
A-level **HISTORY**

Paper 2S The Making of Modern Britain, 1951–2007

Mark scheme

Mark schemes are prepared by the Lead Assessment Writer 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 associates 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 associate understands and applies it in the same correct way. As preparation for standardisation each associate 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, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

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 from aqa.org.uk

A-level History Paper 2 Specimen Mark Scheme

2S The Making of Modern Britain, 1951–2007

Section A

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|---|---|--|------------|
| 0 | 1 | With reference to these sources and your understanding of the historical context, assess the value of these three sources to an historian studying Britain and the EEC in the 1970s. | [30 marks] |
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Target: AO2

Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within the historical context.

Generic Mark Scheme

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|------------|---|--------------|
| L5: | Shows a very good understanding of all three sources in relation to both content and provenance and combines this with a strong awareness of the historical context to present a balanced argument on their value for the particular purpose given in the question. The answer will convey a substantiated judgement. The response demonstrates a very good understanding of context. | 25-30 |
| L4: | Shows a good understanding of all three sources in relation to both content and provenance and combines this with an awareness of the historical context to provide a balanced argument on their value for the particular purpose given in the question. Judgements may, however, be partial or limited in substantiation. The response demonstrates a good understanding of context. | 19-24 |
| L3: | Shows some understanding of all three sources in relation to both content and provenance together with some awareness of the historical context. There may, however, be some imbalance in the degree of breadth and depth of comment offered on all three sources and the analysis may not be fully convincing. The answer will make some attempt to consider the value of the sources for the particular purpose given in the question. The response demonstrates an understanding of context. | 13-18 |
| L2: | The answer will be partial. It may, for example, provide some comment on the value of the sources for the particular purpose given in the question but only address one or two of the sources, or focus exclusively on content (or provenance), or it may consider all three sources but fail to address the value of the sources for the particular purpose given in the question. The response demonstrates some understanding of context. | 7-12 |
| L1: | The answer will offer some comment on the value of at least one source in relation to the purpose given in the question but the response will be limited and may be partially inaccurate. Comments are likely to be unsupported, vague or generalist. The response demonstrates limited understanding of context. | 1-6 |
| | Nothing worthy of credit. | 0 |

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 must deploy knowledge of the historical context to show an understanding of the relationship between the sources and the issues raised in the question, when assessing the significance of provenance, the arguments deployed in the sources and the tone and emphasis of the sources. Descriptive answers which fail to do this should be awarded no more than Level 2 at best. Answers should address both the value and the limitations of the sources for the particular question and purpose given.

In responding to this question, students may choose to respond to each source in turn, or to adopt a more comparative approach. Either approach could be equally valid, and what follows is indicative of the evaluation which may be relevant.

Source A: In assessing the value of this source, students may refer to the following:

Provenance

- the source is written by Edward Heath who was committed to the idea of Europe and was one of the key negotiators in earlier attempts to allow Britain to join the EEC
- the speech being delivered to the Conservative Party Conference, is keen to highlight the benefits to Britain of joining Europe and also the benefits that Europe would gain from Britain being a member
- this speech is made 2 years before Britain became a member of the EEC.

Content and argument

- the source argues that the fact that Europe was unable to start again from scratch has meant it has overtaken Britain economically
- the source also argues that the Conservative Party is at the forefront of the move for membership only foiled by President de Gaulle
- the source also argues that Europe needs Britain.

Tone and emphasis

- the tone is one of self-importance and certainty and is also patriotic.

Source B: In assessing the value of this source, students may refer to the following:

Provenance

- this source is from a Labour perspective, it shows a differing view to the other sources. It comes from the Labour Party Manifesto of 1974
- the Manifesto is published in 1974 prior to a General Election but when Britain was part of the EEC.

Content and argument

- this source stresses the terms that Britain had to accept in order to join the EEC which had placed additional stresses on the British economy
- the source clearly picks up on the mixed reaction of the public to Britain's entry to the EEC and offers the public the chance to vote on this in a referendum
- the source shows that the Labour party are happy to work with Europe but only if the terms are beneficial for Britain.

Tone and emphasis

- this is a political statement that uses some emotive language and seeks to persuade.

Source C: In assessing the value of this source, students may refer to the following:

Provenance

- this source was produced by the Britain in Europe group and was designed to convince people to vote yes in the EEC referendum and is therefore trying to persuade the public that membership of the EEC is beneficial to Britain
- the source was produced for the EEC referendum held by Wilson's government in 1975, two years after Britain joined the EEC
- the group had cross-party support.

Content and argument

- the source suggests that the reason Britain did not join until this time was due to debate in Britain rather than the refusal of the EEC to let Britain join
- the source refers to the benefits that EEC membership has shown to have had on the six members and that Britain has been left behind them. It suggests that Britain need to be involved in order to retain its position and grow economically. This was a widely held view at the time, 'If we came out, our industry would be based on the smallest home market of any major exporting country in the world, instead of on the Community market of 250 million people.' This suggests again that Britain needs to be in the EEC.

Tone and emphasis

- the tone is forceful, seeking to persuade by focus on jobs and prosperity.

Section B

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| 0 | 2 |
|----------|----------|
- 'Conservative electoral success in the years 1951 to 1964 was mainly due to rising living standards.'

Assess the validity of this view.

[25 marks]

Target: AO1

Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

Generic Mark Scheme

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|------------|---|--------------|
| L5: | Answers will display a very good understanding of the full demands of the question. They will be well-organised and effectively delivered. The supporting information will be well-selected, specific and precise. It will show a very good understanding of key features, issues and concepts. The answer will be fully analytical with a balanced argument and well-substantiated judgement. | 21-25 |
| L4: | Answers will display a good understanding of the demands of the question. It will be well-organised and effectively communicated. There will be a range of clear and specific supporting information showing a good understanding of key features and issues, together with some conceptual awareness. The answer will be analytical in style with a range of direct comment relating to the question. The answer will be well-balanced with some judgement, which may, however, be only partially substantiated. | 16-20 |
| L3: | Answers will show an understanding of the question and will supply a range of largely accurate information which will show an awareness of some of the key issues and features, but may, however, be unspecific or lack precision of detail. The answer will be effectively organised and show adequate communication skills. There will be a good deal of comment in relation to the question and the answer will display some balance, but a number of statements may be inadequately supported and generalist. | 11-15 |
| L2: | The answer is descriptive or partial, showing some awareness of the question but a failure to grasp its full demands. There will be some attempt to convey material in an organised way although communication skills may be limited. There will be some appropriate information showing understanding of some key features and/or issues, but the answer may be very limited in scope and/or contain inaccuracy and irrelevance. There will be some, but limited, comment in relation to the question and statements will, for the most part, be unsupported and generalist. | 6-10 |
| L1: | The question has not been properly understood and the response shows limited organisational and communication skills. The information conveyed is irrelevant or extremely limited. There may be some unsupported, vague or generalist comment. | 1-5 |
| | Nothing worthy of credit. | 0 |

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.

The Conservative Party won three consecutive victories during this period.

In support of this view, students are likely to refer to some of the following factors:

- the Conservative Party came to power at a time when economic recovery began to show. The biggest sign of this was a growth in affluence and consumerism particularly televisions, washing machines, refrigerators etc.
- rationing finally ended under the Conservatives
- the Conservative Party were skilful at creating give away budgets at the time of the elections and whilst this contributed to economic issues of a stop-go economy it won votes at time of elections
- the Labour Party was disadvantaged by the rising economic prosperity experienced under the Conservatives (even though much of this was due to economic measures introduced under the Labour government of 1945–1951)
- social policy of the era reinforced the sentiment that Britons' had 'never had it so good'. There was a rise in living standards, the ending of the housing shortage, and extensions of the welfare state and the building of more schools.

Students may refer to some of the following factors which suggest that Conservative success was not just due to rising living standards:

- when the Conservatives returned to power, they did so under the familiar and popular figure of Winston Churchill. Even though he was often suffering from ill health and left the running of the country to others, his was a reassuring presence
- the Conservatives stuck mainly to the post-war consensus and continued the successful welfare reforms started by the Labour Party
- the role of key and talented individuals who made popular policies such as Butler, Macmillan who had success in continuing the post war consensus
- Labour Party's splits and divisions within the Party meant that they never really presented a solid opposition to the Conservatives. The splits between the Bevanites and Gastkellites intensified and this meant they presented less of a threat to the Conservatives
- Labour also failed to exploit opportunities such as the Suez Crisis. Though there was a resurgence in support for Labour immediately after the crisis the Conservatives managed to recover quickly and there was no lasting splits in the Conservative Party
- the Conservatives faced little opposition in some of the elections in this period. In 1959, the Labour Party Conference, far from concentrating on their election campaign, was more concerned with the issue of unilateral disarmament.

0 3 'In the years 1964 to 1979, society in Britain was transformed.'

Assess the validity of this view.

[25 marks]

Target: AO1

Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

Generic Mark Scheme

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| L5: | Answers will display a very good understanding of the full demands of the question. They will be well-organised and effectively delivered. The supporting information will be well-selected, specific and precise. It will show a very good understanding of key features, issues and concepts. The answer will be fully analytical with a balanced argument and well-substantiated judgement. | 21-25 |
| L4: | Answers will display a good understanding of the demands of the question. It will be well-organised and effectively communicated. There will be a range of clear and specific supporting information showing a good understanding of key features and issues, together with some conceptual awareness. The answer will be analytical in style with a range of direct comment relating to the question. The answer will be well-balanced with some judgement, which may, however, be only partially substantiated. | 16-20 |
| L3: | Answers will show an understanding of the question and will supply a range of largely accurate information which will show an awareness of some of the key issues and features, but may, however, be unspecific or lack precision of detail. The answer will be effectively organised and show adequate communication skills. There will be a good deal of comment in relation to the question and the answer will display some balance, but a number of statements may be inadequately supported and generalist. | 11-15 |
| L2: | The answer is descriptive or partial, showing some awareness of the question but a failure to grasp its full demands. There will be some attempt to convey material in an organised way although communication skills may be limited. There will be some appropriate information showing understanding of some key features and/or issues, but the answer may be very limited in scope and/or contain inaccuracy and irrelevance. There will be some, but limited, comment in relation to the question and statements will, for the most part, be unsupported and generalist. | 6-10 |
| L1: | The question has not been properly understood and the response shows limited organisational and communication skills. The information conveyed is irrelevant or extremely limited. There may be some unsupported, vague or generalist comment. | 1-5 |
| | Nothing worthy of credit. | 0 |

Indicative content

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Students are likely to refer to some of the following factors that agree that in the years 1964 to 1979 Britain was transformed.

- during the Wilson governments many liberalising laws were passed, e.g. the Divorce Act, meant couples could now have a 'no fault divorce'; abortion was made legal in the first 28 weeks of pregnancy; homosexuality was no longer illegal
- the reduction of censorship meant that there was new freedom in cinemas, television, literature and theatre; nudity was now permitted on stage in theatres; censorship laws were tested when Penguin successfully published the formerly censored 'Lady Chatterley's Lover'
- the death penalty had still caused sharp divisions in society. In 1965, a free vote abolished hanging for a trial period of 5 years and in 1969 this was made permanent
- population increased throughout most of this period, with an influx of immigrants from the New Commonwealth.

Students are likely to refer to some of the following factors that suggest that British society in the years 1964 to 1979 had not been transformed:

- though immigration increased, Britain could not have been said to be multi-cultural with racism still rife. This was not helped by Powell's inflammatory 'rivers of blood' speech
- class divisions still remained in 1979 and in many ways these divisions had deepened
- some popular culture still embodied sexist/racist stereotypes
- the economic crisis meant that living standards had declined and saw a huge rise in unemployment. The economy did start to show signs of recovery under Callaghan but the image of a Britain in decline remained
- the post-war consensus was breaking down and Britain seemed to have lost its social cohesions, with crime levels were rising.

Students may conclude that though there had been some changes in British society there were many aspects of society that remained the same or where reaction was apparent.

0 4 'It is wrong to blame Margaret Thatcher's policies for divisions in British society during the years 1979 to 1990.'

Assess the validity of this view.

[25 marks]

Target: AO1

Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

Generic Mark Scheme

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| L2: | The answer is descriptive or partial, showing some awareness of the question but a failure to grasp its full demands. There will be some attempt to convey material in an organised way although communication skills may be limited. There will be some appropriate information showing understanding of some key features and/or issues, but the answer may be very limited in scope and/or contain inaccuracy and irrelevance. There will be some, but limited, comment in relation to the question and statements will, for the most part, be unsupported and generalist. | 6-10 |
| L1: | The question has not been properly understood and the response shows limited organisational and communication skills. The information conveyed is irrelevant or extremely limited. There may be some unsupported, vague or generalist comment. | 1-5 |
| | Nothing worthy of credit. | 0 |

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.

Student may refer to some of the following factors that suggest that Thatcher's government did not cause divisions in society:

- deep political and social divisions could arguably have already said to have existed prior to Thatcher's governments, for example the winter of discontent under Callaghan
- there were some deep-rooted geographical divisions, for example the North-South divide, also Northern Ireland
- some of the divisions of the 1980s could not be blamed entirely on Thatcher and her government as many of them were due to the consequences of industrial and social change
- the decline of older industries and the rise of newer industries in the service sector led to a division in the working classes
- social problems like racism, football hooliganism and vandalism pre-dated the Thatcher government
- some flagship Conservative policies – e.g. the right to buy council houses and privatisation of state industries/popular share ownership – may be seen to reduce class divisions.

Students may refer to some of the following factors that suggest that Thatcher's government did cause divisions in society:

- Thatcher's claim that there was 'no such thing as society' and her emphasis on individualism seemed to attack traditional society
- high unemployment can be seen as a direct result of monetarist policies
- social deprivation arising from this led to outbreaks of rioting and attacks on police across the country
- the anti-poll tax riots is a key example of government policies creating alienation
- the unions (e.g. miners' strike) can be seen to have been handled in a needlessly confrontational way
- culture became more aggressive with playwrights like David Hare and Howard Brenton producing plays which attacked selfishness and greed
- satirical comment was common place and was mostly critical of Thatcher.

