

# AS-LEVEL HISTORY

Unit HIS2R: A Sixties Social Revolution? British Society, 1959–1975  
Mark scheme

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1041  
June 2015

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Version V1 Final Mark Scheme

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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](http://aqa.org.uk)

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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.

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**CRITERIA FOR MARKING GCE HISTORY:****AS EXAMINATION PAPERS****General Guidance for Examiners (to accompany Level Descriptors)**

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**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:

- The accuracy of factual information
- The level of detail
- The depth and precision displayed
- The quality of links and arguments
- 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)
- Appropriate references to historical interpretation and debate
- The conclusion

June 2015

**GCE AS History Unit 2: Historical Issues: Periods of Change**

**HIS2R: A Sixties Social Revolution? British Society, 1959–1975**

**Question 1**

**01** Use **Sources A** and **B** and your own knowledge.

Explain how far the views in **Source B** differ from those in **Source A** in relation to the disturbances in Clacton in March 1964. **[12 marks]**

*Target: AO2(a)*

**Levels Mark Scheme**

Nothing written worthy of credit. **0**

**L1:** Answers will **either** briefly paraphrase/describe the content of the two sources **or** identify simple comparison(s) between the sources. Skills of written communication will be weak. **1-2**

**L2:** Responses will compare the views expressed in the two sources and identify some differences and/or similarities. There may be some limited own knowledge. Answers will be coherent but weakly expressed. **3-6**

**L3:** Responses will compare the views expressed in the two sources, identifying differences **and** similarities and using own knowledge to explain and evaluate these. Answers will, for the most part, be clearly expressed. **7-9**

**L4:** Responses will make a developed comparison between the views expressed in the two sources and will apply own knowledge to evaluate and to demonstrate a good contextual understanding. Answers will, for the most part, show good skills of written communication. **10-12**

**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 levels scheme.**

Students will need to identify differences between the views of the two sources. For example:

- Source A refers to the teenagers as ‘wild ones’ and ‘rampaging’ whereas Source B refers to them far less emotionally as ‘bored’ and ‘aimless’
- Source A suggests there was an intention of violence when the town was ‘invaded’ by the mods and rockers who ‘battled’ with the police as well as ‘attacking people in the streets’ and fighting ‘with other groups’, whereas Source B refers to ‘most of the teenagers’ ‘had not come to fight’ and instead to maybe ‘meet some girls’ and ‘hang out’

- Source A claims that the extent of violence led to a ‘desperate plea for help’ from police and ‘reinforcements raced to the shattered resort’ whereas Source B claims that most reports were ‘wildly exaggerated’
- Source A claims that local people were in danger as ‘fearful residents had locked themselves indoors’ and people were ‘attacked in the streets’ whereas Source B claims that ‘innocent families had not been trampled on the beaches’.

Students will need to apply their own knowledge of context to explain these differences. They might, for example, refer to:

- the hostility between the two groups in terms of fashion and music
- the role of the press in demonising these groups and therefore making them notorious, especially in the eyes of the older generation
- these groups were part of a new youth identity in the early 60s with links to music, affluence and defiance of their parents.

To address ‘how far’, students should also indicate some similarity between the sources. For example:

- both sources agree that there was some violence. Source A refers to ‘rampaging teenagers’ and a ‘day of riots and battles with police’ and Source B admits to there being ‘a few slaps’ and ‘a good kicking’
- both sources suggest that the image of these rioters was a very violent one with Source A referring to ‘wild ones’ and ‘mob rule’ and Source B referring to ‘crazed with bloodlust’, although Source B argues that this is an inaccurate image
- both sources suggest that this was a chaotic event with Source A referring to ‘rampaging’, people being ‘attacked in the streets’ and parked cars being ‘turned over’ and Source B referring to ‘lots of running around’
- both these sources recognise that these events had caused a lot of attention and controversy in the press with Source A using a string of strong terms such as ‘desperate’, ‘shattered’, ‘rampaging’ and Source B arguing that ‘reports’ had been ‘wildly exaggerated’.

In making a judgement about the degree of difference, students may conclude that the sources show that the events did cause a lot of concern at the time with Source A referring to riots, mob rule and battles with the police and Source B believing that the reports had been ‘wildly exaggerated’, particularly amongst the older generation. This was partly due to the attention given to it by the press and this was part of a wider concern at the emergence of a new youth culture.

**Question 1**

**02** Use **Sources A, B and C** and your own knowledge.

How far did British youth pose a major challenge to authority in the years 1959 to 1968?

**[24 marks]**

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

**Levels Mark Scheme**

Nothing written worthy of credit.

**0**

**L1:** Answers may be based on sources or on own knowledge alone, or they may comprise an undeveloped mixture of the two. They may 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, there may be some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. 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 may be based on sources or on own knowledge alone, or they may contain a mixture of the two. They may be almost entirely descriptive with few explicit links to the focus of the question. Alternatively, they may contain some explicit comment with relevant but limited support. They will display limited understanding of differing historical interpretations. Answers will be coherent but weakly expressed and/or poorly structured. **7-11**

**L3:** Answers will show a developed understanding of the demands of the question using evidence from **both** the sources **and** own knowledge. They will provide some assessment backed by relevant and appropriately selected evidence, but they will lack depth and/or balance. There will be some understanding of varying historical interpretations. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **12-16**

**L4:** Answers will show explicit understanding of the demands of the question. They will develop a balanced argument backed by a good range of appropriately selected evidence from the sources and own knowledge, and a good understanding of historical interpretations. Answers will, for the most part, show organisation and good skills of written communication. **17-21**

**L5:** Answers will be well-focused and closely argued. The arguments will be supported by precisely selected evidence from the sources and own knowledge, incorporating well-developed understanding of historical interpretations and debate. Answers will, for the most part, be carefully organised and fluently written, using appropriate vocabulary. **22-24**

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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 should be able to make a judgement by addressing the focus of the question and offering some balance of other factors or views. In 'how important' and 'how successful questions', the answer could be (but does not need to be) exclusively based on the focus of the question.

Students should use the sources as evidence in their answer.

Relevant material from the sources would include:

- **Source A:** This source suggests that the challenge to authority was real – to law and order, shown by the 'battles with the police' and the reference to 'mob rule' as well as to the safety of the inhabitants and their property
- **Source B:** This source downplays any threat from these disturbances and argues that the fighting was minimal and innocent families 'had not been trampled' on the beaches. Hanging around and 'hoping they might meet girls' did not constitute any meaningful challenge to authority
- **Source C:** Casts doubt on the 1968 protests constituting much of a challenge to authority as 'in the political upheaval, they were bystanders' and 'apathy was the norm', although it does recognise that outside the American Embassy, 'the British lost their peaceful reputation.'

From students' own knowledge:

Factors suggesting that British youth did pose a significant challenge to authority in the years 1959 to 1968 might include:

- large scale violence at Clacton as well as at other seaside resorts were perceived by many as a threat to law and order and the traditional acceptance of authority and the rule of law
- the violence of the Mods and Rockers can be seen as a wider conflict of the new, emerging youth culture against what society deemed to be appropriate – this developed into the Hippy movement and skinheads who in their own ways challenged authority's norms (football hooliganism, racism and peace and love movement, drugs)
- references may be made to the continuing protest of the CND movement with the campaign in the first two years of the 1960s attracting 50,000 to 150,000 supporters and the Aldermaston marches between Trafalgar Square and the research base gaining massive press coverage although this began to diminish by the early 60s
- the university student protests over Vietnam with 1968 being the high point – violence at Grosvenor Square in March and October, including the role of extremists such as Tariq Ali demanding revolution, as well as journals such as Black Dwarf referring to overthrowing established society and encouraging violence
- as well as Vietnam, wider student protest in universities such as the LSE over the appointment of the white supremacist Dr Adams and poor amenities at the University of Essex. These and other incidents were a challenge to the authority of the police as well as the universities and wider society.



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Factors suggesting that British youth did not pose a significant challenge to authority might include:

- that the violence between Mods and Rockers was intermittent and patchy and only gained notoriety due to the press frenzy that went with it and that it constituted little threat with stealing drinks from a drinks machine as likely as violent incidents
- that CND was fizzling out by 1963 with the end of the Cuban Missile Crisis and the severe decline in numbers as well as splits within the organisation over tactics
- that the events of 1968 were fairly minimal compared to the events in Paris, Mexico, Prague and in the Civil Rights protests in America
- most of the university protests were more concerned with specific issues such as amenities and teaching methods rather than a particular desire to challenge authority or change society
- lack of public support – many viewed the students as a pampered minority, particularly among the working class with a Gallup Poll showing that only 15% were sympathetic to the students.

Good answers are likely to/may conclude that there was genuine concern among large sections of the population at the increasing levels of violence amongst the youth groups in the 60s but that a lot of this was fanned by an inflammatory press. Whether the press reflected or caused this concern is a matter of opinion. Many students may see these activities as largely unconnected, unplanned and disparate rather than a concerted challenge to authority and reflected more a generational conflict as part of the emerging youth culture finding its place in society. The answers that consider different types of challenge such as drugs, the hippy movement and different types of authority – police, state, universities, parents, etc. – are perfectly valid and may be indicative of a strong answer.

**Question 2**

**03** Explain why there was a growth in consumerism in the 1960s. **[12 marks]**

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

**Levels Mark Scheme**

Nothing written worthy of credit. **0**

**L1:** Answers will contain either some descriptive material which is only loosely linked to the focus of the question or some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. The response will be limited in development and skills of written communication will be weak. **1-2**

**L2:** Answers will demonstrate some knowledge and understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they will provide some explanations backed by evidence that is limited in range and/or depth. Answers will be coherent but weakly expressed and/or poorly structured. **3-6**

**L3:** Answers will demonstrate good understanding of the demands of the question providing relevant explanations backed by appropriately selected information, although this may not be full or comprehensive. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **7-9**

**L4:** Answers will be well-focused, identifying a range of specific explanations, backed by precise evidence and demonstrating good understanding of the connections and links between events/issues. Answers will, for the most part, be well-written and organised. **10-12**

**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.**

Answers should include a range of reasons as to why there was a growth in consumerism in Britain in the 1960s.

Students might include some of the following factors:

- a growth in real wages gave people more spending power. Credit was also widely available and taxes (both income and purchase) fell in the early 60s. All these points combined increased people's standard of living and encouraged people to spend more
- a growing range of goods in the shops, helped by the development of new technologies, increased consumer choice
- growth of advertising further enticed consumers to part with their new found affluence – helped by the growth of television which became the main source of advertising
- the growth of home ownership led to higher consumer spending on white goods, furniture, etc.

- the increasingly affluent youth became consumers in their own right and fuelled spending on music, fashion, etc.

To reach higher levels, students will need to show the inter-relationship of the reasons given. For example, they might explain the consumer cycle, underpinned by full employment and higher wages, lower taxes, etc. which stimulated demand which then encouraged the production of a wider range of consumer goods, all of which was encouraged by a growth in advertising.

**Question 2**

- 04** 'Growing prosperity transformed the lives of the working classes in the 1960s.'  
Explain why you agree or disagree with this view. **[24 marks]**

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

**Levels Mark Scheme**

- Nothing written worthy of credit. **0**
- L1:** Answers may **either** contain some descriptive material which is only loosely linked to the focus of the question **or** they may address only a limited part of the period of the question. Alternatively, there may be some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. 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 almost entirely descriptive with few explicit links to the question **or** they may contain some explicit comment with relevant but limited support. They will display limited understanding of differing historical interpretations. Answers will be coherent but weakly expressed and/or poorly structured. **7-11**
- L3:** Answers will show a developed understanding of the demands of the question. They will provide some assessment, backed by relevant and appropriately selected evidence, but they will lack depth and/or balance. There will be some understanding of varying historical interpretations. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **12-16**
- L4:** Answers will show explicit understanding of the demands of the question. They will develop a balanced argument backed by a good range of appropriately selected evidence and a good understanding of historical interpretations. Answers will, for the most part, show organisation and good skills of written communication. **17-21**
- L5:** Answers will be well-focused and closely argued. The arguments will be supported by precisely selected evidence leading to a relevant conclusion/judgement, incorporating well-developed understanding of historical interpretations and debate. Answers will, for the most part, be carefully organised and fluently written, using appropriate vocabulary. **22-24**

**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 should be able to make a judgement by balancing evidence which supports the view that the growing prosperity did transform the lives of the working classes against that which does not.

Evidence which agree(s) might include:

- growth of affluence through full employment, the rise in real wages and lower taxes helped to break traditional working class/middle class divisions, e.g. the purchase of televisions (in 91% of homes by 1971), new labour-saving appliances in the home, cars, etc. transformed the lives of many working class people
- television changed the lives of working class people – became the major form of entertainment and changed leisure habits, e.g. attendances at football matches, cinemas etc... started to decline, making entertainment more private and individualistic and television broadened horizons, creating a classless uniformity of culture
- working hours had been reduced by the 1960s and most employees able to take two weeks paid holiday a year as well as not having to work on Saturdays – this increased the leisure time of workers as well as giving them the financial means to enjoy it
- working class youth also became more affluent – many left school at 15 and jobs were plentiful and less likely to have to hand over their earnings to their parents. Abrams' survey showed they had £8 a week on average to spend and did so mostly on entertainment. Compared to their parents' generation, it could certainly be argued that the lives of many working class young people were transformed
- in Mark Abrams' survey after the 1959 election, 40% of manual workers already considered themselves to be 'middle class' due to their growing prosperity.

Evidence which disagree(s) might include:

- much of the impact of this new prosperity was felt by the middle class, e.g. most foreign holidays in the 1960s were enjoyed by the middle rather than the working class
- mass tourism did introduce some more continental tastes into Britain such as wine and lager rather than beer, coffee rather than tea and continental foods such as pasta, herbs and garlic appeared in shops but mostly attracted the better off middle classes
- new cars, including the iconic Mini were purchased by the middle and upper classes rather than the working classes. The latter were left to rely mostly on second hand cars, although it could certainly be argued that this still enabled them to enjoy the benefits, some of which could be seen as transformational, of car ownership. A lack of personal mobility, through the ownership of a car, was seen increasingly as a symbol of the 'underclass', which constituted the lower working class or unemployed
- arguably, the growing prosperity widened the gap between those who enjoyed it and the less socially privileged such as the lower paid and the unemployed. Those in industrial areas which were less prosperous, e.g. northern mining communities did not have their lives transformed by this age of prosperity. Deprived immigrant communities also failed to share in this transformation.

Good answers are likely to/may conclude that the middle classes benefited more from the growing prosperity but that it is fair to say that many of the working classes did see their aspirations rise as they enjoyed higher wages and a higher standard of living and that this did lead to a transformational change in their lives in terms of what they could purchase and how this would change their way of life. Some students might argue that the growing prosperity underpinned this transformation but it was the goods purchased, e.g. the television or the car or the home appliances which had the most actual impact. Students may also point out that it is too simplistic to argue that the lives of the working class were transformed and does not take into account the fact that, for many, this age of prosperity passed them by.

**Question 3**

- 05** Explain why British governments passed laws restricting immigration in the 1960s. **[12 marks]**

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

**Levels Mark Scheme**

- Nothing written worthy of credit. **0**
- L1:** Answers will contain either some descriptive material which is only loosely linked to the focus of the question or some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. The response will be limited in development and skills of written communication will be weak. **1-2**
- L2:** Answers will demonstrate some knowledge and understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they will provide some explanations backed by evidence that is limited in range and/or depth. Answers will be coherent but weakly expressed and/or poorly structured. **3-6**
- L3:** Answers will demonstrate good understanding of the demands of the question providing relevant explanations backed by appropriately selected information, although this may not be full or comprehensive. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **7-9**
- L4:** Answers will be well-focused, identifying a range of specific explanations, backed by precise evidence and demonstrating good understanding of the connections and links between events/issues. Answers will, for the most part, be well-written and organised. **10-12**

**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.**

Answers should include a range of reasons as to why British governments passed laws restricting immigration in the 1960s.

Students might include some of the following factors:

- growing concerns at the level of immigration – the British Nationality Act of 1948 had allowed free immigration for all inhabitants of the Commonwealth but by the early 1960s, too many were coming in for the British economy to cope with (e.g. in 1961, 130,000 entered – equivalent to the total immigration of the previous five years)
- growing concerns from the trade unions about competition for jobs and downward pressure on wages who then put pressure on governments to act
- political parties acted to maintain their support, e.g. Peter Griffiths winning the seat of Smethwick from Labour in the 1964 election using racist slogans showed how politically

unpopular immigration had become, particularly with the working class – led to the number of vouchers being cut the following year

- increased racial tension and violence, e.g. the Notting Hill riots of 1958, the murder of Kelso Cochrane in 1959 and the formation of the National Front in 1967 – all forced governments to act, e.g. the Commonwealth Immigrants Acts of 1962 and 1968
- response to crises, e.g. the Kenyatta Africanisation campaign leading to Kenyan Asians fleeing to Britain in 1967 – the 1968 Commonwealth Immigrants Act was introduced partly to stop this flow

To reach higher levels, students will need to show the inter-relationship of the reasons given. For example, they might conclude that the governments were acting in step with the wishes of the voters; especially working class ones, concerned about the impact of immigration on jobs and house prices and were responding to those genuine concerns. Students might also, more cynically, point out that the governments were using immigration controls as a vote winner. The best answers will try to link some of the general points to particular government measures.

**Question 3**

- 06** 'Race relations in the years 1968 to 1975 were unaffected by Enoch Powell's "Rivers of Blood" speech.'  
Explain why you agree or disagree with this view. **[24 marks]**

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

**Levels Mark Scheme**

- Nothing written worthy of credit. **0**
- L1:** Answers may **either** contain some descriptive material which is only loosely linked to the focus of the question **or** they may address only a limited part of the period of the question. Alternatively, there may be some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. 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 almost entirely descriptive with few explicit links to the question **or** they may contain some explicit comment with relevant but limited support. They will display limited understanding of differing historical interpretations. Answers will be coherent but weakly expressed and/or poorly structured. **7-11**
- L3:** Answers will show a developed understanding of the demands of the question. They will provide some assessment, backed by relevant and appropriately selected evidence, but they will lack depth and/or balance. There will be some understanding of varying historical interpretations. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **12-16**
- L4:** Answers will show explicit understanding of the demands of the question. They will develop a balanced argument backed by a good range of appropriately selected evidence and a good understanding of historical interpretations. Answers will, for the most part, show organisation and good skills of written communication. **17-21**
- L5:** Answers will be well-focused and closely argued. The arguments will be supported by precisely selected evidence leading to a relevant conclusion/judgement, incorporating well-developed understanding of historical interpretations and debate. Answers will, for the most part, be carefully organised and fluently written, using appropriate vocabulary. **22-24**

**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 should be able to make a judgement by balancing points which agree with the view that race relations in the years 1968 to 1975 were unaffected by Enoch Powell's 1968 'Rivers of Blood' speech with those that disagree.



Points/factors/evidence which agree(s) might include:

- race relations gradually improved due to the emergence of second generation immigrants who were born in Britain, spoke English and participated in English culture such as fashion, television and education
- campaigns against racial discrimination helped to keep a lid on prejudice, e.g. the 1965 and 1968 Race Relations Acts and the Race Relations Board
- the National Front remained politically insignificant and Powell's prediction of extreme racial violence did not materialise
- race relations were helped by a greater awareness of the positives of cultural diversity with the growth of ethnic shops and restaurants, the Notting Hill Carnival, immigrant involvement in local politics, the media, music and sport.

Points/factors/evidence which disagree(s) might include:

- Powell gained massive media attention and huge public support with over 40,000 letters of support and voted the most admired man in Britain in 1969. All this suggested that race relations were affected by his speech
- the Dockers' strike and march carrying banners with slogans such as 'Don't knock Enoch' showed support for Powell and his views and provided evidence of popular, working class rejection of immigration and integration. Public surveys after the speech suggested that 74% agreed with Powell and 70% believed Heath was wrong to sack him
- the activities of the National Front, formed in 1967, and the skinhead culture of the later 1960s may have been inspired by Powell's views
- the speech could be said to have encouraged those who held such views covertly to bring their prejudices out into the open far more, even if it did not necessarily create racist views.

Good answers are likely to/may conclude that although Powell may be viewed as not having created racial hatred and prejudice, he may have been important in bringing it out into the open and thereby helped to slow the movement towards better race relations. Some students may also argue that race relations may have been more adversely affected by ghettoisation of immigrant areas, fears over jobs and housing and by cultural differences which kept some of the groups separate (e.g. Muslim attitudes towards women and alcohol) rather than by Enoch Powell. Students may conclude that, by 1975, there was, indeed, some limited progress towards better race relations, although much lingering racist prejudice still remained, and Powell's views and name had not been forgotten.

### **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](http://www.aqa.org.uk/umsconversion)