting mobile world where old values no longer mattered whilst Source B suggests very little has changed, and that there was still insecurity resulting from class distinctions.

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

- the influence of the media and the spread of celebrity culture (and particularly youth culture) in the Sixties
- the evidence of interviews and opinion polls in the Sixties which showed that over 90% of people recognised the importance of social class
- Heath's background – the son of a builder-carpenter and domestic servant who made his way up through the Grammar School system.

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

- both sources refer to a change in lifestyle – the 'moderns' and 'swinging Englishmen' in Source A and the 'affluent society' in Source B, while the careers of both Heath and Stamp show that the era offered an opportunity to move from a 'modest' background to 'celebrity' (albeit of different types)
- there is an underlying similarity in that Source A comments that Stamp was 'taken up by the press' as a symbol – suggesting that he was a media creation and perhaps atypical whilst Source B points out that, 'Class was not static, of course, and there were plenty of examples of mobility and change' – suggesting a similar view of limited social change.

In making a judgement about the degree of difference, students may conclude that both sources acknowledge social change and probably exaggerate both the degree of change (Source A) and the lack of change (Source B). They may point out that neither Stamp nor Heath were totally typical of the era and that Stamp's pronouncements on classlessness were as much exaggerated as the suggestion in Source B that society was 'saturated' in class consciousness.

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

How far were the cultural changes of the 1960s led by the working class? (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 degree to which cultural changes in the 1960s were led by the working class 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:** Stamp, who 'inhabited a two-up, two-down terraced house with an outside loo in a working class area in the East End of London' became a media celebrity and spoke of the classless society. This source suggests a cultural change in attitudes and assumptions and that the working class were at the head of it.
- **Source B** emphasises that 'Britain was saturated in class consciousness' and cites Edward Heath's experiences as an 'excellent example of the survival of class distinctions'; this suggests that although class mobility was possible and a cultural change in attitudes was occurring, this was still limited by traditional prejudices and class boundaries.
- **Source C** admits that, 'the growth in wine-drinking' and the 'proliferation of foreign restaurants' only affected a minority and that it was wrong to talk of the emergence of a single 'classless' society. It talks of 'inequalities in the distribution of power and wealth and in life-styles and life-chances', but accepts that some cultural changes emerged from the working class and some working class individuals achieved great success. This again supports the idea of cultural change which was, for the most part limited by class background.

From students' own knowledge:

Factors suggesting cultural change was led by the working class might include:

- apparent 'classlessness' based on observation that many of the 'swinging London' celebrities such as Michael Caine, the photographer David Bailey and Terence Stamp came from working class backgrounds and were showing that background was no obstacle to fame and success
- the working class band from Liverpool, the Beatles, was a cultural phenomenon by themselves and their award of MBEs in 1965 seemed to show the working class at the cutting edge of pop culture and youth culture
- increased affluence meant that the working class not excluded from participating in, and helping to shape, cultural change in the 60s. Mass ownership of televisions, for example, alongside a reduction in censorship, paved the way for many themes relevant to the working classes to be aired and programmes such as Coronation Street, the Wednesday Play and Cathy Come Home deliberately focused on the lives of the working class and touched on aspects such as homelessness, abortion and poverty. Working class attendance at live sporting events and cinema fell as a consequence and entertainment became more focused on the home
- youth culture, helped by the growing affluence and leisure time of 'teenagers', enabled working class youngsters to forge a new identity, separate from their parents and from the age of post-war austerity, based on new fashions, music as well as attitudes such as on sexual behaviour.

Factors suggesting cultural change was not led by the working class might include:

- the cultural change associated with the 1960s was far removed from the experiences of many working class communities especially those away from London. Many northern communities were blighted by unemployment and among the traditional manual working classes, cultural change was less marked than in other sections of society
- it could be argued that the middle class was more responsible for leading and promoting cultural change as it was this group who could afford the new cars and foreign holidays, although as their costs further reduced, they did become more accessible to the increasingly affluent worker
- the mass media, especially in London, often hyped up the individual story of working class success such as Terence Stamp or Michael Caine and made generalisations based on those individuals
- working class attitudes in many areas such as morality and multiculturalism were often more conservative rather than progressive, than those of other groups in society.
- increased affluence affected all and former 'working class' families began to lead a 'middle class' lifestyle i.e. aspired to emulate the lifestyles of the middle classes rather than 'lead' cultural change
- other factors could be considered far more important than the working class in leading cultural changes such as the age of affluence and consumerism, rise of car ownership and television ownership, the mass media, mass tourism including the increase in foreign holidays, the loosening of censorship and the rise of immigration and multiculturalism.

Good answers are likely to conclude that there was considerable press attention and hype given to individuals from lowly backgrounds that had risen to cultural prominence. Also, with reference to youth and pop culture, though facilitated by growing affluence, the working class did indeed play an important role. However, candidates may conclude that it was other factors such as the emergence of car and television ownership, again underpinned by affluence, that really transformed British culture as did rising immigration and multiculturalism and that the working class were affected by these developments rather than in the lead of cultural change. Students may also conclude that the cultural changes of the 60s were 'shared experiences', regardless of background, and these shared experiences helped to ease the way to fewer class differences rather than being led by a particular class as the question suggests.

Question 2

03 Explain why the Conservative Party won the General Election of 1959. (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 Conservative Party won the General Election of 1959

Students might include some of the following factors:

- the Conservative Party had been in power since 1951 and had presided over an 'age of affluence' in which many thanked the Conservatives that they had 'never had it so good'
- economic growth under the Conservatives had been over 3% pa and inflation low, employment full and house prices steady; voters wanted ore of the same
- Macmillan was perceived as a strong ruler – the unflappable 'supermac'. He had shown himself ready to implement tough economic policies and was believed to be capable of strong decisions (in contrast to opposition leaders and the 'nightmare' of Labour rule in post-war years)
- many workers had come to identify with middle class aspirations and saw the Conservatives as the most likely party to protect their new interests
- the Liberal and Labour parties were both split internally

- the Labour Party made a campaigning error – promising to raise pensions but not increase income tax.

To reach higher levels, students will need to show the inter-relationship of the reasons given. For example, they might emphasise the weakness of the opposition as being more crucial than the promises of the Conservatives, suggesting that the election was really won 'by default'. Alternatively they could adopt a long-term/short-term approach or emphasise the clash of personalities with Macmillan towering above Hugh Gaitskell who was not a good communicator.

Question 2

- 04** 'The Profumo Affair was the most important reason for the Conservative Party's loss of popular support by 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 that the Profumo Affair was the most important reason for the Conservative Party's loss of popular support by 1964 against that which does not.

Evidence which agree(s) might include:

- huge publicity accompanied the investigation into the activities of John Profumo, Conservative Secretary of State for War who had had an affair with the call-girl Christine Keeler and lied to the House of Commons about the affair
- Macmillan was blamed for his initial support of Profumo, his over-trusting attitude and failure to take prompt action when the affair first came to light
- the affair took on a wider significance because of the perceived security risk, undermining the Conservatives' 'safe' reputation.

Evidence which disagree(s) might include:

- Macmillan washed his hands of the affair once the truth was known and accepted Profumo's resignation in 1963. This could have been the end of the case and not affected the Conservatives in the long-term
- economic policies were more important (pay had been frozen 1961–1962 – an unpopular move)
- Macmillan was struck down with prostate trouble in 1963 and resigned in favour of Alec Douglas-Home, whose 'establishment' image helped associate the Conservatives with an outdated class system
- the Labour Party was reinvigorated under Harold Wilson from 1963 and was able to pose a 'modernist' challenge in 1964.

Good answers are likely to/may conclude that the Profumo Affair did little to enhance the Conservatives' reputation but that it would not, alone, have spelt the end for the Conservatives. It lost them some initial popularity, but that might well have been recoverable had not other factors intervened. It might be suggested, for example, that economic matters were far more important to the decline of Conservative popularity or that the revival of the Labour Party and/or the efforts of Harold Wilson as its new leader were crucial to the Conservative election defeat of 1964.

Question 3

05 Explain why the Abortion Act was passed in 1967. (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 Abortion Act was passed in 1967

Students might include some of the following factors:

- previously abortion had been illegal, but illegitimacy carried a social stigma, so women had sought back-street abortions
- the number of women dying or suffering complications (requiring NHS treatment) after back-street abortions had escalated and the cost to the NHS was high
- campaigning by groups such as the 'Abortion Law Reform Association'
- The thalidomide disaster (1959–1962) had made the public more aware of issues affecting foetuses and helped sway opinion in favour of reform
- campaigns by David Steel in parliament and determination of Roy Jenkins who forced an all-night parliamentary sitting.

To reach higher levels, students will need to show the inter-relationship of the reasons given. For example, they might emphasise how the thalidomide disaster had affected public opinion

and provided the catalyst for change or how this reform was part of a broader move towards greater female freedom. Alternatively, they might stress that the desire to 'civilise' society was, in some measure, a personal crusade by Roy Jenkins, who was brought into power at the Home Office in 1965 (following the Labour victory of 1964). His belief in greater personal freedom could be emphasised as the main driving force enabling this Act to be passed despite some strong opposition, most notably from the Catholic Church.

Question 3

- 06** 'The liberalising legislation of the years 1965 to 1969 profoundly changed British society.'
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 the liberalising legislation of 1965–1969 profoundly changed British society' against other factors which do not.

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

- the Abortion Act, 1967 certainly had an impact on British society, ending some of the stigma attached to illegitimate pregnancies and also reduced the need for backstreet abortions. Also the number of abortions rose significantly due to the Act, from 4 per 1000 live births in 1968 to 17.6 in 1975 (141,000)
- the Sexual Offences Act, 1967, by permitting homosexual relationships in private, contributed towards a gradual change in society's attitude towards homosexuals – this could be seen as profoundly significant
- the Divorce Act, 1969, led to a huge increase in the number of divorces – nearly one in two marriages ended this way by the mid-1970s, significantly a profound change in society's view of the institution of marriage as society fragmented further.

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

- the Murder Act, 1965 saw no significant reduction in the numbers of murders/violent crimes and certainly had little impact on society with many not welcoming the abolition; the Moors murderers' trial in 1966 only served to harden society's views about the death penalty's abolition
- the Sexual Offences Act, 1967, made little immediate difference to the toleration of homosexuals and, in some cases, actually increased hostility towards them, since government views were more progressive than those of society as a whole
- both the Divorce Act 1969 and the Abortion Act 1967 in particular were not welcomed by some sectors of society whose views did not change – most notably, but certainly not exclusively, the Roman Catholic Church. Attitudes of many in society were not altered by the change to the law.

Good answers are likely to conclude that legislation such as the Sexual Offences Act and the Abortion Act certainly had an impact on society, helping to create a freer and more civilised society which allowed for greater personal choice, but that changes in attitude took time to come about and therefore profound may be seen as too strong a term as on social matters, attitudes in society remained more conservative.

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