



General Certificate of Education
Advanced Subsidiary Examination
June 2014

History

HIS2R

Unit 2R A Sixties Revolution? British Society, 1959–1975

Thursday 22 May 2014 1.30 pm to 3.00 pm

For this paper you must have:

- an AQA 12-page answer book.

Time allowed

- 1 hour 30 minutes

Instructions

- Use black ink or black ball-point pen.
- Write the information required on the front of your answer book. The **Paper Reference** is HIS2R.
- Answer **two** questions.
Answer Question 1 and **either** Question 2 **or** Question 3.
Answer **both** parts of each question chosen.
- In answering the questions you must use your own knowledge and understanding of the period.

Information

- The marks for questions are shown in brackets.
- The maximum mark for this paper is 72.
- You will be marked on your ability to:
 - use good English
 - organise information clearly
 - use specialist vocabulary where appropriate.

Advice

- You are advised to spend about 45 minutes on each question.

Answer Question 1 and **either** Question 2 **or** Question 3.

Each question has **two** parts. Answer **both** parts of each question chosen.

Question 1

Study the following source material and then answer the questions which follow.

Source A The division of children aged eleven by examination into academic grammar schools or 'practical' secondary modern schools had largely gone by 1970. However, mixed ability teaching in the new comprehensive schools was untried and the result usually was that both the able and the weak suffered. The comprehensive system was far from proving itself a force for social equality. 5
 Many schools had given up on mixed ability classes and divided year groups into separate classes according to academic ability. Not even the weakest student could fail to realise that they were at the bottom of the educational heap. Grammar schools and secondary moderns seemed to exist alongside one another within the comprehensives. The teachers didn't really know what they were doing and it showed. The comprehensive system had stopped looking like an experiment in providing greater opportunities for working class children. 10

Adapted from Jenny Diski, *The Sixties*, 2010

Source B Adapted from an article, 'Inside the comprehensive school' in the Observer magazine, 25 April 1965

Thomas Bennett Comprehensive School got its share of able and weaker children. It started in 1958, but after 6 years, already 31% of the children were performing above the national average. The Headteacher commented, 'The advantage of the school is the non-waste of talent. We had a boy who was in the bottom sets for everything but then science caught his imagination and now he just works and works.' The Head of Maths said, 'I have found so many capable of enjoying Maths. Children who wouldn't have been given a chance in a secondary modern respond to the fact that the sky's the limit.' 5

Source C 'Where are all the young men going?' asked the Daily Mirror in 1963. 'Young talent is being wasted and frustrated.' The result was the Robbins Committee, appointed by Macmillan to review the provision of higher education, which, in 1963, advised him that, 'If, as we believe, a highly educated population is essential to meet competitive pressures in the modern world, a much greater effort is needed.' Robbins suggested a target of 50% more students by 1967. Eleven more universities were established during the remainder of the decade, the most significant innovation being the introduction of the polytechnics, 32 higher institutions designed to compensate for the universities' weaknesses in scientific and vocational subjects. 5 10

Adapted from Dominic Sandbrook, *Never Had It So Good*, 2005

0 1 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]

and

0 2 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]

Either

Question 2

0 3 Explain why the 'Establishment' was criticised in the years 1959 to 1963.

[12 marks]

and

0 4 '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]

Or

Question 3

0 5 Explain why the radio was popular with young people in the 1960s.

[12 marks]

and

0 6 '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]

END OF QUESTIONS

There are no questions printed on this page

Acknowledgement of copyright-holders and publishers

Permission to reproduce all copyright material has been applied for. In some cases, efforts to contact copyright-holders have been unsuccessful and AQA will be happy to rectify any omissions of acknowledgements in future papers if notified.

Question 1 Source A: Jenny Diski, *The Sixties*, Profile Books, 2010

Question 1 Source B: Adapted from Peter Lane, *Documents on British Social and Economic History 3, 1945-1967* (1969)

Question 1 Source C: Dominic Sandbrook, *Never Had It So Good: A History of Britain from Suez to the Beatles*, Little, Brown Book Group, 2005

Copyright © 2014 AQA and its licensors. All rights reserved.