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EDEXCEL AS AND A LEVEL HISTORY: QUESTIONS BY TOPIC

Option 1H: Britain transformed, 1918–97

AS and A Level History · Paper 1 · Option 1H

85 questions · 1700 marks · Mark schemes included

Pearson Edexcel AS (8HI0) and A Level (9HI0) History, June 2016 - June 2025

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HOW TO USE THIS BOOKLET

Questions are grouped by specification sub-topic; within each sub-topic they run from the lowest mark tariff to the highest.

Click any heading or question row below to jump straight to it.

On every question page, click ANSWER in the top-right corner to jump to its mark scheme.

Diagrams, graphs, tables and data are printed exactly as they appeared in the original papers.

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31 questions · 620 marks

45

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HISTORICAL INTERPRETATIONS: THE IMPACT OF THE THATCHER GOVERNME...

17 questions · 340 marks

77

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QUESTIONS

85 questions · 1700 marks · grouped by sub-topic, lowest tariff first



THEME 1

THE POLITICAL LANDSCAPE AND PARTY POLITICS, 1918–79

9 questions in this sub-topic · 180 marks · lowest tariff first



- 1 Was the extension of the franchise the main reason for changing party fortunes in the years 1918–31?

(Total for Question 1 = 20 marks)



-
- 3** How accurate is it to say that, in the years 1945–79, there were very limited differences in the policies of the Conservative and Labour parties?

(Total for Question 3 = 20 marks)



3 To what extent did the British political landscape change in the years 1918–79?

(Total for Question 3 = 20 marks)



-
- 1 How accurate is it to say that, in the years 1918–45, the economic challenges Britain faced were the main factor in shaping the political landscape?

(Total for Question 1 = 20 marks)



-
- 1 How accurate is it to say that, in the years 1918–31, the Liberal Party was mainly responsible for the changing fortunes of the political parties?

(Total for Question 1 = 20 marks)



- 1 Was the extension of the franchise the main reason for the changing political landscape in the 1920s and 1930s?

(Total for Question 1 = 20 marks)



-
- 1** How far do you agree that, in the years 1945–79, a political consensus was maintained?

(Total for Question 1 = 20 marks)



-
- 3** How accurate is it to say that, in the years 1918–79, the British political landscape was transformed?

(Total for Question 3 = 20 marks)



-
- 3** To what extent did the British political landscape remain the same in the years 1918–79?

(Total for Question 3 = 20 marks)



THEME 2

ECONOMIC CHALLENGES, INDUSTRIAL RELATIONS AND LIVING STANDARDS

11 questions in this sub-topic · 220 marks · lowest tariff first



4 How far did industrial relations change in the years 1939–79?

(Total for Question 4 = 20 marks)



-
- 1 Were the after-effects of the First World War the main reason for the economic challenges of the 1920s and 1930s?

(Total for Question 1 = 20 marks)



- 1 How far do you agree that Britain experienced economic progress in the years 1918–39?

(Total for Question 1 = 20 marks)



-
- 1** Was the decline of traditional industries the main reason for changing industrial relations in the years 1918-39?

(Total for Question 1 = 20 marks)



-
- 1** How far do you agree that it was the failures of strike action in the 1920s that were chiefly responsible for changing industrial relations in the years 1918-39?

(Total for Question 1 = 20 marks)



- 4 How accurate is to say that living standards saw sustained improvement in the years 1918–79?

(Total for Question 4 = 20 marks)



-
- 1 Were government policies the main reason for improvements in living standards in the years 1945–79?

(Total for Question 1 = 20 marks)



- 2 Were Britain's economic problems in the 1960s and 1970s the main consequence of poor industrial relations during these years?

(Total for Question 2 = 20 marks)



4 To what extent did the economic challenges facing Britain change in the years 1918–79?

(Total for Question 4 = 20 marks)



-
- 1 How accurate is it to say that, in the years 1918–39, the decline of the traditional industries was the main reason for changes in industrial relations?

(Total for Question 1 = 20 marks)



...

2 To what extent did living standards improve in the years 1939–79?

(Total for Question 2 = 20 marks)



THEME 3

WELFARE, HEALTH AND EDUCATION, 1918–79

17 questions in this sub-topic · 340 marks · lowest tariff first



or

- 2 Was cost the main reason the state faced increasing challenges in welfare provision in the 1960s and 1970s?

(Total for Question 2 = 20 marks)



-
- 3** How significant was the 1944 Education Act in the development of education in the years 1918–1979?

(Total for Question 3 = 20 marks)



- 1 How accurate is it to say that it was the experience of the Second World War which led to the creation of the welfare state in the years 1945–51?

(Total for Question 1 = 20 marks)



3 How similar was welfare provision in the years 1918–39 to that in the years 1945–79?

(Total for Question 3 = 20 marks)



-
- 3** How far do you agree that the growth of university education was the most significant development in education in the years 1918–79?

(Total for Question 3 = 20 marks)



- 2 Was an improvement in the health of the nation in the years 1948-79 the main consequence of the creation of the National Health Service?

(Total for Question 2 = 20 marks)



- 2 How accurate is it to say that the efforts of Aneurin Bevan (Labour's Minister of Health) were the crucial factor in the development of a national health service in the years 1939-48?

(Total for Question 2 = 20 marks)



- 2 How far do you agree that the wartime experience of 1939–45 was the main reason for the creation of the welfare state in the post-war period?

(Total for Question 2 = 20 marks)



-
- 3** How different was the provision of welfare in the years 1945–79 from the provision of welfare in the years 1918–39?

(Total for Question 3 = 20 marks)



-
- 3** How far do you agree that comprehensive education was the most significant development in education in the years 1944–79?

(Total for Question 3 = 20 marks)



-
- 3** How similar was the provision of education in Britain in the years 1944–79 to the provision of education in the years 1918–43?

(Total for Question 3 = 20 marks)



- 2 Was cost the main reason for the increasing challenges to state welfare provision in the years 1964–79?

(Total for Question 2 = 20 marks)



- 2 How far do you agree that the 'Butler Act' (1944) was the most significant development in education in the years 1944–79?

(Total for Question 2 = 20 marks)



-
- 1 Was the development of comprehensive education the main reason for the widening of opportunities in education in the years 1944–79?

(Total for Question 1 = 20 marks)



- 2 How accurate is it to say that, in the years 1964–79, the main challenges to welfare provision were those related to cost?

(Total for Question 2 = 20 marks)



-
- 1** Was the impact of the Second World War the main reason for the creation of the welfare state in the post-war period?

(Total for Question 1 = 20 marks)



- 4 How similar was the provision of welfare in the years 1945–79 to the provision of welfare in the years 1918–39?

(Total for Question 4 = 20 marks)



THEME 4

SOCIETY: WOMEN, CLASS, RACE, LEISURE AND POPULAR CULTURE

31 questions in this sub-topic · 620 marks · lowest tariff first



3 How far did the role of women change in the years 1918–45?

(Total for Question 3 = 20 marks)



Q4

- 4 How accurate is it to say that the growth of youth culture was the most significant development in popular culture in the years 1950–79?

(Total for Question 4 = 20 marks)



- 1 Was the impact of war the main reason for social change in Britain in the years 1918–51?

(Total for Question 1 = 20 marks)



- 2 Was austerity the main effect of the Second World War on British society in the 1940s and 1950s?

(Total for Question 2 = 20 marks)



- 2 How far do you agree that economic influences were the main driver of social change in the 1950s and 1960s?

(Total for Question 2 = 20 marks)



- 4 How accurate is it to say that the most significant influence on quality of life in Britain in the years 1918-51 was regional differences?

(Total for Question 4 = 20 marks)



- 2 Was economic prosperity the main reason for changes in leisure opportunities from c1951–1979?

(Total for Question 2 = 20 marks)



...

4 To what extent did attitudes to immigration and race change in the years 1945–79?

(Total for Question 4 = 20 marks)



- 2 How far do you agree that the main reason women saw advancements in their role and status in the years 1945–79 was as a result of their war work in the years 1939–45?

(Total for Question 2 = 20 marks)



- 4 How far do you agree that, in the years 1918–79, the most significant factor improving leisure and travel was the growth of car ownership?

(Total for Question 4 = 20 marks)



-
- 3** How different were attitudes to race and immigration in the inter-war years compared to attitudes in the years 1945-79?

(Total for Question 3 = 20 marks)



- 4 How accurate is it to say that there was more continuity than change in popular culture and entertainment in the years 1918-79?

(Total for Question 4 = 20 marks)



-
- 3** How accurate is it to say that new Commonwealth immigration was the most significant development in immigration and race relations in the years 1918-79?

(Total for Question 3 = 20 marks)



- 4 How accurate is it to say that the main consequence of television from the 1950s through to 1979 was a decline in other forms of entertainment?

(Total for Question 4 = 20 marks)



-
- 1** Was government action the main reason for improvements in the role and status of women in the years 1939–79?

(Total for Question 1 = 20 marks)



- 4 How far do you agree that television was the most significant development in popular culture and entertainment in the years 1918–79?

(Total for Question 4 = 20 marks)



- 2 How far do you agree that, in the years 1918–51, changes to Britain's class structure were largely driven by war?

(Total for Question 2 = 20 marks)



4 How far did the role and status of women change in the years 1918–79?

(Total for Question 4 = 20 marks)



...

- 2 How far do you agree that, in the years 1945–79, immigration and its impact changed significantly?

(Total for Question 2 = 20 marks)



- 4 How accurate is it to say that the development of youth culture in the years 1955–79 was the most significant development in popular culture and entertainment in the years 1918–79?

(Total for Question 4 = 20 marks)



3 To what extent did the class structure of Britain change in the years 1918–51?

(Total for Question 3 = 20 marks)



- 4 How far do you agree that the growth of car ownership was the most significant development in leisure and travel in the years 1918–79?

(Total for Question 4 = 20 marks)



-
- 3** How accurate is it to say that, in the years 1918–51, the class structure of British society underwent significant change?

(Total for Question 3 = 20 marks)



- 4 How different was the British experience of popular culture and entertainment in the years c1950–79 from the experience of popular culture and entertainment in the years 1918–39?

(Total for Question 4 = 20 marks)



...

2 Was increasing affluence the main reason for changes in leisure in the years c1951–79?

(Total for Question 2 = 20 marks)



-
- 3** How accurate is it to say that the most significant influence on race and immigration, in the years 1939–79, was government policies on race relations?

(Total for Question 3 = 20 marks)



-
- 1 How accurate is it to say that government action was the main reason for improvements in the role and status of women in the years 1939–79?

(Total for Question 1 = 20 marks)



- 4 How far do you agree that, in the years 1918–79, the most significant development in leisure and travel was the growth of car ownership?

(Total for Question 4 = 20 marks)



...

2 Were economic influences the main cause of social change in the 1950s and 1960s?

(Total for Question 2 = 20 marks)



- 4 How far do you agree that, in the years 1918–51, regional differences were the most significant feature of the quality of life?

(Total for Question 4 = 20 marks)



-
- 3** How accurate is it to say that, in the years 1918–79, the most significant advancements in the role and status of women were those seen in the years 1918–39?

(Total for Question 3 = 20 marks)



HISTORICAL INTERPRETATIONS

THE IMPACT OF THE THATCHER GOVERNMENTS, 1979–97

17 questions in this sub-topic · 340 marks · lowest tariff first



SECTION 3

Study Extracts 1 and 2 in the Extracts Booklet before you answer this question.

- 5** Historians have different views about the impact on Britain of Thatcher's governments in the years 1979–97. Analyse and evaluate the extracts and use your own knowledge of the issues to explain your answer to the following question.

How far do you agree with the view that Thatcher's economic policies had a disastrous impact on the people of Britain?

(20)



Extracts for use with Section C.

Extract 1: From Sidney Pollard, *The development of the British Economy 1914–1990*, published 1992.

For the eleven years of the Thatcher experiment there need be no ambiguity of verdict. All the signs point in the same direction: the experiment ended in almost total failure. By the end of the period, in 1990, Britain had the highest rate of inflation among advanced economies, though the curbing of the inflation had been the Government's declared priority number one. Britain had the highest interest rates; 5
and it also had high and rising unemployment; large-scale bankruptcies of firms in all sectors of the economy; falling output and declining national income; and the largest deficit on the current balance of payment in history. Over the period as a whole, despite the oil, Britain had, unbelievably, a slower rate of growth than in comparable periods before. In other respects also, such as the number of hours worked in 10
industry, environmental pollution, the morale of the Social Services, and many more, Britain was at the bottom of the developed world.

Extract 2: From William D. Rubinstein, *Twentieth Century Britain: A Political History*, published 2003.

By 1983, the economy was beginning to recover. Because of North Sea oil, Britain had a strong balance of trade surplus, which reached £7 billion in 1981 and was still £3 billion in 1983. Many business people and professionals were now benefiting 15
from Thatcherism. In 1988, Chancellor Nigel Lawson reduced the standard rate of income tax to 25 per cent and the top rate to 40 per cent, one of the lowest top rates in the world. This was arguably the most important and far-sighted taxation decision made by any modern government. It helped demand and regained British economic pre-eminence in Europe. Furthermore, in 1986 the London Stock Exchange 20
was deregulated, modernising the City which re-emerged as one of the world's great financial centres. The latter half of Thatcher's premiership started a 'British economic miracle' which, by the end of the century, had produced the strongest economy in Europe with an unemployment rate half that of its chief European rivals.

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Study Extracts 1 and 2 in the Extracts Booklet before you answer this question.

- 5** Historians have different views about the impact on Britain of Thatcher's governments in the years 1979–97. Analyse and evaluate the extracts and use your knowledge of the issues to explain your answer to the following question.

How far do you agree with the view that, in the years 1979–97, the Thatcher governments transformed Britain?

(20)



Extracts for use with Section C.**Extract 1:** From David Gladstone, *British Social Welfare*, published 1995.

There can be little doubt that Thatcherism represented a major transformation in British politics. Both on the right and left the celebration of Thatcherism is a rejection of the social democratic consensus. It has been suggested that John Major's replacement of Margaret Thatcher pushed both major parties back to the pragmatic centre ground of British politics. This, however, was not the previous centre ground but a new post-Thatcher settlement, in which the state's role was limited in the economy and welfare became more targeted. Popular opinion saved the welfare state from its potential destruction; however, this popularity did not save it from the restructuring that began after the Conservatives' third election victory in 1987. This produced a more radical welfare state agenda, centring on competition, internal markets, opt-outs from local or district health authority control, the 1988 reform of education and the 1990 changes to the NHS and the delivery of community care.

Extract 2: From Ben Jackson and Robert Saunders, *Making Thatcher's Britain*, published 2012.

There is little evidence of the broader cultural change so often associated with the Thatcher era. The Conservative share of the vote actually declined in each election from 1979 to 1992. The political success of Thatcherism was partly due to an electoral system that allowed radical policies to be pursued on the basis of 42-44 per cent of the popular vote. Secondly, social and economic changes such as the increasing opportunities for working mothers, the rise in teenage pregnancy and the rise of the service sector were in progress before Thatcher took office. Third, if 'Thatcherism' aimed at the restoration of the traditional family and the reinvigoration of industry, its success had been limited indeed. By 1990, divorce, abortion and teenage pregnancy were more common and more socially acceptable, while crime increased by an average of 5-7 per cent each year. Despite Thatcher's own emphasis on thrift, personal borrowing escalated dramatically. The Conservatives had promised a manufacturing revival in 1979, but the number of workers employed in manufacturing industry fell by 42 per cent over the 1980s.

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Study Extracts 1 and 2 in the Extracts Booklet before you answer this question.

- 5** In the light of differing interpretations, how convincing do you find the view that Margaret Thatcher 'transformed a near-bankrupt economy into a thriving enterprise culture' (Extract 1, lines 16–17)?

To explain your answer, analyse and evaluate the material in both extracts, using your own knowledge of the issues.

(20)



Extracts for use with Section C.

Extract 1: From David Marsland, 'Creating Alternatives to the NHS', in Subroto Roy and John Clarke (eds.), *Margaret Thatcher's Revolution: How It Happened and What It Meant*, published 2005 (revised edition).

While the need for reform was urgent, it was not immediately answered. Until 1987 the Thatcher Governments were largely preoccupied with salvaging and restructuring the economy, with dealing with the trade unions, with defending British interests, territory and people against invasion by armed forces, and with responding to the destructive challenge of the miners' strike. There was little enough time or energy left over for radical, large-scale reform of welfare. However, even these early achievements made an indispensable contribution to that end. 5

Without the active shake-out of the economy, without the liberalisation of capital markets, without sweeping tax-cuts, without wholesale privatisation, and without the taming of the trade unions, the successful, modernised, enterprise economy today would have been impossible. Without these economic achievements, radical reform of welfare would have been inconceivable. At best we would have had – as we did not have – merely savage cuts in public expenditure, social division, and no welfare reform at all. The triumph of Margaret Thatcher in transforming a near-bankrupt economy into a thriving enterprise culture should not be underestimated. 10 15

Extract 2: From Martin Pugh, *Britain Since 1789: A Concise History*, published 1999.

By 1981, the economy was in a serious depression. Thatcher responded by increasing taxation and reducing government borrowing, which led to massive unemployment. Soon, the economy suffered its worst slump since the 1930s. During 1981, gross national product fell by 3.2 per cent and unemployment rose to 2.7 million. A quarter of British manufacturing capacity disappeared by 1983. Lost manufacturing jobs were to be replaced by new service sector employment. However, many of these new jobs were part-time and low-paid. As a result, 3.2 million were still unemployed by 1985. 20 25

Whatever recovery took place in the mid-1980s was largely stimulated by financial deregulation. Banks and building societies offered customers generous loans, which were often spent on imported goods. Consequently, householders' debts rose from £16 billion in 1980 to £47 billion in 1989. This artificial boom pushed Britain's trade deficit to a record £15 billion in 1988–89. Tax cuts, designed to help win the 1983 and 1987 elections, aggravated the situation. By 1990 this economic boom collapsed into a second depression. Britain's economic growth rate averaged only 1.75 per cent per year (1979–90), well below that for the 1950s, 1960s and 1970s. Thatcherism accelerated Britain's economic decline. She left behind a rapidly declining manufacturing base and an industry still short of investment. 30 35

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Study Extracts 1 and 2 in the Extracts Booklet before you answer this question.

- 5** Historians have different views about the impact on Britain of Thatcher's governments in the years 1979–97. Analyse and evaluate the extracts and use your knowledge of the issues to explain your answer to the following question.

How far do you agree with the view that the Thatcher government significantly reduced the role of the state?

(20)



Extracts for use with Section C.

Extract 1: From Anthony Seldon and Daniel Collings, *Britain under Thatcher*, published 1999.

Mrs Thatcher's social mission was clear-cut: roll back excessive state activity and bureaucracy and let individuals stand on their own two feet. From 1980, enacting an idea proposed under the Labour Government after 1974, council house tenants were given the right to buy their own council house. The 'assisted places scheme' allowed able children from less-well off backgrounds to secure means-tested places at the country's independent schools. In 1990, those over 60 were given tax relief on private health insurance. Another scheme was targeting help on the most deserving, seen with the successful reforms of the social security system, which progressively tightened the eligibility rules for unemployment benefit. The NHS internal market gave GPs budgets and led to hospitals competing for patients. The provision for schools to 'opt out' of local authority control, which was provided for by the 1988 Education Reform Act, enhanced parental choice and gave schools control over their own budgets. First the NHS, and then local government, were forced to put some services out to tender. Checks on efficiency became the order of the day. This amounted to the biggest break with social policy tradition since 1945.

Extract 2: From Derrick Murphy and Patrick Walsh-Atkins, *Britain 1945–2007*, published 2008.

It proved far more difficult to roll back the state than had been foreseen. In 1980 government spending accounted for 43.2 per cent of GDP; in 1995 the same figure was 42.5 per cent. Indeed one of the key contradictions associated with Thatcherism was that, under Thatcher's leadership, the authority of the government became increasingly centralised and interventionist at a number of levels. Because so many of the local authorities remained Labour controlled, the governments of the 1980s imposed a series of entirely new powers over local government spending and policy-making. In education policy, the Conservatives introduced a national curriculum that set clear limits on the freedom to choose subjects and methods of teaching in state schools. The privatisation of industry was accompanied by the introduction of a bewildering series of regulatory bodies and 'quangos'* staffed by unelected officials.

*Quangos = organisations outside of the civil service, but receiving government funding

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Study Extracts 1 and 2 in the Extracts Booklet before you answer this question.

- 5** In the light of differing interpretations, how convincing do you find the view that the Thatcher government's economic policies brought dramatic improvements for Britain?

To explain your answer, analyse and evaluate the material in both extracts, using your own knowledge of the issues.

(20)



Extracts for use with Section C.

Extract 1: From John Blundell, *Margaret Thatcher: A Portrait of the Iron Lady*, published 2008.

In 1979, Britain was the sick man of Europe. Inflation was rampant, the unions were out of control and the nationalised industries were under-performing, unaccountable, and gobbling up billions of pounds in subsidies. Even the French GDP was well ahead of the British. Radical policy solutions had been dismissed. The British were told by all sides that what was needed was stability not change. 5

18 years later Britain had jumped from 19th to 2nd place on the Organisation for Economic Co-operation and Development rankings of economic performance. It had become a nation of entrepreneurs with self-employment doubling from 7% to 14% of the workforce. The group we call the middle class had leapt from 33% to 50% of the population. Home ownership had also leapt from 53% to 71%, ownership of shares by individuals had gone from 7% to 23% and astonishingly among trade union members from 6% to 29%. Days lost to strikes had dropped from 29.5 million to 0.5 million, and tax rates were slashed. Margaret Thatcher was the pivotal point of the rescue of a country. 10
She was the woman who woke up her nation and made it once again a world leader and player. 15

Extract 2: From Keith Barlow, *The Labour Movement in Britain from Thatcher to Blair*, published 2008.

For the Thatcher Government's objectives to be fulfilled a programme of public expenditure cuts was needed, mainly in those areas which contributed to what is known as the 'social wage'. Such measures included ending the link between the basic state pension and earnings. Other measures included the reduction and abolition of the earnings-related supplement to unemployment and other benefits from 1982, and cutbacks in the provision of sick pay and child benefit. Through these measures, the Government, on the basis of its own criteria, could claim a success in the fight against inflation in the period 1980 to 1984 together with a reduction in the Public Sector Borrowing Requirement*. 20
Rather than a deficit, there was, in fact, a public sector surplus in the financial years 1987–88 to 1989–90. The social impact of these measures was evident. The burden of taxation was shifted onto those on low incomes to the benefit of those on high incomes. It was also clear that the 'welfare state', along with those it was supposed to serve, was going to have to shoulder the main burden of the Thatcher Government's economic strategy. 25
30

*Public Sector Borrowing Requirement – the amount the government needs to borrow in a particular financial year

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Study Extracts 1 and 2 in the Extracts Booklet before you answer this question.

- 5** Historians have different views about the impact on Britain of Thatcher's governments in the years 1979-97. Analyse and evaluate the extracts and use your knowledge of the issues to explain your answer to the following question.

How far do you agree with the view that the policies of the Thatcher governments had a positive impact on life in Britain?

(20)



Extracts for use with Section C.**Extract 1:** From Graham David Goodlad, *Thatcher*, published 2015.

Thatcher projected herself as leading a mission of national revival, and her dominance of the political scene helped to make the 1980s a time of profound change. The privatisation of state-owned utilities caused the number of shareholders in the UK to increase from 3 million to almost 11.5 million. The sale of more than a million council houses created a new class of owner-occupiers. Business leaders welcomed a new toughness in government attitudes towards the trade unions, whose power was restricted by a series of laws. Successful entrepreneurs also benefited from a long-term shift from direct to indirect taxation, with income tax rates, especially those levied on the better off, falling steadily across the decade. Thatcher's economic revolution stimulated a rise in living standards for some, represented by the rise of the "yuppie" - clutching, as a visible symbol of personal prosperity, one of the mobile phones which made their first appearance in the 1980s. Her admirers acclaimed her frequently-stated desire to encourage self-reliance and to extend opportunity to those with the ambition to better themselves.

Extract 2: From Jamie L. Bronstein and Andrew T. Harris, *Empire, State, and Society: Britain Since 1830*, published 2012.

By the mid-1980s, Thatcherism had slashed public sector funding for education and infrastructure, privatised previously public utilities, and reduced union demands by weakening the legal authority of unions themselves. Income support, rather than being seen as a right, was transformed into a tool to encourage people to enter into the private labour force. Most of all, Thatcherism had helped to shift the principles on which the post-war British state operated, from an understanding which prioritised social welfare to one which embraced free markets. This approach was not without its negative consequences, and the major one was growing income inequality. Household unemployment hovered at almost 20 percent. The number of poor people - defined as those living on less than half the national average income - more than doubled to 10 million between 1979 and 1994. Cutbacks in funding for the NHS produced noticeable deterioration in the quality of British health care: fewer nurses, longer waiting lists for surgeries, and higher charges for prescriptions.

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Study Extracts 1 and 2 in the Extracts Booklet before you answer this question.

- 5** In the light of differing interpretations, how convincing do you find the view that Margaret Thatcher transformed Britain?

To explain your answer, analyse and evaluate the material in both extracts, using your own knowledge of the issues.

(20)



Extracts for use with Section C.

Extract 1: From Earl Aaron Reitan, *The Thatcher Revolution: Margaret Thatcher, John Major, Tony Blair, and the Transformation of Modern Britain*, published 2002.

Thatcher's three electoral victories indicated that a major political realignment had taken place. The electoral success of Thatcherite conservatism was because of policies suited to demographic and economic developments that were changing the social structure and political attitudes in the regions of the United Kingdom. Thatcher's third victory guaranteed that the changes brought by Thatcherism – for better or worse – were irreversible. The personal leadership of Margaret Thatcher had been the crucial catalyst that had made these things happen. 5

The completion of the Thatcher Revolution was evident in the large number of issues where the differences between the two major parties were minimal to non-existent. The economic principles of Thatcherism had become widely accepted. The Thatcher civil service reforms, privatisations, and limitations on trade union power had been generally accepted. Blair abandoned his threat to renationalise British Rail on the grounds that money would not be available. 10

Extract 2: From Monica Prasad, *The Politics of Free Markets: The Rise of Neoliberal Economic Policies in Britain, France, Germany, and the United States*, published 2006.

All of the components of Thatcher's policies had been suggested, and some even implemented in basic form, long before Thatcher took office, either by the previous Labour government or by Conservative governments before that. The Thatcher government's implementation of taxation policy showed mainly confusion and was influenced by a desire for electoral advantage. The implementation of privatisation and council house sales was the result of actual or perceived public support. In short, Thatcherism was a democratic phenomenon – not the result of the hijacking of the party by a faction driven by an extreme economic ideology. 15 20

In all other areas of social policy the changes produced by Thatcher were minor, reflecting the popularity of the welfare state with voters. In taxation, industrial policy, and welfare state policy, the main policy measures that were actually implemented were shaped by the broad outlines of public opinion. The innovations were shaped by the British political context, on some occasions despite the best intentions and efforts of the Thatcher team. Certainly, there were major elements of the Thatcher episode that did not go as planned. 25 30

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- 5** Historians have different views about the impact on Britain of Thatcher's governments in the years 1979–97. Analyse and evaluate the extracts and use your knowledge of the issues to explain your answer to the following question.

How far do you agree with the view that Thatcher's governments had a revolutionary impact on Britain?

(20)



Extracts for use with Section C.

Extract 1: From Stephen Lee, *Aspects of British Political History: 1914-1995*, published 1996.

A case can be made that Mrs Thatcher did introduce a revolution; she returned to some of the basic principles of the Victorian era - a fundamental change. Privatisation was an essential part of the Conservative government's decision to roll back the frontiers of state control. The measures to change the economy and to pull back the scope of the welfare state were accompanied by a concerted campaign against the trade unions throughout all three of Mrs Thatcher's ministries. Thatcher undertook an extensive package of changes to the Civil Service, although the full extent of the transformation was not seen until 1991. Local government was also extensively overhauled. 5

By 1989, Labour had come to terms with some of the policies introduced by the Conservatives. This included the sale of council houses, privatised industries, a commitment to the market system and to controls over public spending. They also promised not to reverse the basic rate tax cuts made by the Conservatives. 10

Extract 2: From Peter Clarke, *Hope and Glory*, published 2004.

The central theme of Thatcher's 1979 programme, monetarism, was effectively abandoned soon into her first term. Thatcherism may have claimed to have permanently replaced Keynesian policies and the trade-off between inflation and unemployment. However, when Thatcher left office, the rise in inflation had again hit double figures. Unemployment, on the other hand, was below 2 million. Although Thatcher once assured an interviewer that she had 'changed everything', in her memoirs she admitted: 'In politics there are no final victories.' 15 20

The Conservative Party itself was also willing to replace her and change course, because it believed that it would lose the next election. Major made it clear his was a new government, with new priorities, including getting rid of the poll tax as soon as possible. By the 1990s, the sort of initiatives that had caught the mood of the 1980s had lost popularity, seen with the lack of public enthusiasm for privatisation of the railways. As opposition leader from 1994, Tony Blair insistently called for a move away from Thatcherite policies. 25

Acknowledgements

Extract 1 from: *Aspects of British Political History 1914-1995* By Stephen J. Lee © Taylor and Francis – 1996

Extract 2 from: *Hope and Glory: Britain 1900-2000* By Peter Clarke © Penguin – 2004

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Study Extracts 1 and 2 in the Extracts Booklet before you answer this question.

- 5** In the light of differing interpretations, how convincing do you find the view that, in the years 1979–97, Thatcher’s governments had an impact on Britain that was both substantial and enduring?

To explain your answer, analyse and evaluate the material in both extracts, using your own knowledge of the issues.

(20)



Extracts for use with Section C.

Extract 1: From John Campbell, *The Iron Lady: Margaret Thatcher: From Grocer's Daughter to Iron Lady*, published 2012.

It was a measure of how fundamentally Margaret Thatcher had transformed the political landscape that even subsequent Labour politicians with deep 'old Labour' roots felt obliged in office to press on with her revolution. Her influence endured, living on long after 1990; that was her great achievement. 'Socialism' in the form that Mrs Thatcher banished it did not return. Margaret Thatcher played a bold part in wrenching Britain out of the failed path of economic planning and stifling state control. The whole culture of incomes policies, subsidies and social contracts – and the very high inflation that made these necessary – seems so remote that it is easy to forget how much courage was required in 1979-81 to set about dismantling it. 5 10

Over a period of many years Thatcherism released a huge amount of economic energy, created a great deal of new wealth and delivered many social benefits, as well as some enduring costs. That aspects of Thatcherism eventually had to be corrected in turn, does not detract in the long run from her historic importance. For better and worse, Margaret Thatcher imprinted her personality, and her name, indelibly upon her era. 15

Extract 2: From Martin Pugh, *State and Society*, published 1999.

The impact of Mrs Thatcher's ideas on British society proved to be limited. Throughout the 1980s public faith in collectivist policies – state welfare, the NHS, public spending, state education – remained as strong as ever. By the beginning of the 1990s, the appetite for interventionism in social and economic affairs appeared to be growing. Nor was there any significant evidence that an enterprise culture had been fostered in Britain. The increase in the self-employed section of the labour force from 8 to 12 per cent seems to have been largely a by-product of high unemployment. Although more individuals became owners of shares, by the later years of the decade the number had declined. 20 25

Beyond the weakening of trade unions and privatisation of nationalised industries, the chief objectives identified by Mrs Thatcher herself proved to be almost wholly beyond the reach of her governments. The modest balance of payments deficit she inherited increased massively, such that by 1989 it stood at a frightening £13.6 billion. Mrs Thatcher had also placed great emphasis on reducing government expenditure, yet in fact state spending absorbed a higher proportion of gross national product during the 1980s. 30

Acknowledgement

Extract 1 from: 'The Iron Lady: Margaret Thatcher: From Grocer's Daughter to Iron Lady', John Campbell, Vintage 2012

Extract 2 from: 'State and Society', Martin Pugh, Arnold (Hodder, London) 2nd Edition 1999

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Study Extracts 1 and 2 in the Extracts Booklet before you answer this question.

- 5** Historians have different views about the impact on Britain of Thatcher's governments in the years 1979-97. Analyse and evaluate the extracts and use your knowledge of the issues to explain your answer to the following question.

How far do you agree with the view that the Thatcher governments cannot be blamed for increasing political and social division in Britain?

(20)



Extracts for use with Section C.

Extract 1: From Graham Stewart, *Bang: A History of Britain in the 1980s*, published 2014.

Critics suggested that the breaking up of traditional communities was Thatcher's deliberate objective, using her claim that 'there is no such thing as society'. In reality, her actual meaning was considerably more subtle. The prime minister was discussing her fear that too many people saw it as 'the government's job to cope with' problems they faced. Many on the right argued that rather than economic hardship being the cause of modern social ills, the real cause had been the growth of a permissive society. 5

The Conservatives' 1987 manifesto neatly emphasised their aspiration to give 'people a stake in society' as part of a 'capital-owning* democracy'. In terms of greater sexual equality, educational experience and the opportunities in the workplace, society was actually more unified in the eighties than it had been in any of the preceding decades since the war. For all the talk of divisive politics and a divided decade, the 1987 election confirmed the Conservatives were more of a national party than Labour were. 10

*capital-owning = ownership of wealth such as property

Extract 2: From Chris Rowe, *Britain 1929–98*, published 2004.

In her first term, Thatcher's policies caused a damaging recession, with rising unemployment. There was a marked split between North and South: northern areas took most of the impact of industrial closures. There was also unrest and social tensions, with major rioting in depressed urban areas, such as Bristol and Liverpool. 15

Later on, her successes came at a price. There was little or no industrial recovery, and the problems of the older industrialised regions remained severe. The taming of the trade unions came at a high price in hardship and social divisions; the tendency of Thatcher to refer to her opponents as 'the enemy within' made these divisions worse. The profits from North Sea oil and from privatisation were not invested in major long-term projects for economic modernisation, but went towards the short-term consumer boom. By 1990, the opinion polls were showing a disastrous decline in support for the Conservatives, partly because there was at last a credible Labour opposition for the first time since Thatcher's 1979 election victory. 20 25

Acknowledgements

Extract 1 from: *Bang: A History of Britain in the 1980s*, Atlantic Books, 2014

Extract 2 from: *Britain 1929–98* By Chris Rowe © Pearson Education Limited, 2004



Study Extracts 1 and 2 in the Extracts Booklet before you answer this question.

- 5** In the light of differing interpretations, how convincing do you find the view that the economic policies of the Thatcher governments should be seen as a 'major achievement' [Extract 1, lines 18–19]?

To explain your answer, analyse and evaluate the material in both extracts, using your own knowledge of the issues.

(20)



Extracts for use with Section C.

Extract 1: From Patrick Minford, *Inflation, Unemployment and the Pound*, published 2005.

In 1979 Britain was in the grip of an interlocking set of policies that produced high inflation, persistent large budget deficits, and high unemployment. By significantly reducing budget deficits at a time of recession in 1981, the Thatcher government signalled it would not continue with previous government policies. This signalled that deficits, which had been the central force in causing inflation, were no more. 5

Previous misguided attempts to prop up the economy, such as subsidies to large manufacturing industries which had hidden poor competitiveness, were removed. Unemployment benefits had been at a generous level which acted as a disincentive to look for work. When these benefits were reformed from 1986, unemployment literally melted away as many thousands were stimulated to look seriously again for work. 10

And so, by the second half of the 1980s, the British economy had well and truly begun to escape from its disease of high inflation and high unemployment. The groundwork for success post-1992 was laid by the reforms of the 1980s. Inflation stayed down. Average growth was amongst the highest of the major countries. Unemployment fell steadily. The key to this lies in sound monetary policy, and in a flexible labour market environment – clearly a major achievement of the Thatcher government. 15

Extract 2: From Sidney Pollard, *The Development of the British Economy 1914–1990* (fourth edition), published 1992.

The Thatcher experiment ended in almost unmitigated failure. It had large-scale bankruptcies of firms in all sectors of the economy; periods of falling output and declining national income; and the largest balance of payments deficit in history. The financial free-for-all, which followed the removal of all restrictions, led not only to financial scandals, but also, together with the tax concessions, stimulated the credit and property boom. This in turn caused the 'stop' in 1989, with all its ruinous consequences. The drastic action of the government did help the inflation rate come down, prior to Lawson's* inflationary boom. However, the costs were enormous in terms of manufacturing industry permanently destroyed, jobs lost, and of economic growth thwarted. 20 25 30

Government plans to undertake fundamental revision of social services to reduce expenditure on them were rather more difficult to implement than the government had hoped. Whilst unemployment was reduced from the 1983 peak of 3.1 million, to 1.6 million by 1990, some critics maintain that the real figures were up to one million higher than the official ones in the recession of the mid-80s. There was also a significant transfer of income from the poor to the rich. 35

*Lawson – Nigel Lawson, the Chancellor of the Exchequer, 1983–89



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Extract 1 from: Inflation, Unemployment and the Pound by Patrick Minford in Margaret Thatcher's Revolution: How it Happened and What it Meant by John Clarke and Subroto Roy © Continuum International Publishing Group, 2005

Extract 2 from: The Development of the British Economy 1914–1990 by Sidney Pollard © Edward Arnold – Hodder Education, 1992



Study Extracts 1 and 2 in the Extracts Booklet before you answer this question.

- 5** Historians have different views about the impact on Britain of Thatcher's governments in the years 1979–97. Analyse and evaluate the extracts and use your knowledge of the issues to explain your answer to the following question.

How far do you agree with the view that, in the years 1979–97, the Thatcher governments had a negative impact on life in Britain?

(20)



Extracts for use with Section C.**Extract 1:** From Eric Evans, *Thatcher and Thatcherism*, published 2004.

One central objective of Thatcherism was to reduce the burden of taxation. This failed, being higher in 1996 than in 1979. Characteristically, though, this strategic failure was deliberately hidden. The public recognised more the lower amounts that were taken directly from pay packets, not the higher levels of 'stealth taxes' that they paid on goods such as fuel and food.

5

Britain's relative economic decline had not been halted since 1979. Annual growth rates in the years 1979–97, although higher than the 1970s, stand out as relative failures when compared to other developed economies. The inflation rate did come down dramatically during most of the Thatcher years. However, in almost every year the British inflation rate was higher than those in other G7* countries.

10

By design, Britain became a more unequal society under Thatcher. Tax cuts for the better off were real, and the boom after 1983 did bring widespread economic benefits. Those at the bottom of society, however, failed to benefit. The numbers in poverty increased from 5 million in 1979 to 14.1 million in 1992.

15

*G7 = the group of the leading seven industrialised nations

Extract 2: From Andy McSmith, *No Such Thing as Society*, published 2011.

Sales of the great state-owned monopolies like that of British Telecom (BT) were not just a success for those who profited from these sales. Customers also liked it. Before privatisation, it could take three months for the engineer to turn up. Once BT had to compete with other telephone providers, investment in the telephone network doubled almost instantly, and prices fell. In all, the number of share owners increased from two million in 1979 to twelve million in 1989. The proportion of homes that were owner-occupied also increased, from 55 to 67 per cent. Ownership of consumer goods such as home computers, CD players, and microwave ovens also became commonplace.

20

Britain's political future was settled; people no longer talked about capitalism or its alternatives, because they expected the capitalist system to last forever. Class also seemed to disappear as a subject of political or sociological discussion. People in what had been working class occupations now owned cars and televisions and had mortgages on their properties.

25

Acknowledgements:Extract 1 from: *Thatcher and Thatcherism*, Eric Evans, Routledge 2004Extract 2 from: *No Such Thing as Society*, Andy McSmith, Constable & Robinson Ltd 2011

Study Extracts 1 and 2 in the Extracts Booklet before you answer this question.

- 5** In the light of differing interpretations, how convincing do you find the view that ‘the achievements of the Thatcher governments were startling’ [Extract 1, line 19]?

To explain your answer, analyse and evaluate the material in both extracts, using your own knowledge of the issues.

(20)



Extracts for use with Section C.**Extract 1:** From Robin Harris, *The Conservatives*, published 2013.

In the years when the anti-inflationary strategy was most consistently applied, inflation came down from 21.9 per cent in 1980 to 2.4 per cent in 1986. From 1981 government borrowing fell steadily, and from 1987 government revenue exceeded expenditure. Reforms were enacted which curbed trade union power and allowed industry, forcibly slimmed down by recession, to improve productivity. 5

During the second Thatcher government, the economic recovery accelerated. Unemployment started to fall. Large-scale privatisation proceeded at a swift pace. Losses were replaced with profits, which benefitted the taxpayer. Wider share ownership supplemented the large social changes such as the sale of council houses. The reduction of income tax rates increased incentives for high earners to stay and work in Britain, reducing tax avoidance, and increasing the flow of revenue into the Treasury. 10

Mrs Thatcher deliberately made British industry and workers face reality and adapt to it. Despite occasional setbacks, there was a clear and consistent strategy to revive Britain's economic strength and international standing. The most decisive political recognition of this is that Tony Blair made great public play of continuing the broad economic policies instituted by the Thatcher governments. The achievements of the Thatcher governments were startling. 15

Extract 2: From Jamie L Bronstein and Andrew T Harris, *Empire, State, and Society: Britain Since 1830*, published 2012.

The British economy during the Thatcher years had its ups and downs. Inflation had decreased. Deregulation of banks and building societies expanded consumer credit. Many also appreciated Thatcher because she made it possible for them to purchase their council houses at a discount. On the other hand, Thatcher presided over a permanent loss of 2 million relatively high-paid manufacturing jobs. The division between the wealthy South and the poorer North widened by the mid-1980s, because with the gradual decline of British manufacturing it was mostly Northern, formerly unionised men who bore the brunt of the unemployment. The results of privatisation were mixed. Some of the most bureaucratic public services, like British Telecom, seemed to benefit. But privatisation also created monopolies in sectors that had once been essential public services. 20 25 30

By 1990 Britain had sunk back into economic depression, with high interest rates. Thatcher had made targeting inflation a central part of her policy throughout the 1980s: now inflation was again at a high level, calling into question the sacrifices people had had to make. Household unemployment hovered at almost 20 per cent, and the number of poor people more than doubled. 35



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Extract 1 from: Robin Harris, *The Conservatives*, Corgi, 2013

Extract 2 from: Jamie L Bronstein and Andrew T Harris, *Empire, State, and Society: Britain Since 1830*, Wiley-Blackwell, 2012



Study Extracts 1 and 2 in the Extracts Booklet before you answer this question.

- 5** Historians have different views about the impact on Britain of Thatcher's governments in the years 1979–97. Analyse and evaluate the extracts and use your knowledge of the issues to explain your answer to the following question.

How far do you agree with the view that Thatcher's governments successfully transformed Britain?

(20)



Extracts for use with Section C.

Extract 1: From Martin Ricketts, *Property rights, incentives and privatisation*, published 2005.

The Thatcher governments transformed the UK economy. Ownership of nationalised assets was transferred to private hands. Competition was encouraged. Massive new opportunities for the growth of the service economy were created. A more open and competitive environment permitted a restructuring of the UK economy that had been suppressed for many years. In finance, retailing, restaurants, entertainment, tourism, education and other areas of personal service, the 1980s witnessed rapid development. Public sector employment declined, but the growth of consumer spending on consumer services created the background against which total employment and self-employment grew.

5

10

Previous increases in state spending as a proportion of GDP were halted and then modestly reversed. Tax rates fell. Labour markets were liberalised and excessive trade union power was contained. There was a coherence about these measures that had a lasting and cumulative impact. Subsequent politicians praised the growth and employment record of the UK economy. However, their success was securely based on the foundations that the Thatcher governments laid, foundations that most of them vigorously opposed during the 1980s.

15

Extract 2: From Michael Lynch, *Britain 1945–2007*, published 2008.

Mrs Thatcher did not achieve all her aims. Her mistakes over the poll tax, when she misjudged the attitude of ordinary people, showed that her populist instinct could seriously let her down. What she wanted was also sometimes contradicted by what she did. She intended to reduce taxes but in fact Britain's tax bill went up under her leadership. Despite her determination to cut government spending, when she left office public expenditure was at record high levels. In 1992 the government was having to borrow heavily to finance a gap between spending and income of nearly £30 billion. This was largely because her policies had led to unemployment and thereby increased the government's need to borrow to pay for social security and other welfare benefits.

20

25

She promised to reduce the power of central government. In practice, this power broadened and increased. There were more government departments and more civil servants in 1990 than there had been in 1979.

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Acknowledgements:

Extract 1 from: *Margaret Thatcher's Revolution*, By Subroto Roy, © Continuum, September 2006

Extract 2 from: *Britain 1945–2007*, By Michael Lynch, © Hodder Education, 2008



Study Extracts 1 and 2 in the Extracts Booklet before you answer this question.

- 5** In the light of differing interpretations, how convincing do you find the view that the Thatcher governments significantly changed Britain?

To explain your answer, analyse and evaluate the material in both extracts, using your own knowledge of the issues.

(20)

Extracts for use with Section C.

Extract 1: From Dennis Kavanagh and Peter Morris, *Consensus Politics from Attlee to Major*, published 1994.

The breakup of the old consensus became truly apparent after 1979, as a result of the sheer scale of change that has occurred since Mrs Thatcher became Prime Minister. Only the commitment to the National Health Service remains from the old consensus. Most of the other central features – a large public sector, the commitment to full employment, acknowledgement of trade unions' special role – have disappeared, or at least been severely eroded.

5

Mrs Thatcher was the first post-war leader not to try to maintain the consensus. Many of the radical policies – restrictions on trade unions, rejection of social contracts or incomes policies, income tax cuts and privatisation, as well as hostility to the civil service and the imposition of the community charge – owe much to Mrs Thatcher's vigorous support.

10

Since 1979, there have also been significant social changes to the electorate. Between 1979 and 1987, membership of unions fell from 30 per cent to 23 per cent; owner-occupation spread from 52 per cent to 62 per cent of homes; share ownership increased from 7 per cent to 19 per cent, and middle-class households rose from 35 per cent to 42 per cent.

15



Extract 2: From Ben Jackson and Robert Saunders, *Making Thatcher's Britain*, published 2012.

There is little evidence of the broader cultural change so often associated with the Thatcher era. The British electorate was not significantly 'Thatcherised'. Nor was it persuaded of the Thatcher government's ideological arguments in relation to full employment and the welfare state. National survey evidence does not support the emergence of more individualistic popular attitudes. The political success of Thatcherism also owed a considerable debt to the electoral system, which permitted radical policy change on the basis of a minority, and indeed declining, share of the popular vote. 20

Many of the social and economic developments that occurred were in progress before Thatcher took office. Moreover, many of the changes associated with 'Thatcher's Britain' were not to the Prime Minister's liking, or ran counter to the aims of 'Thatcherism'. By 1990, divorce, abortion and teenage pregnancy were both more common and more socially acceptable. Also, crime increased by an average of 5–7 per cent each year. Despite Thatcher's own emphasis on thrift, personal borrowing increased dramatically. 25

If 'Thatcherism' aimed at the restoration of the traditional family and the reinvigoration of the British economy, its success had been limited indeed. 30

35

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Acknowledgements

Extract 1 from: *Consensus Politics Attlee to Major* by Dennis Kavanagh © John Wiley & Sons, June 1994.

Extract 2 from: *Making Thatchers Britain* by Ben Jackson & Robert Saunders © Cambridge University Press, August 2012.



Study Extracts 1 and 2 in the Extracts Booklet before you answer this question.

- 5** Historians have different views about the impact on Britain of Thatcher's governments in the years 1979–97. Analyse and evaluate the extracts and use your knowledge of the issues to explain your answer to the following question.

How far do you agree with the view that the Thatcher governments were successful in their aims to reduce the role of the state?

(20)



Extracts for use with Section C.

Extract 1: From Martin Pugh, *State and Society: A Social and Political History of Britain since 1870*, published 2008.

The Thatcher governments' attack on the state concentrated on four main areas: local government, education, health and nationalised industries. For some years the government gave no indication that it planned to return state-owned industry to the private sector. However, the government eventually realised that the privatisations would provide the resources required 5 to pay for tax cuts. The result was a succession of privatisations, including British Telecom, British Airways, British Gas, and the Electricity and Water Boards.

Conservative mistrust of elected local government went back a long way. The government attempted to restrict local expenditure by reducing grants and setting limits. Ministers also cut local government down to size by forcing 10 councils to sell off council houses while not allowing them to use the proceeds to build new ones. Schools were also given financial incentives to opt out of council control. Mrs Thatcher hesitated to tackle the National Health Service directly, because of its popularity. However, during the 1980s expenditure cuts resulted in the closure of thousands of hospital beds and a major increase in 15 waiting lists.

Extract 2: From Derrick Murphy, *Britain 1914–2000*, published 2000.

In many ways Thatcher's policies had failed. It proved far more difficult to roll back the state than had been foreseen. Government spending was largely the same in 1995 as it had been in 1980. Indeed, one of the contradictions of Thatcherism was that the government became increasingly centralised and 20 interventionist at a number of levels. The governments of the 1980s imposed a series of entirely new powers over local government. In education policy, the Conservatives introduced a national curriculum that set clear limits on the freedom of state schools. The privatisation of industry was accompanied by the introduction of a series of regulatory bodies, staffed by unelected officials. 25

Britain had also not really become an individualistic society. People generally remained resistant to official encouragement to become more entrepreneurial and go-getting. The British people, for example, remained firmly attached to the National Health Service, which was seen as the greatest collective achievement. Thatcher repeatedly had to state that the 'National Health Service 30 is safe in our hands'.

Acknowledgements:

Extract 1 from: *State and Society: A Social and Political History of Britain since 1870* By Martin Pugh
© Hodder Education, 2008

Extract 2 from: *Britain 1914–2000* By Derrick Murphy © Harper Collins, 2000



Study Extracts 1 and 2 in the Extracts Booklet before you answer this question.

- 5** In the light of differing interpretations, how convincing do you find the view that the British people were better off as a result of the Thatcher governments?

To explain your answer, analyse and evaluate the material in both extracts, using your own knowledge of the issues.

(20)



Extracts for use with Section C.

Extract 1: From Andrew Marr, *A History of Modern Britain*, published 2007.

The Conservatives under Thatcher were intent on creating a 'property-owning democracy' of voters whose interests were different from those traditionally associated with the working-class. There was now to be a large section of British society who were pro-private sector. These people were share-owners and home-owners, working in private companies and increasingly un-unionised. The despair of Labour politicians as they watched it working was obvious. The proportion of adults holding shares rose from 7 per cent in 1979, to 25 per cent in 1990. As a result of the 'right to buy' policy, more than a million families purchased their council houses. They repainted and refurbished them and watched their value shoot up, particularly since they had been sold them at a discount. The proportion of owner-occupied homes rose from 55 per cent of the total in 1979 to 67 per cent a decade later. 5 10

And people did indeed become much wealthier. In real terms, total personal wealth rose by 80 per cent in the 1980s. Most people had, in the end, done well under Thatcher, including her most hostile middle-class critics. The country was enjoying bigger cars, a far wider range of holidays, better food, a wider choice of television channels, home videos, and the first gadgets from the computer age. 15

Extract 2: From Selina Todd, *The People: The Rise and Fall of the Working Class, 1910–2010*, published 2014.

When Margaret Thatcher came to power in 1979, the bargain that had been struck between the people and their politicians – hard work in exchange for a living wage and a welfare safety net – came to an end. Unemployment increased, while benefits were cut. Economic inequality grew rapidly and the gap between rich and poor expanded in favour of the former. The hard times had returned. 20

Underpinning this was the Conservatives' belief that welfare and full employment had made people lazy and dependent on benefits. The government urged the voluntary sector to assist people instead. However, charities and voluntary provision alone could not offer sustained help to large numbers of people. As the economy failed to recover, those still in work were increasingly impacted by the stresses and strains of insecurity and limited welfare. As the trade unions' rights were stripped away, Britain became a low-wage economy. 25 30

The privatisation of housing and the other services previously offered by local councils removed these services from the control of elected officials. This removed much of the limited power that residents had previously exercised. 35

Acknowledgements:

Extract 1 from: *A History of Modern Britain*, Andrew Marr © Blackwell Publishers Ltd, 2007

Extract 2 from: *The People: The Rise and Fall of the Working Class, 1910–2010*, Selina Todd © John Murray Press, 2014



MARK SCHEMES

official Pearson Edexcel mark schemes



Question	Indicative content
1	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement about whether the extension of the franchise was the main reason for changing party fortunes in the years 1918–31. The importance of the extension of the franchise in changing party fortunes in these years should be analysed and evaluated. Relevant points may include: • The impact on the Labour Party vote of the increase of the proportion of the electorate belonging to the industrial working classes, at 80% from 1918, although there was a tendency for working-class women to vote Conservative • The electorate went from 7.7 million prior to 1918, to almost 29 million in 1928 • The main changes in party fortunes may be seen as Labour replacing the Liberals as the main challenger to the Conservatives. The importance of other factors in changing party fortunes in these years should be analysed and evaluated. Relevant points may include: • The impact of the war and the subsequent split between Asquith and Lloyd George Liberals • The impact that the growth of trade union membership and working class identity had on support for the Labour Party • The significance of the first-past-the-post system and electoral coalitions such as in 1918 and 1924. Other relevant material must be credited.

Question	Indicative content
3	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on the extent to which, in the years 1945-79, there were very limited differences in the policies of the Conservative and Labour parties. The extent to which to which there were very limited differences in the policies of the Conservative and Labour parties should be analysed and evaluated. Relevant points may include: • Both parties remained committed to the central aspects of the welfare state, such as the National Health Service • Both parties largely remained wedded to the policies influenced by the ideas of John Maynard Keynes and William Beveridge (both Liberals) • After the limited denationalisations of 1951, both accepted nationalised industry to some degree • Both parties remained committed to full employment as a central objective of economic policy until 1975 • Both parties were anxious to appease the trade unions until the late 1960s, from which time both came to see the need for legislation. The extent to which to which there were significant differences in the policies of the Conservative and Labour parties should be analysed and evaluated. Relevant points may include: • Disagreement over issues such as nationalisation and rationing were evident in the elections of 1950 and 1951 • In education, the Labour Party sought to end the tripartite system with Circular 10/65 (Crosland Circular), which the Conservative government from 1970 sought to replace with Circular 10/70 • The degree of hostility between the trade unions and Conservatives can be seen to have been greater than that with Labour (from the Heath government onwards) • The polarisation that took place in the 1970s within and across both the two main parties. Other relevant material must be credited.

Question	Indicative content
3	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement about the extent to which the British political landscape changed in the years 1918-79. The extent to which the British political landscape changed in the years 1918-79 should be analysed and evaluated. Relevant points may include: • The Labour Party had replaced the Liberal Party as one of the two largest parties which had been able to form majority governments during the period • The electorate had seen significant change, with extensions to the franchise including to all adult males, women, and with the voting age being reduced to 18 • Certain provisions had come to be mainstream expectations of governments, e.g. welfare state, full employment • Nationalist political movements emerged as a force in Scotland and Wales, having made sufficient gains by the 1970s to impact upon Westminster politics, e.g. achieve promised referenda • A further dimension had been added to the British political landscape with the accession to the European Community, and the incorporation of European Parliament elections into the British system. The extent to which the British political landscape remained the same in the years 1918-79 should be analysed and evaluated. Relevant points may include: • Significant constitutional features remained largely unchanged, e.g. the First-Past-the-Post electoral system, the existence of and role played by the House of Lords as a second chamber, and the overall constitutional monarchy • Throughout most of the period, the British political landscape remained dominated by what was effectively a two-party system • Party identification remained broadly class-aligned throughout the period, e.g. in the 1970s, almost two-thirds of working-class voters voted for the Labour Party, whilst 66% of middle-class voters voted for the Conservative Party • The make-up of the membership of the Houses of Parliament was in many

	respects largely unchanged, e.g. throughout the period to 1979, the proportion of female MPs remained under 5% • Turnout at general elections was similar throughout the period, e.g. all elections in the period of the 1920s and 1930s, and the 1960s and 1970s saw turnout figures of between 71 and 79 per cent. Other relevant material must be credited.
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Question	Indicative content
1	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on how accurate is it to say that the economic challenges Britain faced were the main factor in shaping the political landscape in the years 1918-45. The extent to which economic challenges Britain faced shaped the political landscape, in the years 1918-45, should be analysed and evaluated. Relevant points may include: • Difficulties in the declining staple industries helped galvanise support amongst union members for the Labour Party • In the 1920s, Baldwin's financial competence in the face of the economic challenges attracted votes from elements of the working class, and amongst the middle class who feared that unemployment and poverty bred socialism • MacDonald's response to the impact of the global economic decline led to the ending of the Labour ministry and the formation of the National Government, which in part was sustained due to the economic crisis • The economic challenge of organising a wartime economy shaped the landscape, e.g. through the union movement working more closely with government, and Labour MPs gaining ministerial experience. The extent to which other factors shaped the political landscape, in the years 1918-45, should be analysed and evaluated. Relevant points may include: • The electorate went from 7.7 million prior to 1918, to almost 29 million in 1928, with women and the remaining disenfranchised men gaining the vote • The increase of the proportion of the electorate belonging to the industrial working classes, at 80% from 1918, impacted on the Labour Party vote • The split between Asquith and Lloyd George Liberals and the subsequent arrangement between the latter and the Conservatives was more about wartime policies and personalities than economic issues • The continuation of the National Government was in part due to the rise of international threats and the need for a unified response to these, e.g. rearmament and involvement in the Second World War • During the Second World War, changing attitudes such as increased support for collectivist policies, and parties who supported them (e.g. Labour), resulted from the necessity and experience of war. Other relevant material must be credited.

1	1–3	• Simple or generalised statements are made about the topic. • Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question. • The overall judgement is missing or asserted. • There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.
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1	1–4	• Simple or generalised statements are made about the topic. • Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question. • The overall judgement is missing or asserted. • There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.
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1	1–3	• Simple or generalised statements are made about the topic. • Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question. • The overall judgement is missing or asserted. • There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.
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3	8–12	• There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included. • Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth. • Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation. • The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.
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Question	Indicative content
3	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement about the extent to which the British political landscape remained the same in the years 1918-79. The extent to which the British political landscape remained the same in the years 1918-79 should be analysed and evaluated. Relevant points may include: • Significant constitutional features remained largely unchanged, e.g. the First-Past-the-Post electoral system, the existence of, and role played by, the House of Lords as a second chamber, and the constitutional monarchy • Party identification remained broadly class-aligned throughout the period, e.g. in the 1970s, almost two-thirds of working-class voters voted for the Labour Party, whilst 66% of middle-class voters voted for the Conservative Party • The make-up of the membership of the Houses of Parliament was in many respects largely unchanged, e.g. throughout the period to 1979, the proportion of female MPs remained under 5% • Turnout at general elections was similar throughout the period, e.g. all elections in the period of the 1920s and 1930s, and the 1960s and 1970s saw turnout figures of between 71 and 79 per cent. The extent to which the British political landscape changed in the years 1918-79 should be analysed and evaluated. Relevant points may include: • The Labour Party had replaced the Liberal Party as one of the two largest parties which had been able to form majority governments during the period • The electorate had seen significant change, with extensions to the franchise including to all adult males, women, and with the voting age being reduced to 18 • Certain provisions had come to be mainstream expectations of governments, e.g. welfare state, full employment and an increased political consensus • Nationalist political movements emerged as a force in Scotland and Wales, having made sufficient gains by the 1970s; European Parliament elections were incorporated into the British system at this time. Other relevant material must be credited.

Question	Indicative content
4	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on the extent to which industrial relations changed in the years 1939-79. In considering the extent of change, the significant features of industrial relations in these years should be analysed and evaluated. Relevant points may include: • Industrial relations may be seen to have improved during WWII, with an alliance between the labour movement and the government, with Ernest Bevin as Minister of Labour • The increasing in industrial unrest, particularly over wage demands, with reference to the NUM in 1972-4 and the broader action of 1978-9 • There was increasing devolution of decision making within the unions to the shop-floor • The increased willingness of and/or necessity of politicians of both parties to confront industrial unrest from the late 1960s, with acceptance on both sides of the need to legislate on relations. In considering the extent of continuity, the significant features of industrial relations should be analysed and evaluated. Relevant points may include: • It may be argued that both Labour and Conservatives avoided confrontation up to the 1960s • During this period, successive governments failed to restrict union power • Wages and inflation were the central, if intensifying, issue in industrial relations throughout the period. Other relevant material must be credited.

Section C: indicative content



Question	Indicative content
1	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement about whether the after-effects of the First World War were the main reason for the economic challenges of the 1920s and 1930s. The importance of the after-effects of the First World War in the economic challenges of these years should be analysed and evaluated. Relevant points may include: • As a result of the First World War, Britain lost export trade, particularly through the wartime use and loss of merchant shipping; market share lost to other nations • The demands of government spending during the First World War contributed to national debt, and the sale and loss of assets overseas reduced earnings • In the short term at least, the war led to dramatic increases in inflation, an issue that may be examined in relation to the desire of post-war governments to return to the Gold Standard. The importance of other factors in the economic challenges in these years should be analysed and evaluated. Relevant points may include: • The global fall in demand and price levels in the early 1920s saw a slump that hit the 'old staples' – traditional industries such as textiles, coal, steel and shipbuilding • The failure of these industries to respond to changes in the trading environment, in relation to trade union strength, outdated practices, poor management • The impact of government policies such as increases in taxation and spending cuts, the return to the Gold Standard in 1925 and movement towards protectionism • The impact of the collapse of global trade after the advent of the Great Depression. Other relevant material must be credited.

Question	Indicative content
1	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on the extent to which Britain experienced economic progress in the years 1918–39. The extent to which Britain experienced economic progress in the years 1918–39 should be analysed and evaluated. Relevant points may include: • After the initial slump, GDP increased by over 40 per cent in the period to 1939 • Output per worker increased by over a third in the whole period • Industrial production in 1936 was approximately 80 per cent higher than in 1922, with significant increases from 1932 • Exports increased by around two-thirds in the period to 1929, and had begun to recover from the global depression by 1931 • Various sectors, such as cars, electrical and light engineering, had recovered by the late 1930s with a very favourable switch in the terms of trade • The impact of leaving the Gold Standard and devaluation in aiding a recovery after 1931. The extent to which Britain did not experience economic progress in the years 1918–39 should be analysed and evaluated. Relevant points may include: • The decline of the staple industries across the period, with falling demand for coal, shipbuilding and textiles • The impact of the global depression in the early 1930s • The continued issue of unemployment, never below 1 million in the period and rising to around 20 per cent of the working population in 1933 • Problems of competitiveness in highly unionised sectors, such as the heavy industries • The long-term structural problems in the depressed regions, e.g. the Clyde, South Wales, the North-East and Northern Ireland. Other relevant material must be credited.

Question	Indicative content
1	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement about whether the decline of traditional industries was the main reason for changing industrial relations in the years 1918-39. The importance of the decline of traditional industries in changing industrial relations in the years 1918-39 should be analysed and evaluated. Relevant points may include: • The global fall in demand and price levels in the early 1920s saw a slump that hit the 'old staples' - traditional industries such as textiles, coal, steel and shipbuilding, leading to industrial unrest • Strikes such as the Glasgow general strike of 1919 included concerns over employment levels in staple industries • Falling coal prices led to the wage cuts and attempts to lengthen the working day, which prompted miners to strike in 1921 • Continued high unemployment in traditional areas of heavy industry was a factor in trade union involvement in the marches seen in the 1930s • Economic conditions such as the global slump impacted on industrial relations, with union membership declining from 8.3 million after the First World War to 4.8 million in 1935, then recovering to 6.2 million by 1939. The importance of other factors in changing industrial relations in the years 1918-39 should be analysed and evaluated. Relevant points may include: • The rise of the Labour Party as a political force meant the working class increasingly saw parliamentary representation as a means to gaining political solutions to issues • The failure of the General Strike led to restrictions on certain trade union activities in the Trade Disputes Act 1927, as well as turning the TUC away from the notion of a general strike • Closer relations between the union movement and the Labour Party, with majority control of Labour's National Joint Council from 1931, meant industrial relations were increasingly shaped via political means • Rearmament in the late 1930s led to a revival of the trade union movement. Other relevant material must be credited.

Question	Indicative content
1	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on the extent to which the failures of strike action in the 1920s were chiefly responsible for changing industrial relations in the years 1918 – 39. The extent to which the failures of strike action in the 1920s were responsible for changing industrial relations in the years 1918 – 39 should be analysed and evaluated. Relevant points may include: • Black Friday of 1921 destroyed the unity shown by the powerful 'triple alliance', intensified and delayed the problems in mining that were central to industrial relations, and contributed to the symbolic unity of 1925–26 • The TUC's General Council was humiliated by the General Strike's failure, with depleted funds, and thus was no longer willing to back militant action, seen with the more compromising attitude of the Mond-Turner talks of 1928–29 • The period after the General Strike marked a change from a period of heavy to much lower levels of industrial action, with an average 28 million days lost in 1919–25, compared to just over 3 million in the years 1927–39 • After the General Strike, there was increased division within the union movement and the left more generally, with over affiliated 500,000 members leaving in 1925–27, and bitterness between the miners and the TUC • The Trade Disputes and Trade Unions Act of 1927, seen as a response to the preceding strike action, changed industrial relations through restrictions on picketing, sympathy strikes and changes to the political levy. The extent to which the failures of strike action in the 1920s were not responsible for changing industrial relations in the years 1918 – 39 and/or the importance of other factors should be analysed and evaluated. Relevant points may include: • The TUC had shown little appetite for revolutionary action in the immediate inter-war period, which suggests the General Strike was an aberration, rather than an end to any period of serious revolutionary planning • Difficult economic conditions were significant, e.g. the decline of the staple industries contributed to unrest in those sectors, whilst high unemployment of the 1920s and early 1930s acted as a deterrent to potential strike action • Positive economic conditions also shaped industrial relations, e.g. the relatively low levels of unionisation in the car industry partly stemmed from the relatively high wages available • Government policy was significant at times, e.g. the withdrawal of the subsidy prior to the General Strike, or concessions to the trade unions over aspects of welfare reform • Trade union mergers after the war tended to reduce the power of shop stewards in favour of full-time officials, consequently tending to replace rank and file militancy with a more conservative approach. Other relevant material must be credited.

Question	Indicative content
4	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on how accurate is it to say that living standards saw sustained improvement in the years 1918-79. The extent to which living standards saw sustained improvement, in the years 1918-79, should be analysed and evaluated. Relevant points may include: • The purchasing power of employed people was increased, e.g. ability to afford new consumer goods • From 1918 onwards there were serious efforts to improve housing conditions, e.g. the Addison Act of 1918 and building of council housing in the 1930s began programmes that improved conditions for many • The decline in family size across the period due to improved access to contraception, combined with rising wages, meant greater spending power per head • Steadily improving welfare benefits across the period brought significant gains for the poorest sections of society • Technological changes in transport and home entertainment brought continuous tangible improvements in living standards for the masses • There was a growth of a consumer society beyond the middle classes, e.g. real disposable income rose every decade of the period, with the greatest growth in the 1950s, 1960s and 1970s. The extent to which living standards did not see sustained improvement, in the years 1918-79, should be analysed and evaluated. Relevant points may include: • During the inter-war period, significant and in some ways growing regional differences were evident, and old industrial areas such as the North East and South Wales saw increased poverty • The period of austerity from the 1940s meant limited opportunity for consumer spending on non-essential goods • It was not until the universalist welfare provision of the post-Second World War era, effectively abolishing absolute poverty, that many of the poorest sections of society saw significant improvements • Inflation and rising unemployment had limited much of the growth of living standards in the 1970s • Regional variations persisted, e.g. black spots that suffered during the decline of the staple industries still demonstrated lower employment, wages, life expectancy and other measures of living standards. Other relevant material must be credited.

Section C: indicative content



1	1–4	• Simple or generalised statements are made about the topic. • Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question. • The overall judgement is missing or asserted. • There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.
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2	5–10	• There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the question. • Mostly accurate and relevant knowledge is included, but it lacks range or depth and has only implicit links to the demands and conceptual focus of the question. • An overall judgement is given but with limited substantiation, and the criteria for judgement are left implicit. • The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.
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4	17–20	• Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands. • Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported. • The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.
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Section C

Target: AO3: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.

Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	• Demonstrates only limited comprehension of the extracts, selecting some material relevant to the debate. • Some relevant contextual knowledge is included, with limited linkage to the extracts. • Judgement on the view is assertive, with little or no supporting evidence
2	5–10	• Demonstrates some understanding and attempts analysis of the extracts by describing some points within them that are relevant to the debate. • Contextual knowledge is added to information from the extracts, but only to expand on matters of detail or to note some aspects which are not included. • A judgement on the view is given, but with limited support and related to the extracts overall, rather than specific issues
3	11–16	• Demonstrates understanding of the extracts and shows some analysis by selecting and explaining some key points of interpretation they contain and indicating differences • Knowledge of some issues related to the debate is included to link to, or expand, some views given in the extracts. • A judgement is given and related to some key points of view in the extracts and discussion is attempted, albeit with limited substantiation.
4	17–20	• Demonstrates understanding of the extracts, analysing the issues of interpretation raised by comparison of them. • Integrates issues raised by extracts with those from own knowledge to discuss the views. Most of the relevant aspects of the debate will be discussed, although treatment of some aspects may lack depth. • Discusses evidence in order to reach a supported overall judgement. Discussion of points of view in the extracts demonstrates understanding that the issues are matters of interpretation.



Section A: indicative content

Question	Indicative content
1	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on the extent to which the development of comprehensive education was the main reason for the widening of opportunities in education in the years 1944-79. The importance of comprehensive education in the widening of opportunities in education should be analysed and evaluated. Relevant points may include: • Comprehensive education was growing from the mid-1950s, overcoming problems with the selection process, and geographical inequalities and gender imbalances in tripartite provision • The development of comprehensive education was seen to challenge the class imbalances that were evident in grammar schools, where the 11-plus was increasingly seen to favour middle-class children • Comprehensive education widened opportunities as from the early 1960s, it was increasingly seen as a solution to reducing the wastage of students who were leaving education early • The Crosland Circular, and the subsequent changes to funding in favour of comprehensive schools, marked a shift in the proportion of students at comprehensive schools, which reached over 90 per cent by 1979. The importance of other factors in the widening of opportunities in education should be analysed and evaluated. Relevant points may include: • Comprehensive education reduced opportunities for some of those working class children who would have previously passed the 11-plus • The 1944 Education Act widened opportunities, as the meritocratic nature of the 11-plus greatly expanded the numbers attending grammar schools, and thus taking examinations to allow access to further opportunities • The raising of the school leaving age to 15 (implemented 1947), and again in 1972-3 (to 16) increased numbers in education, and partaking in formal examinations • The expansion of the university sector across the period widened opportunities, with developments such as a system of grants and fees, the Robbins Report and the establishment of the Open University in 1969. Other relevant material must be credited.

Question	Indicative content
2	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement about the extent to which increasing affluence was the main reason for changes in leisure in the years c1951-79. The importance of increasing affluence in bringing about changes in leisure should be analysed and evaluated. Relevant points may include: • Significant increases in real incomes from the 1950s to the 1970s contributed to the development of a consumer society, and enabled ordinary Britons to spend more on consumer durables, hobbies and entertainment • Higher disposable incomes contributed to increasing car ownership - doubling between 1960 and 1970 - which was significant in terms of leisure activities and holidays • Wider affluence was a crucial factor in the growth of a range of leisure activities, e.g. the purchase of television sets, the growth in shopping as a leisure activity, and the increase in holidays taken overseas • Increased prosperity contributed to the domestication of leisure, with improvements in the standard of housing and home comforts. The importance of other factors in bringing about changes in leisure should be analysed and evaluated. Relevant points may include: • Technological developments were significant in changing leisure activities, e.g. improvements in television broadcasts and sets, the availability of VCRs by the late 1970s, and advances in motoring and passenger aircraft • A changing living and working environment had an impact on leisure choices, e.g. increased leisure time and the growth of suburban living • Changes in society were significant, e.g. changes to family structure and size shaped leisure choices, or legal measures such as the Gaming Act (1960) led to bingo halls and bookmakers being established • Entertainment and manufacturing industries shaped leisure provision, e.g. marketing goods and entertainment to young people, whilst leisure facilities such as bowling alleys (from 1960) were developed in response to demand. Other relevant material must be credited.

Section B: indicative content

Question	Indicative content
3	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement about the extent to which the most significant influence on race and immigration in the years 1939-79 was government policies on race relations. The extent to which the most significant influence on race and immigration in the years 1939-79 was government policies on race relations should be analysed and evaluated. Relevant points may include: • The 1965 Race Relations Act was significant in legally addressing the issue of racial discrimination, establishing civil and criminal offences in relation to race, and prompting the setting up of the Race Relations Board • The 1968 Race Relations Act was significant in extending the scope of provision against racial discrimination, outlawing discrimination in housing and education • The 1976 Race Relations Act was significant in strengthening the law, expanding the definition of discrimination to include indirect discrimination, widening the scope, and establishing the Committee for Racial Equality. The extent to which other influences on race and immigration in the years 1939-79 were more significant should be analysed and evaluated. Relevant points may include: • Government actions during the Second World War, e.g. the recruitment of West Indians into the RAF, in munitions factories and the revocation of the Alien Orders Act in 1942 encouraged further waves of immigration • The British Nationality Act 1948 was significant as it marked a shift to increasing immigration from Commonwealth nations, and also led to an increase in numbers, with a yearly average of over 70,000 in the 1970s • The race riots of 1958 were significant in terms of their scale, the intensity of the violence, and the media attention gained, with subsequent public, political, and international concern • The Commonwealth Immigrants Act 1962 was significant in officially restricting immigration on an economic basis, and unintentionally stimulating chains of migration • Government immigration policies placed increasing restrictions on potential immigrants, e.g. the 'grandfather clause' of the 1968 Act, or the loss of Commonwealth immigrants automatic right to remain in 1971. Other relevant material must be credited.



Question	Indicative content
4	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on the extent to which the economic challenges facing Britain changed in the years 1918-79. The extent to which the economic challenges facing Britain changed in the years 1918-79 should be analysed and evaluated. Relevant points may include: • Inflation was a growing problem from the late 1960s onwards, but had not featured as a significant issue for the early part of the period • Unemployment presented a very significant challenge in the inter-war period, when it was largely in the region of 10-20% nationally, but from the second World War onwards was significantly reduced, at levels of under 5% • The level of national debt (as a proportion of GDP) fluctuated, rising during the late 1920s, falling in the 1930s, rising again sharply with WWII, to then fall to c40% of GDP by the 1970s - levels not seen since before WWI • Britain did not again face as severe trading conditions as those seen during the Great Depression of the 1930s. The extent to which the economic challenges facing Britain stayed the same in the years 1918-79 should be analysed and evaluated. Relevant points may include: • Problematic industrial relations were evident across the period, e.g. with the General Strike in 1926 and the strife of the 1970s • Regional disparities in industry, employment and prosperity were evident across the period, particularly with the contrast between the South East and regions such as the North East and South Wales • Problems in traditional industries such as shipbuilding, mining and textiles were evident across the period, albeit with a general decline in their scale and share of the overall economy across the period • The government faced challenges over the currency across the period, e.g. regarding the Gold Standard in the 1920s and 1930s, and the post-war devaluations and ultimate move to a floating exchange rate in 1972. Other relevant material must be credited.

Section C: indicative content



Question	Indicative content
1	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on the extent to which the decline of the traditional industries was the main reason for changes in industrial relations in the years 1918-39. The extent to which the decline of the traditional industries was the main reason for changes in industrial relations in the years 1918-39 should be analysed and evaluated. Relevant points may include: • The global fall in demand and price levels in the early 1920s saw a slump that hit the 'old staples' - traditional industries such as textiles, coal, steel and shipbuilding, leading to industrial unrest • Strikes, such as the Glasgow general strike of 1919, included concerns over employment levels in staple industries • Falling coal prices led to the wage cuts and attempts to lengthen the working day, which prompted miners to strike in 1921 • Continued high unemployment in traditional areas of heavy industry was a factor in trade union involvement in the marches seen in the 1930s • Economic conditions such as the global slump impacted on industrial relations, with union membership declining from 8.3 million after the First World War to 4.8 million in 1935, then recovering to 6.2 million by 1939. The extent to which other factors were important for changes in industrial relations in the years 1918-39 should be analysed and evaluated. Relevant points may include: • The rise of the Labour Party as a political force meant the working class increasingly saw parliamentary representation as a means to gaining political solutions to issues • The failure of the General Strike led to restrictions on certain trade union activities in the Trade Disputes Act 1927, as well as turning the TUC away from the notion of a general strike • Closer relations between the union movement and the Labour Party, with majority control of Labour's National Joint Council from 1931, meant industrial relations were increasingly shaped via political means • The relative recovery of the economy in the 1930s, with the abandonment of the Gold Standard, saw growth in newer industries where trade unionism and industrial tension were less prominent • Rearmament in the late 1930s led to a revival of the trade union movement as many traditional industries revived. Other relevant material must be credited.

Question	Indicative content
2	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on the extent to which living standards improved in the years 1939-79. The extent to which living standards improved in the years 1939-79 should be analysed and evaluated. Relevant points may include: • The decline in family size across the period due to improved access to contraception, combined with rising wages, meant greater spending power per head • Technological changes in transport and home entertainment brought continuous tangible improvements in living standards for the masses • There was a growth of a consumer society beyond the middle classes, e.g. real disposable income rose every decade of the period which facilitated increased spending on entertainment and consumer durables • Improvements in production and transportation meant a greater range of, and lower prices for, consumer durables such as washing machines, fridges and televisions • The growing availability and social acceptance of consumer credit by the 1970s stimulated consumption, particularly of more expensive purchases. The extent to which living standards did not improve in the years 1939-79 should be analysed and evaluated. Relevant points may include: • The period of austerity, which extended from wartime into the early 1950s, meant limited opportunity for consumer spending on non-essential goods, and rationing of certain basic foodstuffs • The growing numbers of unemployed – at over 5% nationally by the late 1970s – did not see improvements in living standards • Inflationary pressures – with rates above 5 per cent by the end of the 1960s, and above 10 per cent for much of the 1970s - limited much of the growth of living standards • Regional variations persisted, e.g. black spots that suffered during the decline of the staple industries still demonstrated lower employment, wages, life expectancy and other measures of living standards. Other relevant material must be credited.

Section B: indicative content



Question	Indicative content
2	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement about the extent to which cost was the main reason the state faced increasing challenges in welfare provision in the 1960s and 1970s. The extent to which cost was the reason the state faced increasing challenges in welfare provision should be analysed and evaluated. Relevant points may include: • The cost of welfare provision rose as a proportion of GDP across the period, with spending on unemployment and associated benefits rising nearly 3% over the two decades • There were similar rises in associated aspects of the welfare state, such as healthcare and pensions • Increased life expectancy, the impact of the earlier baby boom and raised expectations of health and welfare provision all contributed to rising costs • Financial constraints were particularly pressing after the 1973 crisis, and the IMF bailout of 1976. The importance of other factors increasing challenges in welfare provision should be analysed and evaluated. Relevant points may include: • The breakdown of consensus lessened agreement between the two main political parties, particularly concerning welfare • Arguments were put forward from the right relating to the creation of a dependency culture • It may be argued that despite ideological challenges to the concept of welfare provision, no government genuinely addressed the issue of cost prior to 1979. Other relevant material must be credited.

Section B: indicative content



Question	Indicative content
3	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on the significance of the 1944 Education Act in the development in education in the years 1918-1979. The extent to which the 1944 Education Act was significant should be analysed and evaluated. Relevant points may include: • The significance of Butler's Act in introducing the 11-plus and the tripartite system • Fee-paying in secondary schools was abolished and Church schools were brought under the national system • The significance of the raising of the school leaving age to 15 (implemented in 1947) and the establishment of secondary modern schools. The extent to which the significance of the 1944 Education Act was limited and/or the significance of other factors should be analysed and evaluated. Relevant points may include: • The 1918 Act included significant measures relating to nursery education, playing fields, medical provision and raising the leaving age to 14 (implemented under the 1921 Act) • The Crossland Circular of 1965 led to over 90% of children being educated in comprehensive schools by 1979 • The significance of the expansion of the university sector across the period, with developments in the post-war era such as system of grants and fees, the Robbins Report and the establishment of the Open University in 1969. Other relevant material must be credited.

Question	Indicative content
1	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on the extent to which it was the experience of the Second World War which led to the creation of the welfare state in the years 1945-51. The extent to which it was the experience of the Second World War which led to the creation of the welfare state in the years 1945-51 should be analysed and evaluated. Relevant points may include: • The popular reception to the Beveridge Report of 1942, selling over 635,000 copies • The experience of 'total war', increasing awareness of issues via evacuation and other communal aspects of the home front • The notion that the welfare state was effectively a reward for the 'boys back from the front' • The broad acceptance of the role of the state encouraged by wartime service, allied to the widespread popularity of the services offered • The experience gained by Labour politicians such as Attlee, Morrison and Bevin serving in the wartime coalition. The extent to which it was other factors which led to the creation of the welfare state in the years 1945-51 should be analysed and evaluated. Relevant points may include: • The experience of the 'hunger years' of the 1930s in increasing demand – Beveridge's 'five evils' were old problems • The creation of the basis of the welfare state before 1939, e.g. national insurance and pensions • The limitations of previous welfare measures were exposed by the scale of problems such as unemployment in the 1930s • The role played by individuals such as Nye Bevan and Clement Attlee in shaping developments from 1945 onwards. Other relevant material must be credited.

Question	Indicative content
3	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on the extent to which welfare provision in the years 1918–39 was similar to that in the years 1945–79. The extent to which welfare provision was similar should be analysed and evaluated. Relevant points may include: • The National Insurance system provided the fundamental basis for provision of assistance with regards to unemployment and sickness benefits • The system of state contributory pensions, first established with the Old Age Pensions Act of 1908, continued throughout the period • The requirement for local councils to build and provide subsidised housing, first established with the Housing Act 1919, remained throughout the period. The extent to which welfare provision was different should be analysed and evaluated. Relevant points may include: • Poverty assistance saw significant developments in the latter period, such as the establishment of the National Assistance Board in 1948 • Family Allowances were introduced in 1946, providing a non means-tested benefit to mothers • The creation of the NHS in 1948 was a major departure in provision of healthcare • The numerous refinements to provision that had existed in some form since the earlier period, e.g. the National Insurance Act of 1946, with the more universalist response to welfare in the light of the Beveridge Report. Other relevant material must be credited.

Question	Indicative content
3	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on the extent to which the growth of university education was the most significant development in education in the years 1918–79. The extent to which the growth of university education was the most significant development in education in the years 1918–79 should be analysed and evaluated. Relevant points may include: • The number of students obtaining undergraduate degrees each year increased significantly across the period, from less than 10,000 in 1918 to over 60,000 by 1979 • The 1920s to the 1950s saw an increase in the number of institutions, with former local university colleges such as Reading, Nottingham, Southampton, Hull, Exeter and Leicester gaining university status • The implementation of the recommendations of the Robbins Report led to a doubling of the number of universities in England and Scotland, and the establishment of the Open University, 1969 • From 1965, CNAAB enabled polytechnics to award degrees, increasing the number of students undertaking professional vocational degrees, making significant contributions to sectors such as engineering. The extent to which there were other more significant developments in education in the years 1918–79 should be analysed and evaluated. Relevant points may include: • The 1918 Education Act included significant measures relating to education from nursery through to secondary level • The reports of Sir William Henry Hadow, spanning the 1920s and early 1930s, made significant recommendations on the reorganisation of elementary education and the education of boys and girls • The significance of the 1944 Education Act, establishing the tripartite system of grammar, technical and secondary modern schools, with admission under the 11-plus system • Fee-paying in state secondary schools was abolished and Church schools were brought under the national system • The development of comprehensive education after the Crosland Circular, which led to over 90 per cent of children being educated in comprehensive schools by 1979. Other relevant material must be credited.

Question	Indicative content
2	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement about the extent to which an improvement in the health of the nation in the years 1948–79 was the main consequence of the creation of the National Health Service. The extent to which an improvement in the health of the nation in the years 1948–79 was the main consequence of the creation of the National Health Service should be analysed and evaluated. Relevant points may include: • Deaths from diseases such as tuberculosis dropped significantly within the first decade of the NHS • The closure of poor-quality hospitals and their replacement with larger district hospitals and centres of excellence improved the quality of care and treatment of complex illnesses • Measures such as reductions in death in childbirth and increases in life expectancy can be partly credited to the creation of the NHS • The NHS was able to offer significant medical advances such as transplants and the use of CT scans. The extent to which an improvement in the health of the nation in the years 1948–79 was not the main consequence and/or the extent to which other consequences of the creation of the National Health Service were more important should be analysed and evaluated. Relevant points may include: • In prioritising hospital care, the NHS can be seen to have focused on curing sickness at the expense of promoting other aspects of public health • Successes in some areas shifted the balance of healthcare treatment, with increases in the demand for treatment of age-related illnesses, such as arthritis, cancer and heart disease • The introduction and expansion of NHS services brought spiralling costs to the exchequer, rising from under 3 per cent of GDP in 1951 to 5 per cent by the late 1970s • Healthcare became of greater political significance, seen through incidents such as Bevan's resignation in 1951, the uneasy party consensus, and the public support for the model of universal access at the point of need • The remuneration of GPs, consultants and nurses was, in general, increased by the introduction of the NHS. Other relevant material must be credited.

Section B: indicative content



Question	Indicative content
2	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement as to whether the efforts of Aneurin Bevan were the crucial factor in the development of a national health service in the years 1939–48. The extent to which the efforts of Aneurin Bevan were the crucial factor in the development of a national health service in the years 1939–48 should be analysed and evaluated. Relevant points may include: • Bevan demonstrated determination towards achieving the particular model, being pivotal in creating an NHS that was centrally organised and paid for through taxation rather than on an insurance basis • Bevan's arguments and oratory were significant, e.g. in persuading Attlee to come down on his side in Cabinet, or shaping public support, with a majority of Conservative supporters favouring his scheme in a 1948 poll • Bevan made crucial compromises to accommodate opposition from groups within the medical profession, e.g. the concessions he made to consultants and dentists over private practice and pay. The extent to which the efforts of Aneurin Bevan were not the crucial factor and/or other factors were more important in the development of a national health service in the years 1939–48 should be analysed and evaluated. Relevant points may include: • Christopher Addison's support for the proposals played a significant role, through his close relations with Attlee, the respectability he added in Cabinet, and, as a physician, respectability in medical terms • The recommendations of the Beveridge Report and the acceptance of its broad objectives provided the basis for social reconstruction, of which tackling the ill of 'disease' was central • Developments in healthcare resulting from needs of the Second World War, such as the establishment of an Emergency Medical Service and the funding of improved specialist treatments, contributed to calls for a national service • The 1944 White Paper 'A National Health Service' demonstrated both coalition support and a public desire for a comprehensive scheme • The wartime Minister of Health, the Conservative Henry Willink, laid the groundwork for some of the necessary compromises Bevan later built on, e.g. allowing GPs to continue as independent contractors. Other relevant material must be credited.

Section B: Indicative content



Question	Indicative content
2	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement as to whether the wartime experience of 1939-45 was the main reason for the creation of the welfare state in the post-war period. The extent to which the wartime experience of 1939-45 led to the creation of the welfare state in the post-war period should be analysed and evaluated. Relevant points may include: • The Beveridge Report arose from the creation of an inter-departmental committee established in the wartime context to examine welfare provision, in part due to cross-party involvement in the national government • Wartime intervention increased in a range of areas, e.g. provision of milk, school meals and food subsidies, vaccinations and housing, raising expectations of post-war provision • Developments in healthcare resulting from the needs of the Second World War, such as the establishment of an Emergency Medical Service and improved provision of specialist treatment, contributed to calls for a national service • The 1944 White Paper 'A National Health Service' demonstrated both coalition support and a public desire for a comprehensive scheme. The extent to which other factors led to the creation of the welfare state in the post-war period should be analysed and evaluated. Relevant points may include: • The experience of the 'hunger years' of the 1930s in increasing demand – Beveridge's 'five evils' were old problems • The creation of the basis of the welfare state before 1939, e.g. national insurance and pensions • The limitations of previous welfare measures were exposed by the scale of problems such as unemployment in the 1930s • The role played by individuals such as Nye Bevan and Clement Attlee in shaping developments from 1945 onwards. Other relevant material must be credited.

Section B: indicative content

Question	Indicative content
3	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on the extent to which the provision of welfare in the years 1945-79 was different from the provision of welfare of 1918-39. The extent to which the provision of welfare in the years 1945-79 was different from the provision of welfare of 1918-39 should be analysed and evaluated. Relevant points may include: • Poverty assistance saw significant developments in the latter period when compared to 1918-39, such as the establishment of the National Assistance Board in 1948 • Family Allowances were introduced in 1946, providing a non-means-tested benefit to mothers; these did not exist in the earlier period • The creation of the NHS in 1948 was a major departure in the provision of healthcare • There were numerous refinements to provision that had existed in some form in the earlier period, e.g. the National Insurance Act of 1946, with the more universalist approach to welfare in the light of the Beveridge Report • The post-war system removed the stigma of outdoor relief, with benefits being actively promoted • The social security system established after 1945 had clearly moved away from a self-funding model to one of being paid from general taxation. The extent to which the provision of welfare in the years 1945-79 was similar to the provision of welfare of 1918-39 should be analysed and evaluated. Relevant points may include: • Unemployment provision remained broadly similar, with benefit provision being linked to contributions • Across both periods, National Insurance payments from employers and employees formed the basis for sickness benefits and invalidity benefits • The system of state contributory pensions, first established with the Old Age Pensions Act of 1908, continued throughout the period • After the NHS was created, medical professionals such as doctors, dentists and pharmacists retained their self-employed status, and hospital consultants continued to offer private provision • The tripartite structure of the National Health Service reflected that of the earlier period, being organised around hospitals, family doctors and local authority health services.

	Other relevant material must be credited.
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3	11–16	• There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included. • Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth. • Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation. • The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.
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3	8–12	• There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included. • Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth. • Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation. • The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.
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2	5–10	• There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the question. • Mostly accurate and relevant knowledge is included, but it lacks range or depth and has only implicit links to the demands and conceptual focus of the question. • An overall judgement is given but with limited substantiation, and the criteria for judgement are left implicit. • The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.
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2	4–7	• There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the focus of the question. • Mostly accurate and relevant knowledge is included, but lacks range or depth and has only implicit links to the demands and conceptual focus of the question. • An overall judgement is given but with limited substantiation and the criteria for judgement are left implicit. • The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.
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1. Finding the right level

The first stage is to decide which level the answer should be placed in. To do this, use a 'best-fit' approach, deciding which level most closely describes the quality of the answer. Answers can display characteristics from more than one level, and where this happens markers must use the guidance below and their professional judgement to decide which level is most appropriate.

For example, one stronger passage at L4 would not by itself merit a L4 mark, but it might be evidence to support a high L3 mark, unless there are substantial weaknesses in other areas. Similarly, an answer that fits best in L3 but which has some characteristics of L2 might be placed at the bottom of L3. An answer displaying some characteristics of L3 and some of L1 might be placed in L2.



2	4–7	• There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the focus of the question. • Mostly accurate and relevant knowledge is included, but lacks range or depth and has only implicit links to the demands and conceptual focus of the question. • An overall judgement is given but with limited substantiation and the criteria for judgement are left implicit. • The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.
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Question	Indicative content
1	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement as to whether the impact of the Second World War was the main reason for the creation of the welfare state in the post-war period. The extent to which the impact of the Second World War was the main reason for the creation of the welfare state in the post-war period should be analysed and evaluated. Relevant points may include: • The Beveridge Report arose from the creation of an inter-departmental committee established in the wartime context to examine welfare provision, in part due to cross-party involvement in the national government • Wartime state intervention increased in a range of areas, e.g. provision of milk, the extension of school meals, food subsidies and vaccinations, raising expectations of post-war provision • Developments in healthcare resulting from the needs of the Second World War, such as the establishment of an Emergency Medical Service and improved specialist provision, contributed to calls for a national service • The 1944 White Paper 'A National Health Service' demonstrated both coalition support and a public desire for a comprehensive scheme, both of which were indicative of how war had boosted collectivist thinking. The extent to which other factors led to the creation of the welfare state in the post-war period should be analysed and evaluated. Relevant points may include: • The experience of the 'hunger years' of the 1930s in increasing demand for welfare provision – Beveridge's 'five evils' were old problems • The creation of the basis of the welfare state before 1939, e.g. national insurance and pensions • The limitations of previous welfare measures were exposed by the scale of problems such as unemployment in the 1930s • The role played by individuals such as Nye Bevan and Clement Attlee in shaping developments from 1945 onwards. Other relevant material must be credited.

Question	Indicative content
4	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on the extent to which the provision of welfare in the years 1945–79 was similar to the provision of welfare of 1918–39. The extent to which the provision of welfare in the years 1945–79 was similar to the provision of welfare of 1918–39 should be analysed and evaluated. Relevant points may include: • Unemployment provision remained broadly similar, with benefit provision being linked to contributions • Across both periods, National Insurance payments from employers and employees formed the basis for sickness benefits and invalidity benefits • The system of state contributory pensions, first established with the Old Age Pensions Act of 1908, continued throughout the period • There were extensions to welfare provision in both periods, e.g. unemployment insurance was extended to agricultural workers in 1936, and pensions had been improved in the 1920s • After the NHS was created, medical professionals such as doctors, dentists and pharmacists retained their self-employed status, and hospital consultants continued to offer private provision • The tripartite structure of the National Health Service reflected that of the earlier period, being organised around hospitals, family doctors and local authority health services. The extent to which the provision of welfare in the years 1945–79 was different from the provision of welfare of 1918–39 should be analysed and evaluated. Relevant points may include: • Poverty assistance saw significant developments in the latter period when compared to 1918–39, such as the establishment of the National Assistance Board in 1948 • Family Allowances were introduced in 1946, providing a non-means-tested benefit to mothers; these did not exist in the earlier period • The creation of the NHS in 1948 was a major departure in the provision of healthcare • There were numerous refinements to provision that had existed in some form in the earlier period, e.g. the National Insurance Act of 1946, with the more universalist approach to welfare in the light of the Beveridge Report • The post-war system removed the stigma of outdoor relief, with benefits being actively promoted • The social security system established after 1945 had clearly moved away from a self-funding model to one of being paid from general taxation. Other relevant material must be credited.

Section C: indicative content



Question	Indicative content
3	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on the extent to which the role of women changed in the years 1918-45. In considering the extent of change, the significant features of the role of women in these years should be analysed and evaluated. Relevant points may include: • The Representation of the People Act 1918, The Qualification of Women Act 1918 and The Equal Franchise Act 1928 all increased the political status of women • Work during both wars led to both an increase in the number of women working and a change in the nature of work undertaken • The Matrimonial Causes Acts of 1923 and 1937 brought equality in divorce. In considering the extent of continuity, the significant features of the role of women should be analysed and evaluated. Relevant points may include: • Women played a limited role in national politics, and political participation through groups such as the Primrose League often conformed to earlier gender stereotypes • Wartime working gains were largely temporary, equal pay was the exception, and restrictions such as marriage bars were in operation • Traditional expectations regarding marriage and women's domestic role were still the norm. Other relevant material must be credited.

Question	Indicative content
4	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on the extent to which the growth of youth culture was the most significant development in popular culture in the years 1950-79. The extent to which youth culture was significant should be analysed and evaluated. Relevant points may include: • The emergence of the notion of teenagers as a distinct cultural and consumer force • Phenomena such as teds, mods, rockers, through to punks may be considered as being essentially youth orientated. • Pirate Radio, Radio 1 and the development of commercial radio all reflect youth culture • Films ranging from <i>Rock around the Clock</i>, <i>Saturday Night</i>, <i>Sunday Morning</i> through to <i>Quadrophenia</i> may be argued to have both illustrated the significance of and influenced youth culture. The extent to which the significance of youth culture was limited and/or the significance of other developments should be analysed and evaluated. Relevant points may include: • It may be argued that the transitory nature of many aspects of youth culture limits significance • The popularity of soap operas and sit-coms from the 1960s onwards, which were not directed specifically at youths • The development of both commercial radio and television were significant in their own right, aside from reflecting youth culture • Popular music groups tended to metamorphose into mainstream acts with appeal and influence beyond youth culture. Other relevant material must be credited.

Section C: indicative content

Question	Indicative content
1	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement about whether war was the main reason for social changes in Britain in the years 1918-51. The importance of war in bringing social changes in these years should be analysed and evaluated. Relevant points may include: • As a result of WWI, the working-class made gains, particularly the unskilled working-class, who experienced increased employment opportunities, along with increased trade union membership • Both wars produced significant changes in social habits e.g. increase in smoking and decrease in drinking • The Second World War also brought full employment to traditional working-class industries, raised expectations of social improvement and may be seen to have diminished class deference • Almost one-fifth of peers died in World War One, and the increased taxes, death duties and subsequent estates sales the upper class endured with both wars reduced their position. The importance of other factors in bringing social changes in these years should be analysed and evaluated. Relevant points may include: • Increased employment opportunities in the relative growth sectors of commerce and finance brought opportunities for the middle class, particularly in the South East • The inter-war years saw flux in the upper class, with previously landed gentry undertaking commercial activity, alongside land and titles being bought by prosperous members of the middle class • Radio and film transformed leisure activity • The economic slump and the global Great Depression of the 1930s had a significant if diverse impact on working class life. Other relevant material must be credited.

Question	Indicative content
2	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement about the extent to which austerity was the main effect of the Second World War on British society in the years 1940s and 1950s. The extent to which austerity was the main effect of the Second World War on British society should be analysed and evaluated. Relevant points may include: • Rationing of foodstuffs began early in 1940, and as a proportion of consumer expenditure, rationing increased 1945-48, and continued until 1954, with infamous attempts at failed substitutes such as snoek • Fuel, clothes and even building supplies were rationed or controlled throughout the war and in the immediate post-war years • The financial crisis of 1947 and devaluation of 1949 which extended austerity resulted from the financial cost of war. The extent to which other factors were more consequential with regards to the impact of the Second World War on British society should be analysed and evaluated. Relevant points may include: • The implementation of the Beveridge Report and the establishment of the welfare state • Demographic changes such as an increase in marriage and birth rates • Immigration from Commonwealth and European nations numbered over 500,000 by 1961. Other relevant material must be credited.

Section B: indicative content



Question	Indicative content
2	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on the extent to which economic influences were the main driver of social change in the 1950s and 1960s. The extent to which economic influences were the main driver of social change in the 1950s and 1960s should be analysed and evaluated. Relevant points may include: • Real disposable incomes rose by 30 percent in the 1950s and 22 percent in the 1960s • The relative prosperity of the baby boomers and their offspring fuelled the spending behind teenage culture as well as the growing consumer society and mass tourism • The social impact of car ownership • The consequences of technological advances, e.g. the ownership of televisions and transistor radios facilitated the spread of popular culture through the mass media • Developments such as the increase in property ownership and the growth of the service industry led to movement across social classes. The extent to which other factors were significant causes of social change in the 1950s and 1960s should be analysed and evaluated. Relevant points may include: • The increasing liberalisation of social attitudes relating to divorce and sex • The significance of legislation such as the Obscene Publications Act of 1959 and the Abortion Act of 1967 • The development of the contraceptive pill • Developments in popular and youth culture, such as in fashion, music and viewing preferences. Other relevant material must be credited.

Section B: indicative content



Question	Indicative content
4	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on the extent to which regional differences were the most significant feature of the quality of life in Britain in the years 1918-51. The extent to which regional differences were a significant feature of the quality of life in Britain in the years 1918-51 should be analysed and evaluated. Relevant points may include: • The impact of difficult conditions after the First World War in staple industries such as coal, shipbuilding, steel and textiles, concentrated in the north of England, Wales and Scotland • The relative prosperity of the south-east and midlands even during the 1920s and 1930s, with higher levels of consumption and electrification • The growth in housing construction in the south-east, such as the development of the 'metroland' suburbs around London • Even in the period of supposed full employment after WWII, unemployment was higher in the north and Scotland, with a continuing loss of jobs of around 50,000 each year. The extent to which regional differences were not the most significant feature of the quality of life or which other issues were more significant should be analysed and evaluated. Relevant points may include: • The quality of life improved nationally when compared to the pre-war period, with gains in the real wage due to falling prices and on average smaller family sizes due to increased use of contraception • The development of welfare services applied everywhere • The growing popularity of entertainment, with radio ownership at 90 percent by 1950 and high cinema attendances • Increases in attendance at live spectator sports, with record crowds at football (peak ticket sales in 1948-9), cricket and rugby • Gains in mass leisure and transport were widely experienced, with developments such as the growth of holiday camps from the 1930s. Other relevant material must be credited.

Section C: indicative content



Question	Indicative content
2	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement about the extent to which economic prosperity was the main reason for changes in leisure opportunities from c1951–79. The extent to which economic prosperity was the main reason for changes in leisure opportunities should be analysed and evaluated. Relevant points may include: • The growing consumer prosperity of the 1950s, seen through such measures as the tripling of new car registrations and dramatic increase in television ownership across the whole period • An 130% increase in average weekly earnings amongst the working class (1955–69), coupled with a reduction in the average number of hours worked • Increases in disposable income contributed to changes in the holidays taken, both through the use of cars and caravans for domestic holidays, and the c2/3 of Britons having holidayed abroad by 1979. The extent to which other reasons were more important with regards to changes in leisure opportunities should be analysed and evaluated. Relevant points may include: • The increased availability of a range of leisure activities due to technological advances, e.g. advances in television technology such as colour television (1967), VCRs from the late 1970s, or developments in commercial aviation • Cultural influences on leisure, e.g. the growth of coffee bars and the influence of jukeboxes on 'teenage' leisure, or the impact of television soap operas and sitcoms in the 1960s and 1970s • Changes in spectatorship of live sporting events, e.g. the impact that televised coverage of sport and fears of football hooliganism had in causing a decline in football ticket sales in the 1960s and 1970s. Other relevant material must be credited.

Section B: Indicative content



Question	Indicative content
4	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on the extent to which attitudes to immigration and race changed in the years 1945–79. Changes in attitudes to immigration and race in these years should be analysed and evaluated. Relevant points may include: • The emergence of race and immigration as a significant issue in the post-war era, e.g. the attention given by Parliament to the issue of integration with the Inter-Departmental Committee on Colonial People from 1951 • Racial tensions developed to be a significant issue from the late 1950s, e.g. the race riots of 1958, the Smethwick election campaign of 1964, the formation of the National Front in 1967 and Enoch Powell's 1968 speech • Later in the period, government policies placed increasing restrictions on potential immigrants, e.g. the 'grandfather clause' of the 1968 Act, or the loss of Commonwealth immigrants' automatic right to remain in 1971 • A degree of increasing acceptance may be seen in terms of the influence immigration had on society and culture, e.g. with regards to food, sport and popular culture. Continuity in attitudes to immigration and race in these years should be analysed and evaluated. Relevant points may include: • The British Nationality Act of 1948 reaffirmed the status of Commonwealth immigrants to citizenship, with significant arrival numbers until the early 1970s • Mainstream political opinion continued to promote integration and prevent discrimination, e.g. the Colonial Secretary Alan Lennox-Boyd successfully argued against discriminatory restrictions in the mid-1950s, and the 1968 and 1976 Race Relations Acts sought to tackle discrimination • Integration of communities continued to be limited across the period, when seen by yardsticks such as low levels of interracial marriage or the effective segregation of immigrant communities. Other relevant material must be credited.

Section C: Indicative content



Question	Indicative content
2	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement as to whether the main reason women saw advancements in their role and status in the years 1945–79 was as a result of their war work in the years 1939–45. The extent to which the work women carried out during 1939–45 was the main reason they saw advancements in their role and status in the years 1945–79 should be analysed and evaluated. Relevant points may include: • By 1943, at the peak of female mobilisation, 7.75 million women were in paid work, a significant increase on pre-war levels, which was partly maintained in the post-war period • The wartime experience raised expectations for after the war, e.g. the establishment of the EPCC in 1943 and the Royal Commission's recommendation for equal pay in the civil service and teaching • The significant increase in married women in paid work (43 per cent of the female workforce in 1943) changed attitudes and softened prejudice against the employment of married women • The impact wartime work had on women's own perceptions, in relation to their ability to combine domestic and working roles, financial independence, status within marriage and geographical mobility. The extent to which the work women carried during 1939–45 was not the main reason, and/or other factors were more important in explaining why women saw advancements in their role and status in the years 1945–79 should be analysed and evaluated. Relevant points may include: • Women's political role does not suggest a direct relationship in terms of gains from the war, with little discernible increase in participation or legislative gains in the immediate post-war period • The emergence and impact of the women's liberation movement from the 1960s onwards • Changes within mass education increased opportunities for girls, such as the development of grammar and then comprehensive systems, with subsequent longer-term consequences in work and public life • Changes to domestic life may be seen as related to a number of factors, e.g. the liberalisation of society and the impact of labour saving devices • Government legislation brought tangible gains in the period, e.g. the 1975 Equal Pay Act, or the 1975 Sex Discrimination Act. Other relevant material must be credited.

Section B: Indicative content



Question	Indicative content
4	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on the extent to which the most significant factor improving leisure and travel in the years 1918–79 was the growth of car ownership. The extent to which the growth of car ownership was the most significant factor improving leisure and travel in the years 1918–79 should be analysed and evaluated. Relevant points may include: • Car ownership grew rapidly in the inter-war period, from around 100,000 in 1919 to 2 million on the eve of the Second World War – amounting to around 20 per cent of households in affluent areas such as the South-East • It is estimated that up to 75 per cent of the cars sold in the 1930s were purchased primarily for leisure purposes, establishing the custom of the Sunday drive, and changing holiday patterns • Car ownership doubled in the 1960s, reaching 11.8 million by 1970, by which time its use accounted for over 60 per cent of the share of holiday transport, with caravans accounting for 20 per cent of holiday accommodation • By the 1960s, improvements in road networks such as the advent of motorways had increased access to more areas of the country for day trips and holidays. The extent to which the growth of car ownership was not significant and/or that other factors were more significant in improving leisure and travel in the years 1918–79 should be analysed and evaluated. Relevant points may include: • Until the post-war era, car ownership was distinctly a middle-class phenomenon, and it was not until the 1960s that car ownership reached the majority of British families • Increasing prosperity through increases in real wages and more leisure time had an impact across the range of leisure activities, and were a prerequisite for car ownership • Technological advances across the period, such as the development of cinema, personal radios and television brought leisure on a mass scale, and changed the nature of leisure consumption • The growing popularity of entertainment, with radio ownership at 90 per cent by 1950 and high cinema attendances • Developments in tourism such as the growth of holiday camps from the 1930s, or the increase in overseas air travel in the 1960s and 1970s. Other relevant material must be credited.

Section C: Indicative content



Question	Indicative content
3	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on the extent to which attitudes to race and immigration in the inter-war years were different from attitudes in the years 1945-79. The extent to which attitudes to race and immigration in the inter-war years were different from attitudes in the years 1945-79 should be analysed and evaluated. Relevant points may include: • The scale and changing nature of immigration provoked a greater response in the latter period, e.g. tensions and the race riots of 1958, university sociological research and political interest into the issue of integration • Government concerns over racial tensions led to legislation to control immigration becoming a more significant feature of the latter period, such as the 1962, 1968 and 1971 Acts • The latter period saw government intervention to prevent discrimination, e.g. the 1976 Race Relations Act; there was no such equivalent in the period before the war. The extent to which attitudes to race and immigration in the inter-war years were similar to attitudes in the years 1945-79 should be analysed and evaluated. Relevant points may include: • Immigrants faced prejudice in both periods, such as the anti-Semitism seen in the inter-war period (and in 1947), and the discrimination faced by New Commonwealth migrants in the post-war era in areas such as housing • Racial tension can be identified in both periods, albeit more localised and smaller scale in the inter-war period, e.g. race riots in ports in 1919 • Across both periods, the ability of immigrants to contribute to the economy was a key consideration shaping attitudes, e.g. the requirements placed on Jewish immigrants in the 1930s and the New Commonwealth workers from 1948. Other relevant material must be credited.

Question	Indicative content
4	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on the extent to which there was more continuity than change in popular culture and entertainment in the years 1918-79. Continuity in popular culture and entertainment in the years 1918-79 should be analysed and evaluated. Relevant points may include: • Cinema and radio were significant features of entertainment across the period (1920s onwards in the case of radio) with admissions and listener numbers in their millions • The influence of American culture can be seen across the period, through the impact of Hollywood in cinema through to musical influences such as jazz and rock and roll • The BBC was a central feature of entertainment and popular culture since its formation as a corporation in 1927, across the period • National newspapers were significant in popular culture across the whole period, with sales in their millions (with some obvious fluctuations). Changes in popular culture and entertainment in the years 1918-79 should be analysed and evaluated. Relevant points may include: • From the 1950s onwards, the dramatic growth of television ownership shaped entertainment in numerous ways, e.g. the development of soap operas, broadcasting of spectator sports and development of satire • The growth of youth culture across the period, in particular developments in the post-war era, e.g. coffee bars, jukeboxes, pirate radio, youth-orientated television programmes and groups such as mods and punks • Attendances at live sporting events saw changes across the period, notably a rise in attendances at football and cricket matches across the inter-war period, then a decline across the post-war era • The increase in the range of options available helped blur class distinctions, e.g. through paperback books, radio and television, widening access to culture and providing common entertainment experiences. Other relevant material must be credited.

Section C: indicative content



Question	Indicative content
3	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on the extent to which new Commonwealth immigration was the most significant development in immigration and race relations in the years 1918 – 79. The extent to which new Commonwealth immigration was the most significant development in immigration and race relations in the years 1918 – 79 should be analysed and evaluated. Relevant points may include: • After the British Nationality Act 1948 granted citizenship, immigration was increasingly from Commonwealth nations, in contrast with the largely European immigration of the inter-war years • The scale of new Commonwealth immigration was significant, with a net influx of 472,000 in the years 1955–62, and an average of over 70,000 per year in the 1960s and 1970s • The racial origin of new Commonwealth immigration was in itself significant • It increased social and political attention, e.g. the creation of the Inter-Departmental Committee on Colonial People from 1951, or the growth of university sociological research into the 'colour problem' and integration. The extent to which new Commonwealth immigration was not the most significant development and/or the significance of other developments in immigration and race relations in the years 1918–79 should be analysed and evaluated. Relevant points may include: • Government legislation was significant after the First World War, e.g. the Aliens Restrictions Act 1919 extended wartime restrictions relating to work, registration and comportment, and was not repealed until 1971 • The influence of fascism in the 1930s was significant, increasing Jewish immigration and consequent hostility, as well as the impact seen from domestic fascism with the formation of the BUF • The race riots of 1958 were significant in terms of their scale, the intensity of the violence, and the media attention gained, with subsequent public, political, and international concern • The Commonwealth Immigrants Act 1962 officially restricting immigration on an economic basis, and unintentionally stimulating chains of migration • The 1968 and 1976 Race Relations Acts were significant in banning racial discrimination in areas such as housing and education, with the 1976 Act strengthening the law and establishing the Committee for Racial Equality • Enoch Powell's intervention into the political debate may be seen as significantly shaping political and public discourse, both in terms of the polarising of opinion, and the hindering of subsequent debate. Other relevant material must be credited.

Question	Indicative content
4	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on the extent to which the main consequence of television from the 1950s through to 1979 was a decline in other forms of entertainment. The extent to which the main consequence of television from the 1950s through to 1979 was a decline in other forms of entertainment should be analysed and evaluated. Relevant points may include: • The decline in cinema attendances across the period was closely linked to television's rise, with over half the cinemas in Britain closing in the years 1955–63 – years that also saw television ownership rates reach over 90 per cent • The development of television helps explain the decline in live attendances, e.g. programmes such as <i>Sportview</i> (1954) and <i>Grandstand</i> (1958) contributed to a decline in ticket sales from a peak of 41.2 million in 1948–49 • Radio lost ground to television in terms of audience for directly competing services, e.g. coverage of live sports, news and drama • The growth of television, as a home-based form of entertainment, contributed to a more general decline in community-based activities • The growth in television contributed to a decline in radio's attraction as a form of entertainment enjoyed by the family as a unit. The extent to which the other consequences of television from the 1950s through to 1979 were important should be analysed and evaluated. Relevant points may include: • Television domesticated entertainment, increasing the proportion of leisure time spent in the family home, with the average viewing hours of 16–20 hours per week by the late 1970s • Television provided a universal and shared experience of events such as Queen Elizabeth's coronation, major sporting events, and mass-audience attracted to soap operas • Television allowed audiences to see people, places, ideas and events for the first time, and thus contributed to shaping attitudes to issues such as class, gender and race • Television had significant commercial consequences, both as an industry in its own right, and with the impact of advertising. Other relevant material must be credited.

Section C: Indicative content



Question	Indicative content
1	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on the extent to which government action was the main reason for improvements in the role and status of women in the years 1939-79. The extent to which government action was the main reason for improvements in the role and status of women in the years 1939-79 should be analysed and evaluated. Relevant points may include: • Government mobilisation of women under the National Service Act brought women into roles within industry and agriculture, impacting on their status • Elements of the post-war welfare state benefited women, e.g. the NHS extended healthcare to all (previously, women were less likely to be insured), or the 1945 Family Allowance Act • Reforms to secondary and university education benefited girls and women who had previously been disadvantaged • Various acts brought tangible gains in the period, e.g. the 1964 Married Women's Property Act, the 1970 Equal Pay Act (in force from 1975), or the 1975 Sex Discrimination Act. The extent to which other factors explain the improvements in the role and status of women in the years 1939-79 should be analysed and evaluated. Relevant points may include: • Women's mobilisation may be argued as more a result of women's volunteering and wartime necessity, e.g. much of the significant increase in married women in paid work came before they were conscripted • The emergence and impact of the women's liberation movement from the 1960s onwards led to campaigns that brought reform over issues such as abortion and status in the workplace • The development and increasing availability of the contraceptive pill improved women's position, e.g. from 1974 family planning clinics were able to offer the pill to single women on the NHS • Changes to domestic life may be seen as related to a number of factors, e.g. the liberalisation of society and the impact of labour-saving devices • The strike by women workers at Dagenham in 1968 played a direct role in the passing of the Equal Pay Act. Other relevant material must be credited.

Question	Indicative content
4	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on the extent to which television was the most significant development in popular culture and entertainment in the years 1918-79. The extent to which television was the most significant development in popular culture and entertainment in the years 1918-79 should be analysed and evaluated. Relevant points may include: • Television provided a universal and shared experience of events such as Queen Elizabeth's coronation, major sporting events, and mass audiences were attracted to soap operas • Television domesticated entertainment, increasing the proportion of leisure time spent in the family home, with average viewing hours of 16–20 hours per week by the late 1970s • The decline in cinema attendances across the period was closely linked to television's rise, with over half the cinemas in Britain closing in the years 1955–63, as television ownership rates reached over 90 per cent • The growth in television contributed to a decline in radio's attraction as a form of family entertainment, as well as overtaking radio audiences for directly competing services, e.g. coverage of live sports, news and drama. The extent to which television was of limited significance in popular culture and entertainment and the extent to which other developments were more significant in the years 1918-79 should be analysed and evaluated. Relevant points may include: • Music had a significant presence within popular culture and entertainment across the period, e.g. through live performances, dance halls, or through media such as radio • Radio played a significant and persistent role in popular culture from the 1920s onwards, from BBC radio plays, music and sports coverage through to the development of commercial radio from the 1970s • There were significant developments in youth culture, such as the notion of teenagers as a distinct cultural and consumer force from the 1950s, often allied to musical forms, e.g. teds, mods, rockers, and punks • Developments in the participation in sport and spectatorship of live sporting events were significant, e.g. growing attendance figures in the 1920s and
	1930s. Other relevant material must be credited.



Section C: indicative content



Question	Indicative content
2	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on the extent to which, in the years 1918-51, changes to Britain's class structure were largely driven by war. The extent to which war led to changes to Britain's class structure, in the years 1918-51, should be analysed and evaluated. Relevant points may include: • As a result of the First World War, the working class made gains, particularly the unskilled working class, who experienced increased employment opportunities, along with increased trade union membership • Almost one-fifth of peers died in the First World War • The increased taxes, death duties and subsequent estates sales the upper class endured with both wars reduced their position • The contribution the First World War made to the extension of the franchise, which resulted in an enhancement in the status of the working class • The Second World War also brought full employment to traditional working-class industries, raised expectations of social improvement and may be seen to have diminished class deference • War can be seen to have created greater cohesiveness and transcendence of class boundaries, e.g. seen through the service and subsequent political careers of Macmillan, Attlee, Healey, Heath and Whitelaw. The extent to which war did not lead to and/or other factors led to a transformation of Britain's class structure, in the years 1918-51, should be analysed and evaluated. Relevant points may include: • Increased employment opportunities in the relative growth sectors of commerce and finance brought opportunities for the middle class, particularly in the South East • The increase in home ownership and suburban living promoted middle-class values • The inter-war years saw flux in the upper class, with previously landed gentry undertaking commercial activity, alongside land and titles being bought by prosperous members of the middle class • The economic slump and the global Great Depression of the 1930s had a significant, if diverse, impact on working class life. Other relevant material must be credited.

Section B: indicative content

4	17–20	• Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands. • Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported. • The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.
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Section C

Target: AO3: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.

Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	• Demonstrates only limited comprehension of the extracts, selecting some material relevant to the debate. • Some relevant contextual knowledge is included, with limited linkage to the extracts. • Judgement on the view is assertive, with little or no supporting evidence
2	5–10	• Demonstrates some understanding and attempts analysis of the extracts by describing some points within them that are relevant to the debate. • Contextual knowledge is added to information from the extracts, but only to expand on matters of detail or to note some aspects which are not included. • A judgement on the view is given, but with limited support and related to the extracts overall, rather than specific issues
3	11–16	• Demonstrates understanding of the extracts and shows some analysis by selecting and explaining some key points of interpretation they contain and indicating differences • Knowledge of some issues related to the debate is included to link to, or expand, some views given in the extracts. • A judgement is given and related to some key points of view in the extracts and discussion is attempted, albeit with limited substantiation.
4	17–20	• Demonstrates understanding of the extracts, analysing the issues of interpretation raised by comparison of them. • Integrates issues raised by extracts with those from own knowledge to discuss the views. Most of the relevant aspects of the debate will be discussed, although treatment of some aspects may lack depth. • Discusses evidence in order to reach a supported overall judgement. Discussion of points of view in the extracts demonstrates understanding that the issues are matters of interpretation.

Section A: indicative content

Question	Indicative content
1	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement about whether government policies were the main reason for improving living standards in the years 1945-79. The importance of government policies in improving living standards in the years 1945-79 should be analysed and evaluated. Relevant points may include: • The range of welfare policies introduced by the Attlee government brought improvements to incomes, healthcare and other aspects of living standards, e.g. family allowances and increases in pensions • Economic policies from the 1950s were designed to stimulate employment and consumption, e.g. tax reductions and easing of credit terms, typified by Macmillan's 'never had it so good' statement • The abolition of Resale Price Maintenance, with the resale Prices Act (1964) benefitted consumers, allowing the sale of goods at discounted prices, and facilitating the growth of large retail chains • From the 1960s, industrial policies – such as the NEDC, 1962 – aimed at driving improvements in productivity, contributed to increased growth, with real GDP per capita increasing by 45 per cent in 1962-73. The importance of other factors in improving living standards in the years 1945-79 should be analysed and evaluated. Relevant points may include: • Real growth in incomes across the period - stemming from changes within industry rather than government intervention - meant increased purchasing power for the working and middle classes • Increased disposable income across the period facilitated increased spending on entertainment and consumer durables • Improvements in production and transportation meant a greater range of, and lower prices for, consumer durables such as washing machines, fridges and televisions • The growing availability and social acceptance of consumer credit by the 1970s stimulated consumption, particularly of more expensive purchases. Other relevant material must be credited.

Question	Indicative content
2	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement about the extent to which Britain's economic problems in the 1960s and 1970s were the main consequence of poor industrial relations during these years. The extent to which Britain's economic problems in the 1960s and 1970s were the main consequence of poor industrial relations during these years should be analysed and evaluated. Relevant points may include: • Wage demands by trade unions contributed to spiralling inflation and union practices such as the closed shop and demarcation restricted efforts to improve efficiency and productivity • The failure of attempts to reform such as 'In Place of Strife' in 1969 and the limited impact of Heath's 1971 Industrial Relations Act demonstrated the importance both main parties placed on resolving the issue • In the first half of the 1970s, the average of number of days lost to strikes was over 14 million per annum • Disputes in strategic industries like coal disrupted production more generally, e.g. as secondary picketing and the closure of power stations led to measures such as the 'three-day week'. The extent to which other consequences of poor industrial relations during these years were more important should be analysed and evaluated. Relevant points may include: • Problems in industrial relations led to tension between the Labour Party and the Union movement, e.g. seen with the reaction to Barbara Castle's 'In Place of Strife' White Paper • Problematic industrial relations contributed to political tension and change, e.g. Heath called and lost the February 1974 election over 'Who governs Britain?' • The social consequences of industrial strife included school closures, restricted hospital services, panic buying and shortages, and infamous examples such as uncollected rubbish and unburied bodies • Industrial strife led to a shift in attitudes towards the conduct of industrial relations and consensus politics more generally, seen through attempted policies of Heath, Callaghan, and ultimately the 1979 election result. Other relevant material must be credited.

Section B: indicative content

Question	Indicative content
3	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on the extent to which comprehensive education was the most significant development in education in the years 1944-79. The extent to which comprehensive education was the most significant development in education in the years 1944-79 should be analysed and evaluated. Relevant points may include: • Comprehensive education, and the rejection of the tripartite system and thus academic selection, was evident in some LEAs from the mid-1950s, with over 10 per cent of pupils nationwide attending such schools • The Crosland Circular, and the subsequent changes to funding in favour of comprehensive schools, marked a shift in attitudes towards both selection, and the proportion of students at comprehensive schools • The rapid nature of the shift towards comprehensive schools stoked controversy, e.g. over educational standards, or how the reduction in grammar schools reduced opportunities for working-class children • Comprehensive education was significant numerically, insofar as over 90 per cent of children were educated in comprehensive schools by 1979. The extent to which comprehensive education was not the most significant development in education and/or other developments were more significant in the years 1944-79 should be analysed and evaluated. Relevant points may include: • The 1944 Education Act established the tripartite system of grammar, technical and secondary modern schools, with admission under the 11-plus system • The raising of the school leaving age to 15 (implemented 1947), and again in 1972-3 (to 16) increased numbers in education, and partaking in formal examinations • The implementation of the recommendations of the Robbins Report (1963) led to a doubling of the number of universities in England and Scotland, and the establishment of the Open University, 1969 • Reports such as the Plowden Report (1967) led to changes in the approach to education in some schools, as well as feeding into wider public debate over teaching standards. Other relevant material must be credited.

Question	Indicative content
4	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on the extent to which the role and status of women changed in the years 1918-79. Changes in the role and status of women in the years 1918-79 should be analysed and evaluated. Relevant points may include: • The Representation of the People Act 1918, The Qualification of Women Act 1918 and The Equal Franchise Act 1928 all increased the political status of women • Changes within mass education increased opportunities for girls, such as the development of grammar and then comprehensive systems, with subsequent longer-term consequences in work and public life • Significant changes to women's personal and social lives occurred around the 1960s, e.g. improvements in contraception, the emergence of the women's liberation movement, and the wider liberalisation of society • Government legislation brought tangible gains in the period, e.g. the Matrimonial Causes Acts of 1923 and 1937 brought equality in divorce, the 1975 Equal Pay Act, and the 1975 Sex Discrimination Act. Continuity in the role and status of women in the years 1918-79 should be analysed and evaluated. Relevant points may include: • Women played a limited role in national politics for much of the period, e.g. women made up less than 5 per cent of MPs throughout the period • Wartime working gains were largely temporary, equal pay was the exception, and restrictions such as marriage bars were in operation • Traditional expectations regarding marriage and women's domestic role were still the norm through the majority of the period • It was not until the end of the period that women saw greater representation within higher education, e.g. women made up only around 25 per cent of university undergraduates in the 1960s. Other relevant material must be credited.

Section C: indicative content



2	4–7	• There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the focus of the question. • Mostly accurate and relevant knowledge is included, but lacks range or depth and has only implicit links to the demands and conceptual focus of the question. • An overall judgement is given but with limited substantiation and the criteria for judgement are left implicit. • The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.
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4	13–16	• Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands. • Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported. • The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.
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Level	Mark	Descriptor
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3	11–16	• There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included. • Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth. • Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation. • The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.
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4	17–20	• Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands. • Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported. • The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.
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Section C

Target: AO3: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.

Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	• Demonstrates only limited comprehension of the extracts, selecting some material relevant to the debate. • Some relevant contextual knowledge is included, with limited linkage to the extracts. • Judgement on the view is assertive, with little or no supporting evidence
2	5–10	• Demonstrates some understanding and attempts analysis of the extracts by describing some points within them that are relevant to the debate. • Contextual knowledge is added to information from the extracts, but only to expand on matters of detail or to note some aspects which are not included. • A judgement on the view is given, but with limited support and related to the extracts overall, rather than specific issues
3	11–16	• Demonstrates understanding of the extracts and shows some analysis by selecting and explaining some key points of interpretation they contain and indicating differences • Knowledge of some issues related to the debate is included to link to, or expand, some views given in the extracts. • A judgement is given and related to some key points of view in the extracts and discussion is attempted, albeit with limited substantiation.
4	17–20	• Demonstrates understanding of the extracts, analysing the issues of interpretation raised by comparison of them. • Integrates issues raised by extracts with those from own knowledge to discuss the views. Most of the relevant aspects of the debate will be discussed, although treatment of some aspects may lack depth. • Discusses evidence in order to reach a supported overall judgement. Discussion of points of view in the extracts demonstrates understanding that the issues are matters of interpretation.



Section A: indicative content

Question	Indicative content
1	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on the extent to which the extension of the franchise was the main reason for the changing political landscape of the 1920s and 1930s. The extent to which the extension of the franchise was the main reason for the changing political landscape in the 1920s and 1930s should be analysed and evaluated. Relevant points may include: • The increase of the proportion of the electorate belonging to the industrial working classes (at 80% of the electorate in 1918) generally tended to benefit the Labour Party • The Labour Party did much to appeal to many of the millions of women who had gained the franchise in 1918 and 1928, e.g. it had established 1,800 women's sections by 1929, numbering approximately 300,000 members • The Conservative Party was able to gain support from amongst the many working-class men who began to earn sufficient income to pay income tax at this time, with an appeal to lower taxation and judicious spending • Individual election results suggest the significance of the newly enfranchised, e.g. the Conservatives believed Labour and the Liberals made gains in 1923 appealing to women over the benefits of free trade for lower food prices. The extent to which other factors contributed to the changing political landscape in the 1920s and 1930s should be analysed and evaluated. Relevant points may include: • The mistakes made by Liberal politicians contributed to their own decline, e.g. the continued divisions, Asquith's decision to back a minority Labour Government in 1923, or scandals such as that over 'cash for honours' • The Liberal Party struggled for a distinct identity after the rise of Labour, contributing to divisions, e.g. Lloyd George's support for Labour between 1929-31 pushed other MPs and supporters towards the Conservatives • The impact of global economic decline led to division of the Labour Party in 1931 and the subsequent collapse in electoral support • The economic recovery after Britain left the Gold Standard benefitted the Conservatives, who dominated the National Government, and the boom in private housebuilding from the 1930s stimulated popular support for them. Other relevant material must be credited.

Question	Indicative content
2	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on the extent to which cost was the main reason for the increasing challenges to state welfare provision in the years 1964-79. The extent to which cost was the main reason for the increasing challenges to state welfare provision in the years 1964-79 should be analysed and evaluated. Relevant points may include: • The cost of welfare provision was challenged as it rose as a proportion of GDP across the period, with spending on unemployment and associated benefits rising nearly 3% over the two decades • There were rises in associated aspects of the welfare state, such as healthcare (e.g. 39% increase after inflation) and pensions making provision more difficult • Financial constraints were particularly pressing after the 1973 crisis, and the IMF bailout of 1976 • The 1962 Hospital Plan, aimed at building standardised District General Hospitals, ended up costing double what had originally been expected, and was scaled back in the 1970s under economic pressures. The extent to which other factors contributed to the increasing challenges to state welfare provision in the years 1964-79 should be analysed and evaluated. Relevant points may include: • Increases in NHS and welfare spending were in line with those of many other government departments, and health spending grew by less in the UK than in many comparable countries • Arguments were put forward from the right relating to the creation of a dependency culture and the creation of a 'poverty trap' • Challenges from the left attacked the inadequacy of welfare provision, pointing to continued inequality, arguing the state should do more to ensure people received a fair level of support • Changes to the nature of welfare from the 1960s were significant, e.g. the extension of benefits contributed to resentment amongst some voters. Other relevant material must be credited.

Section B: indicative content

Question	Indicative content
3	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on the extent to which the class structure of Britain changed in the years 1918-51. The extent to which the class structure of Britain changed in the years 1918-51 should be analysed and evaluated. Relevant points may include: • Participation in both wars began a general trend in the decline of deference, e.g. attitudes towards and decline in domestic service • Almost one-fifth of peers died in World War One, and the increased taxes, death duties and subsequent estates sales the upper class endured with both wars reduced their position • Increased employment opportunities in the relative growth sectors of commerce and finance brought opportunities contributing to the growth of the middle class, particularly in the South East • The Second World War brought full employment to traditional working-class industries, engendered a shared social experience, raised expectations of social improvement and may be seen to have diminished class deference. The extent to which the class structure of Britain did not change in the years 1918-51 should be analysed and evaluated. Relevant points may include: • The percentage of the population belonging to the traditional upper, middle and working classes remained at about 5%, 15% and 80% throughout the period • There was limited social mobility, and most people identified with the social class into which they were born throughout their lives • The traditional class structure was maintained through educational provision e.g. public schools and selective schools, and very limited numbers attending university • The class structure still influenced both participation in, and attendance at, social, cultural, and sporting events. Other relevant material must be credited.



Question	Indicative content
4	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement about the extent to which the growth of car ownership was the most significant development in leisure and travel in the years 1918-79. The extent to which the growth of car ownership was the most significant development in leisure and travel in the years 1918-79 should be analysed and evaluated. Relevant points may include: • Car ownership grew rapidly in the inter-war period, from around 100,000 in 1919 to 2 million on the eve of the Second World War, and with over half of households owning at least one car by the 1970s • Car ownership was significant in terms of leisure, e.g. an estimated 75 per cent of cars sold in the 1930s were purchased primarily for leisure purposes, establishing the custom of the Sunday drive, and changing holiday patterns • Car ownership continued to dominate leisure travel in the latter period, e.g. by 1970 accounted for over 60 per cent of the share of holiday transport, with caravans accounting for 20 per cent of holiday accommodation • By the 1960s, improvements in road networks associated with growing car ownership, such as the advent of motorways, were significant in increasing access to more areas of the country for day trips and holidays. The extent to which the other developments in leisure and travel were significant in the years 1918-79 should be analysed and evaluated. Relevant points may include: • Increasing prosperity through increases in real wages and more leisure time had an impact across the range of leisure activities, and were a prerequisite for car ownership • Technological advances across the period, such as the development of cinema, personal radios and television brought leisure on a mass scale, and changed the nature of leisure consumption • The growing popularity of entertainment, with radio ownership at 90 per cent by 1950 and high cinema attendances • Developments in tourism such as the growth of holiday camps from the 1930s, or the increase in overseas air travel in the 1960s and 1970s. Other relevant material must be credited.

Section C: indicative content



3	8–12	• There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included. • Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth. • Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation. • The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.
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4	13–16	• Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands. • Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported. • The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.
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2. Finding a mark within a level

After a level has been decided on, the next stage is to decide on the mark within the level. The instructions below tell you how to reward responses within a level. However, where a level has specific guidance about how to place an answer within a level, always follow that guidance.

Levels containing two marks only

Start with the presumption that the work will be at the top of the level. Move down to the lower mark if the work only just meets the requirements of the level.

Levels containing three or more marks

Markers should be prepared to use the full range of marks available in a level and not restrict marks to the middle. Markers should start at the middle of the level (or the upper-middle mark if there is an even number of marks) and then move the mark up or down to find the best mark. To do this, they should take into account how far the answer meets the requirements of the level:

- If it meets the requirements *fully*, markers should be prepared to award full marks within the level. The top mark in the level is used for answers that are as good as can realistically be expected within that level
- If it only *barely* meets the requirements of the level, markers should consider awarding marks at the bottom of the level. The bottom mark in the level is used for answers that are the weakest that can be expected within that level
- The middle marks of the level are used for answers that have a *reasonable* match to the descriptor. This might represent a balance between some characteristics of the level that are fully met and others that are only barely met.

Indicative content

Examiners are reminded that indicative content is provided as an illustration to markers of some of the material that may be offered by students. It does not show required content and alternatives should be credited where valid.

Generic Level Descriptors: sections A and B

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.

Level	Mark	Descriptor
	0	No rewardable material
1	1–4	• Simple or generalised statements are made about the topic. • Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question. • The overall judgement is missing or asserted. • There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.
2	5–10	• There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the question. • Mostly accurate and relevant knowledge is included, but it lacks range or depth and has only implicit links to the demands and conceptual focus of the question. • An overall judgement is given but with limited substantiation, and the criteria for judgement are left implicit. • The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.



3	11–16	• There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included. • Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth. • Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation. • The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.
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1	1–3	• Simple or generalised statements are made about the topic. • Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question. • The overall judgement is missing or asserted. • There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.
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4	13–16	• Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands. • Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported. • The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.
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Question	Indicative content
2	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on the extent to which economic influences were the main reason for social change in the 1950s and 1960s. The extent to which economic influences were the main reason for social change in the 1950s and 1960s should be analysed and evaluated. Relevant points may include: • Real disposable incomes rose by 30 percent in the 1950s and 22 percent in the 1960s and influenced social change, e.g. through the growing consumer society and mass tourism • The relative prosperity of the baby boomers fuelled the spending behind teenage culture • The consequences of the ownership of televisions and transistor radios facilitated the spread of popular culture through the mass media, whilst greater car ownership contributed to notions of embourgeoisement • Developments such as the increase in property ownership and the growth of the service industry led to movement across social classes. The extent to which other factors were causes of social change in the 1950s and 1960s should be analysed and evaluated. Relevant points may include: • The increasing liberalisation of social attitudes relating to issues such as divorce and sex were significant, alongside legislation such as the Obscene Publications Act of 1959 and the Abortion Act of 1967 • The declining influence of organised religion facilitated social change • The development and widespread availability of the contraceptive pill had a significant impact • There were significant developments in popular and youth culture, such as in fashion, music and viewing preferences. Other relevant material must be credited.

Section B: indicative content



Question	Indicative content
4	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on the extent to which regional differences were the most significant feature of the quality of life in Britain in the years 1918-51. The extent to which regional differences were a significant feature of the quality of life in Britain in the years 1918-51 should be analysed and evaluated. Relevant points may include: • The impact of difficult conditions after the First World War in staple industries such as coal, shipbuilding, steel and textiles, concentrated in the north of England, Wales and Scotland, hampered the quality of life there • The relative prosperity of the south-east and midlands even during the 1920s and 1930s, with higher levels of consumption and electrification was a feature of differences in quality of life between regions • The growth in housing construction in the south-east, such as the development of the 'Metroland' suburbs around London, improved quality of life • Even in the period of supposed full employment after the Second World War, unemployment was higher in the north and Scotland, with a continuing loss of jobs of around 50,000 each year. The extent to which regional differences were not the most significant feature of the quality of life or which other issues were more significant should be analysed and evaluated. Relevant points may include: • The quality of life improved nationally when compared to the pre-war period, with gains in the real wage due to falling prices and on average smaller family sizes due to increased use of contraception • The development of welfare services was done on a national basis, and thus applied across all regions • The growing popularity of entertainment, with radio ownership at 90 percent by 1950 and high cinema attendances • Gains in mass leisure and transport were widely experienced, with developments such as the growth of holiday camps from the 1930s, or increased attendances at live spectator sports in the late 1940s. Other relevant material must be credited.

Section C: indicative content



Question	Indicative content
3	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on the extent to which, in the years 1918-79, the most significant advancements in the role and status of women were those seen in the years 1918-39. The extent to which, in the years 1918-79, the most significant advancements in the role and status of women were those seen in the years 1918-39 should be analysed and evaluated. Relevant points may include: • The Parliament (Qualification of Women) Act 1918 gave women the right to stand as Members of Parliament, and women gained the vote through legislation in 1918 and 1928 • The Maternity and Child Welfare Act of 1918 was significant in provision to expectant and nursing mothers, which had not previously been routinely available • The Matrimonial Causes Acts of 1923 and 1937 brought equality in divorce • Improvements in work and public life were seen, due to measures such as the Sex Disqualification (Removal) Act of 1919, lifting restrictions on women in the professions, universities and civil service • The increase in women in work gave women greater experience of the public sphere and a degree of financial independence, and contributed to a shift in aspirations and desire for freedom amongst some • Smaller family sizes in the 1930s, particularly, opened up opportunities for women to work and improved health and living conditions. The extent to which, in the later period, advancements in the role and status of women were significant should be analysed and evaluated. Relevant points may include: • Work during wartime led to an increase in the number of women working, a change in the nature of work undertaken, and psychological gains in the sense of being able to contribute to the defence of the nation • Changes within education post-war increased opportunities for girls, e.g. the development of the grammar and comprehensive systems, with subsequent longer-term consequences in work and public life • Gains were made in the 1950s and 1960s as more women wage earners took part in leisure activities and bought consumer goods; new and more 'liberating' trends in fashion and social engagement appeared • Significant changes in the political, personal and social spheres occurred from the 1960s, e.g. improvements in contraception, the emergence of the women's liberation movement, and the wider liberalisation of society • There were tangible gains later in the period as a result of government legislation, e.g. the 1975 Equal Pay Act, and the 1975 Sex Discrimination Act. Other relevant material must be credited.

Question	Indicative content
5	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Candidates are expected to use the extracts and their own knowledge to consider the view that Thatcher's economic policies had a disastrous impact on the people of Britain. Reference to the works of named historians is not expected, but candidates may consider historians' viewpoints in framing their argument. Candidates should use their discussion of various views to reach a reasoned conclusion. In considering the given view, the points made by the authors should be analysed and evaluated. Relevant points may include: Extract 1 • Failure to tackle the 'number one' priority of inflation • High and rising unemployment and widespread bankruptcies in business, declining national income and current account deficits • Detrimental wider consequences such as pollution and falling morale. Extract 2 • The trade surplus achieved by the early 1980s • Lawson's tax cuts stimulated demand • Deregulation helped re-establish the financial sector. Candidates should use their own knowledge of the issues to address the view that Thatcher's economic policies had a disastrous impact on the people of Britain. Relevant points may include: • Unemployment rose above three million in 1983, and never fell to pre-Thatcher levels during the period • The rise in inequality across the period • The recession that began in 1990 may be attributed to the high interest rates necessary to control the excesses of the inflationary boom of the late 1980s. Candidates should use their own knowledge of the issues related to the debate to counter the view that Thatcher's economic policies had a disastrous impact on the people of Britain. Relevant points may include: • Home ownership grew significantly during the period, partly as a result of right-to-buy and deregulation of lending • Share ownership also increased, again through deregulation and the encouragement of privatisation • GDP growth compared favourably to both EC and OECD averages. Other relevant material must be credited.

Question	Indicative content
5	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Candidates are expected to use the extracts and their own knowledge to consider the view that in the years 1979-97, the Thatcher governments transformed Britain. Reference to the works of named historians is not expected, but candidates may consider historians' viewpoints in framing their argument. Candidates should use their discussion of various views to reach a reasoned conclusion. In considering the given view, the points made by the authors should be analysed and evaluated. Relevant points may include: Extract 1 • The rejection of the social democratic consensus, with implications for both major parties during and beyond the Thatcher years • The reduction of the state's role with regards to state intervention in the economy • The restructuring of the welfare state, particularly from the third term. Extract 2 • Declining Conservative support across the period, suggesting the response to Thatcherism was ultimately lukewarm • The limited impact in relation to Thatcherite aims for the family and social morality • The failure to reinvigorate manufacturing industry. Candidates should use their own knowledge of the issues to address the view that the Thatcher governments transformed Britain. Relevant points may include: • Economic policy saw the end of the commitment to full employment and a new emphasis on supply-side economics • The denationalisation of a range of state-owned industries, the increase in share ownership and the deregulation of financial markets • The impact of council house sales and changes to personal taxation. Candidates should use their own knowledge of the issues related to the debate to counter the view the Thatcher governments transformed Britain. Relevant points may include: • Despite the commitment to cut public spending, welfare spending remained high • The initial commitment to monetarist policy was soon watered down • Some of the intended reforms were limited, went unfulfilled, or were reversed, such as the civil service, NHS or the community charge. Other relevant material must be credited.

Question	Indicative content
5	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Candidates are expected to use the extracts and their own knowledge to consider the views presented in the extracts. Reference to the works of named historians is not expected, but candidates may consider historians' viewpoints in framing their argument. Candidates should use their understanding of issues of interpretation to reach a reasoned conclusion concerning the view that Margaret Thatcher 'transformed a near-bankrupt economy into a thriving enterprise culture'. In considering the extracts, the points made by the authors should be analysed and evaluated. Relevant points may include: Extract 1 • The impact of privatisation and market liberalisation • Salvaging the economy from the challenge of destructive strikes • The reduction in trade union power • Creating the economic basis by 1987 to enable welfare reform to take place. Extract 2 • The economic slump of the early 1980s, with a fall in GNP of 3.2 per cent • The advent of mass unemployment and the loss of manufacturing • The rise in household debt as a result of financial deregulation • The overall low growth rates and further economic problems by 1990. Candidates should relate their own knowledge to the material in the extracts to support the view that the Thatcher government transformed the British economy. Relevant points may include: • Liberalisation of share markets and privatisation increased share ownership • Policies such as the sale of council housing and deregulation of lending increased home ownership • The reduction of trade union power reduced the number of days lost to strikes and created a more flexible labour market • The consequences of economic restructuring in contributing to Britain's economic growth during the 1990s and beyond. Candidates should relate their own knowledge to the material in the extracts to counter or modify the view that the Thatcher government transformed the British economy. Relevant points may include: • Unemployment reached over three million by 1983, and never fell to pre-Thatcher levels in the period to 1997 • The retreat from monetarist policies from 1982, and further problems with inflation from 1988 • The impact of high interest rates required to control the inflationary boom of the late 1980s, and the subsequent recession • The inflationary housing market collapsed with the end of the Lawson boom, resulting in increases in repossessions and negative equity.

Question	Indicative content
5	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Candidates are expected to use the extracts and their own knowledge to consider the view that the Thatcher government significantly reduced the role of the state. Reference to the works of named historians is not expected, but candidates may consider historians' viewpoints in framing their argument. Candidates should use their discussion of various views to reach a reasoned conclusion. In considering the given view, the points made by the authors should be analysed and evaluated. Relevant points may include: Extract 1 • The right of council tenants to buy council housing reduced the role of local government • Reforms in education enhanced parental choice and increased the independence of schools over budgets • The introduction of the internal market and tendering within the NHS. Extract 2 • There was only a marginal reduction in government spending over the wider period, as a proportion of GDP • Reforms such as those seen in education often resulted in increased direct control by central government • Privatisation went hand-in-hand with the establishment of regulatory bodies and unelected quasi-autonomous non-governmental organisations – 'quangos'. Candidates should use their own knowledge of the issues to address the view that the Thatcher government significantly reduced the role of the state. Relevant points may include: • The denationalisation (privatisation) of a range of state-owned industries and the deregulation of financial markets • State intervention to support failing industries was reduced, leading to a reduction in the scale of manufacturing (in absolute and relative terms), and increased foreign ownership of sectors such as the car industry • Reform within the civil service such as MINIS did reduce costs and overall numbers, and increase flexibility • The 'Ken Clarke' reforms to the NHS (e.g. GP fundholding), introduced in 1990, owe a significant debt to Thatcher, and marked the start of a fundamental reshaping of the health service. Candidates should use their own knowledge of the issues related to the debate to counter the view the Thatcher government significantly reduced the role of the state. Relevant points may include: • Plans to reduce state intervention such as the reforms of the civil service and NHS were delayed or watered down in the face of public opinion or political expediency



	• The Local Government Act (1985) can be seen as increased central government interference, abolishing the GLC and other metropolitan councils • Only a small minority of schools became grant-maintained, whilst the establishment of a National Curriculum, national system of student testing and school inspection increased centralised control. Other relevant material must be credited.
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Question	Indicative content
5	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Candidates are expected to use the extracts and their own knowledge to consider the views presented in the extracts. Reference to the works of named historians is not expected, but candidates may consider historians' viewpoints in framing their argument. Candidates should use their understanding of issues of interpretation to reach a reasoned conclusion concerning the view that the Thatcher government's economic policies brought dramatic improvements for Britain. In considering the extracts, the points made by the authors should be analysed and evaluated. Relevant points may include: Extract 1 • The problems in industry and industrial relations when Thatcher took office in 1979 • The inertia of attitudes the Thatcher government faced against radical policy solutions • The dramatic recovery of Britain's economy in comparison to other leading nations • The impact Thatcher's government had on prosperity and the expansion of the middle class. Extract 2 • The cuts programme undertaken by the Thatcher government meant a reduction in the benefits given to the unemployed • Cutbacks also hit other beneficiaries, e.g. pensioners, those on sick pay and those receiving child benefit • The government's objectives prioritised fighting inflation and reducing the PSBR at the cost of the most needy • The burden of taxation was disproportionately felt by the less well off. Candidates should relate their own knowledge to the material in the extracts to support the view that the Thatcher government's economic policies brought dramatic improvements for Britain. Relevant points may include: • Attempts to implement monetarism and supply-side economics were a dramatic departure, and did reduce inflation • The reduction of trade union power reduced the number of days lost to strikes and created a more flexible labour market • Policies such as denationalisation (or, more effectively marketed as privatisation) and deregulation of financial and mortgage markets contributed to the creation of a share and 'property-owning democracy' • The consequences of economic restructuring towards a growing service sector in contributing to Britain's economic growth during the 1990s and beyond. Candidates should relate their own knowledge to the material in the extracts to counter or modify the view that the Thatcher government's economic policies brought dramatic improvements for Britain. Relevant points may include: • The retreat from monetarist policies from 1982, and there were further

Question	Indicative content
	problems with inflation from 1988 • The emphasis on supply-side economics meant unemployment reached over three million by 1983, and never fell to pre-Thatcher levels until after 1997 • The growth of poverty in particular groups hit by changes to benefits, e.g. the proportion of pensioners living below the poverty line went from 13 per cent to 43 per cent across the period • The loss of manufacturing jobs, lower wages in much of the work in service areas and cuts to benefits contributed to a widening gap between those who did and didn't share in Thatcher's prosperity • Economic and associated social problems were most evident in regions hard-hit by deindustrialisation, e.g. the coalfield of South Wales, parts of the Midlands and the North. Other relevant material must be credited.

Question	Indicative content
5	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Candidates are expected to use the extracts and their own knowledge to consider the view that the policies of the Thatcher governments had a positive impact on life in Britain. Reference to the works of named historians is not expected, but candidates may consider historians' viewpoints in framing their argument. Candidates should use their discussion of various views to reach a reasoned conclusion. In considering the given view, the points made by the authors should be analysed and evaluated. Relevant points may include: Extract 1 • The increase in individual shareholders from 3 million to almost 11.5 million • The increase in owner-occupiers as a result of the sale of council houses • The reduction in income tax rates • The rise in living standards for some sections of society. Extract 2 • The reduction in funding for areas of the public sector, such as education and infrastructure • The growth of income inequality • The doubling of those deemed to be in poverty • A deterioration in the quality of service provided by the welfare state, such as the NHS. Candidates should use their own knowledge of the issues to address the view that the policies of the Thatcher governments had a positive impact on life in Britain. Relevant points may include: • Home ownership grew significantly during the period, partly as a result of right-to-buy and deregulation of lending • Britain achieved a balance of trade surplus by the early 1980s • Share ownership also increased, again through deregulation and the encouragement of privatisation • Reduced trade union militancy • GDP growth compared favourably to both EEC and OECD averages. Candidates should use their own knowledge of the issues related to the debate to counter and/or modify the view the policies of the Thatcher governments had a positive impact on life in Britain. Relevant points may include: • Unemployment rose above 3 million in 1983, and never fell to pre-Thatcher levels until after 1997 • The rise in inequality across the period • Inflation in 1990 was higher than that found in the majority of advanced

	economies • The recession that began in 1990 may be attributed to the high interest rates necessary to control the excesses of the inflationary boom of the late 1980s. Other relevant material must be credited.
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Question	Indicative content
5	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Candidates are expected to use the extracts and their own knowledge to consider the views presented in the extracts. Reference to the works of named historians is not expected, but candidates may consider historians' viewpoints in framing their argument. Candidates should use their understanding of issues of interpretation to reach a reasoned conclusion concerning the view that Margaret Thatcher transformed Britain. In considering the extracts, the points made by the authors should be analysed and evaluated. Relevant points may include: Extract 1 • The three successive victories, and policies implemented, amounted to a 'political realignment' with changes that were 'irreversible' • Thatcher's economic policies, such as privatisation, limitations on trade union power, became conventional wisdom • The impact on the policies of Tony Blair and New Labour • The policies reflected 'demographic' and other developments, but Thatcher was the catalyst in making change happen. Extract 2 • Thatcher's policies had been suggested, and often implemented, before • Many policies lacked the coherence to be seen as a transformation, e.g. they were confused, or were driven more by electoral incentives • The Thatcher government backed down from a radical agenda in areas where popular opinion disagreed with its agenda, e.g. over the welfare state • Thatcherism amounted to more of a 'democratic phenomenon' than the implementation 'of an extreme economic ideology'. Candidates should relate their own knowledge to the material in the extracts to support the view that Margaret Thatcher transformed Britain. Relevant points may include: • Attempts to implement monetarism and supply-side economics were a dramatic departure away from the commitment to full employment, and did reduce inflation • Policies such as privatisation, deregulation of financial and mortgage markets and the sale of council houses contributed to the creation of a share and 'property-owning democracy' • The reduction of trade union power reduced the number of days lost to strikes and created a more flexible labour market • The 'Ken Clarke' reforms to the NHS (e.g. GP fundholding), introduced in 1990, owe a significant debt to Thatcher, and marked the start of a fundamental reshaping of the health service. Candidates should relate their own knowledge to the material in the extracts to counter or modify the view that Margaret Thatcher transformed Britain. Relevant points may include:

Question	Indicative content
	• The retreat from monetarist policies from 1982, and there were further problems with inflation from 1988 • Aspects of economic policy and reforms had been experimented with during the Heath and Callaghan governments • Despite the commitment to cut public spending, welfare spending remained high • Some of the intended reforms were limited, went unfulfilled, or were reversed, such as the civil service, NHS or the community charge • Elements of Thatcherism were tried to some extent earlier, e.g. Callaghan's response to the IMF restraints, or Heath's flirtation with the 'Selsdon Man' programme. Other relevant material must be credited.

Question	Indicative content
5	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Candidates are expected to use the extracts and their own knowledge to consider the view that Thatcher's governments had a revolutionary impact on Britain. Reference to the works of named historians is not expected, but candidates may consider historians' viewpoints in framing their argument. Candidates should use their discussion of various views to reach a reasoned conclusion. In considering the given view, the points made by the authors should be analysed and evaluated. Relevant points may include: Extract 1 • Measures such as privatisation marked a reduction in state control • Efforts to reduce the welfare state • A reduction in the power of the trade unions • The acceptance of many of Thatcher's policies by the Labour Party in opposition. Extract 2 • Thatcher was willing to abandon policies such as monetarism, which were central to her programme • Reversals over inflation and unemployment suggest cyclical trends rather than the permanent impact of Thatcherism • The electorate showed signs of rejecting Thatcher and Thatcherism • The Labour Party was clear in proposing policies that were 'post-Thatcherite'. Candidates should use their own knowledge of the issues to address the view that Thatcher's governments had a revolutionary impact on Britain. Relevant points may include: • Measures such as the sale of council houses and changes to personal taxation (e.g. reduction in direct taxation and the growth of indirect taxes such as VAT) left a permanent legacy • Economic policy saw the end of the commitment to full employment and a new emphasis on supply-side economics • The denationalisation of a range of state-owned industries, the increase in share ownership and the deregulation of financial markets were all accepted

and retained

- The 'Ken Clarke' reforms to the NHS (e.g. GP fundholding), introduced in 1990, owe a significant debt to Thatcher, and marked the start of a reshaping of the health service
- The reduction of trade union power reduced the number of days lost to strikes and created a more flexible labour market.

Candidates should use their own knowledge of the issues related to the debate to counter the view that Thatcher's governments had a revolutionary impact on Britain. Relevant points may include:

- Despite the commitment to cut public spending, welfare spending remained high
- Some of the intended reforms were limited, went unfulfilled, or were reversed, such as those concerning the civil service, NHS or the community charge
- The retreat from monetarist policies from 1982, and there were further problems with inflation from 1988
- Elements of Thatcherism were tried to some extent earlier, e.g. Callaghan's response to the IMF restraints, or Heath's flirtation with the 'Selsdon Man' programme.

Other relevant material must be credited.

Question	Indicative content
5	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Candidates are expected to use the extracts and their own knowledge to consider the views presented in the extracts. Reference to the works of named historians is not expected, but candidates may consider historians' viewpoints in framing their argument. Candidates should use their understanding of issues of interpretation to reach a reasoned conclusion concerning the view that, in the years 1979-97, Thatcher's governments had an impact on Britain that was both substantial and enduring. In considering the extracts, the points made by the authors should be analysed and evaluated. Relevant points may include: Extract 1 • The impact on subsequent politicians and policies • The diminished influence of socialist ideas • The ending of economic planning and state control • The ending of very high inflation, and the failed culture that surrounded previous attempts to deal with this • The legacy of wealth that was created, and both the social benefits and costs. Extract 2 • Public support for state intervention in areas such as welfare remained strong, and grew during the early 1990s • Evidence of the growth of an enterprise culture is limited • The failure to create a share-owning democracy • The Thatcher governments failed to cut the balance of payments deficit or reduce government expenditure. Candidates should relate their own knowledge to the material in the extracts to support the view that, in the years 1979-97, Thatcher's governments had an impact on Britain that was both substantial and enduring. Relevant points may include: • Measures such as the sale of council houses and changes to personal taxation (e.g. reduction in direct taxation and the growth of indirect taxes such as VAT) left a permanent legacy • The reduction of trade union power reduced the number of days lost to strikes and created a more flexible labour market • The denationalisation of a range of state-owned industries, the increase

Question	Indicative content
	in share ownership and the deregulation of financial markets have all been accepted and retained by subsequent governments • Economic policy saw the end of the commitment to full employment and a new emphasis on supply-side economics • The 'Ken Clarke' reforms to the NHS (e.g. GP fundholding), introduced in 1990, owe a significant debt to Thatcher, and marked the start of a fundamental reshaping of the health service. Candidates should relate their own knowledge to the material in the extracts to counter or modify the view that, in the years 1979-97, Thatcher's governments had an impact on Britain which was both substantial and enduring. Relevant points may include: • Despite the commitment to cut public spending, welfare spending remained high • The retreat from monetarist policies from 1982, and there were further problems with inflation from 1988 • Some of the intended reforms were limited, went unfulfilled, or were reversed, such as those aimed at the civil service, NHS or the community charge • Elements of Thatcherism were in response to the situation she inherited and policies tried earlier, e.g. Callaghan's response to the IMF restraints.

Question	Indicative content
5	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Candidates are expected to use the extracts and their own knowledge to consider the view that the Thatcher governments cannot be blamed for increasing political and social division in Britain. Reference to the works of named historians is not expected, but candidates may consider historians' viewpoints in framing their argument. Candidates should use their discussion of various views to reach a reasoned conclusion. In considering the given view, the points made by the authors should be analysed and evaluated. Relevant points may include: Extract 1 • Criticism claiming Thatcher deliberately fractured society is misleading; e.g. social problems stemmed from previous cultural change and the permissive society • More people were given a stake in society through the growth of a 'capital-owning democracy' • The 1980s saw greater opportunities in the workplace and a more cohesive society • The conservatives retained significant national support in the 1987 successive election victory. Extract 2 • Regional differences grew, with northern areas suffering as a result of deindustrialisation • There was social unrest and rioting in urban areas • The windfall gains resulting from privatisation and North Sea oil were funnelled into consumer spending rather than investment • Conservative support declined significantly once there was credible opposition. Candidates should use their own knowledge of the issues to address the view that the Thatcher governments cannot be blamed for increasing political and social division in Britain. Relevant points may include: • Home ownership and share-ownership grew significantly during the period, partly as a result of measures such as right-to-buy, deregulation of lending and privatisation • GDP growth compared favourably to both EC and OECD averages; the consumer boom spread affluence thereby ameliorating social divisions • The reduction of trade union power reduced the number of days lost to strikes and created a more flexible labour market • Other political parties came to accept many of the popular and successful elements of Thatcher's programme, creating a new consensus. Candidates should use their own knowledge of the issues related to the debate to

	counter and/or modify the view the Thatcher governments cannot be blamed for increasing political and social division in Britain. Relevant points may include: • Unemployment rose above three million in 1983, and never fell to pre-Thatcher levels until after 1997 • The rise in inequality across the period, e.g. the doubling of those deemed to be in poverty • The reduction in funding for areas of the public sector, such as education and infrastructure, and a deterioration in the quality of service provided by the welfare state • Political hostility to Thatcherism was evident throughout the period, e.g. rejection at the ballot box in major cities and regions such as Scotland, or political protests culminating in the poll tax riots. Other relevant material must be credited.
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5	17–20	• Key issues relevant to the question are explored by a sustained analysis of the relationships between key features of the period. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands. • Valid criteria by which the question can be judged are established and applied and their relative significance evaluated in the process of reaching and substantiating the overall judgement. • The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity and precision.
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Section C

Target: AO3: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.

Level	Mark	Descriptor
	0	No rewardable material.
1	1-3	• Demonstrates only limited comprehension of the extracts, selecting some material relevant to the debate. • Some relevant contextual knowledge is included, with limited linkage to the extracts. • Judgement on the view is assertive, with little or no supporting evidence.
2	4-7	• Demonstrates some understanding and attempts analysis of the extracts by describing some points within them that are relevant to the debate. • Contextual knowledge is added to information from the extracts, but only to expand on matters of detail or to note some aspects which are not included. • A judgement is given, but with limited support and related to the extracts overall, rather than specific issues.
3	8-12	• Demonstrates understanding of the extracts and shows some analysis by selecting and explaining some key points of interpretation they contain and indicating differences. • Knowledge of some issues related to the debate is included to link to, or expand, some views given in the extracts. • A judgement is given and related to some key points of view in the extracts and discussion is attempted, albeit with limited substantiation.
4	13-16	• Demonstrates understanding of the extracts, analysing the issues of interpretation raised within them and by comparison of them. • Integrates issues raised by extracts with those from own knowledge to discuss the views. Most of the relevant aspects of the debate will be discussed, although treatment of some aspects may lack depth. • Discusses evidence provided in the extracts in order to reach a supported overall judgement. Discussion of points of view in the extracts demonstrates understanding that the issues are matters of interpretation.
5	17-20	• Interprets the extracts with confidence and discrimination, analysing the issues raised and demonstrating understanding of the basis of arguments offered by both authors. • Integrates issues raised by extracts with those from own knowledge when discussing the presented evidence and differing arguments. • Presents sustained evaluative argument, reaching fully substantiated judgements on the views given in both extracts and demonstrating understanding of the nature of historical debate.

Section A: indicative content

Question	Indicative content
1	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on the extent to which the Liberal Party was mainly responsible for the changing fortunes of the political parties in the years 1918-31. The extent to which the Liberal Party was mainly responsible for the changing fortunes of the political parties in the years 1918-31 should be analysed and evaluated. Relevant points may include: • The decision to continue with the Conservatives in the 'Coupon' election brought some short-term success for Lloyd George's Liberals in 1918, but the split between these and Asquith's Liberals led to further division • The mistakes made by Liberal politicians contributed to their own decline, e.g. the continued division, Asquith's decision to back a minority Labour Government in 1923, or scandals such as that over 'cash for honours' • Some leading Liberals gave their support to the Labour Party, e.g. Haldane became Lord Chancellor in the first Labour government in 1924 • The Liberals were hampered by weaker local organisation, whereas the financial and organisational strengths of the Conservatives and the trade union-based organisation of Labour were better placed to win support • The Liberal Party struggled for a distinct identity after the rise of Labour, contributing to divisions, e.g. Lloyd George's support for Labour between 1929-31 pushed other MPs and supporters towards the Conservatives. The extent to which other factors were responsible for the changing fortunes of the political parties in the years 1918-31 should be analysed and evaluated. Relevant points may include: • The Labour Party did much to appeal to many of the 8.4 million women who had gained the franchise in 1918, e.g. it had established 1,800 women's sections by 1929, consisting of approximately 300,000 members • Arthur Henderson helped Labour to capitalise on links with the unions, e.g. funding was bolstered by the 3.5 million who paid the political levy, and the mobilisation of much of the working-class vote • Conservative fortunes were bolstered in the 1920s by Stanley Baldwin's ability to appeal to ordinary people, as well as a pragmatic willingness to abandon unpopular policies such as protectionism after the 1924 election • Baldwin's leadership proved significant, e.g. his ability to hold together a disparate set of colleagues between 1924-29, or his flexibility in moving towards a free trade position from 1930 • The significant growth of the electorate, from 7.7 million prior to 1918, to 21 million in 1918, and again to almost 29 million in 1928 meant the fortunes of all parties



	were dependent upon their ability to win over new voters • The first-past-the-post system was significant in magnifying the success and failure, e.g. the Liberal share of seats in the mid-1920s and 1930s tended to be significantly smaller than their actual vote share • The impact of global economic decline led to division of the Labour Party in 1931, including Ramsay MacDonald's expulsion, and the subsequent collapse in electoral support. Other relevant material must be credited.
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Question	Indicative content
2	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on whether immigration and its impact changed significantly in the years 1945-79. The extent to which immigration and its impact changed significantly in the years 1945-79 should be analysed and evaluated. Relevant points may include: • The British Nationality Act 1948 marked the start of a significant change, in respect of both the national and racial origin of immigration • The scale of new Commonwealth immigration meant significant change, with a net influx of 472,000 in the years 1955–62, and an average of over 70,000 per year in the 1960s and 1970s • New Commonwealth immigration contributed to changing attitudes towards immigration in various ways, e.g. positive cultural influences, through to the reaction to the race riots of 1958, and the media attention these provoked • Government policies placed increasing restrictions on potential immigrants later in the period, e.g. the 'grandfather clause' of the 1968 Act, or the loss of Commonwealth immigrants automatic right to remain in 1971 • Racial tensions developed to be a significant issue from the late 1950s, e.g. the race riots of 1958, the Smethwick election campaign of 1964, the formation of the National Front in 1967 and Enoch Powell's 1968 speech • The official response to racial issues saw major developments, e.g. the Race Relations Acts were significant in banning racial discrimination in areas such as housing, and establishing the Committee for Racial Equality. The extent to which immigration and its impact remained the same in the years 1945-79 should be analysed and evaluated. Relevant points may include: • Britain continued to support immigration throughout the period because of a need for workers and the effects of outward migration • The British Nationality Act of 1948 reaffirmed the status of 'old' Commonwealth immigrants to citizenship, with significant figures for arrival numbers until the early 1970s • Mainstream political opinion continued to promote integration and prevent discrimination, e.g. the Colonial Secretary successfully argued against discriminatory restrictions in the mid-1950s, and the Race Relations Acts • Changes in legislation across the period barely affected 'white' immigration, e.g. Irish people were exempt from the 1962 Act • Britain continued to acknowledge ties to the former colonies even after restriction on immigration had been tightened, e.g. over 25,000 Ugandan Asians were allowed entry after fleeing Idi Amin's rule in Uganda



	Integration of communities continued to be limited across the period, when seen by yardsticks such as low levels of interracial marriage or the effective segregation of immigrant communities. Other relevant material must be credited.
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Section B: indicative content

Question	Indicative content
3	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on the extent to which the provision of education in Britain in the years 1944-79 was similar to the provision of education in the years 1918-43. The extent to which the provision of education in Britain in the years 1944-79 was similar to the provision of education in the years 1918-43 should be analysed and evaluated. Relevant points may include: - Elementary education was compulsory and fee-free over both periods - Even in the supposedly meritocratic tripartite system, girls were still disadvantaged, e.g. some grammar schools set higher pass rates for girls in the 11-plus, and offered a curriculum that steered girls towards domesticity - Educational opportunities remained limited for many children at secondary level across both periods, e.g. the limitations of secondary moderns, the lack of sufficient technical schools and the continuation of the divide between CSE and GCE certification in the 1970s - Schools outside the state sector saw similarities across both periods, e.g. the proportion of pupils attending private schools remained in the region of 6-8% in the latter period - Male students dominated university education across both periods, e.g. the proportion of women in higher education was under 25 per cent in the 1960s - In both periods, university education was largely the preserve of the upper and middle classes, e.g. in the 1970s, the proportion of the lower social classes attending university was still around 5 per cent, compared to around one-third of the higher social groups. The extent to which the provision of education in Britain in the years 1944-79 was different to the provision of education in the years 1918-43 should be analysed and evaluated. Relevant points may include: - More children stayed at school longer in the latter period, e.g. the school leaving age was 14 in the former period, having been raised to 15 in the latter, and again in 1972-3 to 16, with also greater numbers partaking in formal examinations in the latter period

- The latter period differed in that, from the 1944 Act onwards, secondary education was organised on a national basis, with Church schools being brought under the system
- The latter period was more meritocratic, e.g. the 11-plus attempted to provide access to grammar schools for all boys and girls who passed the 11-plus, whereas the earlier period saw more restricted opportunities of working-class boys and girls
- The earlier period had a significantly smaller number of universities and university students, e.g. only the 'ancient' and earlier 'civic' universities, with fewer than 10,000 students, whereas the 1970s saw over 60,000 students in more diverse institutions
- The latter period came to be dominated by comprehensive secondary education, with over 90% of pupils in such schools by 1979, in stark contrast with secondary schooling in the years 1918-43.

Other relevant material must be credited.

Question	Indicative content
4	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on the extent to which the development of youth culture in the years 1955-79 was the most significant development in popular culture and entertainment in the years 1918-79. The extent to which the development of youth culture in the years 1955-79 was the most significant development in popular culture and entertainment in the years 1918-79 should be analysed and evaluated. Relevant points may include: • The 1950s saw the emergence of a uniform and commercialised youth culture, with the emergence of the notion of teenagers as a distinct cultural and consumer force • Significant phenomena such as teds, mods, rockers, through to punks may be considered as being essentially youth orientated • Major developments in the media such as Pirate Radio, Radio 1 and the development of commercial radio all reflect youth culture • The influence of youth culture was evident in films such as Rock around the Clock, Saturday Night and Sunday Morning and Quadrophenia. The extent to which the development of youth culture in the years 1955-79 was not the most significant development in popular culture and entertainment in the years 1918-79 and/or other developments were more significant should be analysed and evaluated. Relevant points may include: • It may be argued that the transitory nature of many aspects of youth culture limits significance, and aspects of youth culture (e.g. popular music groups) metamorphosed into mainstream acts with appeal beyond youth culture • Developments in the participation in sport and spectatorship of live sporting events were significant, e.g. growing attendance figures in the 1920s and 1930s • Radio played a significant and persistent role in popular culture from the 1920s onwards, from BBC radio plays, music and sports coverage through to the development of commercial radio from the 1970s • Film featured as an influential feature of popular entertainment throughout the period, with developments in cinema from the 1920s and home viewing in the post-war era • Music had a significant presence within popular culture and entertainment across the period, e.g. through live performances, dance halls, or through media such as radio • Television provided a universal and shared experience of events, such as Queen Elizabeth's coronation, major sporting events, and mass audiences were attracted to soap operas • Television domesticated entertainment, increasing the proportion of leisure time spent at home, with average viewing hours of 16-20 hours per week by the late

	1970s, and was linked to a decline in radio and cinema. Other relevant material must be credited.
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Section C: indicative content

Question	Indicative content
5	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Candidates are expected to use the extracts and their own knowledge to consider the views presented in the extracts. Reference to the works of named historians is not expected, but candidates may consider historians' viewpoints in framing their argument. Candidates should use their understanding of issues of interpretation to reach a reasoned conclusion concerning the view that the success of the economic policies of the Thatcher governments should be seen as a 'major achievement'. In considering the extracts, the points made by the authors should be analysed and evaluated. Relevant points may include: Extract 1 • When Margaret Thatcher took office, Britain was experiencing problems with inflation, budget deficits and unemployment • The removal of subsidies to uncompetitive parts of industry • Reforms to unemployment benefit significantly reduced unemployment rates • Thatcher's reforms successfully brought down both inflation and unemployment by the late 1980s, which continued into the 1990s. Extract 2 • The Thatcher government oversaw bankruptcies and periods of declining national income • Deregulation led to financial scandals, and contributed to the excessive credit boom • The failure to reform public services and reduce government expenditure • Reductions in unemployment may have been overstated by official figures. Candidates should relate their own knowledge to the material in the extracts to support the view that the success of the economic policies of the Thatcher governments should be seen as a 'major achievement'. Relevant points may include: • The reduction of trade union power reduced the number of days lost to strikes and created a more flexible labour market • Policies such as privatisation, tax cuts and the deregulation of financial services increased the levels of share ownership and levels of consumption amongst the working and middle classes • Policies such as the sale of council housing and deregulation of lending increased home ownership • The consequences of economic restructuring towards a growing service sector contributed to Britain's economic growth.

Question	Indicative content
	Candidates should relate their own knowledge to the material in the extracts to counter or modify the view that the success of the economic policies of the Thatcher governments should be seen as a 'major achievement'. Relevant points may include: • Unemployment reached over three million by 1983, and never fell to pre-Thatcher levels until after 1997 • There was a growth of poverty in particular groups hit by changes to benefits, e.g. the proportion of pensioners living below the poverty line went from 13% to 43% across the period • The loss of manufacturing jobs, lower wages in much of work in service areas and cuts to benefits contributed to a widening gap between those who did and didn't share in Thatcher's prosperity • The impact of high interest rates required to control the inflationary boom of the late 1980s, and the subsequent recession and collapse in the housing market, resulting in increases in repossessions and negative equity.

Question	Indicative content
5	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Candidates are expected to use the extracts and their own knowledge to consider the view that in the years 1979-97, the Thatcher governments had a negative impact on life in Britain. Reference to the works of named historians is not expected, but candidates may consider historians' viewpoints in framing their argument. Candidates should use their discussion of various views to reach a reasoned conclusion. In considering the given view, the points made by the authors should be analysed and evaluated. Relevant points may include: Extract 1 • Overall taxation increased in the years 1979-96, in part due to the increase in indirect taxation • Britain's rates of economic growth were lower than those of other developed nations • Inflation rates fell, but were typically still higher than the inflation rates of other developed nations • Inequality grew, as did the number of those in poverty. Extract 2 • The privatisation of bodies such as BT brought wealth to those who were directly involved • Privatisation improved services of bodies such as BT • Britons were better off in respect of measures such as an increase in the number of those who owned shares, home-ownership, and ownership of a range of consumer goods • Consumer capitalism had served to erode class differences, bringing tangible prosperity to those in what had previously been deemed working class occupations. Candidates should use their own knowledge of the issues to address the view that in the years 1979-97 the Thatcher governments had a negative impact on life in Britain. Relevant points may include: • Unemployment reached over three million by 1983, and never fell to pre-Thatcher levels until after 1997 • There was a growth of poverty in particular groups hit by changes to benefits, e.g. the proportion of pensioners living below the poverty line went from 13% to 43% across the period • The loss of manufacturing jobs, lower wages in much of the service sector and cuts to benefits, contributed to a widening gap between those who did and didn't share in Thatcher's prosperity • Economic and associated social problems were most evident in regions hard-hit by de-industrialisation, e.g. the coalfields of South Wales, parts of the Midlands and the North.

	Candidates should use their own knowledge of the issues related to the debate to address points that counter/modify the view that in the years 1979-97, the Thatcher governments had a negative impact on life in Britain. Relevant points may include: • The reduction of trade union power reduced the number of days lost to strikes and created a more flexible labour market • Policies such as privatisation, tax cuts and the deregulation of financial services increased the levels of share and home ownership amongst the working and middle classes • The consequences of economic restructuring towards a growing service sector in contributing to Britain's economic growth • Overall growth was significant both in its own right and in relative terms, e.g. Britain's GNP growth was higher than that of France, Germany and the USA in the given years. Other relevant material must be credited.
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5	17–20	• Key issues relevant to the question are explored by a sustained analysis of the relationships between key features of the period. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands. • Valid criteria by which the question can be judged are established and applied and their relative significance evaluated in the process of reaching and substantiating the overall judgement. • The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity and precision.
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Section C

Target: AO3: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.

Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	• Demonstrates only limited comprehension of the extracts, selecting some material relevant to the debate. • Some relevant contextual knowledge is included, with limited linkage to the extracts. • Judgement on the view is assertive, with little or no supporting evidence.
2	4–7	• Demonstrates some understanding and attempts analysis of the extracts by describing some points within them that are relevant to the debate. • Contextual knowledge is added to information from the extracts, but only to expand on matters of detail or to note some aspects which are not included. • A judgement is given, but with limited support and related to the extracts overall, rather than specific issues.
3	8–12	• Demonstrates understanding of the extracts and shows some analysis by selecting and explaining some key points of interpretation they contain and indicating differences. • Knowledge of some issues related to the debate is included to link to, or expand, some views given in the extracts. • A judgement is given and related to some key points of view in the extracts and discussion is attempted, albeit with limited substantiation.
4	13–16	• Demonstrates understanding of the extracts, analysing the issues of interpretation raised within them and by comparison of them. • Integrates issues raised by extracts with those from own knowledge to discuss the views. Most of the relevant aspects of the debate will be discussed, although treatment of some aspects may lack depth. • Discusses evidence provided in the extracts in order to reach a supported overall judgement. Discussion of points of view in the extracts demonstrates understanding that the issues are matters of interpretation.
5	17–20	• Interprets the extracts with confidence and discrimination, analysing the issues raised and demonstrating understanding of the basis of arguments offered by both authors. • Integrates issues raised by extracts with those from own knowledge when discussing the presented evidence and differing arguments. • Presents sustained evaluative argument, reaching fully substantiated judgements on the views given in both extracts and demonstrating understanding of the nature of historical debate.



Section A: indicative content

Question	Indicative content
1	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on the extent to which a political consensus was maintained in the years 1945-79. The extent to which a political consensus was maintained should be analysed and evaluated. Relevant points may include: • Both main parties had largely committed themselves to the central aspects of the welfare state from the late 1940s, such as the National Health Service, and remained so for the rest of the period • Both parties came to follow policies influenced by the ideas of John Maynard Keynes and William Beveridge (both Liberals), and largely remained wedded to these throughout the period • After the limited denationalisations of 1951, the Conservatives accepted the general premise of some nationalised industry, and Heath nationalised Rolls Royce in 1971 • Both parties set out a commitment to full employment as a central objective of economic policy by 1945, which remained until 1975 • For the majority of the period, both main parties were anxious to appease the trade unions, until the late 1960s. The extent to which a political consensus was not maintained should be analysed and evaluated. Relevant points may include: • By the late 1950s there were disagreements over spending levels, e.g. the Conservatives criticised Labour's spending plans in the 1959 election campaign • There was a growing difference between the two parties over education, e.g. Labour were more vehement in their efforts to promote comprehensive schools, which the Conservatives sought to reverse with Circular 10/70 • From the 1960s there was increasing divergence over trade union policy, e.g. the Conservatives had proposed trade union reforms in opposition, and there was increased hostility between Heath and the unions • There were increasing differences over social security, e.g. by 1964 Labour were proposing higher spending levels, whilst the Conservatives began to propose more targeted, rather than universal, benefits from the 1960s • There was an increasing polarisation that took place in the 1970s, within and across both the two main parties • There was a breakdown in the dominance previously seen by the two main parties at general elections during the 1970s, with their combined share of the vote falling from c85-c95 per cent, down to c75-85 per cent. Other relevant material must be credited.

Question	Indicative content
2	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on the extent to which the 'Butler Act' 1944 was the most significant development in education in the years 1945-79. The extent to which the 'Butler Act' 1944 was the most significant development in education should be analysed and evaluated. Relevant points may include: • The 1944 Education Act widened opportunities, as the meritocratic nature of the 11-plus greatly expanded the numbers attending grammar schools, and thus taking examinations to allow access to further opportunities • The 1944 Act widened opportunities by abolishing fee-paying in secondary schools • The Butler Act was significant in increasing the number of children in secondary education, as prior to this approximately 80 per cent left by the age of 14 • The 1944 Act was significant in strengthening the role of local education authorities (LEAs), who were placed in charge of the reorganised provision of secondary education • The raising of the school leaving age to 15 (which was part of Butler reforms, although not implemented until 1947) further increased numbers in education, and partaking in formal examinations. The extent to which other developments in education were significant should be analysed and evaluated. Relevant points may include: • Comprehensive education was growing from the mid-1950s, overcoming problems with the selection process, and geographical inequalities, class and gender imbalances in tripartite provision • Comprehensive education widened opportunities as, from the early 1960s, it was increasingly seen as a solution to the wastage of students who were leaving education early • The Crosland Circular, and the subsequent changes to funding in favour of comprehensive schools, marked a shift in the proportion of students at comprehensive schools, which reached over 90 per cent by 1979 • The introduction of the CSE examination provided opportunities for the vast majority of pupils who, prior to this, did not sit examinations • The expansion of the university sector widened opportunities, with developments such as system of grants and fees, the Robbins Report (1963) and the establishment of the Open University in 1969 • Reports such as the Plowden Report (1967) led to changes in the approach to education in some schools, as well as feeding into wider public debate over teaching standards. Other relevant material must be credited.

Section B: indicative content

Question	Indicative content
3	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on the extent to which the class structure of British society underwent significant change in the years 1918-51. The extent to which the class structure of British society underwent significant change should be analysed and evaluated. Relevant points may include: • There was a general trend in the decline of deference, in part resulting from the impact on society of participation in World War I, seeing changing attitudes and a decline in domestic service • Almost one-fifth of peers died in the First World War; taxes, death duties and subsequent estates sales reduced the position of the upper classes, with over 50 per cent of the gentry being listed as landless by 1951 • The inter-war years saw flux in the upper class, with previously landed gentry undertaking commercial activity, alongside land and titles being acquired by prosperous members of the middle class • The middle class saw growth in terms of size and influence, e.g. increased employment opportunities in the growth sectors of commerce and finance, and increase suburban home ownership promoted middle-class values • The working class saw their status enhanced by both wars, e.g. the extended franchise, employment and wages increases, raised expectations of social improvement, and increased interaction amongst the classes • There was a blurring of the edges between the lower middle-class and the skilled or 'respectable' working-class, and there was some evidence of greater differentiation within social classes than between social classes. The extent to which the class structure of British society did not undergo significant change should be analysed and evaluated. Relevant points may include: • The proportion of the population belonging to the traditional upper, middle and working classes remained broadly similar throughout the period • The vast majority of people continued to identify with the social class into which they were born, maintaining notions of deference and patronage • Educational provision maintained much of the traditional class distinctions, e.g. public schools, private and state schools, admissions to the elite universities • Significant socio-economic differences remained, e.g. home and car ownership, and distinctions between salaried middle-class occupations and the less regular and more lower-level wages of the working class. • The class structure was still evident in sporting and social events, e.g. Royal Ascot, Henley Regatta, the Boat Race and gentleman v. players in cricket • Much of the lower classes continued to experience a way of life which was distinctly inferior to that of the middle and upper classes, e.g. inequality of wealth, failed housing schemes, unemployment and limited opportunity. Other relevant material must be credited.



Question	Indicative content
4	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on the extent to which the British experience of popular culture and entertainment in the years c1950-79 was different from the experience of popular culture and entertainment in the years 1918-39. The extent to which the British experience of popular culture and entertainment in the years c1950-79 was different from the experience of popular culture and entertainment in the years 1918-39 should be analysed and evaluated. Relevant points may include: • Television created a universal and shared experience of popular culture that did not exist in the same way in the inter-war period, through events such as Queen Elizabeth's coronation, major sporting events, and the mass audiences attracted to soap operas • The post-war era saw the growth of a distinct youth culture on a much greater scale than the inter-war era, e.g. coffee bars, jukeboxes, pirate radio, youth-orientated television, and groups such as mods and punks • Much of entertainment was more domesticated in the post-war era than in the inter-war period, e.g. there was a higher proportion of leisure time spent in the family home, with average television viewing hours of 16–20 hours per week by the late 1970s • The post-war period saw a much greater range of leisure opportunities than existed in the inter-war period, e.g. bingo halls, bowling alleys, and the growth of dedicated sports and leisure clubs, reflecting the differences in affluence, free time, and legal changes such as the Gaming Act 1960. The extent to which the British experience of popular culture and entertainment in the years c1950-79 was similar to the experience of popular culture and entertainment in the years 1918-39 should be analysed and evaluated. Relevant points may include: • Music had a significant and similar presence within popular culture and entertainment in both of the periods, e.g. through live performances, dance halls, or through media such as radio • Cinema and radio were significant features of entertainment in both periods, with admissions and listener numbers in their millions • The influence of American culture can be seen across both periods, through the impact of Hollywood in cinema through to musical influences such as jazz and rock and roll • The BBC had been a central feature of entertainment and popular culture since it began broadcasting in the 1920s, across both periods • National newspapers were significant in popular culture across both periods, with sales in their millions, with some obvious fluctuations • Radio played a significant and persistent role in popular culture from the 1920s onwards, from BBC radio plays, music and sports coverage through to the development of commercial radio from the 1970s • Participation in sport and spectatorship of live sporting events were significant in both periods, e.g. growing attendance figures in the 1920s and

	1930s. Other relevant material must be credited.
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Section C: indicative content

Question	Indicative content
5	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Candidates are expected to use the extracts and their own knowledge to consider the views presented in the extracts. Reference to the works of named historians is not expected, but candidates may consider historians' viewpoints in framing their argument. Candidates should use their understanding of issues of interpretation to reach a reasoned conclusion concerning the view that 'the achievements of the Thatcher governments were startling'. In considering the extracts, the points made by the authors should be analysed and evaluated. Relevant points may include: Extract 1 • Inflation was reduced from 21.9 per cent to 2.4 per cent • Tax rates fell, and the tax take increased, whilst government borrowing fell, and ultimately the government ran a surplus • Productivity grew, unemployment fell • The sale of council houses contributed to the growth of home ownership • Labour politicians, such as Tony Blair, continued these successful policies. Extract 2 • 2 million relatively highly-paid manufacturing jobs were lost • The divisions between North and South grew • Privatisation brought short-term benefits, but led to monopolies in essential public services • By the end of Thatcher's period in office, economic problems had returned, including unemployment and poverty, and inflation - which Thatcher had seen as the priority - was again at a high level. Candidates should relate their own knowledge to the material in the extracts to support the view that 'the achievements of the Thatcher governments were startling'. Relevant points may include: • The reduction of trade union power reduced the number of days lost to strikes and created a more flexible labour market • Policies such as privatisation, tax cuts and the deregulation of financial services increased the levels of share ownership and levels of consumption amongst the working and middle classes • Deregulation of industries brought increased competitiveness, lower costs and improved services • Consumer capitalism had served to erode class differences, bringing tangible prosperity to those in what had previously been deemed working class occupations • The consequences of economic restructuring towards a growing service sector contributed to Britain's economic growth, benefitting the population

Question	Indicative content
	as a whole. Candidates should relate their own knowledge to the material in the extracts to counter or modify the view that 'the achievements of the Thatcher governments were startling'. Relevant points may include: • Unemployment reached over three million by 1983, and never fell to pre-Thatcher levels until after 1997 • There was a growth of poverty in particular groups hit by changes to benefits, e.g. the proportion of pensioners living below the poverty line went from 13% to 43% across the period • The loss of manufacturing jobs, lower wages in much of work in service areas and cuts to benefits contributed to a widening gap between those who did and didn't share in Thatcher's prosperity • The impact of high interest rates required to control the inflationary boom of the late 1980s, and the subsequent recession and collapse in the housing market, resulting in increases in repossessions and negative equity • Economic and associated social problems were most evident in regions hard-hit by de-industrialisation, e.g. the coalfields of South Wales, parts of the Midlands and the North.

Question	Indicative content
5	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Candidates are expected to use the extracts and their own knowledge to consider the view that Thatcher's governments successfully transformed Britain. Reference to the works of named historians is not expected, but candidates may consider historians' viewpoints in framing their argument. Candidates should use their discussion of various views to reach a reasoned conclusion. In considering the given view, the points made by the authors should be analysed and evaluated. Relevant points may include: Extract 1 • Nationalised assets were successfully privatised, encouraging competition • The economy was restructured, promoting rapid growth in the consumer and service sectors • Tax rates fell, and labour markets were liberalised • Thatcher's Governments laid the foundations for subsequent economic growth. Extract 2 • Thatcher failed in her aim to reduce taxes, with the overall tax bill going up • Government spending rose, and contributed to significant increases in government borrowing • Unemployment grew, increasing the pressure on the welfare system • The Thatcher Governments failed in their promise to reduce the power and scope of central government. Candidates should use their own knowledge of the issues to address the view that Thatcher's governments successfully transformed Britain. Relevant points may include: • Attempts to implement monetarism and supply-side economics were a dramatic departure away from the commitment to full employment, and helped reduce inflation • Policies such as privatisation, deregulation of financial and mortgage markets and the sale of council houses contributed to the creation of a share and 'property-owning democracy' • The reduction of trade union power reduced the number of days lost to strikes and created a more flexible labour market • The consequences of economic restructuring towards a growing service sector in contributing to Britain's economic growth, benefitting the population as a whole. Candidates should use their own knowledge of the issues related to the debate to counter or modify the view that Thatcher's governments successfully transformed Britain. Relevant points may include:

- Some of the intended reforms were limited, went unfulfilled, or were reversed, such as the civil service, NHS or the community charge
- The emphasis on supply-side economics meant unemployment reached over three million by 1983, and there were further problems with inflation from 1988
- Poverty increased amongst those hit by changes to benefits, e.g. the proportion of pensioners living below the poverty line went from 13% to 43% across the period
- The loss of manufacturing jobs, lower wages in much of work in service areas and cuts to benefits contributed to a widening gap between those who did and didn't share in Thatcher's prosperity.

Other relevant material must be credited.

5	17–20	• Key issues relevant to the question are explored by a sustained analysis of the relationships between key features of the period. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands. • Valid criteria by which the question can be judged are established and applied and their relative significance evaluated in the process of reaching and substantiating the overall judgement. • The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity and precision.
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Section C

Target: AO3: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.

Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	• Demonstrates only limited comprehension of the extracts, selecting some material relevant to the debate. • Some relevant contextual knowledge is included, with limited linkage to the extracts. • Judgement on the view is assertive, with little or no supporting evidence.
2	4–7	• Demonstrates some understanding and attempts analysis of the extracts by describing some points within them that are relevant to the debate. • Contextual knowledge is added to information from the extracts, but only to expand on matters of detail or to note some aspects which are not included. • A judgement is given, but with limited support and related to the extracts overall, rather than specific issues.
3	8–12	• Demonstrates understanding of the extracts and shows some analysis by selecting and explaining some key points of interpretation they contain and indicating differences. • Knowledge of some issues related to the debate is included to link to, or expand, some views given in the extracts. • A judgement is given and related to some key points of view in the extracts and discussion is attempted, albeit with limited substantiation.
4	13–16	• Demonstrates understanding of the extracts, analysing the issues of interpretation raised within them and by comparison of them. • Integrates issues raised by extracts with those from own knowledge to discuss the views. Most of the relevant aspects of the debate will be discussed, although treatment of some aspects may lack depth. • Discusses evidence provided in the extracts in order to reach a supported overall judgement. Discussion of points of view in the extracts demonstrates understanding that the issues are matters of interpretation.
5	17–20	• Interprets the extracts with confidence and discrimination, analysing the issues raised and demonstrating understanding of the basis of arguments offered by both authors. • Integrates issues raised by extracts with those from own knowledge when discussing the presented evidence and differing arguments. • Presents sustained evaluative argument, reaching fully substantiated judgements on the views given in both extracts and demonstrating understanding of the nature of historical debate.



Section A: indicative content

Question	Indicative content
1	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on the extent to which government action was the main reason for improvements in the role and status of women in the years 1939-79. The extent to which government action was the main reason for improvements in the role and status of women in the years 1939-79 should be analysed and evaluated. Relevant points may include: • Government mobilisation of women under the National Service Act brought women into roles within industry and agriculture, impacting on their status • The setting up of bodies such as the Royal Commission on Equal Pay (1944) highlighted the issues regarding women's role and status, and helped lead to equal pay in areas such as teaching and the civil service • Elements of the post-war welfare state benefited women, e.g. the NHS extended healthcare to all (previously, women were less likely to be insured), or the 1945 Family Allowance Act • Reforms to secondary and university education from the 1940s through to the 1960s benefited girls and women who had previously been disadvantaged • Various acts brought tangible gains in the period, e.g. the 1964 Married Women's Property Act, the 1970 Equal Pay Act (in force from 1975), or the 1975 Sex Discrimination Act. The extent to which government action was not the main reason and/or other factors explain the improvements in the role and status of women in the years 1939-79 should be analysed and evaluated. Relevant points may include: • Women's mobilisation may be argued as more a result of women's volunteering and wartime necessity, e.g. much of the significant increase in married women in paid work came before they were conscripted • Government action was at times a reactionary response to head off demands from elsewhere, e.g. the Royal Commission (1944) • The emergence and impact of the women's liberation movement from the 1960s onwards led to campaigns that brought reform over issues such as abortion and status in the workplace • The development and increasing availability of the contraceptive pill improved women's position • Changes to domestic life may be seen as related to a number of factors, e.g. the liberalisation of society and the impact of labour-saving devices • The strike by women workers at Dagenham in 1968 played a direct role in the passing of the Equal Pay Act. Other relevant material must be credited.

Question	Indicative content
2	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on the extent to which the main challenges to welfare provision were those related to cost in the years 1964-79. The extent to which the main challenges to welfare provision were those related to cost in the years 1964-79 should be analysed and evaluated. Relevant points may include: • The cost of welfare provision was a challenge as it rose as a proportion of GDP across the period, with spending on unemployment and associated benefits rising nearly 3% over the two decades • There were rises in associated aspects of the welfare state, such as healthcare (e.g. 39% increase after inflation) and pensions, making provision more difficult • Slower economic growth and rising real terms public spending meant that by the 1970s, welfare costs were a greater burden, with the average taxpayer paying a significantly higher proportion of income on tax and NI • Financial constraints were particularly pressing after the 1973 oil crisis, and the IMF bailout of 1976 • The cost demands of rising unemployment from the mid-1970s meant supplementary benefit was needed by a much greater number than had originally been envisaged for its precursor, national assistance • The 1962 Hospital Plan, aimed at building standardised District General Hospitals, ended up costing double what had originally been expected, and was scaled back in the 1970s under economic pressures. The extent to which the main challenges to welfare provision were not those related to cost/ other issues were more of a challenge in the years 1964-79 should be analysed and evaluated. Relevant points may include: • Increases in health spending grew by less in the UK than in many comparable countries • Arguments were put forward from the right relating to the creation of a dependency culture and the creation of a 'poverty trap' • Arguments against universality were put forward from the 1960s by some Conservatives, asserting selectivity would enable support to be targeted at those more in need • Welfare provision was criticised for reducing economic incentives for recipients, and that the state provision model offered a poor quality and inefficient method of delivery for such services • Challenges from the left attacked the inadequacy of welfare provision, pointing to continued inequality, arguing the state should do more to ensure people received a fair level of support • Changes to the nature of welfare from the 1960s were significant, e.g. the extension of benefits contributed to resentment amongst some voters. Other relevant material must be credited.

Section B: indicative content

Question	Indicative content
3	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on the extent to which the British political landscape was transformed in the years 1918-79. The extent to which the British political landscape was transformed in the years 1918-79 should be analysed and evaluated. Relevant points may include: • The Labour Party had replaced the Liberal Party as one of the two largest parties that had been able to form majority governments during the period • The electorate had seen significant change, with extensions to the franchise including to all adult males and women by 1928, and with the voting age being reduced to 18 in 1969 • Certain provisions had come to be mainstream expectations of governments, e.g. full employment • The particular ideological positions of the major parties had seen significant change, e.g. the rise of consensus politics after the Second World War • Nationalist political movements emerged as a force in Scotland and Wales, having made sufficient gains by the 1970s to impact upon Westminster politics, e.g. they achieved promised referenda • A further dimension had been added to the British political landscape with the accession to the European Community, and the incorporation of European Parliament elections into the British system. The extent to which the British political landscape saw continuity in the years 1918-79 should be analysed and evaluated. Relevant points may include: • Significant constitutional features remained largely unchanged, e.g. the First-Past-the-Post electoral system, the role played by the House of Lords as a second chamber, and the overall constitutional monarchy • Throughout most of the period, the British political landscape remained dominated by what was effectively a two-party system, with the Conservative Party forming a continuous feature of this • Party identification remained broadly class-aligned throughout the period, e.g. in the 1970s, almost two-thirds of working-class voters voted for the Labour Party, whilst 66% of middle-class voters voted for the Conservatives • The make-up of the membership of the Houses of Parliament was in many respects largely unchanged, e.g. throughout the period to 1979, the proportion of female MPs remained under 5% • Turnout at general elections was similar throughout the period, e.g. all elections in the period of the 1920s and 1930s, and the 1960s and 1970s saw turnout figures of between 71 and 79 per cent. Other relevant material must be credited.



Question	Indicative content
4	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on the extent to which the most significant development in leisure and travel in the years 1918–79 was the growth of car ownership. The extent to which the growth of car ownership was the most significant development in leisure and travel in the years 1918–79 should be analysed and evaluated. Relevant points may include: • Car ownership grew rapidly in the inter-war period, from around 100,000 in 1919 to 2 million on the eve of the Second World War – amounting to around 20 per cent of households in affluent areas such as the South-East • Car ownership doubled in the 1960s, reaching 11.8 million by 1970 • It is estimated that up to 75 per cent of the cars sold in the 1930s were purchased primarily for leisure purposes, establishing the custom of the Sunday drive, and changing holiday patterns • By the 1960s, improvements in road networks associated with growing car ownership, such as the advent of motorways, were significant in increasing access to more areas of the country for day trips and holidays • Car ownership dominated leisure travel in the latter period, e.g. by 1970, it accounted for over 60 per cent of the share of holiday transport, with caravans accounting for 20 per cent of holiday accommodation. The extent to which the growth of car ownership was not the most significant development/ other developments were more significant in leisure and travel in the years 1918–79 should be analysed and evaluated. Relevant points may include: • Until the post-war era, car ownership was distinctly a middle-class phenomenon, and it was not until the 1960s that car ownership reached the majority of British families • Increasing prosperity through increases in real wages and more leisure time had an impact across the range of leisure and travel activities, and were a prerequisite for car ownership • Technological advances across the period, such as the development of cinema, personal radios and television brought leisure on a mass scale, and changed the nature of leisure consumption • Television domesticated leisure, increasing the proportion of leisure time spent in the family home, with the average viewing hours of 16–20 hours per week by the late 1970s • Spectator sports were a significant feature of leisure throughout the period, both in terms of live attendances, and the growth of televised broadcasts and programmes such as Sportsview (1954) and Grandstand (1958) • A range of developments in tourism was significant, such as the growth of holiday camps from the 1930s, or the increase in overseas air travel in the 1960s and 1970s. Other relevant material must be credited.

Section C: indicative content

Question	Indicative content
5	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Candidates are expected to use the extracts and their own knowledge to consider the views presented in the extracts. Reference to the works of named historians is not expected, but candidates may consider historians' viewpoints in framing their argument. Candidates should use their understanding of issues of interpretation to reach a reasoned conclusion concerning the view that the Thatcher governments significantly changed Britain. In considering the extracts, the points made by the authors should be analysed and evaluated. Relevant points may include: Extract 1 • The rejection of the social democratic consensus became evident during the years Thatcher was in power, and amounted to significant change • The reduction of the state's role with regards to state intervention in the economy, including the size of the public sector and government policies towards full employment • The period saw significant restrictions on trade unions • Margaret Thatcher actively sought to enact policies which broke from the consensus, e.g. privatisation, reductions in income taxes and the ending of incomes policies • The period saw significant social changes, e.g. increased home and share ownership. Extract 2 • The period did not see significant ideological and cultural change in the manner which the Thatcher governments desired • There was declining Conservative support across the period, suggesting a response to Thatcherism that was ultimately lukewarm • Much of the change that took place either was underway before Thatcher took office, or were changes which were at odds with Thatcher's stated agenda • The limited impact in relation to Thatcherite aims for the family and social morality • The limited success in reinvigorating the British economy. Candidates should relate their own knowledge to the material in the extracts to support the view that that the Thatcher governments significantly changed Britain. Relevant points may include: • Economic policy saw the end of the commitment to full employment and the emphasis on supply-side economics, with a greater focus on tackling inflation • There were significant measures to curtail trade union power, e.g. The Employment Act of 1982 and the Trade Union Act of 1984, which reduced disruption from strikes and created a more flexible labour market • The denationalisation of a range of state-owned industries, such as

Question	Indicative content
	telecoms and gas • The increase in share ownership and the deregulation of financial markets • Measures such as the sale of council houses and changes to personal taxation (e.g. reduction in direct taxation and the growth of indirect taxes such as VAT) left a permanent legacy. Candidates should relate their own knowledge to the material in the extracts to counter or modify the view that the Thatcher governments significantly changed Britain. Relevant points may include: • Despite the commitment to cut public spending, spending on health, pensions and other social services was higher in real terms in 1990 than it had been in 1979 • The initial commitment to monetarist policy was soon watered down • Policies which broke with the previous consensus began before Thatcher came to office, e.g. under Heath and Callaghan • Some of the intended reforms were limited, went unfulfilled, or were reversed, such as the civil service, NHS or the community charge • Public polling demonstrated continued support for a state role in areas such as health.

Question	Indicative content
5	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Candidates are expected to use the extracts and their own knowledge to consider the view that the Thatcher governments were successful in their aims to reduce the role of the state. Reference to the works of named historians is not expected, but candidates may consider historians' viewpoints in framing their argument. Candidates should use their discussion of various views to reach a reasoned conclusion. In considering the given view, the points made by the authors should be analysed and evaluated. Relevant points may include: Extract 1 • The government sought to radically reduce and alter local government, education, health and nationalised industries • A series of privatisations took place, reducing state control, whilst the proceeds allowed for tax cuts • Schools were given incentives to opt out of council control, and expenditure cuts to the NHS reduced provision in hospitals. Extract 2 • There was only a marginal reduction in government spending over the wider period • Privatisation went hand-in-hand with the establishment of unelected regulatory bodies • Individualist attitudes were largely rejected by the public, particularly with regards to the commitment to the NHS. Candidates should use their own knowledge of the issues to address the view that the Thatcher governments were successful in their aims to reduce the role of the state. Relevant points may include: • The denationalisation of a range of state-owned industries and the deregulation of financial markets • State intervention to support failing industries was reduced, leading to a reduction in the scale of manufacturing (in absolute and relative terms), and increased foreign ownership of sectors such as the car industry • Reform within the civil service such as MINIS did reduce costs and overall numbers, and increase flexibility • The 'Ken Clarke' reforms to the NHS (e.g. GP fundholding), introduced in 1990, owed a significant debt to Thatcher, and marked the start of a fundamental reshaping of the health service. Candidates should use their own knowledge of the issues related to the debate to counter the view the Thatcher governments were successful in their aims to reduce the role of the state. Relevant points may include: • Plans to reduce state intervention such as the reforms of the civil service

	and NHS were delayed or watered down in the face of public opinion or political expediency • The Local Government Act (1985) can be seen as increased central government interference, abolishing the GLC and other metropolitan councils • Only a small minority of schools became grant-maintained, whilst the establishment of a National Curriculum, national system of student testing and school inspection increased centralised control. Other relevant material must be credited.
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Question	Indicative content
5	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Candidates are expected to use the extracts and their own knowledge to consider the views presented in the extracts. Reference to the works of named historians is not expected, but candidates may consider historians' viewpoints in framing their argument. Candidates should use their understanding of issues of interpretation to reach a reasoned conclusion concerning the view that British people were better off as a result of the Thatcher governments. In considering the extracts, the points made by the authors should be analysed and evaluated. Relevant points may include: Extract 1 • There was an increase in the proportion of the population who were able to become share-owners as a deliberate result of Thatcher's policies • 'Right to Buy' enabled more than a million families to buy their own homes, and owner occupation significantly increased • Most people saw their personal wealth increase • There was an increase in the range and quality of consumer goods and entertainment. Extract 2 • Unemployment rose and benefits were reduced, the latter being linked to the belief that it created a dependency culture • Economic inequality grew • The voluntary sector was unable to provide sufficient assistance due to the growing numbers of those in need of help • Workers lost rights and Britain became a low wage economy • Changes to local council services saw both elected officials and the end recipients of these services lose control over them. Candidates should relate their own knowledge to the material in the extracts to support the view that that British people were better off as a result of the Thatcher governments. Relevant points may include: • Economic policy saw the end of the commitment to full employment and the emphasis on supply-side economics, with a greater focus on tackling inflation • Policies such as privatisation, tax cuts and the deregulation of financial services increased the levels of share and home ownership amongst the working and middle classes • Deregulation of industries brought increased competitiveness, lower costs and improved services • Thatcher's three successive election victories, by considerable margins, included a significant section of working-class voters who felt better off under the Conservatives • Consumer capitalism had served to erode class differences, bringing tangible prosperity to those in what had previously been deemed working class occupations

Question	Indicative content
	• The consequences of economic restructuring towards a growing service sector in contributing to Britain's economic growth, benefitting the population as a whole. Candidates should relate their own knowledge to the material in the extracts to counter or modify the view that British people were better off as a result of the Thatcher governments. Relevant points may include: • The emphasis on supply-side economics meant unemployment reached over three million by 1983, and never fell to pre-Thatcher levels until after 1997 • The proportion of the population receiving below 60% of median income increased from 13.4 per cent in 1979 to 22.2% in 1990 • There was a growth of poverty in particular groups hit by changes to benefits, e.g. the proportion of pensioners living below the poverty line went from 13% to 43% across the period • The loss of manufacturing jobs, lower wages in much of work in service areas and cuts to benefits contributed to a widening gap between those who did and didn't share in Thatcher's prosperity • Economic and associated social problems were most evident in regions hard-hit by de-industrialisation, e.g. the coalfields of South Wales, parts of the Midlands and the North. Other relevant material must be credited.