



**General Certificate of Education
June 2013**

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.

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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:**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 2013

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

HIS3M: The Making of Modern Britain, 1951–2007

Question 1

- 01** 'British society in 2007 was little changed from what it had been in 1951.'
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 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 analyse the ways in which British society remained the same or changed in the years 1951 to 2007 and should be able to offer a judgement on the extent of that change. Answers are unlikely to include all the points mentioned below and definitions of 'society' may vary from an exclusively class-based approach to a broader analysis of many different societal divisions. Any sensible response will be valid and students should be assessed according to the power of their arguments and range of relevant examples.

Students may assess continuity and change in some of the following areas:

- class: the growth of the middle class/demise of aristocracy and re-evaluation of working class affiliation
- ethnic diversity: the impact of immigration and multiculturalism
- education: the growth of and change in education and the emergence of youth culture(s)
- women: the rise of feminism
- values: perhaps with reference to consumerism/religion/the environment
- culture: cultural change and the media.

They may also choose to consider

- the pace of change – e.g. periods of 'accelerated change' in the 1960s and in the Thatcher years
- legislation affecting society and whether it had any appreciable affect on society. Did it lead or follow social change?
- health, housing and the workings of the welfare state
- the use of leisure time
- demographic change
- social mobility
- the impact of technology.

Students may specifically highlight some of the following points in order to consider areas of continuity:

- the continuation of 1950s' values in some regional and rural areas
- the continuing importance of class, ethnicity and gender throughout the period
- arguments about the continuation of a political 'Establishment', private education and elitism.

In conclusion, students may choose to emphasise continuity but they will need to prove their case. This question offers scope for a wealth of ideas, but all discussion should be supported by accurate historical knowledge and understanding. Note that the question does not invite students to argue as to whether any changes have been for the better but merely to assess their degree.

Question 2**02** 'There were more similarities than differences.'

Assess the validity of this view of the domestic policies of the Conservative and Labour parties in the years 1951 to 1970. (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**

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 identify both the similarities and differences found in the domestic policies of the Conservative and Labour parties in the years 1951 to 1970 and assess which predominated. They are likely to note that, in 1951, the Conservative government accepted most of Labour's post-war reforms – including the mixed economy and welfare state and that this period is generally known as one of 'political consensus'. They may further suggest that, despite a different style, the arrival of Wilson in 1964 brought no essential change to the accepted political/social policy framework – although ideological differences did bring heated debate.

Students may refer to some of the following material in respect of similarities:

- the underlying principles of a comprehensive welfare state survived
- both sides were committed to full employment and believed in Keynesian methods – Butskellism
- both sides accepted a 'mixed economy' – not all-out socialism from Labour and, despite the denationalisation of steel, the Conservatives left other nationalisations alone and moved nearer to a planned economy
- both parties tried to increase investment, improve productivity and competitiveness and modernise the British economy. They both followed regional policies involving the development of declining areas, e.g. Welsh valleys, Durham
- both sides were committed to the expansion of education
- both sought social peace by controlling the Trade Unions. (Even Labour tried to restrict freedoms – 'In Place of Strife')
- attempts to join Europe were made in 1963 by Conservatives and 1967 by Labour (although there was some Labour opposition)
- both parties shared similar restrictive immigration policies in 1960s
- attitudes to Ireland were similar (and this could be, but does not need to be, included as an aspect of domestic policy).

Students may refer to some of the following material in respect of differences:

- differences of ideology which brought differences re taxation and spending priorities, e.g. welfare, housing and military expenditure
- Wilson's government introduced distinctive liberalising legislation – Abortion Act, Sexual Offences Act, Theatres Act, Abolition of Death Penalty
- the parties took a slightly different approach to Race Relations with Labour setting up the Race Relations Board
- Labour's emphasis on Comprehensive Schools (although continued by Thatcher as Minister for Education) and new university expansion was different from the traditional Tory approach
- some of the Labour Party opposed nuclear weapons
- Labour challenged the Tory Establishment and emphasised that policies would be shaped by the 'white heat' of Science and Technology from 1964.

Students are likely to conclude that both parties followed very similar policies, not least because they shared a consensus on economic policy. Hennessy has suggested that Attlee set the political agenda followed on both sides after 1951 – 'big government' and the drive to equality,

but there were some differences of emphasis and approach as well as a body within the Labour Party that feared a betrayal of principles.

Question 3

- 03** 'Thatcher's handling of European and World affairs pleased her supporters but damaged Britain's interests.'

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 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 analyse Thatcher's dealings in European and world affairs so as to determine whether her handling of affairs damaged British interests or not. The main areas for evaluation will be Britain's relations with Europe, Britain's relationship with the Commonwealth, the USA, the Falklands War and Thatcher's involvement in the Cold War, although students will not necessarily consider each separately. Students will need to consider whether these events pleased her supporters and whether her dealings damaged British interests (which will need to be defined).

Students may refer to some of the following material as examples of Thatcher's achievements or dealings that could have pleased her supporters:

- settling the problem of Rhodesia – with Smith's defeat, 1980
- victory against Argentina in the Falklands War
- negotiating a better deal for Britain in EEC with the rebate of 1984 as well as her support for single European market (1985–1986) and her effective cooperation with Mitterand
- her part in ending the Cold War – crippling the USSR by showing firmness. She supported deterrence and stressed the importance of winning the arms race. She warmly supported Reagan, sharing a combative style in early 1980s which became known as the 'Ronnie-Maggie show'
- her willingness to negotiate with Gorbachev from 1984/5. She worked with Gorbachev in delicate negotiations over German reunification and became much admired by the newly independent states of Eastern and Central Europe for her support
- the maintenance of the special relationship with USA which had partly been lost by Wilson's refusal to give outright support in Vietnam.

Students may refer to some of the following material as examples of dealings that could be criticised, damaging British interests (and possibly not pleasing supporters):

- she failed to put sufficient pressure on South Africa to end apartheid
- the Falklands War had its issues – the initial failure of diplomacy, the sinking of the *Belgrano*, the close-run victory – the legacy of damaged relations
- Thatcher's Bruges Speech (1988) suggesting that she was less committed to Europe than had been supposed. Her opposition to federalism and clash with Delors, weakening Britain's relationship with the French and Britain's place in Europe. (This divided her party)
- her failure to develop a good relationship with Helmut Kohl; she adopted a provocative anti-German style and opposed a reunited Germany
- her undermining of detente and peaceful coexistence with her rhetoric and support for Reagan
- the final end of the Cold war which was more the result of 'people power' and Gorbachev's decisions than anything said or done by Margaret Thatcher.

In conclusion, students are likely to point out that Thatcher's foreign policy dealings were, generally praised by supporters although even some Thatcherites took a different stance, particularly with respect to Europe. Students should be able to make their own supported judgements about the damage – or lack of it – done to 'British interests'.