



**General Certificate of Education
June 2011**

A2 History 2041

HIS3M

Unit 3M

The Making of Modern Britain, 1951–2007

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.

Further copies of this Mark Scheme are available to download from the AQA Website: www.aqa.org.uk

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Generic Introduction for A2

The A2 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 a good historian must be able to combine a range of skills and knowledge. 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 low Level 2 if some comment is included. Candidates who provide more explanation – (AO1(b), supported by the relevant selection of material, AO1(a)) – will perform at Level 2 or low Level 3 depending on their synoptic understanding and linkage of ideas. Candidates who provide explanation with evaluation, judgement and an awareness of historical interpretations will be addressing all 3 AOs (AO1(a); AO1(b); AO2(b)) and will have access to the higher mark ranges.

To obtain an award of Level 3 or higher, candidates will need to address the synoptic requirements of A Level. The open-ended essay questions set are, by nature, synoptic and encourage a range of argument. Differentiation between performance at Levels 3, 4, and 5 therefore depends on how a candidate's knowledge and understanding are combined and used to support an argument and the how that argument is communicated.

The mark scheme emphasises features which measure the extent to which a candidate has begun to '*think like a historian*' and show higher order skills. As indicated in the level criteria, candidates will show their historical understanding by:

- The way the requirements of the question are interpreted
- The quality of the arguments and the range/depth/type of material used in support
- The presentation of the answer (including the level of communication skills)
- The awareness and use of differing historical interpretations
- The degree of independent judgement and conceptual understanding shown

It is expected that A2 candidates will perform to the highest level possible for them and the requirements for Level 5, which demands the highest level of expertise have therefore been made deliberately challenging in order to identify the most able candidates.

CRITERIA FOR MARKING GCE HISTORY:**A2 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:

- Depth and precision in the use of factual information
- Depth and originality in the development of an argument
- The extent of the synoptic links
- 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)
- The way the answer is brought together in the conclusion

June 2011

A2 Unit 3: The State and the People: Change and Continuity

HIS3M: The Making of Modern Britain, 1951–2007

Question 1

- 01** 'The main reason for Conservative dominance in the years 1951 to 1964 was Labour disunity.'
Assess the validity of this view. (45 marks)

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

Generic Mark Scheme for essays at A2

- | | | |
|------------|--|--------------|
| | Nothing written worthy of credit. | 0 |
| L1: | Answers will display a limited understanding of the demands of the question. They may either 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, they may contain some explicit comment but will make few, if any, synoptic links and will have limited accurate and relevant historical support. 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 primarily descriptive with few explicit links to the question or they may contain explicit comment but show limited relevant factual support. They will display limited understanding of differing historical interpretations. Historical debate may be described rather than used to illustrate an argument and any synoptic links will be undeveloped. Answers will be coherent but weakly expressed and/or poorly structured. | 7-15 |
| L3: | Answers will show an understanding of the demands of the question. They will provide some assessment, backed by relevant and appropriately selected evidence, which may, however, lack depth. There will be some synoptic links made between the ideas, arguments and information included although these may not be highly developed. There will be some understanding of varying historical interpretations. Answers will be clearly expressed and show reasonable organisation in the presentation of material. | 16-25 |
| L4: | Answers will show a good understanding of the demands of the question. They will be mostly analytical in approach and will show some ability to link ideas/arguments and information and offer some judgement. Answers will show an understanding of different ways of interpreting material and may refer to historical debate. Answers will be well-organised and display good skills of written communication. | 26-37 |
| L5: | Answers will show a very good understanding of the demands of the question. The ideas, arguments and information included will be wide-ranging, carefully chosen and closely interwoven to produce a sustained and convincing answer with a high level of synopticity. Conceptual depth, independent judgement and a mature historical understanding, informed by a well-developed understanding of historical interpretations and debate, will be displayed. Answers will be well-structured and fluently written. | 38-45 |
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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 will need to assess and evaluate the reasons for Conservative dominance and balance this against other factors such as Labour disunity and consensus. They may also choose to emphasise other reasons for Conservative dominance.

Candidates may refer to some of the following material in support of the premise of the question:

- an ageing Labour Party, now out of power, was producing splits both in terms of ideology and personalities
- the infighting between Bevanites and Gaitskellites badly weakened the party
- growing opposition to the party leadership from the trade unions and divisions over nuclear weapons.

Nevertheless, there are a number of other factors to consider:

- the re-organisation of the Conservative Party machine, under Lord Woolton and R A Butler
- the end of austerity and the benefits of the long post-war boom
- Macmillan's record as housing minister and later Prime Minister.

Furthermore, candidates may highlight:

- post-war consensus was more critical to Conservative dominance as rising living standards were popular
- Conservative ability to 'manage' public opinion, especially under Macmillan
- Conservative ability to 'manage' the economy to produce expansion in time for elections.

In conclusion, candidates may show that:

- the Attlee legacy was popular and that Labour disunity simply aided the Conservative position
- Macmillan was quite radical on social justice and this proved perceptive and popular
- the Labour Party's inability to modernise in the late 1950s shows their lack of awareness of public opinion.

Candidates may suggest that Conservative dominance was a result of several factors. The Conservative Party in the 1950s adopted centrist policies, such as the expansion of higher education and neither Churchill nor Eden altered the relationship between trade unions and government. In Macmillan the Conservatives had a formidable leader. The Conservatives chose not to systematically reverse Labour's achievements between 1945 and 1951. Labour chose to make itself unelectable, despite the potential over Suez. Until the emergence of Harold Wilson both Labour disunity and consensus played major roles in keeping the Conservatives in power.

Question 2

- 02** 'Margaret Thatcher's achievements as prime minister in the years 1979 to 1990 were limited.'

Assess the validity of this view.

(45 marks)

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

Generic Mark Scheme for essays at A2

Nothing written worthy of credit.

0

- L1:** Answers will display a limited understanding of the demands of the question. They may **either** 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, they may contain some explicit comment but will make few, if any, synoptic links and will have limited accurate and relevant historical support. 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 primarily descriptive with few explicit links to the question **or** they may contain explicit comment but show limited relevant factual support. They will display limited understanding of differing historical interpretations. Historical debate may be described rather than used to illustrate an argument and any synoptic links will be undeveloped. Answers will be coherent but weakly expressed and/or poorly structured. **7-15**
- L3:** Answers will show an understanding of the demands of the question. They will provide some assessment, backed by relevant and appropriately selected evidence, which may, however, lack depth. There will be some synoptic links made between the ideas, arguments and information included although these may not be highly developed. There will be some understanding of varying historical interpretations. Answers will be clearly expressed and show reasonable organisation in the presentation of material. **16-25**
- L4:** Answers will show a good understanding of the demands of the question. They will be mostly analytical in approach and will show some ability to link ideas/arguments and information and offer some judgement. Answers will show an understanding of different ways of interpreting material and may refer to historical debate. Answers will be well-organised and display good skills of written communication. **26-37**
- L5:** Answers will show a very good understanding of the demands of the question. The ideas, arguments and information included will be wide-ranging, carefully chosen and closely interwoven to produce a sustained and convincing answer with a high level of synopticity. Conceptual depth, independent judgement and a mature historical understanding, informed by a well-developed understanding of historical interpretations and debate, will be displayed. Answers will be well-structured and fluently written. **38-45**
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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 will need to assess and evaluate the achievements of Margaret Thatcher as Prime Minister between 1979 and 1990 and balance this against her limitations.

Candidates may refer to some of the following material in support of the premise of the question:

- she encouraged private greed at the expense of public good
- she polarised society
- she caused unnecessary damage to Britain's industrial base
- she alienated women voters to the point where the Conservatives no longer gained the majority of the female vote.

Nevertheless, there are a number of other factors to consider:

- she enabled the Conservative Party to remain in power for 18 years
- she broke the excessive power of the trade unions
- she rolled back the overwhelming power of the state
- she restored national pride.

Furthermore, candidates may argue that:

- Margaret Thatcher rescued Britain from economic decline
- Margaret Thatcher damaged cabinet government by her decision to listen to outsiders such as Sir Alan Walters
- Margaret Thatcher's relationship with Europe was damaging to Britain's interests
- Margaret Thatcher, far from rolling back the state, in fact 'centralised' much of it.

In conclusion, candidates may point out the following:

- despite her Eurosceptic rhetoric, she actually took Britain further into Europe
- Margaret Thatcher increased expenditure on the welfare state by a third
- Britain became a more divided country and the divisions between rich and poor and North and South increased
- Margaret Thatcher's political style seemed as important as her policies.

Candidates may well flag up the contradictions of Margaret Thatcher and how difficult it is to be neutral with such a conviction politician when evaluating her achievements. It may be useful for candidates to look at the 1979 to 1990 period in three phases in order to get a more accurate, less subjective, view of her achievement. Some candidates may note the irony of the downfall of Margaret Thatcher. It was her own party who defeated her and by 1990 her limitations were becoming a liability to the Conservative Party's electoral future.

Question 3

- 03** 'There was more continuity than change in British society in the years 1951 to 2007.'
Assess the validity of this view. (45 marks)

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

Generic Mark Scheme for essays at A2

- Nothing written worthy of credit. **0**
- L1:** Answers will display a limited understanding of the demands of the question. They may **either** 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, they may contain some explicit comment but will make few, if any, synoptic links and will have limited accurate and relevant historical support. 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 primarily descriptive with few explicit links to the question **or** they may contain explicit comment but show limited relevant factual support. They will display limited understanding of differing historical interpretations. Historical debate may be described rather than used to illustrate an argument and any synoptic links will be undeveloped. Answers will be coherent but weakly expressed and/or poorly structured. **7-15**
- L3:** Answers will show an understanding of the demands of the question. They will provide some assessment, backed by relevant and appropriately selected evidence, which may, however, lack depth. There will be some synoptic links made between the ideas, arguments and information included although these may not be highly developed. There will be some understanding of varying historical interpretations. Answers will be clearly expressed and show reasonable organisation in the presentation of material. **16-25**
- L4:** Answers will show a good understanding of the demands of the question. They will be mostly analytical in approach and will show some ability to link ideas/arguments and information and offer some judgement. Answers will show an understanding of different ways of interpreting material and may refer to historical debate. Answers will be well-organised and display good skills of written communication. **26-37**
- L5:** Answers will show a very good understanding of the demands of the question. The ideas, arguments and information included will be wide-ranging, carefully chosen and closely interwoven to produce a sustained and convincing answer with a high level of synopticity. Conceptual depth, independent judgement and a mature historical understanding, informed by a well-developed understanding of historical interpretations and debate, will be displayed. Answers will be well-structured and fluently written. **38-45**
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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 will need to assess and evaluate whether Britain underwent a social revolution in the years 1951 to 2007 and balance this against the counter argument that there was more continuity than change.

Candidates may refer to some of the following material in support of the premise of the question:

- there is clear evidence of periods of accelerated change in these years; for example, the 1960s and under Margaret Thatcher's so-called 'revolution'
- the rise of a multi-cultural Britain, diversity of culture and ethnic issues
- the awareness of 'green politics', the environment and counter-culture and urban development
- the developing importance of music, art, theatre and cinema in these years.

Nevertheless, there are a number of other factors to consider:

- some regional and rural areas still retained many of the values present in the 1950s
- class and gender still remain enormous barriers to change
- the 'Establishment' still dominate the running of the country
- in education, independent schools still represent 50% of the Oxbridge intake.

Furthermore, candidates may:

- examine the key legislation in this period in order to show how some barriers have come down
- focus on the role of youth in their assessment
- examine the power of the media
- the importance of the increase in life expectancy and the impact on the NHS.

In conclusion, candidates may highlight:

- demographic change and the impact of social mobility
- the impact of privatisation on people's lives
- the growth of extra-parliamentary action, such as the Poll Tax riots.

Candidates may well note that the years 1951 to 2007 show much change but also much continuity. Both urban and rural life has changed enormously but not always for the better. Furthermore, in 1951, nearly 50% lived in rural areas; by 2007 only 3% of the workforce worked in agriculture. Technology has revolutionised many aspects of life and work patterns. Sport has retained its popularity but for many it has become a spectator, not participatory, event. Candidates need to be selective in their answers as there is a wide range of information to deal with.

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