

A-LEVEL HISTORY

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

1041
June 2014

Version 1.0: Final

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 AS

The AS History specification is based on the assessment objectives laid down in QCA's GCE History subject criteria and published in the AQA specification booklet. These cover the skills, knowledge and understanding which are expected of A Level students. Most questions address more than one objective since historical skills, which include knowledge and understanding, are usually deployed together. Consequently, the marking scheme which follows is a 'levels of response' scheme and assesses students' historical skills in the context of their knowledge and understanding of History.

The levels of response are a graduated recognition of how students have demonstrated their abilities in the Assessment Objectives. Students who predominantly address AO1(a) by writing narrative or description will perform at Level 1 or Level 2 depending on its relevance. Students who provide more explanation – (AO1(b), supported by the relevant selection of material, AO1(a)) – will perform at high Level 2 or low-mid Level 3 depending on how explicit they are in their response to the question. Students who provide explanation with evaluation, judgement and an awareness of historical interpretations will be addressing all 3 AOs (AO1(a); AO1(b); AO2(a) and (b) and will have access to the higher mark ranges. AO2(a) which requires the evaluation of source material is assessed in Unit 2.

Differentiation between Levels 3, 4 and 5 is judged according to the extent to which students meet this range of assessment objectives. At Level 3 the answers will show more characteristics of the AO1 objectives, although there should be elements of AO2. At Level 4, AO2 criteria, particularly an understanding of how the past has been interpreted, will be more in evidence and this will be even more dominant at Level 5. The demands on written communication, particularly the organisation of ideas and the use of specialist vocabulary also increase through the various levels so that a student performing at the highest AS level is already well prepared for the demands of A2.

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

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

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

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

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

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

When deciding on the mark within a level, the following criteria should be considered *in relation to the level descriptors*. Students should never be doubly penalised. If a student with poor communication skills has been placed in Level 2, he or she should not be moved to the bottom of the level on the basis of the poor quality of written communication. On the other hand, a student with similarly poor skills, whose work otherwise matched the criteria for Level 4 should be adjusted downwards within the level.

Criteria for deciding marks within a level:

- 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

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

HIS2R: A Sixties 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 comprehensive schools in the 1960s. **[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 B argues that pupils benefited from being in comprehensive education whereas Source A states that both ends of the ability spectrum were short-changed
- Source B gives examples of real success academically with pupils performing above the national average and individual success stories whereas Source A argues that weaker pupils were at the 'bottom of the educational heap.'

- Source B argues that ‘the sky’s the limit’ for pupils in the comprehensive school whereas Source A argues that the comprehensives had failed in its aims of providing greater opportunities for working class children and being a force for social equality
- Source B argues that teachers are very positive about their pupils’ progress and suggests that they are all capable of achieving even those in the ‘bottom sets’ whereas Source A states that ‘the teachers didn’t really know what they were doing’ and that the ‘able and weak both suffered’
- Source B refers to the ‘non-waste of talent’ as an advantage of the comprehensive whereas Source A suggests that working class students were no better off than before.

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

- the perceived need for reform due to the discredited 3 tier system and the 11+ as secondary moderns largely seen as inferior and the whole system as divisive
- the controversy surrounding the reforms as those who benefited from the Grammar Schools were concerned that their children’s education would be adversely affected
- the lack of effective planning of the comprehensive reforms (even Circular 10/65 did not make comprehensives compulsory) led to patchy and chaotic progress.

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

- both sources agree that the division of children based on the 11+ was gone and that students being taught in the same school was meant to bring about greater equality
- both sources agree that the aim was for greater social equality with Source A referring to the ‘providing greater opportunities for working class children’ and Source B ‘the sky’s the limit’
- both sources agree that there was setting according to academic ability and that comprehensive education did not mean, in reality, mixed ability classes.

In making a judgement about the degree of difference, students may conclude that Source B shows the comprehensive ideal being successful and making a difference to children’s lives whereas A focuses on how schools compromised by streaming and that weaker students were still ‘at the bottom of the educational heap’ educationally. Students may conclude that this was an experiment which may have had lofty objectives of raising the aspirations of all and bringing about greater social equality but, as shown by Source A, it was difficult to implement in practice as shown by the reference to the teachers not really knowing ‘what they were doing’.

Question 1

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

How far did government reforms transform secondary and higher education opportunities in the years 1964 to 1975? **[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**

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 claims that the reforms failed to transform secondary education despite its aims of equality and providing greater opportunities for working class children. Indeed, this source claims both ends of the ability spectrum were harmed by these reforms and that many schools abandoned mixed ability teaching and reverted to streaming by ability.
- **Source B:** This source shows that comprehensive schools with a wide spectrum of educational ability could be effectively managed and that there was a positive benefit for the social and academic development of the pupils.
- **Source C:** This source focuses on higher education and the poor state it was in at the start of the 1960s. The reference to the Robbins Committee is important as this heralds a period of reform and expansion of the higher education sector which was needed to ensure Britain’s economic competitiveness.

From students’ own knowledge:

Factors suggesting that Government reforms did transform secondary and higher education opportunities for all young people between 1963 and 1975 might include:

- the need to reform the discredited 11+ system and the introduction of comprehensive schools did indeed transform the educational experience for millions of children with its aim to provide a ‘grammar school for all’. It became increasingly argued that secondary modern pupils, some of whom were just as able as grammar school students, were being denied an education suitable to their talents, which undermined their quality of life and economic opportunities. Source B suggests that comprehensive schools did transform some pupils’ life chances
- as a result of the publication of the Robbins Report in 1963, the provision of higher education was rapidly expanded by making colleges of technology into polytechnics which awarded degrees (and focused more on science courses rather than the established arts-related courses), turning a number of advanced colleges into universities and founding a number of new universities. By 1968, there were 30 polytechnics and 56 universities, providing many new opportunities for those whose families had never been to university before. The number of students increased and more were studying science
- the introduction of the Open University in 1969 by Jennie Lee proved to be a successful way of enabling students with a different social profile from the traditional ones to access higher education. Mature students, women and the disadvantaged could combine being parents or being at work with studying for a degree. There were 70,000 students by 1980

and the Open University was awarding more degrees than Oxford and Cambridge combined.

Factors suggesting that Government reforms did not transform secondary and higher education opportunities for all young people in the years 1963 to 1975 might include:

- progress was very patchy with comprehensive schools as shown by Source A. It was haphazardly organised as Circular 10/65 did not enforce the end of the 11+ system but merely requested that local education authorities made the change, making it financially attractive for them to do so. The result was a lack of uniformity and structure. Also, little thought was given to what should happen inside the comprehensive school. The end to selection seemed to be an end in itself. Many comprehensives reverted to streaming by ability, as shown by both sources A and B, which lost some of that ethos which lay at the heart of the comprehensive ideal
- the continuation of direct-grant and independent schools undermined genuine comprehensive education and therefore opportunities were not the same for all with advantages for the upper / middle classes
- although higher education opportunities did increase as the sector expanded, middle class children still dominated. Oxbridge still attracted a large public school intake whilst some polytechnics, struggling with split sites and financial problems, were not viewed to be anywhere near equal in status. The number of female students grew but males still outnumbered them by three to two in 1975 and immigrants as well as the working class as a whole were under-represented in higher education.

Good answers are likely to/may conclude that although there was clearly an intention to expand opportunity, both in secondary and higher education, the reality was not as extensive as was hoped for and that transformation may be an exaggeration. The comprehensive schools did not necessarily increase opportunity and may even have been detrimental to the able working class youngster. In higher education, whilst the number of students grew and provision expanded, not all institutions enjoyed parity of esteem and some sections of society remained under-represented.

Question 2

03 Explain why the ‘Establishment’ was criticised in the years 1959 to 1963. **[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 the ‘Establishment’ was criticised in the years 1959 to 1963.

Students might include some of the following factors:

- there was an increasing belief (perhaps fuelled by the so-called ‘Angry Young Men’ of the late 50s) that the Establishment were elitist, privileged, had risen to prominence through the ‘old school tie’ network from public schools and Oxford/Cambridge and were blocking social mobility and advancement
- many believed that the nation was being held back by the outdated morality and snobbery of the ruling elite. The Establishment was accused of putting a snobbish emphasis on the arts rather than the sciences and therefore preventing the much needed modernisation of the country and society in general
- the association of the Establishment with scandal, particularly with reference to the Profumo Affair of 1963 tarnished its reputation further. It made the ruling elite seem

- hypocritical, dishonest, incompetent, a risk to the security of the State with the connection to Ivanov, the Russian naval attaché and immoral
- the association of the Establishment to the struggling Conservative Party under Harold Macmillan and then Alec Douglas-Home – the Profumo scandal, a struggling economy as well as the rise of the more 'modern' and less elitist Harold Wilson only emphasised the point that the Establishment were tired and that what Britain needed were leaders who had earned their positions through their personal merit rather than their title (fact that Home's cabinet contained 10 old Etonians and only 3 who had not attended public schools gave ammunition to the satirists and critics).

To reach higher levels, students will need to show the inter-relationship of the reasons given. For example, they might contrast the association of the privileged and outdated Establishment with the ruling Conservative Party with the apparently more modern, meritocratic Harold Wilson and the Labour Party. Students might also refer to the growing influence of the mass media which ridiculed figures such as Alec Douglas-Home and sensationalised stories surrounding the Establishment such as the Profumo scandal which only served to tarnish its reputation further.

Question 2

- 04** 'The Labour Governments under Harold Wilson were extremely successful in modernising Britain by 1970.'
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 Labour Governments under Harold Wilson were extremely successful in modernising Britain by 1970 against that which does not.

Evidence which agree(s) might include:

- liberalisation of homosexuality, divorce, abortion, the end of the death penalty and the reduction in censorship
- the development of the Ministry of Technology and an attempt to professionalise government with greater emphasis on scientific principles, planning and management
- the establishment of the Ministry of Arts increasing cultural opportunities
- lowering the voting age to 18
- the introduction of the Race Relation Acts (1965 and 1968) and the Race Relations Board
- a new style of leadership to indicate a clean break from the outdated influence of the Establishment – more open, engaging more directly with the public and the media as well as a modernising agenda based on the 'White Heat of Technology'.

Evidence which disagree(s) might include:

- problems with the Trade Unions continued and an attempt to change the basis of industrial relations with Barbara Castle's 'In Place of Strife' (1969) had to be abandoned
- very little application of science to government in reality and few ministers understood 'scientific principles'
- economic planning largely failed. Wilson forced to humiliatingly devalue the pound in 1967 and inflation remained high – 12%, 1969–1970
- a hard line kept on drugs and refusal to legalise cannabis
- firm handling of the 1968 anti-war protests and student unrest
- no reform of the House of Lords
- passing of the highly restrictive Commonwealth Immigrants Act, 1968
- attempt to join the EEC had to be abandoned.

Good answers are likely to/may conclude that Harold Wilson's Labour Government never managed to live up to its promises in its manifesto to modernise Britain, not helped by continuing economic instability and trade union power as well as a lack of appetite in his own party for technology and science. However, some modernisation did take place e.g. the liberalising laws, but the extent that this was due to Wilson or his government is debatable.

Question 3

05 Explain why the radio was popular with young people 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 the radio was popular with young people in the 1960s.

Students might include some of the following factors:

- the rise of the transistor radio – cheap (although the increasingly affluent youth could have afforded them anyway), portable and allowed music to become mobile – invented in 1954 but was the radio to own by the 1960s
- invention of the long-life battery and earphones made transistor radios even more attractive – now could be listened to in privacy of bedroom or on the beach / in the park etc... e.g. teenagers could now listen to the music they wanted rather than the same as their parents
- now that radios did not have to be listened to by the whole family as in the 1950s, programmes could now be targeted to different audiences

- the rise of pirate radio stations which tailored their programming to young people, such as Radio Caroline, Radio London and others – filled the vacuum left by the limited output of the BBC which was the only organisation which was licensed
- the creation of Radio 1 in 1967 which employed many of the popular DJs from the now banned pirate stations was the BBC's response to the demand for more modern music by young people
- the emergence of youth culture and the increasing popularity of pop music and bands such as the Beatles etc... Radio complimented the music being shown on television on programmes such as Top of the Pops.

To reach higher levels, students will need to show the inter-relationship of the reasons given. For example, they might note the link of the technology (transistor radio) with the growing and music obsessed youth culture as well as the BBC having to address the youth market due to the competition of the pirate stations.

Question 3

- 06** 'The emergence of the affluent teenager was the most important cause of social change 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 points which agree with the view that the affluent teenager was the most important cause of social change in the 1960s with those that do not.

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

- the growth of the 'affluent teenager' – growing prosperity of young people – few financial commitments, part time jobs and jobs for those who left at 15 – potent new force in society – about £8 a week to spend, about half of which went on entertainment – cinema, music etc.
- alongside this new affluence went new values, attitudes and behaviours which were different to their parents – popular music such as the Rolling Stones, the Beatles and links to concerns about drugs and wider youth attitudes – and an obsession with style as well as new attitudes towards sex and, towards the end of the 60s, to politics and drugs too. This 'attitude change' led to youth asserting their ideas and becoming more radical with mods and rockers, hippies as well as university students showing their political clout with sit-ins and marches, some of which turned violent
- new trends in fashion led by the trendy designers and boutiques in London, e.g. Mary Quant, Laura Ashley and the mini skirt as modelled – links with wider attitudes, e.g. the idea that the length of the hemline were a good measure of contemporary attitudes.

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

- the extent of teenage affluence as well as the apparent changes in attitude on issues such as promiscuity and drug taking need to be kept in proportion – the mass media sensationalised the issue and a 1969 survey suggested that young people spent more time listening to music in their bedrooms than at festivals or youth clubs and Schofield's study of over 2,000 teenagers in 1965 showed that most were still virgins at 19! Other surveys, e.g. of Glasgow's youth showed that most boys liked playing football and most girls spent time with friends
- 'Swinging London' not representative of the whole country or even the whole of London
- a lot of the concern about 'moral decline' associated with this 'new' teenager phenomenon came from the older generation and the media.

Other causes of social change could perhaps be viewed as of greater importance such as:

- the emergence of car ownership. This allowed a more individualistic form of transport, causing a serious decline of the railways as a result and opening up the opportunity of family outings and holidays around Britain and changing shopping habits
- the growth and enormous influence of television – transformed people's lives in terms of how they entertained themselves – in the privacy of their own homes at the expense of cinema, live sports events, the theatre etc...as well as pushing the boundaries in terms of the programmes with the reduction of censorship such as the Wednesday Play, Coronation Street, Cathy Come Home etc... which explored controversial topics such as affairs, racism, abortion and homelessness
- the growth of foreign holidays – opened up access to different cultures and broadened the mind for many of those who experienced it
- the Liberalising laws on issues such as censorship, abortion, divorce, the pill and homosexuality radically altered the cultural norms of society
- the wider growth of affluence – this enabled the rise of consumerism and the growth of car and TV ownership as well as being at the heart of the emerging youth culture.

Good answers are likely to/may conclude that the emergence of the affluent teenager was indeed significant as it helped young people to form their own identity and presented a challenge to parents and the older generation as a whole, although the scale of the change has been prone to

exaggeration by the media. Also there were other important causes of social change such as car ownership, the growth of television and the rise of affluence that underpinned these changes.

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