



A-LEVEL HISTORY

Unit HIS3M: The Making of Modern Britain, 1951–2007

Mark scheme

June 2015

Version 1.0: 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

Generic Introduction for A2

The A2 History specification is based on the assessment objectives laid down in QCA's GCE History subject criteria and published in the AQA specification booklet. These cover the skills, knowledge and understanding which are expected of A Level students. Most questions address more than one objective since a good historian must be able to combine a range of skills and knowledge. Consequently, the marking scheme which follows is a 'levels of response' scheme and assesses students' historical skills in the context of their knowledge and understanding of History.

The levels of response are a graduated recognition of how students have demonstrated their abilities in the Assessment Objectives. Students who predominantly address AO1(a) by writing narrative or description will perform at Level 1 or low Level 2 if some comment is included. Students who provide more explanation – (AO1(b), supported by the relevant selection of material, AO1(a)) – will perform at Level 2 or low Level 3 depending on their synoptic understanding and linkage of ideas. Students who provide explanation with evaluation, judgement and an awareness of historical interpretations will be addressing all 3 AOs (AO1(a); AO1(b); AO2(b)) and will have access to the higher mark ranges.

To obtain an award of Level 3 or higher, students will need to address the synoptic requirements of A Level. The open-ended essay questions set are, by nature, synoptic and encourage a range of argument. Differentiation between performance at Levels 3, 4, and 5 therefore depends on how a candidate's knowledge and understanding are combined and used to support an argument and the how that argument is communicated.

The mark scheme emphasises features which measure the extent to which a candidate has begun to *'think like a historian'* and show higher order skills. As indicated in the level criteria, students will show their historical understanding by:

- The way the requirements of the question are interpreted
- The quality of the arguments and the range/depth/type of material used in support
- The presentation of the answer (including the level of communication skills)
- The awareness and use of differing historical interpretations
- The degree of independent judgement and conceptual understanding shown

It is expected that A2 students will perform to the highest level possible for them and the requirements for Level 5, which demands the highest level of expertise have therefore been made deliberately challenging in order to identify the most able students.

CRITERIA FOR MARKING GCE HISTORY:**A2 EXAMINATION PAPERS****General Guidance for Examiners (to accompany Level Descriptors)**

Deciding on a level and the award of marks within a level

It is of vital importance that examiners familiarise themselves with the generic mark scheme and apply it consistently, as directed by the Principal Examiner, in order to facilitate comparability across options.

The indicative mark scheme for each paper is designed to illustrate some of the material that students might refer to (knowledge) and some of the approaches and ideas they might develop (skills). It is not, however, prescriptive and should only be used to exemplify the generic mark scheme.

When applying the generic mark scheme, examiners will constantly need to exercise judgement to decide which level fits an answer best. Few essays will display all the characteristics of a level, so deciding the most appropriate will always be the first task.

Each level has a range of marks and for an essay which has a strong correlation with the level descriptors the middle mark should be given. However, when an answer has some of the characteristics of the level above or below, or seems stronger or weaker on comparison with many other students' responses to the same question, the mark will need to be adjusted up or down.

When deciding on the mark within a level, the following criteria should be considered *in relation to the level descriptors*. Students should never be doubly penalised. If a candidate 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 candidate with similarly poor skills, whose work otherwise matched the criteria for Level 4 should be adjusted downwards within the level.

Criteria for deciding marks within a level:

- Depth and precision in the use of factual information
- Depth and originality in the development of an argument
- The extent of the synoptic links
- The quality of written communication (grammar, spelling, punctuation and legibility; an appropriate form and style of writing; clear and coherent organisation of ideas, including the use of specialist vocabulary)
- The way the answer is brought together in the conclusion

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

HIS3M: The Making of Modern Britain, 1951–2007

Question 1

01 'A period of continuous social advance.'

Assess the validity of this view of changes in British society in the years 1951 to 1990.

[45 marks]

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

Generic Mark Scheme for essays at A2

Nothing written worthy of credit.

0

L1: Answers will display a limited understanding of the demands of the question. They may **either** contain some descriptive material which is only loosely linked to the focus of the question **or** they may address only a part of the question. Alternatively, they may contain some explicit comment but will make few, if any, synoptic links and will have limited accurate and relevant historical support. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **1-6**

L2: Answers will show some understanding of the demands of the question. They will **either** be primarily descriptive with few explicit links to the question **or** they may contain explicit comment but show limited relevant factual support. They will display limited understanding of differing historical interpretations. Historical debate may be described rather than used to illustrate an argument and any synoptic links will be undeveloped. Answers will be coherent but weakly expressed and/or poorly structured. **7-15**

L3: Answers will show an understanding of the demands of the question. They will provide some assessment, backed by relevant and appropriately selected evidence, which may, however, lack depth. There will be some synoptic links made between the ideas, arguments and information included although these may not be highly developed. There will be some understanding of varying historical interpretations. Answers will be clearly expressed and show reasonable organisation in the presentation of material. **16-25**

L4: Answers will show a good understanding of the demands of the question. They will be mostly analytical in approach and will show some ability to link ideas/arguments and information and offer some judgement. Answers will show an understanding of different ways of interpreting material and may refer to historical debate. Answers will be well-organised and display good skills of written communication. **26-37**

L5: Answers will show a very good understanding of the demands of the question. The ideas, arguments and information included will be wide-ranging, carefully chosen and closely interwoven to produce a sustained and convincing answer with a high level of synopticity. Conceptual depth, independent judgement and a mature historical understanding, informed

by a well-developed understanding of historical interpretations and debate, will be displayed. Answers will be well-structured and fluently written. **38-45**

Indicative content

Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Students will need to examine the changes that took place in British society between 1951 and 1990 and assess whether or not those changes represented 'social advance'. Students' judgement will, of course, partially depend upon their definition of this term and those who take pains to identify what they understand as a 'social advance' and distinguish 'advance' from mere 'change' are likely to be able to argue more convincingly. It might also be expected that better students take issue (or at least comment on) whether change/advance was 'continuous'.

Students may cite some of the following points in favour of (continuous) social advance:

- continuing growth of 'middle class' and 'middle class values' in 'age of affluence'
- increased consumerism due to greater accessibility to consumer goods throughout the era
- rise in living standards and relatively low unemployment
- less absolute poverty – welfare state and benefits
- growth of aspiration and attainment – new opportunities through education, eg spread of higher education
- new opportunities for women (including education, 'double incomes' and social mobility)
- use of leisure time (TVs); opportunities for travel – cars, holidays
- cleaner environment
- reduction in working hours and increase in paid holidays
- better medical care; National Health Service; growth of hospitals and hospital technology; health and life expectancy improved
- greater ethnic diversity enriching culture and understanding
- less difference between urban/rural communities
- improved communications.

Students may cite some of the following points as evidence against (continuous) social advance:

- continuing poverty at bottom of socio-economic ladder
- drug and crime problems – particularly youth problems; moral issues
- limitations to social mobility; continuation of class and privilege
- limitations posed by ethnicity and gender
- public life and concern for community replaced by private life and concern for possessions
- periods of racial prejudice and hostility.

Most students will conclude that this period saw a good number of social advances, but they may question their extent or point out that some advances brought their own limitations and new social problems. Some advances – for example in medicines and the availability of better health care – have been continuous (although affected by government policy) while others, eg in cultural diversity have been far from 'continuous'.

Question 2

02 ‘Conservative governments, in the years 1951 to 1964, were successful in their imperial policy.’

Assess the validity of this view.

[45 marks]

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

Generic Mark Scheme for essays at A2

Nothing written worthy of credit.

0

L1: Answers will display a limited understanding of the demands of the question. They may **either** contain some descriptive material which is only loosely linked to the focus of the question **or** they may address only a part of the question. Alternatively, they may contain some explicit comment but will make few, if any, synoptic links and will have limited accurate and relevant historical support. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **1-6**

L2: Answers will show some understanding of the demands of the question. They will **either** be primarily descriptive with few explicit links to the question **or** they may contain explicit comment but show limited relevant factual support. They will display limited understanding of differing historical interpretations. Historical debate may be described rather than used to illustrate an argument and any synoptic links will be undeveloped. Answers will be coherent but weakly expressed and/or poorly structured. **7-15**

L3: Answers will show an understanding of the demands of the question. They will provide some assessment, backed by relevant and appropriately selected evidence, which may, however, lack depth. There will be some synoptic links made between the ideas, arguments and information included although these may not be highly developed. There will be some understanding of varying historical interpretations. Answers will be clearly expressed and show reasonable organisation in the presentation of material. **16-25**

L4: Answers will show a good understanding of the demands of the question. They will be mostly analytical in approach and will show some ability to link ideas/arguments and information and offer some judgement. Answers will show an understanding of different ways of interpreting material and may refer to historical debate. Answers will be well-organised and display good skills of written communication. **26-37**

L5: Answers will show a very good understanding of the demands of the question. The ideas, arguments and information included will be wide-ranging, carefully chosen and closely interwoven to produce a sustained and convincing answer with a high level of synopticity. Conceptual depth, independent judgement and a mature historical understanding, informed by a well-developed understanding of historical interpretations and debate, will be displayed. Answers will be well-structured and fluently written. **38-45**

Indicative content

Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Students will need to examine the imperial policies of the Conservative governments between 1951 and 1964 and assess how successful those policies were. In order to do this, they might be expected to provide some comment on aims and could also consider success from a variety of angles, eg for the governments for Britain and for the colonial peoples.

Students may cite some of the following points to support the view that their policies were successful:

- Macmillan accepted the 'Winds of Change' (1960), recognised independence movements and carried out decolonisation 1957–1968 in an effective way
- policy carried out with support from world leaders and public opinion
- Great Britain ensured it led the process – so appearing strong rather than waiting for nationalist groups to force Great Britain out and so appearing weak
- British decolonisation completed with much less violence than that experienced by other European nations
- transition from Empire to successful creation of Commonwealth by 1964 was realistic and successful; showed Britain was able to adjust.

Students may cite some of the following points to refute the view that their policies were successful:

- central aim of British imperial policy, pre-1960, was to defeat nationalist revolts and maintain control over colonies but this was not achieved
- trying to contain unexpected rise of nationalist groups meant that Britain's defence spending escalated, eg Mau Mau Rebellion, 1952
- British forces couldn't cope and so Great Britain was forced into 'Winds of Change' which was more an admission of defeat
- Britain was 'pushed' into speedy decolonisation when the granting of independence to Ghana, 1957 led to an unexpected 'rush' from others which Britain was forced to concede (Nigeria; Cyprus, 1960; Sierra Leone, 1961; Uganda, 1962; Kenya 1963)
- by 1964 Commonwealth seemed to be thriving but legacy of imperialism was still present and problems imminent, eg Rhodesia
- 'Britain had lost an empire and not yet found a role' – Dean Acheson; position in world undermined.

Students are likely to conclude that British policies were unsuccessful before 1960 but much more successful thereafter. Nevertheless they may dispute whether the process of decolonisation could be termed 'success' in absolute terms and may prefer to think of it as a carefully managed 'bail-out'. They could even argue that there was no real policy, only a reaction to circumstances which, to some extent, succeeded.

Question 3

- 03** 'Blair's achievements as Prime Minister were minimal.'
Assess the validity of this view of the Blair governments in the years 1997 to 2007.

[45 marks]*Target: AO1(a), AO1(b), AO2(b)***Generic Mark Scheme for essays at A2**

Nothing written worthy of credit. **0**

- L1:** Answers will display a limited understanding of the demands of the question. They may **either** contain some descriptive material which is only loosely linked to the focus of the question **or** they may address only a part of the question. Alternatively, they may contain some explicit comment but will make few, if any, synoptic links and will have limited accurate and relevant historical support. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **1-6**
- L2:** Answers will show some understanding of the demands of the question. They will **either** be primarily descriptive with few explicit links to the question **or** they may contain explicit comment but show limited relevant factual support. They will display limited understanding of differing historical interpretations. Historical debate may be described rather than used to illustrate an argument and any synoptic links will be undeveloped. Answers will be coherent but weakly expressed and/or poorly structured. **7-15**
- L3:** Answers will show an understanding of the demands of the question. They will provide some assessment, backed by relevant and appropriately selected evidence, which may, however, lack depth. There will be some synoptic links made between the ideas, arguments and information included although these may not be highly developed. There will be some understanding of varying historical interpretations. Answers will be clearly expressed and show reasonable organisation in the presentation of material. **16-25**
- L4:** Answers will show a good understanding of the demands of the question. They will be mostly analytical in approach and will show some ability to link ideas/arguments and information and offer some judgement. Answers will show an understanding of different ways of interpreting material and may refer to historical debate. Answers will be well-organised and display good skills of written communication. **26-37**
- L5:** Answers will show a very good understanding of the demands of the question. The ideas, arguments and information included will be wide-ranging, carefully chosen and closely interwoven to produce a sustained and convincing answer with a high level of synopticity. Conceptual depth, independent judgement and a mature historical understanding, informed by a well-developed understanding of historical interpretations and debate, will be displayed. Answers will be well-structured and fluently written. **38-45**

Indicative content

Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Students will need to consider Blair's policies in the years 1997 to 2007 and assess how much he actually 'achieved' during his terms of office. Students who try to define achievement may find it easier to write convincingly, as will those who look at policies more thematically, perhaps identifying important achievements in some areas but not in others. Consideration of foreign policy is clearly an important area for a full evaluation. Note that this question is about Blair's achievements as Prime Minister – not his achievement in transforming the Labour Party before he got into office or in being elected for three terms.

Students may cite some of the following points to support the view that Blair's achievements as Prime Minister were minimal:

- economic 'achievement' proved shallow and was more the product of the Tory legacy and world conditions; Government debt was still high in 2007
- constitutional reform, eg House of Lords/devolution, was left incomplete
- social reforms were limited and more a series of slogans – the stakeholder society', 'joined-up government', 'welfare to work', 'education education education', 'tough on crime, tough on the causes of crime' – than practical actions
- his attempted social reforms led to a rise in government spending and some policies, eg identity cards had to be abandoned
- he created more problems than he solved by 'meddling' in Middle East; invasion of Iraq was disastrous
- he failed to secure British entry into the Euro.

Students may cite some of the following points to support the view that Blair's achievements as Prime Minister were not minimal:

- he managed a successful economy; finances seemed secure in hands of Gordon Brown
- he brought peace to Northern Ireland with Good Friday Agreement 1998
- he brought important constitutional change, including Lords' reform and devolution
- he was statesmanlike in dealings with Europe (improving Britain's position and creating closer ties)
- he was a leader in foreign affairs (Balkans, dealing with Third World, climate change, the 'War on Terror')
- he provided better public services – especially education, welfare reform, minimum wage.

Students are likely to take issue with the implication that Blair's achievements were minimal, although they should be able to make meaningful comments on the limitations of his policies. Some may suggest he was successful at home but a failure abroad, but the best answers will provide critical analysis across a variety of policy areas and offer a well-balanced judgement.

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