



Pearson

Examiners' Report

June 2017

GCE History 9HI0 1H

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications come from Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk.

Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.



Giving you insight to inform next steps

ResultsPlus is Pearson's free online service giving instant and detailed analysis of your students' exam results.

- See students' scores for every exam question.
- Understand how your students' performance compares with class and national averages.
- Identify potential topics, skills and types of question where students may need to develop their learning further.

For more information on ResultsPlus, or to log in, visit www.edexcel.com/resultsplus. Your exams officer will be able to set up your ResultsPlus account in minutes via Edexcel Online.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk.

June 2017

Publications Code 9HI0_1H_1706_ER

All the material in this publication is copyright
© Pearson Education Ltd 2017

Introduction

It was pleasing to see candidates able to engage effectively across the ability range in this, the first year of the reformed Advanced Level paper Option 1H: Britain transformed, 1918–97.

The paper is divided into three sections. Both Sections A and B comprise a choice of essays – from two in each – that assess understanding of the period in depth (AO1) by targeting the second order concepts of cause, consequence, change and continuity, similarity and difference, and significance. Section C contains a compulsory question which is based on two given extracts. It assesses analysis and evaluation of historical interpretations in context (AO3). Candidates in the main appeared to organise their time effectively, although there were some cases of candidates not completing one of the three responses within the time allocated. Examiners did note a number of scripts that posed some problems with the legibility of handwriting. Examiners can only give credit for what they can read.

Of the three sections of Paper 1, candidates are generally more familiar with the essay sections, and in Sections A and B most candidates were well prepared to write, or to attempt, an analytical response. Stronger answers clearly understood the importance of identifying the appropriate second order concepts that were being targeted by the question. A minority of candidates, often otherwise knowledgeable, wanted to focus on causes and engage in a main factor/other factors approach, even where this did not necessarily address the demands of the conceptual focus. Candidates in the main were able to apply their knowledge and understanding in a manner suited to the different demands of questions in these two sections in terms of the greater depth of knowledge required. Section A questions targeted a shorter-period, as compared to the more careful selection generally required for the Section B questions, covering a broader timespan.

Candidates do need to formulate their planning so that there is an argument and a counter-argument within their answer; some candidates lacked sufficient treatment of these. The generic mark scheme clearly indicates the four bullet-pointed strands which are the focus for awarding marks and centres should note how these strands progress through the levels. Candidates do need to be aware of key dates, as identified in the specification, and ensure that they draw their evidence in responses from the appropriate time period.

In Section C, the strongest answers demonstrated a clear focus on the need to discuss different arguments given within the two extracts, clearly recognising these as historical interpretations. Such responses tended to offer comparative analysis of the merits of the different views, exploring the validity of the arguments offered by the two historians in the light of the evidence, both from within the extracts, and the candidates' own contextual knowledge. Such responses tended to avoid attempts to examine the extracts in a manner more suited to AO2 – assertions of the inferiority of an extract on the basis of it offering less factual evidence, or a drift away from the specific demands of the question to the wider-taught topic.

Question 1

Question 1 was a popular choice with candidates in Section A of the paper, and was generally well answered, producing a wide range of responses. Most candidates were able to offer some analysis and support on the importance of the given factor – the wartime experience, set against other factors. The most commonly examined aspects of the wartime experience included rationing, evacuation, the blitz and the Beveridge Report; somewhat less frequently found was consideration of issues such as the establishment of the emergency medical service, the role played by Labour politicians in domestic government and the extent to which collectivist notions took hold in those serving their nation, both at home and abroad. With regards to other factors, consideration was given to the experience of the ‘hunger years’ of the 1930s, the influence of key individuals such as Beveridge, Bevan and Attlee, and the election of the Labour Government in 1945. One discriminating factor in the quality of responses was an ability to convincingly link material to the conceptual demands of the question, e.g. demonstrate through an analysis how experiences such as evacuation fostered support for a welfare state, or at the highest levels, explore the extent to which the likes of support for the implementation of schemes to tackle the ‘five evils’ was borne out of both the wartime experience and other contributing factors, such as the events of the 1930s. Two further observations are worthy of note. Firstly, many strong responses rightly recognised that, whilst the given date range was post-war, the causational demands of the question meant it was valid to examine issues prior to the war, such as the poverty of the 1930s, or even the disappointments post-1918, e.g. whilst ‘homes fit for heroes’ featured in many, a minority convincingly related this back to similar promises made after WWI. Secondly, there was a significant tendency for some to see this as largely being the NHS. More ranging responses successfully explored a range of issues, with some framing these the around the issues identified by Beveridge.

SECTION A

Indicate which question you are answering by marking a cross . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen question number: Question 1 Question 2

Arguably, the radical experience of the second world war transformed the expected role of the state and thus the legislation passed in order to create the welfare state in the years 1945-51. However, ideas about a post-war welfare state had been exercised in the 1930s with various health innovations, ideas for educational provision and the labour ideals of healthy people make for better workers.

Certainly, the experience of the second world war revolutionised ~~the~~ ^{central} government's ~~role~~ role in providing welfare; whether that be national insurance, health care or education. From 1939, the moderate left of the National Government, including Asquith's Attlee and Bevan, advocated a welfare state for the post-war period. The Beveridge Report in 1942 highlighted disease, idleness, ignorance, squalor and want as the five 'evils'; whereby the state had a clear-cut role in eradicating them ~~and~~ and caring for the people 'from the ~~end~~ cradle to the grave.' As expected during a period of hardships and rationing, the report sold hundreds of thousands of copies; thus demonstrating its popularity. However one could point out that the conservatives under Churchill were not as whole-hearted in administering the report immediately if they won the post-war General Election and hence, it is noteworthy to perhaps suggest that the creation of the welfare state was driven by the experience of the war, but also

(Section A continued)

because the Labour ministers in the National Government campaigned for it to be created and wholeheartedly agreed to funding and maintaining the services given. Nonetheless this was achieved through the ideas of the Emergency Medical Service set up in 1939 to give first aid to those wounded in air raids; giving rise to the creation of the NHS in 1948 and a lack of educated troops ~~prop~~ and civilian workforce prompted the framework of the welfare state to include a new education tripartite system under the Butler Act in 1944, giving all children the opportunity to receive a free and compulsory education; as well as pledging for the expansion of universities post-war. Hence, arguably the Second World War was a key turning point in the creation of the welfare state and thus very accurate to state its role.

However, many historians also consider the ideas of the welfare consensus of the 1930s and the experience of the Great Depression from 1929 to 1934 to be hugely significant in the creation of the welfare state. In the Labour manifesto of 1945 'Let us face the future', many of its key policies highlight the hardships of the 1930s and the desire to never return to mass unemployment, in major numbers living below the poverty line and lack of jobs ^(70% of those ship building) such as Wales and the north-east. One of the aims of the post-war consensus was to reach full employment; which was believed to be assisted by the idea that healthy workers will be more productive and the idea of job security will prompt companies to

(Section A continued)

be more efficient and compare for skilled workers. These policies occurred ~~through~~ because of the second world war but mostly, in fact, due to mass unemployment in the 1930s. The average rate for unemployment in the period 1921 to 1938 was 10% compared to 5% in the pre-war period and by 1933, 17% of people on average were out of work. Moreover, the unpopularity ~~and~~ and failures of the means test introduced in the National Economy Act of 1931 convinced successive governments to reform the welfare system, as the Ministry of Food in 1932 suggested that people were living on such meagre benefits that they could not afford to eat the basic nutritional diet. Therefore, as living standards declined due to unemployment, lack of jobs, healthcare and education, it became more important by 1939 to administer a welfare state after the war; thus the second world war's significance to the welfare state's creation is somewhat undermined by the fact that governments were considering it pre-1939.

Furthermore, as well as caring for the unemployed, the pre-war ideas of a 1930s healthcare consensus were arising as part of the welfare system; though not yet a welfare state. Although much of the healthcare provision in existence was widely unequal, many innovative centres were developing for local communities; providing groundbreaking services (in comparison to what was on offer in the late 1930s). For example, 950 local residents signed up to the Pioneer Health Centre, in Beckham's scheme of 1p a week subscription to receive an annual health check and leisure facilities.

(Section A continued)

access; while the Finsbury Health Centre focused on community services such as treating lice. Significantly, the innovations inspired wartime planners for the post-war NHS as part of the welfare state and the community services third of the tripartite system of the NHS Act in 1946 was clearly influenced by Finsbury Health Centre. Thus, it may be considered that much of the planning for a welfare state happened during the war and there is no doubt that the experience of the war exacerbated the need for a welfare state; although it is significant to suggest that many of the developments within the welfare state (such as the NHS) were inspired by 1930s developments and hence, it is ~~not~~ only somewhat accurate to suggest the war was the main factor in creating the welfare state in the years 1945-51.

To conclude, clearly the second world war did in many ways transform the expectation^{of} and role of the central government in administering welfare; predominantly in the areas of health and education, from the example of the Emergency Medical Service, the Beveridge Report of 1942 and lack of educated workers to deploy highly technological warfare. However, the national framework was in some cases already being advocated as early as 1918 ^{as well} as in the 1930s with innovations for healthcare, by the Fabian Society, and some historians even cite the liberal reforms of the ^{early-}1920s such as the extension of National Insurance in 1920 as significant in developing the framework for a centrally-run welfare state. Thus, it can

(Section A continued)

be argued that it was not only the experience of the war that contributed to the development of the welfare state and hence it is only somewhat accurate to suggest this.



ResultsPlus

Examiner Comments

This response demonstrates many of the qualities of a level 5 essay. The answer is clearly organised and focused, with a firm grasp of what the question is asking. The candidate is able to offer a range and depth of specific knowledge, and apply this to examine the role played by the experience of war, sustaining an analysis which considers this, alongside a range of other factors. The argument is logical and reasoned, and the candidate produces a well-developed judgement. Development is coherent and lucid, showing a firm grasp of both the period, and the demands of this particular question.

Question 2

Although the less popular question of the two in Section A, this nevertheless produced a range of answers, the bulk of which were within levels 3-5. Where candidates were less successful, this tended to be down to one of the following limiting factors; (i) limited material on economic influences, (ii) a failure to connect economic issues identified with social change, (iii) a tendency to describe aspects of social change, without clear focus on what drove this, at times confusing cause and effect, and (iv) offering material on a range of issues (e.g. cinema, teen culture, cars, foreign travel, popular music) of potentially some relevance without clearly framing these as social change, and the causes of it. Stronger responses were confident in exploring 'economic influences' as not simply meaning economic policy, and were able to examine the relationship between issues such as the rise in disposable income or the narrowing of class differences, setting this against other factors such as liberalisation of culture and government legislation, with the strongest responses consistently exploring the inter-relationship between issues, e.g. the economic basis for the growth of teenage culture, and the extent to which this in turn shaped social change, facilitated through the growth of television and other media, relating the spread of these back to economic influences.

The 1950's and 1960's ^{are} ~~were~~ hugely recognised as a period of mass social change and a switch to a liberal society. ~~Although~~ Although economic influences will have impacted social change in the 1950's and 1960's, this essay will argue that the legislation of several acts within the 1950's and 1960's, including the 1967 Family Planning Act, was the main driver of social change within this time period.

~~The 1960's~~ From 1964 to 1970, Harold Wilson was prime minister and encouraged a liberal society. Although some acts he passed were speculated by the British public, they were undoubtedly one of the main drivers of social change throughout the 1960's. Wilson's Liberal society included the 1961 suicide act, which decriminalised the ~~an~~ act of attempted

suicide. This ~~shows~~ suggests that the liberal society was driven by legislation and not economics, as it destigmatised the act of suicide, by suggesting it was mental health related and not murder. In addition, the 1965 murder act shows a degree of social change as people began to recognise that the death penalty itself was an act of murder. This (Section A continued) shows social change, as it shows a shift in beliefs of actions and shows how people began to view things differently when compared to previous generations. Although these two acts together are not the main driving force of social change within the 1950s and 1960s, they did, to an extent create a larger impact than the economic influence at the time because they reflect the direct opinion and views of ~~the~~ the public at the time and their opinion on social issues changing.

Similarly to this, Wilson also passed ^{two key} acts in 1967, which were highly controversial within the time period. The Family Planning Act made contraception readily available for both men and women through the NHS. This could be seen as a main driving force of the changing society as it allowed women to take control of their bodies and choose when to have children something they previously

were unable to do. It also showed a changing society because it suggested that women were able to focus on careers which was a shift in social values. The Abortion Act of 1967, was similar to this in terms of freedom of women and creating a social change. The legalisation of

(Section A continued) Abortion made it more socially acceptable for women to have one, which changed society as girls stopped having children at ~~so~~ such young ages. It also changed society as it showed that women had a freedom of choice, and if in financial difficulty they didn't have to worry about a child. Both of these acts suggest that the main ~~driving~~ driver of social change in the 1950's and 1960's was the ~~ability~~ shift in women having a choice on whether or not to start a family which was a contrast to the previous ideas of marriage and children.

The 1957 Wolfenden Report suggested to decriminalise ~~the~~ ~~acts~~ homosexual acts between 2 consenting adults (age 21) in private and was made into law in the 1967 Sexual Offences Act. This was a key driver of social change in the 1960's and 1950's as it showed that people were

becoming more accepting of people who were viewed as different to them. Despite the passing of the act however, people were still hesitant towards it and discriminated against gay people suggesting that just because it was now legal, people didn't always agree. De-

(Section A continued) spite this, this essay argues that this was a key driver in social change in the 1950s and 1960s as it showed a ~~change~~ rise in acceptance to all in society.

Within the 1950s and 1960s a key economic policy was stop-go economics which was most infamously introduced by Butskell (Butter and Gaitstell). The stop-go policy could be seen as being a driver in social change as the increase in inflation seen everyone struggle to afford their own lifestyles which promoted the post war feeling of collectivism. The constant stopping of the economy also left many people unemployed which provided loss for both the workers and the businesses. This would drive a social change because the businesses would also be running at a loss and therefore to ~~or extend~~ understand the loss of these unemployed. Although stop-go policies aimed to positively affect the

economy by solving inflation, they simply created a larger bubble, in addition to this it can be argued ~~they~~ ~~even~~ that economic policies ^{were not} ~~were not~~ the driver of social change within the 1950's and 1960's as they didn't drastically affect the opinions of society or the

(Section A continued) the change of peoples positions in society.

To conclude, this essay argues that the main driver of social change in the 1950's and 1960's was the introduction of acts within Wilson's Liberal Society. Although there were oppositions including Mary Whitehouse and Lord Longford, the acts passed reflected a period of change within society and showed peoples views on controversial topics were changing. Therefore, this essay disagrees that economic influence was the main driver of social change within this time period as they had little affect on the way society viewed important subjects in contrast to the liberal society.



This demonstrates many of the qualities of a level 3 response. The answer has an understanding of what the question is asking, and there is some analysis of the factors behind social change. There is also an offering of knowledge, which spans a range of factors. However, at the same time the material is not convincingly linked to the question – at best it is reasoned and structured, but other aspects are less secure. Attempts are made to pull this together toward a reasoned conclusion, with some validity, although the rejection of the proposition is not convincingly supported.

Question 3

This question was the slightly more popular choice within Section B, and many students offered impressive knowledge of the policies of both the Conservative and Labour parties. The most popular issues considered were the Welfare State, Keynesian economic policies, policies relating to the nationalisation of industries, industrial relations, and attempts to control inflation. A minority also made skilful use of material on issues such as approaches to the development of the European Community, and policies relating to the liberalisation of society in the 1960s. Whilst there was no formula for successful essays, stronger responses tended to make and develop direct comparisons around different themes and areas, exploring the extent of differences within these points. A common argument, as would be expected, was to see consensus running through the early part of the period, with this breaking down at some point from sometime around the 1970s; some high level responses did question the assumptions behind such a view, e.g. examining the extent to which both parties were truly wedded to consensus politics out of ideological rather than electoral reasons, or through an analysis of the largely aborted measures which broke from consensus, such as under Heath, or even with brief reference to the resignation of Thorneycroft et al in 1958. Factors limiting responses to some degree or other were (i) a failure to address the full chronological range, particularly with regards to the 1960s onwards, (ii) presenting similarities and/or differences with limited analysis to explain or examine these, (iii) lack of balance and (iv) a lack of sufficient knowledge placing limitations on the ability to develop points fully, e.g. candidates who got so far arguing that both parties supported nationalisation, whilst others explored such points further with reference to the 1951 Conservative manifesto, and in power, the denationalisation of road haulage and the steel industry.

1922 October - 1923 ^{Andrew} ^{Baker} ^{Law} ^{consensus}

1923 - 1924 November 49:30
9:10-10:15

1924 November - 1924 January 4:10
35 minutes

1924 - 1929

1929 - 1932

1945-79. Conservative: Pension Acts. "Supplementary Benefits" Labour felt it was a concession to the poor but with tough economic conditions and old age accepted it. Conservative and Labour 1979

Town Planning Act 'Have it for hoos'.
Adopted NHS.
Labour economic policies

NHS

Welfare state.

Supplementary Benefits

Pension 1908 Act.

Labour 1930 Act

Chamberlain Widows orphans and old age construction pension Act. 10 shillings a week for pensioners not including widows and children of disabled.

(Section B continued) The Conservative and Labour policies were quite similar during 1945-79, as they both wanted to benefit the people of Britain, both economically and through healthcare. The NHS was adopted by the conservative after Labour lost the election in 1945, thus Conservative adopted this policy of healthcare and the welfare state.

Labour and Conservative both tried to find a solution to pensions, as the 1908 Pension Act did not seem sufficient. Although, conservative put in place a means-test, as well as investigating into the household

income. People did not agree with this, as they found it was an invasion of privacy. Therefore this mean-test ~~is~~ ~~is~~ revealed or decreased the amount given to 1 million people. Thus, proving that this act did not help the public.

Thus, Labour and Conservative created the ~~the~~ Conservative and Labour Pension Act, however there were many concerns and complaints that these acts did not support the widows and children of the

(Section B continued) deceased. Thus, the Minister of Health, Neville Chamberlain, ~~acted~~ in light of these complaints, created the Widows, Orphans and Old Age contributory Pension Act. This Act was funded by ~~employed~~ individuals, employers and the state, as ~~it was~~ a contributory payment.

The policies adopted by Labour and Conservative were similar, as they both wanted to increase economic growth but Labour was more focused on the healthcare than Conservatives. They created the NHS, ~~after WWII~~ as

and NHS, to help the people in Britain get sufficient healthcare. Although, the Conservatives kept the NHS, they did not put as much funds into the system as Labour had. The Conservatives created "Supplementary funds". However, Labour did not agree with this, as they felt it penalised the poor, but with the tough economic conditions and ~~growing~~ ageing population, it was generally accepted.

(Section B continued) Conservatives were more concerned with building a house "home fit for a hero", after the war, than healthcare. With an estimate of £22,000 being built, only 213,000 were built, leaving many couples to live with their parents. However, the Town Planning Act created many homes for the soldiers returning home. Thus, Conservative ~~was~~ policies focused more on infrastructure, than healthcare, in comparison to Labour.

The economy was a main issue, which was adopted into both Labour and

Conservative policies, as both ~~parties~~ ^{the} Labour and Conservative Party wanted to help ~~the~~ ^{the} economy. However, the Labour stimulate the party focused on the working class and improving the ~~condition~~ ^{general} ~~good~~ ^{of} the workers, for example the industrial relations in 1945 was a main issue between the Conservative Party and the citizens of the UK. Thus, Labour represented the working class whilst Conservatives

(Section B continued) Conservative on the Housing and Town Planning Act. Labour focused on healthcare, NHS, and the industrial relations.



ResultsPlus Examiner Comments

This demonstrates some of the qualities of a level 2 response. Whilst the candidate has an understanding of the focus of the question, attempts at analysis are limited. There is some limited relevant material, with attempts at development, but these do not go very far. Other sections of the material offered are outside the given date range, and supporting material lacks depth, and contains inaccuracies and a lack of specific support. Attempts at organisation lack clarity and precision.

Question 4

Question 4 was the less popular of the two within Section B. At the higher end, there was an impressive knowledge of the contrasts between affluent areas and those experiencing the decline of the staple industries, and a strong understanding of the variation in living standards across different regions and sectors. The strongest responses were often able to explore the changes over time in regional differences as an influence in living standards, examining this in relation to other factors, such as the impact of war, the development of the Welfare State, and national trends in employment. However, whilst most responses demonstrated some understanding of elements of regional differences, this appeared a topic where candidates were less confident, and some did not go far beyond generalisations of a North-South divide. That said, a number of students did demonstrate thorough knowledge of the topic, and indeed in some cases awareness of works such as *English Journey* and *The Road to Wigan Pier*. What was important as far as reaching the higher levels was concerned, was an ability to shape sufficient knowledge to a reasoned analysis and evaluation of the significance of regional differences, and other appropriate issues.

* However, during the depression years, unemployment nationally was never under 1 million.

SECTION B

Indicate which question you are answering by marking a cross in the box . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen question number: Question 3 Question 4

Quality of life in Britain between 1918 and 1951 was dependent on regional difference, class difference and accessibility to industry. Throughout this time period, the quality of life improved for almost everyone (more so if you were in employment), even through the years of depression in the 1930s.

Most regional differences were based on where 'Old' and 'New' industries were established. ~~There~~ Overall, the South was generally substantially better off than the North, Scotland and Wales, as the latter named areas of the country were home to old industry, such as steel, iron, coal, ^{mining} shipbuilding and agriculture.

~~There~~ With the newer industries being in the South,

such as electricals, motor engineering and later, film production, the South seemed to be more affluent. At the start of the period, in the ~~beginning~~ late 20s/early 30s, unemployment was drastically higher in industries that were in decline; for example, 40% of Welsh workers were unemployed in 1932 compared to only 13.8% of those living in London and the South East*. Old industries, such as steel, for example, were in decline due to rising competition. The Germans and Japanese, for example,

(Section B continued) had more funding put into the extraction of ores such as steel, and had newer equipment which resulted in them being more efficient, thus cheaper to export and import. After WWII, this got worse, and Britain slipped further and further behind other European ~~and~~ countries and more further afield.

This, in turn, led to unemployment figures rising even higher, and people started to migrate towards cities like London, whose population reached over 8 million by 1941.

New industries were based in the South, resulting in a better quality of life and higher employment figures. With companies such as Ford in Dagenham and Vauxhall in Luton and surrounding areas during the 1940s and 1950s, those who worked in mechanics saw low unemployment figures. Electricals unemployment rating was 12% compared to 43% in shipbuilding

in 1933: The higher classes, were usually located in the south, creating a north/south divide, prompting the notion that there was a regional difference in the quality of life between 1918 and 1951.

Regardless of class or region, there were many aspects of entertainment that demonstrated that quality of life could be toned down regarding where you lived.

(Section B continued) The inexpensive pastime of going to the cinema was prominent from the late 1920s through the whole period. 13 million cinema attendances were recorded in 1932. With tickets costing pence, it was an activity that anyone from a variety of backgrounds enjoyed due to its affordability. 'Talkies' were available from 1927, and ticket sales only started to decline with the rise of television from 1951.

Another ~~of~~ form of entertainment widely accessible included radio. An affordable way to keep in tune with current affairs, music and sports fixtures, over 20 million radio sets had been purchased by the war, which is how many heard about it breaking out in 1939. These factors show that there were affordable means of escapism, regardless of region or class that impacted the changing quality of life between 1918 and 1951.

After WWI, the wealthiest members of society were

able to enjoy holidays, usually within the UK but also ~~to~~ to the French Riviera. A luxury that was usually denied to those from working class backgrounds, but during the 1930s, this began to change. Caravanning and English seaside holidays became increasingly available due to cars being available on hire purchase and the expansion of **(Section B continued)** the road network. Seaside holidays to resorts such as Blackpool created a 40% increase in jobs in hotels and hospitality. The first Butlins opened in Skegness in 1936, followed by ~~Clacton~~ ~~Clacton~~ Clacton two years later, ensuring 'holidays for a week's wages', which made holidays increasingly more available. With the introduction of the holiday pay act in 1936², more people were taking paid leave from work. As a nationwide incentive, this shows that although wages were lower and unemployment lower in the south of England, holidays purely for the wealthy became a thing of the past. This shows that regional differences were prominent, but not entirely all consuming in this regard to the quality of life.

In conclusion, the difference in quality of life during the period 1918 to 1951 was majority due to employment and industry in different regions of the country, yet some improvements were national and

didn't revolve around national geography. Throughout the overall period, the quality of life for Britons improved notably, so it is accurate to say that region had an impact, to a certain extent.



ResultsPlus

Examiner Comments

This response demonstrates many of the qualities of a level 5 essay. The response has a clear understanding of the issues contained within the question, and offers a detailed and thorough analysis of the role played by regional differences. A range of specific material is deployed as part of the analysis. When considering other factors, these are examined in relation to regional differences, and there is consideration of pertinent developments across the time period. The essay is clearly communicated, with logical argument, and whilst some aspects could be developed further, such as the ultimate conclusion, overall the essay offers clear a substantiated judgement.

Question 5

Most candidates were able to access the higher two levels, generally by recognising and explaining the arguments in the two extracts, and building on this with their own knowledge. The strongest responses tended to offer a comparative analysis of the views, discussing and evaluating these in the light of contextual knowledge. Most candidates were able to identify the differences between Extract 1 and Extract 2, and whilst as a whole there seemed to be some preference for Pugh in terms of accessibility, most candidates were able to recognise and offer some degree of development in relation to Marsland's arguments. There was a tendency for some to see the views as being polarised, examining only the major differences, or even exaggerating these, although more nuanced responses also tended to pick up points of agreement. The most common factors limiting the success of some responses were (i) relatively limited use of the extracts, (ii) use of these in a manner not fully suited to Section C, e.g. through attempts to analyse provenance in a manner more suited to AO2, or assert an extract as 'more reliable' as it includes statistics, and (iii) limited own knowledge, or a lack of integration of this in order to examine and evaluate the arguments. With regards to these, candidates should be minded that Section C is focused around AO3. Responses which made consideration of the argument and evidence within the extracts central to their responses, applying their contextual knowledge to consider the validity of the arguments offered, were more successful. For some, it seemed the breadth of this particular question was of great benefit in allowing scope to what contextual knowledge they brought to the argument, but it was those candidates who applied this within a response which consistently considered the extracts and their arguments which achieved the higher levels. Responses tended to be more successful when they addressed the issues drawn from the specific question and extracts. Candidates' knowledge and understanding of issues was in the main good, with commonly featured issues being, as perhaps expected, the deregulation of the stock market and the creation of a share-owning society, the sale of council houses, the focus on reducing inflation and privatisation, with a number developing issues such as attempts to reform welfare, education and the NHS in relation to the extract from Marsland. Some issues, such as the implications of a reduction in trade union power, were given less consideration. As with AO1 essays, a discriminating factor in success was to some extent the deployment and development of knowledge offered, i.e. the difference between referencing an issue with contextual knowledge linked to the source, and, at the higher levels, exploring this in relation to the precise focus of the question, and assessing the validity of argument. Some candidates appeared to offer pre-prepared material 'for' or 'against' Thatcher, and whilst this could be productive, at times this amounted to undue amounts of personal judgements about the nature of Margaret Thatcher's rule, and diversion from the debate. Beyond points already mentioned elsewhere, one issue candidates should consider is how they approach such questions with regard to their own opinion. Whilst it is perfectly valid to reach a judgement which is essentially 'positive' or 'negative' with regards to the impact Thatcher had, candidates should seek to ensure they consider the merits of different views in the light of evidence. Examiners are looking for reasoned argument. Overall, conclusions may be forceful and come down one way or the other, but discussion and analysis requires some degree of balance. In short, partiality at the expense of reasoned argument is unlikely to produce successful responses. A convincing argument pursued by a number at the higher level was that the extent to which the economy was thriving was highly regional and/or national, depending upon which sectors were being considered.

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)

Margaret Thatcher entered her position as Prime Minister in a period of long standing stagflation and ~~an~~ ever rising inflammatory pressure. She saw Britain working on a 3 day week and near to economic collapse. Through her economic policy she aimed to encourage innovation, through privatisation she wanted bring back competition and through de-regulation she wanted to encourage business enterprise and bring prosperity back to Britain. However, there are divisive conclusion as to whether she actually transformed the near bankrupt economy into a 'thriving enterprise' mainly due to the fact that this 'thriving culture' was not experienced by everyone in Britain. It is argued that, she crushed any hope for enterprise in areas such as Wales and Scotland, and that her economic policies were centred around London and only London. Marsland argues that in fact Thatcher did entirely transform the near failing British economy. He states that until 1987 (Thatcher just two terms) 'the Thatcher

government was largely preoccupied with stabilising and restructuring the economy.' The idea that her government was so 'preoccupied' with the economy, one can infer that she in fact transformed the economy due to the focus and attention she devoted the majority of ^{her} time in power doing exactly that. Marsland then goes on to delve into some of the ways in which she ensure a 'business enterprise culture'. For example, the 'sweeping tax cuts' and 'privatisation'. It is without a doubt that these 'tax cuts' and privatisations encouraged business enterprise as more than 16 million people now owned shares and satirical figures such as Harry Enfield's 'Loadsa money' prove that for some, she created a business enterprise culture. The historian further reinforces this argument that this culture and Thatcher's effect in creating it 'should not be underestimated.' From this statement, it is clear that her effect on the economy was powerful and transformative, which is the directly opposing view to that of Martin Pugh.

Pugh argues that in fact Thatcher did the opposite of this and in the long-term, crushed the ability to be innovative and hindered competition.

He states that the economy was in a 'depression' and focuses in on the issue of unemployment. This suggests that rather than encouraging business enterprise she crushed it for a huge population of Britain and the economy as a whole. For example, this interpretation is strengthened by the reference to the GDP falling by '3.2%' and stating the actual scale of unemployment. However, these factors do not discredit the view that for those in London, business enterprise was booming. Pugh goes on to argue that Thatcher's policies ~~led~~ exaggerated 'Britain's economic decline' however, ~~she~~ still referring back to the effect this had on the 'manufacturing business.' From this it can be inferred that if these policies led to economic decline, then business enterprise would have in turn been affected.

By comparison, the sources project very different views with regards to Thatcher's transformative effect on Britain. The second source argues that it was negatively transformed, whereas Masland argues that business enterprise was booming. However, it is important to consider that both of the sources disclose very different information. Pugh focuses on the effect her policies had on the manufacturing industry and unemployment.

This suggests that the view still remains, that in London business enterprise was the predominant economic culture. Due to the fact that the policies disclosed by Majorland, had the most significant effect on middle class men living in London. As privatisation and tax cuts did not benefit those in towns whose entire livelihood relied on the manufacturing industry.

It is clear that the answer as to whether Margaret Thatcher transformed Britain into a business enterprise culture is greatly dependent on region. Due to the fact that those in Wales, South Wales alone, lost 25% of their manufacturing industry - it is in this sense impossible to claim that this culture was widespread. However, at the same time real wages per worker increased during Thatcher terms by 26% in comparison to other industrial nations such as the US which rose by 7%. Therefore, in areas such as London that became one of the leading financial sectors of the world, a business enterprise culture was evoked - however like many of Thatcher's economic successes, this was not evenly distributed.

butted. This can be further proved by the fact that Thatcher's 'business enterprise culture' prided itself prided itself in creating innovation and prosperity in easy access to the ownership of shares. However, only 1% of unskilled male workers partook in this business enterprise. Moreover, deregulation, another indicator of a transformed economy, led to a higher personal debt than other European country - largely due to the bad handling of credit card (that boomed under Thatcher's second and third terms).

To conclude, it is without a doubt that Thatcher transformed a near bankrupt economy into a far stronger one. However, the levels of unemployment as stated by Pugh ~~is~~ and the unequal distribution of shares - indicate to the historian that 'business enterprise' ~~was~~ could only be a term used to describe the economy.



ResultsPlus
Examiner Comments

This response demonstrates many of the qualities of a level 5 essay. There is clear recognition of the different views, and the candidate offers a confident analysis of these, examining the arguments offered in the light of their own contextual knowledge. There is an overall developed comparison of the two views, and although a more direct and comparative analysis could be offered, there is clearly confident handling of the extracts, considering the arguments and the material basis for the different views. The candidate is able to integrate their own contextual knowledge into a discussion of the arguments and issues raised. The essay overall offers evaluative argument, with precise focus on the specific demands of the question.

Paper Summary

Based on their performance on this paper, candidates are offered the following advice:

Section A/B responses:

Features commonly found in responses which were successful within the higher levels:

- Candidates paying close attention to the date ranges in the question
- Sufficient consideration given to the issue in the question (e.g. main factor), as well as some other factors
- Explain their judgement fully – this need not be in an artificial or abstract way, but demonstrate their reasoning in relation to the concepts and topic they are writing about in order to justify their judgements
- Focus carefully on the second-order concept(s) targeted in the question
- Give consideration to timing, to enable themselves to complete all three questions with approximately the same time given over to each one
- An appropriate level, in terms of depth of detail and analysis, to enable a balanced and rounded answer on breadth questions
- With regards to the level and quality of knowledge, candidates and centres should be mindful of the expectation of Advanced Level. In short, it is a combination of the knowledge candidates are able to bring to the essay, married with their ability to effectively marshal this towards the analytical demands of the question, that determines much of a candidate's success
- It is fair to say that on Paper 1, where candidates are expected to study a range of themes across a broad chronological period, the expectations over the depth of knowledge will not necessarily be as great as in more in-depth periods studied. However, the depth and quality of knowledge still makes a considerable difference
- As well as being able to offer more depth of knowledge, candidates who have engaged with wider reading tend to be more successful as they are able to select and deploy the most appropriate examples to support analysis and evaluation

Common issues which hindered performance:

- Pay little heed to the precise demands of the question, e.g. write about the topic without focusing on the question, or attempt to give an answer to a question that hasn't been asked – most frequently, this meant treating questions which targeted other second-order concepts as causation questions
- Answer a question without giving sufficient consideration to the given issue in the question (e.g. looking at other causes, consequences, with only limited reference to that given in the question)
- Answers which only gave a partial response, e.g. a very limited span of the date range, or covered the stated cause/consequence, with no real consideration of other issues
- Failure to consider the date range as specified in the question. Greater examples of this can be when a candidate discusses the correct issue, but for a timespan which differs from that in the question. Related to this, candidates should also use caution when

referring to developments beyond the given timespan 'x ultimately paved the way for y, but in this period its impact was relatively limited'

- Assertion of change, causation, sometimes with formulaic repetition of the words of the question, with limited explanation or analysis of how exactly this was a change, cause, of the issue within the question
- Judgement is not reached, or not explained
- A lack of detail
- Across the units, there was some evidence to suggest that, as might be expected, candidates were somewhat less confident when dealing with topics that were new to the reformed Advanced Level

Section C responses:

Features commonly found in responses which were successful within the higher levels:

- Candidates paying close attention to the precise demands of the question, as opposed to seemingly pre-prepared material covering the more general controversy as outlined in the specification
- Thorough use of the extracts; this need not mean using every point they raise, but a strong focus on these as views on the question
- A confident attempt to use the two extracts together, e.g. consideration of their differences, attempts to compare their arguments, or evaluate their relative merits
- Careful use of own knowledge, e.g. clearly selected to relate to the issues raised within the sources, confidently using this to examine the arguments made, and reason through these in relation to the given question; at times, this meant selection over sheer amount of knowledge
- Careful reading of the extracts, to ensure the meaning of individual statements and evidence within these were used in the context of the broader arguments made by the authors
- Attempts to see beyond the stark differences between sources, e.g. consideration of the extent to which they disagreed, or attempts to reconcile their arguments
- Confident handling of the extracts, seemingly from experience in reading and examining excerpts (and no doubt whole books), allied to a sharp focus on the arguments given, recognising the distinct skills demanded by A03

Common issues which hindered performance:

- Limited use of the extracts, or an imbalance in this, e.g. extensive use of one, with limited consideration of the other
- Limited comparison or consideration of the differences between the given interpretations
- Using the extracts merely as sources of support
- Arguing one extract is superior to the other on the basis that it offers more factual evidence to back up the claims made, without genuinely analysing the arguments offered

- Heavy use of own knowledge, or even seemingly pre-prepared arguments, without real consideration of these related to the arguments in the sources
- Statements or evidence from the source being used in a manner contrary to that given in the sources, e.g. through misinterpretation of the meaning of the arguments, or lifting of detail without thought to the context of how it was applied within the extract
- A tendency to see the extracts as being polar opposites, again seemingly through expectation of this, without thought to where there may be degrees of difference, or even common ground

Grade Boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:

<http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>

Pearson Education Limited. Registered company number 872828
with its registered office at 80 Strand, London WC2R 0RL.

Ofqual
.....



Llywodraeth Cynulliad Cymru
Welsh Assembly Government

