



A-level HISTORY 7042/2S

Component 2S The Making of Modern Britain, 1951–2007

Mark scheme

June 2023

Version: 1.0 Final



2 3 6 A 7 0 4 2 / 2 S / M S

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 Examiner.

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.

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Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity, you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level, you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly Level 3 with a small amount of Level 4 material it would be placed in Level 3 but be awarded a mark near the top of the level because of the Level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

Section A

- 0 1** With reference to these sources and your understanding of the historical context, assess the value of these three sources to an historian studying social and cultural change in the 1960s.

[30 marks]*Target: AO2*

Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within the historical context.

Generic Mark Scheme

- L5:** Shows a very good understanding of all three sources in relation to both content and provenance and combines this with a strong awareness of the historical context to present a balanced argument on their value for the particular purpose given in the question. The answer will convey a substantiated judgement. The response demonstrates a very good understanding of context. **25–30**
- L4:** Shows a good understanding of all three sources in relation to both content and provenance and combines this with an awareness of the historical context to provide a balanced argument on their value for the particular purpose given in the question. Judgements may, however, be partial or limited in substantiation. The response demonstrates a good understanding of context. **19–24**
- L3:** Shows some understanding of all three sources in relation to both content and provenance together with some awareness of the historical context. There may, however, be some imbalance in the degree of breadth and depth of comment offered on all three sources and the analysis may not be fully convincing. The answer will make some attempt to consider the value of the sources for the particular purpose given in the question. The response demonstrates an understanding of context. **13–18**
- L2:** The answer will be partial. It may, for example, provide some comment on the value of the sources for the particular purpose given in the question but only address one or two of the sources, or focus exclusively on content (or provenance), or it may consider all three sources but fail to address the value of the sources for the particular purpose given in the question. The response demonstrates some understanding of context. **7–12**
- L1:** The answer will offer some comment on the value of at least one source in relation to the purpose given in the question but the response will be limited and may be partially inaccurate. Comments are likely to be unsupported, vague or generalist. The response demonstrates limited understanding of context. **1–6**
- Nothing worthy of credit. **0**

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 must deploy knowledge of the historical context to show an understanding of the relationship between the sources and the issues raised in the question, when assessing the significance of provenance, the arguments deployed in the sources and the tone and emphasis of the sources. Descriptive answers which fail to do this should be awarded no more than Level 2 at best. Answers should address both the value and the limitations of the sources for the particular question and purpose given.

Source A: in assessing the value of this source, students may refer to the following:

Provenance, tone and emphasis

- the author's view is valuable because as an MP he should be well informed on the issue he is debating and aware of public opinion through listening to his constituents; additionally, though he is expressing a personal opinion (a potential limitation), it is likely that it reflects that of many in the Conservative Party who were concerned about the extent of permissiveness in society in the 1960s
- parliamentary debates are valuable sources because they cannot be manipulated; they are on the public record
- his tone is measured and analytical, which is valuable on an issue which often excited a lot of emotion.

Content and argument

- McNair is arguing that the Wootton Report's recommendations should be rejected; he believes that legalising soft drugs would be a danger to society
- he is firmly of the view that social change is going too far, hence his unequivocal stance that a line must be drawn
- the source is valuable for reflecting the wider national debate about the spread of drug culture in the 1960s and for understanding the views of those who were becoming increasingly concerned about social and cultural change (the 'permissive society'); students can contextualise McNair's views in several ways, such as referencing the so-called 'hippy lifestyle', which promoted the use of recreational drugs, or the Beatles taking LSD
- students can also discuss the backlash against these changes: the activities of moral campaigners such as Mary Whitehouse; legislation such as the Dangerous Drugs Act, 1967, introduced by James Callaghan, himself a supporter of 'drawing the line'.

Source B: in assessing the value of this source, students may refer to the following:

Provenance, tone and emphasis

- the author of the source is one of the most iconic figures of the 1960s, providing, therefore, a valuable insight from a working-class hero at the very centre of 60s social and cultural change; however, this might also be considered a limitation: his lifestyle and experiences do not necessarily provide him with a balanced view
- Lennon far transcended his role as 'pop star'; his opinions would be widely reported; 'Rolling Stone' too was an influential/iconic 60s magazine, which also adds value to the source; interviewed in 1971, Lennon can offer some valuable perspective of the decade as a whole without being too distant
- Lennon's obvious cynicism, which comes across as a bit of a personal rant, could be considered both a strength and limitation: depth of feeling or detachment from people's day-to-day lives.

Content and argument

- Lennon's view is particularly valuable because it is, perhaps, the opposite of what might have been anticipated
- he is arguing that the 1960s was a rather superficial, transient time and that much of the 60s social revolution was little more than hype and fashion; nothing much changed and people just 'grew up'
- Lennon's views can be supported: students can reference the continuing influence of the Establishment, 'school tie' and the 'old boy network'; Britain remained a class-ridden society; the reference to 'the whites in South Africa' can be used as evidence of continuing racism within the political establishment
- his views can also be challenged, not just because of his cynicism but because of their narrowness: he does not really acknowledge any of the important liberal reform legislation of the 60s other than people were a bit 'freer'.

Source C: in assessing the value of this source, students may refer to the following:

Provenance, tone and emphasis

- Maitland's views have value because she experienced the 1960s social and cultural changes directly, providing the perspective of a young woman and feminist from an academic background
- as a recollection, it can be argued it has both strengths and limitations: it offers perspective but her views could be coloured by the passage of time; her book marks the 20th anniversary of the upheavals of 1968
- her tone and use of language have value for being both reflective but also for conveying her personal excitement and conflicted emotions about the 60s.

Content and argument

- the content offers a valuable personal reflection of the 60s, which she remembers as a mix of personal gratification and heady idealism; her argument is unambiguous: that the 60s was an 'historic moment' of real importance for the liberation of women
- Maitland's recollection that her generation felt they could 'change the world' can be supported by referencing the rebelliousness of the 60s: the clashes with parents and authority, or the anti-Vietnam War demonstrations; discussion of Maitland's reference to the affluence of the 50s and 60s would also be valid
- students can also explore 60s feminism to support or challenge her claim that it was a time of liberation for all women: the availability of the pill and contraception; clothes and fashion; easier divorce and abortion
- students may link the first National Women's Liberation Conference to Maitland's background: the conference was held at Oxford University when she was a student there.

Section B

- 0 2** 'It was internal divisions and weaknesses that kept the Labour Party out of power in the years 1955 to 1963.'

Assess the validity of this view.

[25 marks]

Target: AO1

Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

Generic Mark Scheme

- L5:** Answers will display a very good understanding of the full demands of the question. They will be well-organised and effectively delivered. The supporting information will be well-selected, specific and precise. It will show a very good understanding of key features, issues and concepts. The answer will be fully analytical with a balanced argument and well-substantiated judgement. **21–25**
- L4:** Answers will display a good understanding of the demands of the question. It will be well-organised and effectively communicated. There will be a range of clear and specific supporting information showing a good understanding of key features and issues, together with some conceptual awareness. The answer will be analytical in style with a range of direct comment relating to the question. The answer will be well-balanced with some judgement, which may, however, be only partially substantiated. **16–20**
- L3:** Answers will show an understanding of the question and will supply a range of largely accurate information, which will show an awareness of some of the key issues and features, but may, however, be unspecific or lack precision of detail. The answer will be effectively organised and show adequate communication skills. There will be a good deal of comment in relation to the question and the answer will display some balance, but a number of statements may be inadequately supported and generalist. **11–15**
- L2:** The answer is descriptive or partial, showing some awareness of the question but a failure to grasp its full demands. There will be some attempt to convey material in an organised way, although communication skills may be limited. There will be some appropriate information showing understanding of some key features and/or issues, but the answer may be very limited in scope and/or contain inaccuracy and irrelevance. There will be some, but limited, comment in relation to the question and statements will, for the most part, be unsupported and generalist. **6–10**
- L1:** The question has not been properly understood and the response shows limited organisational and communication skills. The information conveyed is irrelevant or extremely limited. There may be some unsupported, vague or generalist comment. **1–5**
- Nothing worthy of credit. **0**

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.

Arguments supporting the view that it was internal divisions and weaknesses that kept the Labour Party out of power in the years 1955 to 1963 might include:

- Labour had only narrowly lost the 1951 election, but by 1955 the wartime generation of experienced Labour leaders was ageing and often in poor health, weakening the Party's appeal and dynamism
- the emergence of acrimonious divisions in the Party, both in ideology and personality, were very damaging; the divisions centred on the rivalry between Bevan and Gaitskell who both stood for the leadership when Attlee retired in 1955: Gaitskell, on the right of the party, defeated the left-winger Bevan
- the 'Bevanites' wanted a more socialist Labour Party and criticised the moderation of the 'Gaitskellites'; they particularly disagreed over the issue of nuclear disarmament; many Labour left-wingers joined the Campaign for Nuclear Disarmament (CND), which alienated many middle-of-the-road voters
- Gaitskell's leadership was also weakened by attacks from the unions, particularly the radical socialist Frank Cousins, head of the powerful Transport and General Workers' Union (TGWU)
- division over the abolition of Clause IV dominated the 1959 party conference, demonstrating an embarrassing public spectacle of party disunity; the issue of unilateral nuclear disarmament resurfaced at the 1960 conference; Gaitskell was defeated in a highly charged and bitter atmosphere, which again showed a party publicly at war with itself.

Arguments challenging the view that it was internal divisions and weaknesses that kept the Labour Party out of power in the years 1955 to 1963 might include:

- the Conservatives benefited from being in office during the years of the post-war economic boom; they were able to ride a wave of feel-good affluence, rising living standards and optimism
- Macmillan's leadership was also a factor: he quickly restored party unity after Eden's Suez fiasco and exuded the air of a man in full and effortless control of affairs, earning himself the nickname 'Supermac'
- the Conservatives accepted the so-called post-war consensus, which, in many respects, neutralised Labour's distinct appeal
- although changing social attitudes and generational tensions emerged in this period, the prevailing mood of the nation remained socially conservative, which favoured the Conservatives
- 'stop-go' economic policies were largely effective; the British economy was at its peak between 1960 and 1963, despite underlying weaknesses.

For much of this period the Labour Party was clearly in disarray, preoccupied by its own internal battles. This was, perhaps, most obviously apparent in the 1959 election when Macmillan achieved a comfortable parliamentary majority of over 100 seats. It is certainly a valid proposition, therefore, that Labour's internal divisions and weaknesses kept the Party out of power. However, a balanced assessment would acknowledge the importance of other factors, particularly the Conservatives' good fortune to be in power during the 'you've never had it so good' years. It was not until Macmillan's grip began to slip from about 1962, coupled with Labour divisions being repaired under Wilson's leadership from 1963, that Labour looked capable of ending 13 years of Tory rule.

- 0 3** 'Margaret Thatcher's foreign policy, in the years 1979 to 1987, was overwhelmingly successful.'

Assess the validity of this view.

[25 marks]

Target: AO1

Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

Generic Mark Scheme

- L5:** Answers will display a very good understanding of the full demands of the question. They will be well-organised and effectively delivered. The supporting information will be well-selected, specific and precise. It will show a very good understanding of key features, issues and concepts. The answer will be fully analytical with a balanced argument and well-substantiated judgement. **21–25**
- L4:** Answers will display a good understanding of the demands of the question. It will be well-organised and effectively communicated. There will be a range of clear and specific supporting information showing a good understanding of key features and issues, together with some conceptual awareness. The answer will be analytical in style with a range of direct comment relating to the question. The answer will be well-balanced with some judgement, which may, however, be only partially substantiated. **16–20**
- L3:** Answers will show an understanding of the question and will supply a range of largely accurate information, which will show an awareness of some of the key issues and features, but may, however, be unspecific or lack precision of detail. The answer will be effectively organised and show adequate communication skills. There will be a good deal of comment in relation to the question and the answer will display some balance, but a number of statements may be inadequately supported and generalist. **11–15**
- L2:** The answer is descriptive or partial, showing some awareness of the question but a failure to grasp its full demands. There will be some attempt to convey material in an organised way, although communication skills may be limited. There will be some appropriate information showing understanding of some key features and/or issues, but the answer may be very limited in scope and/or contain inaccuracy and irrelevance. There will be some, but limited, comment in relation to the question and statements will, for the most part, be unsupported and generalist. **6–10**
- L1:** The question has not been properly understood and the response shows limited organisational and communication skills. The information conveyed is irrelevant or extremely limited. There may be some unsupported, vague or generalist comment. **1–5**
- Nothing worthy of credit. **0**

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.

Arguments supporting the view that Margaret Thatcher's foreign policy, in the years 1979 to 1987, was overwhelmingly successful might include:

- Britain's international position in the 1970s had seemed to be in decline, but the victory in the Falklands in 1982 prompted a resurgence of national pride; she strengthened Britain's national security by replacing Polaris with Trident
- Thatcher strengthened the 'special relationship' with the USA, creating a strong personal bond with Ronald Reagan; her prominent role as a 'Cold War warrior' (the 'Iron Lady') made her a symbol of freedom in some Soviet Bloc countries, notably in Poland and Hungary
- Thatcher deserves substantial credit for helping bring the Cold War to an end by her willingness to negotiate with Gorbachev from 1985 and by creating a strong foundation of cooperation with the USA
- her encouragement of Reagan to negotiate with Gorbachev (Reykjavik summit, 1986) paved the way for progress on mutual disarmament: the Intermediate Range Nuclear Forces Treaty, 1987
- she had a record of success in Europe: securing a rebate for Britain in 1984 over financial contributions to the EEC; she had a good working relationship with Mitterrand, cooperating closely over the Channel Tunnel project; she was instrumental in bringing about the Single European Act in 1986.

Arguments challenging the view that Margaret Thatcher's foreign policy, in the years 1979 to 1987, was overwhelmingly successful might include:

- the Falklands War was a risky, stand-alone episode with minimal impact on international affairs
- her reputation as a 'Cold War warrior' and her willingness to meet US demands, such as agreeing in 1981 to deploy US cruise missiles in Britain, which was deeply unpopular in many quarters, actually ratcheted up cold war tensions and renewed fears of a potential nuclear conflict
- her revival of the 'special relationship' was not a relationship of equals: Labour's Denis Healey called her 'Reagan's poodle' and others, such as Enoch Powell, accused her of making Britain a virtual satellite of the USA; when it suited him, Reagan ignored British interests, such as the 1983 US invasion of Grenada, a Commonwealth country
- Thatcher's so-called 'handbag diplomacy' and adversarial style of negotiation won no friends in Europe; the rebate she won was at the expense of alienating many EEC leaders and officials, particularly Jacques Delors, the European Union president
- she had no time for the Commonwealth, which she dismissed as a talking shop, risked all to save the Falklands but gave up Rhodesia and accepted the return of Hong Kong to China.

Margaret Thatcher lacked experience in foreign affairs when she took office, but a persuasive argument can be made that by 1987 she had become a respected and successful stateswoman, deserving her 'Iron Lady' nickname, and that she did, indeed, improve Britain's world role and prestige in these years. However, it is, perhaps, difficult to claim that her foreign policy was overwhelmingly successful. Her main foreign policy objective when she was elected in 1979 was to reverse Britain's declining influence, as she saw it, in international affairs. Whether she achieved this goal can be challenged: Britain largely remained a junior partner in the special relationship and her inflexibility won few friends in Europe. An argument can be maintained that, in reality, Britain was as much a middle-ranking power in international affairs in 1987 as it had been in 1979.

0 4 To what extent did Britain become a multicultural society in the years 1997 to 2007?

[25 marks]

Target: AO1

Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

Generic Mark Scheme

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- L2:** The answer is descriptive or partial, showing some awareness of the question but a failure to grasp its full demands. There will be some attempt to convey material in an organised way, although communication skills may be limited. There will be some appropriate information showing understanding of some key features and/or issues, but the answer may be very limited in scope and/or contain inaccuracy and irrelevance. There will be some, but limited, comment in relation to the question and statements will, for the most part, be unsupported and generalist. **6–10**
- L1:** The question has not been properly understood and the response shows limited organisational and communication skills. The information conveyed is irrelevant or extremely limited. There may be some unsupported, vague or generalist comment. **1–5**
- Nothing worthy of credit. **0**

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.

Arguments supporting the view that Britain did become a multicultural society in the years 1997 to 2007 might include:

- opinion polls and citizenship surveys in the period constantly found that most ethnic minorities felt a part of British society; progress towards multiculturalism was visible in a number of areas: mosques became a familiar part of many towns and cities; Paul Boateng became the first black cabinet minister in 2002
- London's successful bid in 2005 to host the 2012 Olympic Games had multiculturalism as one of its key selling points; festivals such as Notting Hill attracted millions
- New Labour put Muslim and other faith schools on the same basis as Christian and Jewish schools; the Race Relations Act, 2000, strengthened equality legislation; Holocaust Day was instituted in 2005; the post of secretary of state for local government and communities was created in 2006
- it was becoming increasingly common for schools and local government to promote multiculturalism; TV, music and film increasingly featured black and ethnic minority performers and genres: Grime; Hip Hop; The Kumars at No. 42; Goodness Gracious Me
- the integration of minorities into British society was largely successful: the extremists behind the 2005 London bombings were not representative of the wider immigrant population.

Arguments challenging the view that Britain did become a multicultural society in the years 1997 to 2007 might include:

- racial tensions persisted throughout British society: the Macpherson Report (1998) about the murder of Stephen Lawrence identified problems of institutional racism in the Metropolitan Police. In 2001, Greg Dyke, Chairman of the BBC, acknowledged its workforce was 'hideously white'
- riots in 2001 in Bradford, Manchester and Oldham were a worrying sign that integration was not working, particularly in deprived urban areas
- in 2005, Trevor Phillips, Chairman of the Equality and Human Rights Commission (EHRC) argued that integration was failing and that faith schools, particularly Muslim schools, should not be allowed
- some elements of the press and some pressure groups, like Migration Watch, questioned multiculturalism and popularised the association of migrants with criminal behaviour, driving down wages and overstretched public services; students may refer to everyday social exclusion in areas like education, employment, health, the law and housing
- it has been argued that the decision to invade Iraq in 2003 alienated British Muslims; the London bombings, July 2005 (7/7), heightened criticisms of multiculturalism and raised fears that high rates of immigration threatened social cohesion and the 'British way of life'.

It can be argued that by the turn of the century it appeared that Britain was moving closer to becoming a multicultural society, at ease with its increasing diversity. However, it might be argued that the success of multiculturalism in this period has, perhaps, been overstated and that the terrorist attacks of 2005 could be considered a major turning point. By 2007, multiculturalism was becoming one of the most contentious issues in British society and criticisms that multiculturalism was creating social division not social harmony began to increase. Perhaps a balanced assessment might be that, by 2007, multiculturalism had not failed but that Britain still faced many challenges before it could be described as a multicultural society.