

GCSE

History A

91401B Media and Mass Communication Through Time

Short Course

Mark scheme

9140

June 2015

Version 1: Final 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 Introduction

• Consistency of Marking

Consistency of marking is of the essence in all public examinations. This factor is particularly important in a subject like History which offers a choice of specifications and a choice of options within them. It is therefore of vital importance that assistant examiners apply this marking scheme as directed by the Principal Examiner in order to facilitate comparability with the marking of all the other History specifications and options offered by AQA.

• Subject Content

The revised specification addresses subject content through the identification of 'key questions' which focus on important historical issues. These 'key questions' give emphasis to the view that History is concerned with the analysis of historical problems and issues, the study of which encourages all students, but particularly the more able, to make judgements grounded in evidence and information.

• The Assessment Objectives (AOs)

Assessment Objectives		% weighting
AO1	Recall, select and communicate their knowledge and understanding of history	30
AO2	Demonstrate their understanding of the past through explanation and analysis of: <ul style="list-style-type: none"> • key concepts: causation, consequence, continuity, change and significance within an historical context • key features and characteristics of the periods studied and the relationship between them 	30
AO3	Understand, analyse and evaluate: <ul style="list-style-type: none"> • a range of source material as part of an historical enquiry • how aspects of the past have been interpreted and represented in different ways as part of an historical enquiry 	40

• Levels of Response Marking Schemes

The mark scheme which follows is of the 'levels of response' type showing that students are expected to demonstrate their mastery of historical skills in the context of their knowledge and understanding of History. All students take a common examination paper – there is no tiering. Consequently, it is reasonable to expect to encounter the full range of attainment and this marking scheme has been designed to differentiate students' attainment by **outcome** and to reward **positively** what the students know, understand and can do.

Before scrutinising and applying the detail of the specific mark scheme which follows, assistant examiners are required to familiarise themselves with the instructions and guidance on the general principles to apply in determining into which level of response an

answer should fall and in deciding on a mark within that particular level.

Good examining is, ultimately, about the **consistent application of judgement**. This mark scheme provides the necessary framework for exercising that judgement but it cannot cover all eventualities. This is especially so in a subject like History, which in part relies upon different interpretations and different emphases given to the same content.

B Question targets and Levels of response

- **Question targets**

The mark scheme for each question is prefaced by an assessment objective ‘target’. This is an indication of the skill which it is expected students will use in answering the question and is directly based on the relevant assessment objectives. However, it does not mean that other answers which have merit will not be rewarded.

- **Identification of Levels of response**

There are several ways in which any question can be answered – in a simple way by less able students and in more sophisticated ways by students of greater ability. In the marking scheme different types of answers will be identified and will be arranged in a series of levels of response.

Levels of response have been identified on the basis that the full range of students entered for the GCSE examination will be able to respond positively. Each ‘level’ therefore represents a stage in the development of the student’s **quality of thinking**, and, as such, recognition by the assistant examiner of the relative differences between each level descriptor is of paramount importance.

- **Placing an answer within a Level**

When marking each part of each question, examiners must first place the answer in a particular level and then, and only then, decide on the actual mark within the level, which should be recorded in the margin. **The level of response attained should also be indicated at the end of each answer.** In most cases, it will be helpful to annotate the answer by noting in the margin where a particular level has been reached, eg Level 1 may have been reached on line 1, L3 on line 5 and L1 again on line 7. When the whole answer has been read and annotated in this way, the highest of the Levels **clearly attained** and **sustained** should be awarded. Remember that it is often possible to reach the highest level **without** going through the lower levels. Marks are **not cumulative** for any question. There should be no ‘totting up’ of points made which are then converted into marks. Examiners should feel free to comment on part of any answer if it explains why a particular level has been awarded rather than one lower or higher. Such comments can be of assistance when the script is looked at later in the awarding process.

If an answer seems to fit into two or more levels, award the higher or highest level.

- **What is a sustained response?**

By a **sustained response**, we mean that the student has **applied** the appropriate level of thought to the **particular issues** in the sub-question.

A response does not necessarily have to be sustained throughout the whole answer, but an answer in which merely a few words seem to show a fleeting recognition of historical complexity is not sufficient to attain a higher level.

In some cases, as you read an answer to a sub-question, it will be clear that particular levels have been reached at certain points in the answer. If so, remember to identify them in the margin as you proceed. At the end of the sub-question, award the highest level that has been sustained.

In other cases you may reach the end of the sub-question without having been able to pinpoint a level. In such cases, simply record the level awarded at the end of the sub-question.

C Deciding on marks within a level

A particular level of response may cover a range of marks. Therefore, in making a decision about a specific mark to award, it is vitally important to think *first* of the **lower/lowest mark within the level**.

In giving more credit with the level, examiners should ask themselves several questions relating to student attainment. The more positive the answers, the higher should be the mark awarded. We want to avoid 'bunching' of marks. Levels mark schemes can produce regression to the mean, which should be avoided. At all times, therefore, examiners should be prepared to use **the full range of marks** available for a particular level and for a particular question. Remember – mark **positively** at all times.

Consider whether the answer is:

- precise in its use of supporting factual information
 - appropriately detailed
 - factually accurate
 - appropriately balanced, or markedly better in some areas than in others
 - set in the historical context as appropriate to the question
 - displaying appropriate **quality of written communication skills**.
-
- **Note about indicative content**

The mark scheme provides **examples of historical content** (indicative content) which students may deploy in support of an answer within a particular level. Do bear in mind that these are **only examples**; exhaustive lists of content are not provided so examiners might expect some students to deploy alternative information to support their answers.

This indicative content must **not** however determine the level into which an answer is placed; **the student's level of critical thinking determines this**. Remember that the **number** of points made by a student may be taken into account only **after** a decision has been taken about the quality (level) of the response.
 - **Some things to remember**

Mark positively at all times.

Do **not** be afraid to award maximum marks within a level where it is possible to do so. Do not fail to give a maximum mark to an appropriate answer because you can think of something (or the marking scheme indicates something) that **might** be included but which is missing from the particular response.

Do **not** think in terms of a model answer to the question. Every question should be marked on its merits.

As a general rule, give credit for what is accurate, correct or valid.

Obviously, **errors can be given no credit** but, at the same time, the existence of an error should not prejudice you against the rest of what could be a perfectly valid answer.

It is important, therefore, to use the full range of marks where appropriate.

Do not use half marks.

D Some practical points

- **Answers in note form**

Answers in note form to any question should be credited in so far as the student's meaning is communicated. You must not try to read things into what has been written.

- **Diagrams, etc**

Credit should be given for information provided by the students in diagrams, tables, maps etc, provided that it has not already been credited in another form.

- **Answers which run on to another sub-section**

If a student starts to answer the next sub-section in an earlier one, by simply running the answer on, give credit for that material in the appropriate sub-section.

- **Answers which do not fit the marking scheme**

Inevitably, some answers will not fit the marking scheme but may legitimately be seen as worthy of credit. Assess such answers in terms of the difficulty/sophistication of the thought involved. If it is believed that the 'thought level' equates with one of the levels in the marking scheme, award it a corresponding mark.

Make sure you identify such cases with an A (for alternative) in your sub-total, eg as B2A/3. Also write a brief comment to explain why this alternative has been awarded.

If in doubt, **always** telephone your Team Leader for advice.

E Assessment of Spelling, Punctuation and Grammar

Spelling, punctuation and grammar will be assessed via question 1(d) in Section A. Four marks will be allocated for Spelling, Punctuation and Grammar in this question. The performance descriptions are provided below.

High performance**4 marks**

Students spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

Intermediate performance**2–3 marks**

Students spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.

Threshold performance**1 mark**

Students spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.

The marks allocated for Spelling, Punctuation and Grammar will achieve a total weighting of 5% of the total marks for the qualification.

- 1 (a) What does **Source A** suggest about the social and political impact of the media at the time of the Renaissance and Reformation?

Explain your answer using **Source A** and **your knowledge**.

[4 marks]

Target:	Knowledge and understanding applied to comprehend and draw an inference from an historical source (AO1 2 marks, AO3 2 marks)	
	Students either submit no evidence or fail to address the question.	0
Level 1:	Answers that select details from the source or show some knowledge of the social and political impact of the media and mass communication	1
	Eg the picture shows printers at work. It shows the size of the books they printed. The printers look clever. William Tyndale translated the bible. It was smuggled into England. Lots of people wanted to read the bible in English.	
Level 2:	Answers that draw an informed inference based on the source and/or own knowledge	2-3
	Eg the engraving shows that they were well organised and had a high demand for the bible. They were printing the bible in English. It was usually printed in Latin or Greek or Hebrew. They smuggled it in as it was illegal.	
Level 3:	Answers that develop a complex, informed inference based on the source and/or own knowledge	4
	Eg more complex references such as: Printing was much cheaper than having books written out by hand and as a result the demand for books grew. The middle and upper classes could afford to buy a limited amount of books. Printing the bible in English opened its use up to a new group of middle class people who did not want it read to them by a priest in church. The church would lose control if they did not control the use of the bible.	

- 1 (b) What different impact of the media on ordinary people is suggested by **Source B**?

Explain your answer using **Sources A and B** and **your knowledge**.

[6 marks]

Target: Knowledge and understanding applied to comprehend and draw inferences from two historical sources (AO1 2 marks, AO2 2 marks, AO3 2 marks)

Students either submit no evidence or fail to address the question. **0**

Level 1: Answers that select details from Source B **1-2**

Eg they can print banners.

They supported each other.

They could be in unions in London and Australia.

Level 2: Answers that provide a simple comparison based on the details of both sources **3-4**

Eg Source A shows a book being printed for those who can read whereas Source B is a banner for all to see.

Source A provides the bible for individuals to use. Source B is intended to show how groups of people can communicate.

Source A celebrates the life of one man; source B celebrates the dock workers in London and Australia.

Level 3: Answers that develop an understanding or draw informed inferences about the social and political impact of the media on the details of both sources **5-6**

At this level expect the student to cover both similarities and differences for the top of the level. One covered with a complex informed inference can also gain top of level.

Eg highlights similarities/differences in purpose of the two sources.

Source A celebrates the life of Tyndale and how he brought the written word in their own common language – English, to many ordinary people who can read or hear the word of God whereas Source B shows that through writing and other means the ideas / support of one country can travel across the world and establish common ideas, attitudes and values that working class people share.

- 1 (c) Why was the social and political impact of the media different by the time of **Source B**?

Explain your answer using **Sources A and B** and **your knowledge**.

[8 marks]

Target:	Explanation and understanding of the different ideas and attitudes and how they might change over time (AO1 2 marks, AO2 4 marks, AO3 2 marks)	
	Students either submit no evidence or fail to address the question.	0
Level 1:	Answers that select details from sources OR Answers that say how the sources are different Source A is a painting, Source B is a photograph. Source A is about one person, Source B is about a group of strikers. Source A is about 1525 and 1526, Source B is about one year 1889. The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.	1-2
Level 2:	Answers showing simple reasoning about differences based on changes over time Eg by the twentieth century more people could read. The bible in English was illegal but the banner was not. People had more freedom by 1889 compared with 1525. The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is reasonably well organised and presented in a clear and effective manner.	3-5
Level 3:	Answers showing developed reasoning about differences based on changes over time A growing number of people could read in 1525 but they were the richer people in society. The impact would be limited to those who could afford to buy an expensive bible and had the ability to get hold of one. By 1889 working people could read and had much more political freedom to join unions and express their views openly. This banner would have been openly paraded in the streets. You would have had to keep your bible hidden. Communication between countries was much easier. The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is well organised with an appropriate form and style of writing. Some specialist vocabulary is used.	6-8

1 (d) Study Source C.

Throughout history there have been many factors which have affected the social and political impact of the media. How important has **science and technology** been in affecting the social and political impact of the media compared to other factors?

Explain your answer using **Sources A, B and C** and **your knowledge**.

[8 marks]
[SPaG 4 marks]

Target:	An understanding and evaluation of causation (AO1 3 marks, AO2 3 marks, AO3 2 marks)	
	Students either submit no evidence or fail to address the question.	0
Level 1:	Answers that provide general statements, describe single factors or factual details about the media	1-2
	Covers a single factor; science and technology or only technology.	
	The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.	
Level 2:	Answers that comment briefly on several factors, to do with the media	3-4
	May tend to focus on a list of factors with few comments. May list more factors than comments upon. Eg technology – the printing press. Science – the development of inks. Individuals – Caxton, Gutenberg. Communications/Technology – role of Chinese printing. Impact of the technologies associated with TV.	
	The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is reasonably well organised and presented in a clear and effective manner.	
Level 3:	Answers that recognise and explain several factors to do with the social and political impact of the media	5-6
	Science and technology, the individual, chance, communications. Individual factors are covered and student begins to link them together effectively. Eg links peaceful Renaissance to opportunities to develop printing alongside the increased demand to share knowledge. Links in technology needed for an effective Open University, such as in Source C.	
	The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is well organised with an appropriate form and style of writing. Some specialist vocabulary is used.	

Level 4:	<p>Answers that develop out of level 3 and evaluate the relative importance of individual factors or come to a summary assessment about the factors involved or provide details of the links between factors</p> <p>The key will be the relative importance of each factor linked to the pace of change. There should be a clear evaluation within the answer. Students will be expected to make clear points backed up with historical evidence and an evaluative explanation. Eg the most important factor was science and technology. Without it consistent information would not be able to reach so many people so quickly, as in Source C. In conclusion the most important factors were...</p> <p>The answer demonstrates highly developed/complex understanding of the rules of spelling, punctuation and grammar. It is well structured, with an appropriate form and style of writing. Specialist vocabulary is used effectively.</p>	7-8
SPaG	<p>Spelling, Punctuation and Grammar</p> <p>Threshold performance</p> <p>Students spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.</p> <p>Intermediate performance</p> <p>Students spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.</p> <p>High performance</p> <p>Students spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.</p>	<p>1</p> <p>2-3</p> <p>4</p>

2 (a) Choose **one** of the developments below:

- the growth of the popular press in the 19th century
- wireless transmissions.

Describe your chosen development.

[4 marks]

Target: Understanding of the key features of the development (AO1 4 marks)

Students either submit no evidence or fail to address the question. **0**

Level 1: Answers that show recognition and simple understanding of the key development **1-2**

Eg the development of radio.
Marconi and first radios.
First practical use of radios.
Role for the BBC.
Start of commercial radio.

Level 2: Answers that explain and show understanding in a broader context of the development **3-4**

Eg popular press of the 19th century.
Popularity of the Daily Mail among middle classes.
The rise of the press barons to try and control attitudes.
Lord Northcliffe's growing influence.
Newspapers targeted to certain groups, eg Women.
Some candidates see wireless transmissions as WiFi and not radio, and as such is given some consideration.

2 (b) Which contributed more to the development of the media?

- The growth of the popular press in the 19th century.
- Wireless transmissions.

Explain your answer. You must refer to **both developments** in your answer.

[8 marks]

**Target: Evaluation and understanding of the key factors
(AO1 4 marks, AO2 4 marks)**

Students either submit no evidence or fail to address the question. **0**

Level 1: Describes the importance of one development **1-2**

Eg the BBC and radio in the 1920s and 1930s.

The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.

Level 2: Answers that comment briefly on both developments in a simple comparison **3-5**

Eg there were improvements to both developments. Newspapers and radio were both very popular.

OR

Answers that consider one development's contribution to the development of the media in depth

Newspapers

The Times/Peterloo, new printing machinery, Reduction of Stamp Duty 1836, abolition 1855, News of World (1843), emergence of the 'press baron' like Lord Northcliffe/Daily Mail, Sunday Dispatch, in developing the popular press, increased circulation, and popular stories/presentation. Use of advertising to boost revenue and readers.

Wireless

BBC 1922, Reith 1923, 'inform, educate, entertain', Pye 2 valve radio, Cat's Whisker, 1924 Long Wave, 1926 BBC Charter, Broadcasting House 1932, BBC Empire Service 1932, King George V 1932 Christmas message, ITMA 1939.

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is reasonably well organised and presented in a clear and effective manner.

Level 3:	Answers that explain and evaluate both factors contribution to the development of media in a comparison that is detailed	6-8
	<p>Clearly evaluates the contributions of both developments. May come to a conclusion that one development was more significant than the other at certain times.</p> <p>Eg the radio was readily available to whole families and eventually became portable and used in cars, transistor radios and even mobile phones making it an easy form of mass communication. Newspapers are in decline especially local newspapers.</p> <p>Comments on the impact of the speed of transmissions with wireless transmissions being almost instant and therefore more popular.</p> <p>The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is well organised with an appropriate form and style of writing. Some specialist vocabulary is used.</p>	

3 (a) Choose **one** of the individuals below who contributed to the development of the media:

- Lord Beaverbrook
- Bill Gates.

Describe what your chosen individual did.

[4 marks]

Target: Understanding of the key features of the period (AO1 4 marks)

Students either submit no evidence or fail to address the question. **0**

Level 1: Answers that show recognition and simple understanding of chosen individual **1-2**

Eg Bill Gates invented an operating system for IBM personal computers.

Level 2: Answers that explain and show understanding in a broader contribution of the chosen individual **3-4**

Eg the domination of Microsoft products, Gates' personal fortune. Lord Beaverbrook and his ability to generate mass circulation of the Express newspapers and London Evening Standard. He served in the government as a minister in both wars. Beaverbrook's newspapers had immense influence on public opinion in the 1930s and he advocated appeasing Hitler.

3 (b) Which of these individuals has had the greater impact on the development of the media?

- Lord Beaverbrook.
- Bill Gates.

Explain your answer. You must refer to **both individuals** in your answer.

[8 marks]

Target:	Evaluation and understanding of the key features of the period (AO1 4 marks, AO2 4 marks)	
	Students either submit no evidence or fail to address the question.	0
Level 1:	Describes the importance of one individual Eg Beaverbrook pioneered methods of publicity in wartime and made newspapers really popular.	1-2
	The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.	
Level 2:	Answers that comment briefly on both individuals in a simple comparison Eg they both helped the development of mass communications. One with a computer and one with newspapers. OR Answers that consider one period's contribution to the development of the media	3-5
	<ul style="list-style-type: none"> • The work of Gates in depth Development of commercial software for IBM PC ie MS-DOS, link with IBM, relations with Apple, Windows, software products and commercial strategy. Link to social media, gaming. • The work of Beaverbrook in depth Wartime role, mass circulation newspapers, minister for information, use of photography in print, black list of notables denied publicity, Edward VIII/Simpson affair etc. 	
	The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is reasonably well organised and presented in a clear and effective manner.	
Level 3:	Answers that explain and evaluate both individuals contribution to the development of media in a comparison that is detailed Clearly evaluates the contributions of both individuals. May come to a conclusion that one individual was more significant than the other in their certain times. One as a developer of key software and the other as a leader in the news industry. Impact in their day was similar.	6-8
	The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is well organised with an appropriate form and style of writing. Some specialist vocabulary is used.	

4 (a) Choose **one** of the organisations below:

- the Church in the Middle Ages
- governments in the 20th century.

Describe how your chosen organisation controlled the media.

[4 marks]

Target: Understanding of the key features of the period chosen (AO1 4 marks)

Students either submit no evidence or fail to address the question. 0

Level 1: Answers that show recognition and simple understanding of the key period chosen from the question 1-2

Answers will show simple recognition of chosen period.

Eg in the Middle Ages only church people could read and so could control the media.

Eg in the 20th century the government tried to control the press and the radio.

Level 2: Answers that explain and show understanding in a broader context of the period chosen 3-4

Answers will show knowledge of some distinctive features of the chosen period.

Eg the Church controlled the use of the Bible with only the priest allowed to read from the Bible in church. They also used doom pictures to represent the differences between heaven and hell. All were expected to attend church so with the Bible readings, the sermon and doom picture the control of various media and what messages it sent was in the control of the Church. Political position of the church in society.

Government in the 20th century had a much more difficult job to control the media but they tried to do this in times of crisis such as the Great War and during the General Strike. Constant stream of media , impact of smartphones, social media difficult to control.

4 (b) Which of these organisations had the greater control over the media?

- The Church in the Middle Ages.
- Governments in the 20th century.

Explain your answer. You must refer to **both organisations** in your answer.

[8 marks]

Target:	Evaluation and understanding of the key features of the period (AO1 4 marks, AO2 4 marks)	
	Students either submit no evidence or fail to address the question.	0
Level 1:	Describes the importance of one organisation Eg the local church was able to control what people thought through church services and the doom pictures.	1-2
	The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.	
Level 2:	Answers that comment briefly on both organisations in a simple comparison Eg there were different sorts of control in both periods. The Church controlled the use of the Bible, and at times the government controlled the BBC and some newspapers. OR Answers that consider one organisation's contribution to the control of mass communications in depth Eg government and control of the media in warfare, censorship and trials.	3-5
	The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is reasonably well organised and presented in a clear and effective manner.	

Level 3: Answers that explain and evaluate both organisations' contribution to the control of mass communications in a comparison that is detailed **6-8**

Clearly evaluates the contributions of both organisations. May come to a conclusion that one organisation was more successful than the other at certain times.

Eg Church in Middle Ages

- *Index Prohibitorum*, Inquisition, use of Latin, control of universities, copyist monks in monasteries, heresy/orthodoxy, failure to prepare for printing allowed bible to be interpreted by reformers. Control related to literacy/transport links in urban/rural societies and local/national government.

Government in C20th

- Acts of Parliament eg Broadcasting Act 1990, 1996, self-regulation, propaganda, growth of social media outside government control, BBC, ITC, Press Complaints Committee, public choice/interest theories.
- Social media makes the control of media almost impossible.

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is well organised with an appropriate form and style of writing. Some specialist vocabulary is used.

5 (a) Choose **one** of the periods below:

- Tudor and Stuart Britain
- the 20th century.

Describe censorship in your chosen period.

[4 marks]

Target: Understanding of the chosen period (AO1 4 marks)

Students either submit no evidence or fail to address the question. **0**

Level 1: Answers that show recognition and simple understanding of the chosen period **1-2**

Eg outlines the attempts at controlling the theatre, licensing, royal patronage in Tudor and Stuart Britain.

Level 2: Answers that explain and show understanding in a broader context of period **3-4**

Eg makes clear links between the Tudor Government and Tudor society and the attempts made by the ruling classes to control all aspects of the theatre and entertainment. Close control in Stuart Britain. Newspapers printed abroad, control by Star Chamber, Royal licenses to print newspapers.

Government attempts to control the press barons in 1930s. Influence of Lord Northcliffe. Mary Whitehouse, Nazi propaganda. Freedom of the use of the internet, internet blogging and newspapers, instant messaging, Twitter and Facebook. Rupert Murdoch. Robert Maxwell. Press Complaints Commission.

5 (b) In which of these periods was control of the media through censorship more successful?

- Tudor and Stuart Britain.
- The 20th century.

Explain your answer. You must refer to **both periods** in your answer.

[8 marks]

Target: Evaluation and understanding of the key features of the period (AO1 4 marks, AO2 4 marks)

Students either submit no evidence or fail to address the question.

0

Level 1: Describes the control in one period

1-2

Eg Tudor support for Shakespeare, popularity of key historic plays eg Richard III.

The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.

Level 2: Answers that comment briefly on both periods

3-5

Eg sees both as successful and outlines ways that this happened.

Answers that consider one period in depth

This will be more detailed and will focus much more clearly on one period. May refer in 20th century to:

- Government attempted control in warfare
- Government control in times of national crisis
- Political interference – newspapers
- Press barons
- Impact of ICT.

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is reasonably well organised and presented in a clear and effective manner.

Level 3: Answers that explain and evaluate both periods in a comparison that is detailed

6-8

As well as noting the contribution made in the broadest sense the answer will link the significance of the different levels of control and may suggest that this is impacted upon by the types of media available.

Eg wider range of media in 20th century may have been harder/easier to influence.

Eg Key powerful individuals may be more difficult to control.

Eg The changing impact of the pre and post technological world.

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is well organised with an appropriate form and style of writing. Some specialist vocabulary is used.