

Examiners' Report
June 2018

GCE History 9HI0 1H

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Introduction

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

The paper is divided into three sections. Section A comprises a choice of essays that assess understanding of the period in depth (AO1) by targeting the second order concepts of cause and/or consequence. Section B offers a further choice of essays, targeting any of 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 hand writing. Examiners can only give credit for what they can read.

Of the three sections, 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 concept that was 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 where Section A questions targeted a shorter-period, as compared to the more careful selection generally required for the Section B questions covering 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 the within the extracts, and 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 the least popular in Section A. The majority of candidates were able to show their knowledge and offer some discussion in relation to the terms of the question, although the notion of economic progress seemed to present a greater challenge for some when compared to other questions on the paper. Most candidates were able to include coverage of a range of issues with some degree of engagement, with popular topics including: the immediate post-war boom followed by the recession, the impact of re-joining and subsequent departure from the Gold Standard, the effects of the Wall Street Crash, and the positive effects of rearmament on the economy. Many were able to make good use from material relating to events and issues such as the Geddes Axe, long term structural problems in the depressed regions/industries, the General Strike, the North-South divide and the hunger marches, although an ability to focus this carefully towards the demands of the question was a discriminating factor in this. Discriminating factors in performance tended to be: (i) the degree to which material was focused on the conceptual demands of the question, (ii) the ability and willingness to explore both sides of the issue, (iii) and the range and depth of knowledge. With regards to (i) and (ii), more successful responses tended to look beyond assumptions that these were 'bad' times economically, and explore the fluctuations within the period, such as offsetting arguments relating to persistent unemployment with the positive impact rearmament had on previously struggling industries, or pursuing a line examining the difficulties posed by international trading conditions after the war through to the improvements seen after leaving the Gold Standard. Similarly, candidates who were able to accept the difficult conditions after the war, but then explore economic performance in relation to this starting point, or explore progress in terms of overall GDP, employment and regional/sectoral variation were best positioned to offer critical evaluation. With regards to (iii), limitations tended to be in terms of the quality of factual and often statistical information to substantiate points, or a tendency to focus on a narrow range of issues, such as post-war debt, the General Strike and the impact of the Wall Street Crash, at times with limited deeper understand of how they related to economic problems and progress.

It could be argued that Britain experienced economic progress 1918-39 due to advancements in the ~~services~~ economy, ~~showing rising living standards including the~~ ~~housing~~ ~~and~~ with the development of new employment opportunities, ~~the~~ ~~new~~ the ~~new~~ industries that were revitalised by rearmament from 1935 onwards, and the improvements to national debt across the period. However for these improvements to be considered real progress they would have to be sustainable, dramatic, and universal (ie apply to the majority of Britain's population). Overall while there were some improvements in the economy towards the end of the period, these changes were not universal or long-lasting enough to truly be considered economic progress.

~~Britain faced~~ Unemployment proved to be a major issue for Britain throughout the period. While the ~~1918~~ first World War saw some improvements in job opportunities particularly for women, these ~~all~~ disappeared once the war

(Section A continued) was over due to the dilution agreement trade unions had ~~with~~ stating that men returning from the war would replace the women, and unemployment ~~at~~ levels among ~~the~~ women returned back to pre-war levels, therefore this change was only temporary. Despite a short postwar boom 1918-20, the majority of the period saw ~~a~~ very high levels of unemployment as the economy tried to adjust from being almost fully focused on war. ~~60% of men during war was in the~~
This was worsened dramatically ~~at~~ by the 1929 Crash which triggered the Great Depression; some regions ~~face~~ such as Jarrow faced unemployment levels of up to 70%, and the hardships faced by these people were not helped by cuts in benefits (for example in 1931 MacDonal cut unemployment assistance by 10%) as the government rejected Keynesianism. ~~While~~ It could be argued that this unemployment was only temporary; ~~since~~ there was an economic boom in the South in the late 30s following devaluation in 1931 which helped to make British exports more competitive.

(Section A continued) This boom led to ~~new~~ employment opportunities in growing new industries like light manufacturing and the service sector. However the regionality of this improvement suggests it was very limited as economic progress; there were still large ~~part~~ areas of Britain that faced mass unemployment, for example in 1936 Tarrow faced such high levels that they went on a hunger march ~~to~~ to protest the mass unemployment. However once rearmament started ~~in~~ in 1935 this did help somewhat as ~~the~~ many people could be employed in the old industries like steel that had previously been in decline. Despite this, the improvement in employment prospects cannot be seen as dramatic; throughout the interwar period unemployment never fell below 1 million. The change was also arguably very unsustainable, as rearmament led to an economy massively focused on war leading to huge economic problems once WW2 was over. Therefore overall while there were some clear improvements in employment in the South,

(Section A continued) they were not long-lasting, universal or dramatic enough to be considered as significant economic progress.

~~It could be argued that~~ ^{while} Britain saw some economic progress in the international competitiveness of its industry and exports, ~~there could be seen~~ in light of manufacturing in the South, ~~however~~ the clear trend during this period is that Britain ~~was~~ was in relative decline in competitiveness. One of the reasons of this was the effects of WWI; the war ~~had~~ forced other countries to become self-sufficient, ~~thus~~ reducing demand for our exports. The focus of our economy on war also meant that ~~during peace~~ there was not enough focus on investing in our staple industries coal, steel and shipbuilding to modernise them, so during peacetime these industries had fallen behind and could not compete with American exports. Another reason for the decline in international competitiveness was ~~the~~

Section A continued) Churchill's decision as Chancellor to join the Gold Standard in 1931 because the value of the ~~the~~ GBP was set too high (Keynes estimated it was 10% overvalued). This ~~led to~~ hurt exporters as it made British goods more expensive overseas. ~~The~~ The extent of this problem can be seen by the 1926 General Strike, which was prompted by miners ~~want~~ protesting to low wages and long hours ~~that~~ because the employers were struggling to make profits. ~~by export~~ by ~~competing with~~ ~~for~~ While it could be argued that rearmament helped to revitalise the economy by ~~giving~~ reducing the unemployment problem and increasing production, this cannot be seen to be long term economic progress because Britain's economy was not modernising to be fit for international competitiveness after the war. The improvements in the South also go against the general trend of the rest of the country, therefore overall Britain did not see clear economic progress. The ~~into~~ decline in Britain's competitiveness is vitally significant

(Section A continued) because not only did it simply hurt Britain's balance of trade but it also ~~did not help with the~~ led to unemployment problems as firms struggled to make enough profits to expand production and employ more people.

As well as unemployment problems caused ~~by~~ partly by a structural decline in British industry relative to the rest of the world, Britain faced clear problems with national debt in the interwar years. Left with £8bn of debt from WWI, British governments continued to struggle to make ends meet.

This led to continual cuts from the government like the 1922 Geddes Axe and the 1931 National Economy Act which introduced the humiliating Means Test to unemployment benefits. Despite these cuts, the rise in unemployment led to more benefits claims while ~~economies~~ the Great Depression led to lower tax revenue as firms made less profit, therefore national debt continued to rise from 135% of ^{GDP} in 1919 to over

(Section A continued) 150% of GDP throughout ~~1929-37~~ 1931-7. While rearmament helped somewhat by improving the unemployment situation and increasing output (debt ~~led to~~ fell to 110% GDP by 1940), the unsustainable nature of this output means it was not truly economic progress.

Overall, ~~the~~ while rearmament may seem to have given a temporary boost to the economy ~~in~~ late in the period, this change was not sustainable in the long term so cannot be seen as true progress. The clear problems Britain faced with unemployment, decline in industry, and national debt throughout 1918-39 show that Britain did not experience economic progress. The ~~small~~ improvements in the South are notable however are too concentrated in just one area of Britain to be seen as significant in terms of the experience of the country as a whole.



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

This question was the most popular in Section A and produced a range of answers, the bulk of which were within levels 3-5. Responses displayed a range of evidence centring on various factors aside from the given one of war work, with the most common being government legislation, education, relevant aspects of the development of the liberal society and the women liberation movement. Most candidates were able to write about women's war work in general ; at the higher levels, responses tended to offer more precise detail and a more convincing assessment of the contribution made by war work, with a common line of argument being that although the war work was essentially temporary, it brought about a shift in attitudes and expectations. A range of other issues and figures were popularly cited, such as the contraceptive pill, Abortion Act, Divorce Act, labour saving devices in the household, women in politics such as Barbara Castle and Margaret Thatcher, and cultural role models as diverse as Elsie Tanner and Twiggy. More successful responses were able to clearly connect these to advancements in role and/or status, e.g. linking the Dagenham Ford Strike and the Equal Pay Act of 1970, whereas less successful responses tended to assert that work during the Second World War led to this. A number of responses drew on knowledge and understanding of issues from outside of the question's timeframe, such as work in the First World War or the attainment of suffrage. Whilst some such responses were able to make valid comparison and connections, in other cases this did mean a loss of focus. The more carefully focused on the conceptual demands of the question responses were, the more successful they were in making use of the material they had to offer. The strongest responses tended to be those that explored the relationship between the given issue of war work, and other factors, reaching reasoned judgement on their relative importance.

After the Second World War (WWII), women saw significant changes in their role and status. They saw improvements in the home and family life as well as with education and career prospects. This was partly due to their work in WWII. Women received higher wages during the war for their work, they took on traditionally male jobs and they came out with opportunities in more white-collar professions. However, the war, though crucial in advancing women's role, was not the main reason as other factors such as progressive legislation and ~~societal attitudes~~ ^{technological advancements} played a more important role. These factors should be assessed on their long-term ^{influence and extent to which they benefited} ~~and~~.

Firstly, one way in which the war was crucial for the advancement of women's role was due to the opportunities it provided. The war allowed women to break traditional stereotypes of what they could or could not do; this was generally a result of them taking on traditionally male ~~or~~ dominated occupations, such as work in factories ~~and~~ producing artillery or working with the armed forces treating soldiers. ~~and~~ The war also provided more opportunities for women to work in white collar ~~and~~ professions.

(Section A continued) As these jobs were not seen as crucial for the war work the same way heavy industries such as coal mining were, most men had to leave their posts and work in the armed forces. Women filled the jobs they left behind and proved themselves to be competent in clerical and ~~secretarial~~ secretarial positions. Thus, this shows how the employment opportunities provided in the war allowed women to progress and break traditional stereotypes; it allowed them to achieve more senior positions ultimately allowing for advancement in their role and status right through the post-war years. However, this progress predominantly benefitted middle-class women as working-class women were less likely to get into white collar professions. Moreover, gender-based employment discrimination returned once the war was over.

The war did ~~not~~ benefit women in another way: it gave them access to higher wages and thus more independence. ~~Women had the opportunity~~ Throughout the war, ~~and~~ wages ~~and~~ tended to rise and employers could not fire anyone without special confirmations as a result of the Essential Work Order (EWO). Thus therefore, women in employed work during 1939 to 1945 saw wage increases and greater job security. This resulted in

(Section A continued) more independence from their husbands as women now had greater economic stability - this was evident during the war as the divorce rate increased. This, therefore, allowed for advancement in women's role and status as they gained economic independence from men. They could focus on career achievements instead of the family and ~~status~~ had greater promotion opportunities, all as a result of the work in the war. However, as with a few men-~~tioned~~, these opportunities were limited to middle-class women as who were employed in ~~more~~ high-wage professions. In addition, ~~though~~ a lot of these opportunities were again lost after the war as women returned to their husbands and the divorce rate fell after 1947. ~~This suggests that women's work in the war from 1939 to 1945 did not achieve substantial advancement in their role and status post-war.~~

There were, however, other factors which may have been more important. Firstly, technological advancements allowed for economic improvements which in turn pushed for social change - especially in the role of women. One of the key advancements was that of labour devices. ~~The~~ The post-war era ~~all~~ led to a consumer boom in the late-1950s and 1960s. This boom meant more people

(Section A continued) buying labour saving devices, mainly women. Devices like vacuum cleaners, washing machines and ~~for~~ even toasters meant women spent less time cooking and cleaning. This gave them more time for leisure, but more importantly, these devices meant women could now also pursue getting a higher education and focus on careers. This ~~was~~ again meant a change in role and status as women could earn a living wage and be independent of their husbands. This was also beneficial for the growing new social group - lone mothers. Instead of relying purely on welfare, these women could pursue a career as they were no longer at home all day doing chores - while their children were at school, these mothers could achieve far better positions in society. Thus, technological advancements benefitted women by allowing them to step away from being at home all day to focus instead on careers and education. ~~As a result,~~ However, these technological advancements were also limited in how progressive they could be. The consumer boom was felt in more in the south and midlands, ~~a less~~ while it was less so in the north, Scotland and Wales hence it was not widespread. ~~However,~~ Regardless, the effects of this ~~was~~ ^{were} more long-lasting than those of the war, suggesting technological

(Section A continued) Advancements were more significant in changing the role of women.

~~On the other hand~~ Another important factor was the progressive legislation introduced in the 1960s and 1970s. This legislation gave women sexual freedom and economic gains. Firstly, the 1960s' legislation such as the Abortion Act of 1967 ~~also~~ gave women control of reproduction rights - as did the introduction of the birth control which was available on the NHS in 1961. The pill was widely used by around 1 million women and ~~at~~ access to safe abortions virtually eradicated the number of women dying from unsafe backstreet abortions - which was 40 in 1966. Women also gained liberation from unsafe and violent marriages with the Divorce Reform Act of 1969. This Act reduced female suicides as women were now ~~to~~ no longer trapped in violent marriages. Moreover, the ~~removal~~ removal of 'fault' from divorce proceedings meant they could be a more amiable process. These Acts gave women sexual liberation and independence ~~from the power~~ from husbands. They benefitted the majority ~~as they were~~ of women and, as they were law they were long-lasting.

Legislation also improved economic freedoms

(Section A continued) for women. The 1970s saw the Equal Pay Act of 1963 and the Sex Discrimination Act of 1975. These Acts banned employment discrimination on the basis of gender and promoted equal pay for equal work. This led to economic independence on a far greater as women were legally protected from discrimination. Combined with legislation from the 1960s on reproductive rights and family life, the long-lasting and far-reaching nature of legislation outweighs the limited advancements of women's work in the war.

In conclusion, women's work in the war was not the main reason for advancements in their role and status in the years 1945 to 1979. Though allowing for more employment opportunities and better wages, the effects of this were felt only by a few women and were not continued in the long-term. The technological advancements of the post-war era were far more long-term although again was limited due to regional variations. Ultimately, it was progressive legislation that allowed for more far-reaching and long-term advancements in women's role. Moreover, this progress was achieved in family life, reproductive rights, and economic freedom making legislation the most

(Section A continued) significant factor in the advancement of women's role and status in the years 1945 to 1979.



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This demonstrates the qualities of a level 5 response. The answer has a strong grasp of the topic, and the conceptual demands of the question. There is clear analysis of the given factor, offering an exploration of the extent to which war work led to advancements in the position of women. The response is reasoned, focused and thorough in both range and depth.

Question 3

This question was the slightly more popular choice within Section B, This question produced a range of responses, although in general, it tended to produce responses with a good focus on the conceptual demands of the question. A key discriminating factor was candidates' ability to support analysis on the given issue university education. Those with sufficient depth to substantiate claim for or against the significance of its development were able to access the higher levels, with commonly cited points including the limited nature of university education in the first half of the century, with seemingly universal agreement that at the start of the period university education as the preserve of the elite, and the expansion of the post-war era, commonly referencing the Robbins Report and the Open University. A significant number also astutely cited the Percy and Barlow Reports, changes to the system of grants, the dropping of the requirement for O Level Latin, and the connection between the expansion of secondary education and the subsequent growth of university education. With regards to other significant developments, a range of issues were offer, with the most commonly featured being the Fisher Act, Butler Act and the Crosland Circular. In general, candidates seemed to have better knowledge of educational policies from the second half of the twentieth century.

Stronger responses offered sufficient coverage of issues (typically the given issue and two or three other substantial points), the necessary detail to substantiate claims, such as through attendance figures, and a clear and critical focus. With regards the latter, many candidates in the higher levels were able to explore the relationship between different developments, and weigh their relative significance through consideration of their scale, transitional impact, and in some cases, the extent to which they lived up to expectation. Responses in the lower levels tended to offer material on educational policy without addressing the specific question, e.g. an at times detailed run through of various reports without clearly examining the significance of these. Others were limited by a lack of detail, or through confusing different acts.

The growth of university education was not the most significant development in education in the years 1918-79, as it was not until the late 1950s that university education became a priority for education reform but rather it was the 1944 Butler Act that was the most significant development in education in the years 1918-1979 as the act introduced the tripartite system. However it can be argued that other Acts passed such as the 1970 Education Act and ~~the~~ reports such as the Crowther and Crossland circular ~~that had~~ were the most significant development in education in the years 1918-1979.

The growth of university can be argued to be the most significant development in education in the years 1918-79 as by developing university education Britain was able to create a more educated workforce with over 20,000 university attendants by the early 1970s and with the introduction of student loans in the 1960s under the Robbins Report more students could afford to attend university with 75% of students in a 1972 study saying they were solely reliant on student loans ~~by the~~ for attending university.

(Section B continued)

However it can be argued that it was not the growth of university education that was the most significant development in education in the years 1918-79 as university was still only accessible to the upper and small percentage of the middle class as by ^{the} 1960s only 38% of working class students carried on their studies to university but rather found apprenticeships and jobs as soon as they left school therefore arguing that the growth of university education was not the most significant development in education in the years 1918-79.

More so it can be argued that it was not the growth of university education that was the most significant development in education in the years 1918-79 but rather the 1944 Butler's Act. The 1944 Butler's Act was arguably the most significant development in education in the years 1918-79 as it introduced the Tripartite system which created technical schools for students wishing to study a trade, modern schools for students who did not pass the 11+ exam and grammar schools for those who could afford to pay the fees for the grammar school or who passed the 11+ exam. The Butler's Act was the most significant development in education in the years 1918-79 as it was the first time that the government had recognised that education needed to be

(Section B continued)

reformed after the 1942 Beveridge Report which had deemed 'ignorance' (lack of education) as one of the 5 Giants that opposed Britain and by building upon the 1926 Hadow Report which called for the creation of the tripartite system the Butler Act became the most significant development in education in the years 1918-79. However it could be argued that it was not the 1944 Butler Act that was the most significant development in education in the years 1918-79 as only 51% of ^{students attended} technical schools in the 1950s as low funding meant few technical schools were built and moreover only 20% of students attended grammar schools in the 1970s and therefore the Butler Act was not the most significant development in education in the years 1918-79 as the tripartite system rather than create schools tailored to a student's ability it rather created a sense of inferiority for those who did not pass the 11+ exam and therefore had to attend modern schools rather than grammar schools which were seen to provide the better education as they had more funding.

The growth of university education was not the most significant development in education in the years 1918-79 as even though more students attended university in the 1970s it was only accessible to higher class students.

(Section B continued)

However it can be argued that the 1944 Butler Act was the most significant development in education in the years 1918-79 as regards of the ^{low} attendance of attendance of grammar schools and the 11+ being deemed a pass or fail exam it was the first time the government had acknowledged that they had to reform education and therefore the 1944 Butler Act was the most significant development in education in the years 1918 - 79.



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This demonstrates many of the qualities of a level 4 response. The answer has a good grasp of the topic, and the conceptual demands of the question. There is clear analysis of the given issues, offering an exploration of the significance of university education, compared against other developments. The response is largely well reasoned, and offers sound support, although is limited in the period before 1945.

Question 4

Question 4 was the marginally less popular of the two within Section B. The vast majority of candidates attempting this question seemingly found it accessible and straightforward. The main issues determining the success of responses were depth of knowledge on the given issue of car ownership, the precision and quality of detail for all factors, and the ability to shape material towards the conceptual demands of the question. At lower levels, some candidates wrote in general about car ownership, paid holidays, possibilities of cheaper travel abroad, road building and spectator sports, but were unable to offer details such as figures demonstrating the rise in car ownership, at times meaning otherwise valid points were not clearly located within appropriate points of the given period. There were also examples of conflation and confusion with the USA. In contrast, more successful responses were able to demonstrate how the car went from being what was essentially a plaything of a minority to mass ownership, offering a consideration of how car ownership changed over the period, and relating this to an examination of the extent to which it improved leisure and travel. Some responses attempted a comparison of the car with other modes of transport for holidays, which meant other relevant factors were overlooked. Overall it was the insufficient attention to the given factor which weakened many answers. With regards to other factors, popularly cited examples included the Holiday Pay Act and Butlin's holiday camps. At the higher levels candidates were able to analyse the relationship between different issues, such as the rise in car ownership, cheap charter flights and holidays abroad, or the popularity of spectator sports and the impact television had on how sport was consumed, or the relationship between cinema attendances and television.

The years 1918-79 saw leisure and travel opportunities widening. During the inter-war years, leisure was becoming increasingly available to all and was no longer seen as a preserve of the middle and upper classes. There are important reasons for the improvements in leisure and travel, and this essay will argue that car ownership was the most significant factor in improving leisure compared to other factors such as legislation, consumer boom, popular culture. The extent to which it was the most significant factor can be assessed through how widespread ~~and~~ the factor was.

The inter-war period saw an increase in car ownership after incomes rose by 30%. Car production was more efficient, cheaper and effective to make

(Section B continued) which resulted in cheaper cars being made, such as the Austin Seven which many people, especially the middle class could afford. Car ownership increased by 30% during this period and led to improvements in leisure and travel.

For example, the wider availability of cars led to an increase in holidays and caravanning; it also led to seaside holidays such as Blackpool which welcomed 20 million visitors with 7 million being working class. This demonstrates that a larger number of people ^{could} afford cars and leisure time was improved.

Indeed, the growth of holiday camps such as Butlins in Skegness, further increased demand for leisure and travel. Car ownership meant going on holidays became easier, thus improving leisure and travel.

Furthermore, during the post-war boom, car ownership led to more people venturing further afield for work and shopping. Individuals lived on the outskirts of London and inner cities and this enabled people living

(Section B continued) further away to do their weekly shopping, especially after the removal of price controls. This suggests that car ownership improved travel as it was much easier to travel further away and gain advantage of more choice and cost savings.

With the introduction of the Consumer Credit Act in 1974, greater number of working class people could afford cars and as this was widespread, across classes, car ownership can be seen as improving leisure and travel as not only did holiday increase, but travel ^{was} made easier than ever.

However, other factors such as the government legislation can also be seen as being important in improving leisure. For example, it was the introduction of the holiday with pay act in 1938, that businesses started providing consecutive days of paid holiday. Before this act, only $\frac{1}{2}$ of the population left their homes in a year, however, it was

(Section B continued) this introduction in legislation which helped improve leisure and travel. Without the act, leisure time would've been limited and people wouldn't have travelled further away from home. Thus, it was legislation which improved the leisure and travel as it enabled everyone to have a holiday; and obtaining a break from work became the central feature of family life in the 1930s.

Furthermore, the rise of the TV and popular culture can be seen as improving leisure and travel. The rise of the TV in 1950s where more than 70% of the population had a TV by the 60s, improved leisure. Families could now enjoy watching family shows together and football as spectator sports declined. This meant that families no longer needed to attend events as the TV enabled them to take advantage ^{wide range} of leisure pursuits. The introduction of colour TV, further enabled people to enjoy leisure

(Section B continued) time at home and further bring families together.

The rise of popular culture, such as music and radio, enabled a shift in leisure activities for young people, such as dance halls where music was played. This improved leisure and time as music and radio, together with dance halls in the 1920, and 30s, provided a new way of escapism and relaxation, where young people could enjoy.

However, this was mainly for younger audiences and many older generations remained conservative. However, the radio did enable older generations to benefit from leisure activities as it included news, programmes which were enjoyable.

Furthermore, the rise of package holidays and foreign holidays in the 30s was also important in improving leisure and travel.

Package holidays abroad, such as Spain enabled more people to venture further afield and enjoy

(Section B continued) new cultures and customs. For example, tastes were influenced and people had more wine, Italian and Greek food. Therefore package holidays improved leisure and travel as new opportunities were sought.

Overall, car ownership was the most important factor in improving leisure and travel between 1918-79 as the availability of cars was widespread and benefited many people. People were now able to benefit from holidays such as Butlins and travel was made easier as a result of this. Therefore car ownership provided the means to which people could actually enjoy their time.



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 car ownership. A range of specific material is deployed as part of the analysis. When considering other factors, these are examined in relation to car ownership, 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, overall the essay offers clearly substantiated judgement.

Question 5

Most candidates appeared to understand the demands of the Section C question, and thus were able to engage with an analysis of the given views in relation to the proposition in the question. Most students analysed the arguments in the extracts, with housing, inflation, industrial relations, privatisation and cuts in Thatcher's welfare spending being commonly considered issues, with the Lawson Boom, the concept of monetarism and supply side economics also featuring in a significant number. Most candidates were able to demonstrate understanding of the extracts and select key points of interpretation in relation to these issues, and in the main there was a good breath of contextual knowledge on display across all levels, with only a minority relying upon the extracts as a source material without further development. At the higher levels, candidates were more likely to offer a developed comparison or synthesis of the two perspectives, although many more did identify the element of common ground over inflation. Many of these appeared better able to see individual points within the wider view and the emphasis placed, such as the greater focus within extract 1 on the turnaround from the problems inherited in 1979, or the emphasis placed on the consequences of welfare cuts in extract 2, focusing on the clear difference between the two extracts, with the downside of her economic successes being the social dislocation it created. Stronger responses were also more likely to focus on the precise issue of 'dramatic improvements for Britain, and the different conceptions of what such success meant that were offered in the two extracts. The most common factors limiting the success of some responses were (i) use of the extracts 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 is 'more reliable', (ii) limited own knowledge, or a lack of integration of this in order to examine and evaluate the arguments, and (iii) an inability to contain what is essentially political bias, with personal views on Margaret Thatcher leading to imbalanced analysis and clouding judgement in a number of responses. A minority of less successful responses tended use the extracts for illustrative support, with limited engagement with the views, or offered little by the way of wider contextual knowledge to examine the given views. With regards to (i), candidates should be reminded that Section C is focused around A03. 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. One issue that did hold back some otherwise higher level responses was the lack of a strong conclusion at the end; those that did offer strong conclusions were not necessarily exhaustive in length, but offered clear and reasoned judgement, which linked back to the preceding analysis of the view, including the extracts.

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.

Margaret Thatcher inherited ^{'rampant'} a ~~high~~ inflation, high unemployment and industrial strife. Her economic policies to combat this, ~~more~~ focused on inflation, taxation, privatisation and deregulation, were extremely divisive, resulting in differing interpretations. The extent to which economic improvement was reached can be judged by the short term and long term impact, and whether they benefitted everybody the same way.

It is evident from both extracts that Thatcher was successful in limiting inflation. This was done by 'cutbacks in the provision of sick pay and child benefits'. However, to reduce inflation, she risked high unemployment levels, which reached 3 million, the highest since ^{the} 1930s. This contrasts Blundell's argument that self-employment doubled from 7% to 14%. Whilst this is true, it ignores the negative direct impact of Thatcher's Supply-side economics approach of cutting welfare payments. Whilst inflation doubled from 11% in 1978 to 22% in 1980 due to spiralling pay demands, Thatcher's

policy of decreasing social security payments was successful, as inflation remained below 10% throughout the 1980s. This reflects Blundell's view of Thatcher 'rescuing' Britain, as the extent of change was huge, despite the fact many lost their jobs as a result, a factor not taken in Blundell's pro-Thatcher viewpoint, evidenced in the fact his book is named after the 'Iron Lady'. Therefore, Thatcher successfully improved inflation, although this also had negative effects on the millions who lost their jobs, demonstrating not everybody benefitted. Although, ultimately, Thatcher reduced inflation.

Privatisation was a key part of Thatcher's economic policy, whereby the selling of state assets funded income tax cuts. British sugar and petroleum were privatised in 1983, followed by 'popular capitalism' in 1986, with the privatisation of British Gas. Blundell refers to the fact that 'ownership of shares c. → had gone from 7% to 23%'. Whilst it is true that there was wide ownership of shares, it was extremely uneven, with 9% of skilled workers owning shares, compared to 50% of professionals. The most successful area of privatisation was the 1981 right to buy act, where 200,000 council houses became privately owned. Whilst this contributed to the £19 billion raised through

taxation, it meant that there was a shortage of council housing for those who needed it. This reflects Barber's view of the 'welfare state' as 'denying the main burden'. The use of 'burden' demonstrates the negative impact privatisation had on many of those who needed welfare & were poorer due to past lack of housing and the fact goods became more expensive with no discernible change in quality. Therefore, despite Blundell's argument that there was a wide ownership of shares, the impact of privatisation was mainly negative for the working class, meaning the policy was not a universal success.

The cuts on taxation for the rich aimed to stimulate growth, investment and income. Despite Blundell's argument that taxes were 'slashed', this was not universally true. The 'burden of taxation' was taken off the rich as ~~income~~ top bracket income tax was cut from 83% to 60%, and then to 40% in 1988. While average income tax was reduced from 75% to 40%, the average tax bill rose 6%. Furthermore, Barber's ~~view~~ on Labour-based view of the inequality of taxation was demonstrated by the fact that the top ~~10%~~ ^{10% earners} paid £9 billion less in tax, as opposed to the bottom earners paying

£400 million less. The disparity is evident, and contrasts Blundell's view that tax cuts were entirely positive, as they were increasingly unequal. Moreover, VAT and national insurance rose from 8% to 15%, being regressive taxes, this took a higher portion of the poorest's wages. This reflects Barlow's view of Thatcher's economic policies being a 'burden', as there were resoundingly more benefits for the rich than the poor.

Both Blundell and Barlow wrote in hindsight, in 2008, meaning the long term policies, particularly ~~deregulation~~ impact of policies, particularly deregulation had been made clear. Despite the 'Big Bang' of 1986 creating a short term boom, evidenced by homeownership had leapt from 53% to 71%; its long term impacts were extremely negative. Mortgage debt rose from £17 billion to £235 billion, and personal debt reached £125 billion, by far the highest in Europe. This demonstrates how Thatcher's policies benefitted some people extremely, and right away, but were often unequal with long term consequences. Therefore, Thatcher's policies, specifically deregulation created more of a temporary than permanent improvement.

[PTO]

To conclude, it is evident that Thatcher's economic policies did bring improvement, as argued by Blundell, but only to a certain extent. Barlow includes the negative points of the policies, making it a more comprehensive interpretation. Ultimately, despite the beneficial short-term effects and to the wealthy, Thatcher's policies did not bring enough improvement. This is due to the fact that the benefits gained varied hugely, meaning they were not widespread as the rich benefitted over the poor, and because of the negative long-term impacts, such as the 2008 recession as a result of deregulation. Therefore, despite improving economic conditions generally, Thatcher's policies were not comprehensive, equal or long-term beneficial enough to be considered as bringing dramatic improvements.



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 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:

- Paying close attention to the date ranges in the question.
- Giving sufficient consideration to the issue in the question (e.g. main factor), as well as some other factors.
- Candidates explaining their judgements fully – this need not be in an artificial or abstract way, but rather a demonstration of their reasoning in relation to the concepts and topic they are writing about in order to justify their judgements.
- Careful focussing on the second-order concept targeted in the question.
- Giving consideration to timing, to enable them 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, as required by the question – e.g. a realistic amount to enable a balanced and rounded answer on breadth questions.

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, etc, with only limited reference to that given in the question)
- Giving only 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.
- Making an 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.
- Not reaching a judgement, or not explaining
- Answering with a lack of detail.

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

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>

