



# AS HISTORY

The Making of Modern Britain, 1951–2007

Component 2S Building a new Britain, 1951–1979

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Tuesday 23 May 2017      Afternoon      Time allowed: 1 hour 30 minutes

## Materials

For this paper you must have:

- an AQA 16-page answer book.

## Instructions

- Use black ink or black ball-point pen.
- Write the information required on the front of your answer book. The **Paper Reference** is 7041/2S.
- Answer **two** questions.  
In **Section A** answer Question 01.  
In **Section B** answer **either** Question 02 **or** Question 03.

## Information

- The marks for questions are shown in brackets.
- The maximum mark for this paper is 50.
- 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:
  - 50 minutes on Section A
  - 40 minutes on Section B.

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**Section A**Answer Question 01.

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**Source A**

From a speech by Alan Hopkins, Conservative MP for Bristol North-East, in the House of Commons in November 1964, during a debate on the proposal to reorganise secondary education.

I do not wish to see grammar schools abolished. They have had a great past. I hope they will have a great future and that they will not be sacrificed on the altar of socialist ideology. I am not opposed to comprehensive schools but there must be some degree of selection. It is wrong to say that every child who goes to a secondary modern school is an 11-plus failure. That just is not so, because the teaching in secondary modern schools is extremely good. Over 60 per cent of the children attending secondary modern schools in Bristol are going on to take 'O' level exams. This is surely proof of their success and is no reason for damning them.

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**Source B**

From an article by the socialist writer Michael Rosen in 2012, in which he remembers his schooldays in London in the 1950s and 1960s.

In 1956/57 I took the 11-plus exam. My class teacher was constantly warning those of us in the middle of the class that we could fail and would have to go to a secondary modern school. So I went into that 11-plus in a state of dread. I passed but my friend Brian went to the secondary modern. The division between grammar school and secondary modern was so sharp that we stopped seeing each other, stopped sharing our lives. Working class children were a minority in grammar schools as a whole and very few succeeded in joining that tiny percentage nationally who went to university. Most pupils left secondary moderns at 15 before taking any kind of qualification.

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With reference to these sources and your understanding of the historical context, which of these two sources is more valuable in explaining the Labour government's decision in 1965 to reorganise secondary education?

**[25 marks]**

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**Section B**

Answer **either** Question 02 **or** Question 03.

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**Either**

**0 2**

'Conservative political dominance, in the years 1955 to 1961, was due to divisions within the Labour Party.'

Explain why you agree or disagree with this view.

**[25 marks]**

**or**

**0 3**

'Neither Wilson nor Callaghan was able to control the unions in the years 1974 to 1979.'

Explain why you agree or disagree with this view.

**[25 marks]**

**END OF QUESTIONS**

**There are no questions printed on this page**

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