



**General Certificate of Education
June 2012**

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 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.

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 students. 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 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 low Level 2 if some comment is included. Students 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. Students 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, students 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 student'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 student has begun to *'think like a historian'* and show higher order skills. As indicated in the level criteria, students 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 students 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 students.

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 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:

- 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 2012

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

HIS3M: The Making of Modern Britain, 1951–2007

Question 1

- 01** 'Britain remained a major world power throughout the years 1951 to 1990.'
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 a good 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 very good understanding of the demands of the question. There will be synoptic links made between the ideas, arguments and information included showing an overall historical understanding. There will be a good understanding and use of differing historical interpretations and debate and the answer will show judgement through sustained argument backed by a carefully selected range of precise evidence. Answers will be well-organised and display good skills of written communication. **26-37**
- L5:** Answers will show a full 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
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understanding, informed by a well-developed understanding of historical interpretations and debate, will be displayed. Answers will be very well-structured and fluently written.

38-45

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 will need to show some understanding of what is meant by a 'major world power' and will need to assess Britain's role in world affairs in the years 1951 to 1990 considering the actual level of influence Britain achieved and deciding what that meant in terms of Britain's status.

Students may refer to some of the following material in support of the premise of the quotation:

- in the years 1951 to 1990 Britain had an empire, later a Commonwealth and was a permanent member of the UN Security Council and NATO
- Britain had an independent nuclear capability
- Britain's involvement in the Cold War highlighted her influence, particularly in Korea and in Thatcher's influence on Reagan
- Britain was one of the world's largest economies, with overseas commitments and global interests.

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

- Britain's decision to seek membership of the EEC in the 1960s was a tacit acceptance of the new realities
- Britain's secondary role in East/West détente in the late 1960s and 1970s
- Britain's relations with the USA and her secondary role in that relationship
- the impact of de-colonisation on Britain's standing in the world
- Britain's withdrawal from East of Suez.

Furthermore, students may suggest that:

- Suez in 1956 was an aberration and that Britain was still able to act independently when required, e.g. The Falklands
- the main political parties did not always agree on British policy in foreign affairs
- 'an imperial attitude' remained in some politicians/leaders, even when not fully justified.

In conclusion, students may state that:

- Britain had managed to maintain a significant international profile and had remained one of the world's major military powers, despite a constant concern over tight resources
- the international context changed greatly between 1951 and 1990 and Britain had managed to cope with the changes, particularly de-colonisation and Britain's involvement in Europe from 1973 onwards
- apart from Hong Kong and Gibraltar, few imperial loose ends remained once Rhodesia had been settled.

Students may conclude that Britain remained a world power (perhaps more in attitude than reality) or that Britain could no longer claim world power status in the age of the 'superpowers'. Whichever way they choose to argue, the quality of their analysis and detail in support are crucial.

Question 2

- 02** 'Labour governments had more successes than failures in domestic affairs in the years 1964 to 1979.'
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 a good 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 very good understanding of the demands of the question. There will be synoptic links made between the ideas, arguments and information included showing an overall historical understanding. There will be a good understanding and use of differing historical interpretations and debate and the answer will show judgement through sustained argument backed by a carefully selected range of precise evidence. Answers will be well-organised and display good skills of written communication. **26-37**
- L5:** Answers will show a full 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 very well-structured and fluently written. **38-45**

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 will need to assess the record of the Labour Governments in the years 1964 to 1979 and balance their successes against their failures. Please note that this question is about domestic affairs and external events will only be relevant for their influence on domestic matters.

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

- the social and educational legislation, particularly in the period 1964–1970
- Harold Wilson’s image, management and tactics, especially in the earlier years
- despite difficulties during their time in power, both in 1969 and 1978 the economy was improving, under Jenkins and later Callaghan
- the narrowing of the gap between the richest and poorest in society, using benefits rather than direct re-distribution of wealth
- social improvements and liberalising legislation
- Equal Pay Act 1970 (effective from 75); Race legislation.

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

- the promise of 1964 finished in the debacle of the Winter of Discontent and 18 years of Conservative power
- the political difficulties of the 1960s and 1970s resulting in ‘Who Governs Britain?’
- the slow decline in the unity of the Labour Party in these years.

Furthermore, students may place Labour’s record in the context of:

- the inherited balance of payments’ situation, both in 1964 and 1974
- the small majorities they had to work with
- the impact of external events, particularly the 1973 oil-price crisis
- the growing strength of the trade unions.

In conclusion, students may suggest that:

- the high optimism and expectations of 1964 were never fully realised
- Harold Wilson did remarkably well considering the difficult economic situation and the emerging threat of trade union power.

Students may decide that the view is valid, wrong or partly valid but perhaps overstated. To obtain a greater overview, they may choose to split the Labour Governments’ time in office into two discrete periods, 1964–1970 and 1974 to 1979. They may conclude that Labour was much more cautious in the later period in power and hence its achievements were then quite modest. The economic record is mixed and certainly devaluation in 1967, damaged Labour’s credibility. (Likewise, the 1976 IMF loan crisis.) However, in 1970 the Labour government went into the General Election campaign with a clear lead in the opinion polls. Unlike the 1964–1970 government, the 1974–79 governments did their best in very difficult circumstances. Students may point out that the most vociferous of Labour’s critics came from within the party itself and perhaps ultimately the Labour governments failed because they could not control their own supporters.

Question 3

- 03** 'Decline in support for the Conservatives and their continued electoral unpopularity were due to the legacy of Margaret Thatcher.'
Assess the validity of this view in the years 1990 to 2007. (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**
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- L5:** Answers will show a full 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 very well-structured and fluently written. **38-45**
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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 will need to assess the reasons for Conservative decline in support after 1990; a decline which lasted to 1997 and even 2001, although they picked up seats in 2005 even if they did not win the election, so remaining 'electorally' unpopular. They will need to show a reasonable grasp of Margaret Thatcher's legacy and balance this against a range of other factors that contributed to conservative electoral unpopularity. They will also need to provide a judgement as to whether Thatcher's legacy was more important in some areas than others.

Students may refer to some of the following material in support of the premise of the quotation:

- 'the betrayal of Thatcher' and the resultant 'civil war' within the Conservative Party
- the inability of John Major to shake off comparisons with Thatcher
- the running sore of Europe; sleaze and scandals
- the social impact of Thatcherism, the polarisation of society and the damage to the industrial base
- the image of 'the nasty party'.

Nevertheless, there are a number of other factors to consider. These might include:

- the revival of the Labour Party under Kinnock and Smith; the 'Blair factor'; increased public investment and other popular policies
- the high levels of support for the Liberal Democrats damaged the Conservative Party
- New Labour's centrist positioning and business-friendly image.

Furthermore, students may consider:

- after four Conservative election victories, it was time for a new electoral cycle
- ineffective Conservative leaders and a negative, right-wing message in the 2000–2007 period
- a benign economic climate between 1997–2007, after the ERM debacle, benefited the 1997 election winner.

In conclusion, students may suggest that Labour popularity/Conservative unpopularity was not simply based on the Margaret Thatcher's legacy. Although her influence on the Conservative Party after her 1990 removal was considerable, there were several more active factors which also contributed to Labour success. John Major was not an acquiescent Thatcherite and his role in Conservative decline should not be underrated. Disenchanted Conservatives boosted the Liberals, and Labour's re-invention from 1994 under Blair was timely and highly effective. Students may also point out that Conservative 'decline' came to an end before 2007 and show an awareness of differing degrees of unpopularity/decline across the period. Students may also note that Conservative decline in support was both self-inflicted and part of the Thatcher legacy, as well as a product of the revival of New Labour under Tony Blair.

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