

Examiners' Report  
June 2019

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](http://www.edexcel.com) or [www.btec.co.uk](http://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](http://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](http://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](http://www.pearson.com/uk).

June 2019

Publications Code 9HI0\_1H\_1906\_ER

All the material in this publication is copyright  
© Pearson Education Ltd 2019

# Introduction

It was pleasing to see candidates able to engage effectively across the ability range in this 1H paper, 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. There were some cases of one of the three responses not being completed within the time allocated, as expected, this was most evident on section C. The responses that appeared to experience such timing issues, yet overcame them to some degree, were those who offered more direct responses. Those who wrote abbreviated Q5 responses that focused sharply on arguing and analysing the given views (rather than offering extensive explanations and quotes) were more likely to still produce a reasonably effective response, than those failing to reach any comparative analysis and evaluation. Finally, 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 of Paper 1, candidates are generally more familiar with sections A and B and 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

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 candidates' own contextual knowledge. Such responses tended to avoid attempts to examine the extracts in a manner more suited to AO2, make 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**

This was the less popular of the two choices in Section A but was well answered with marks mostly spread across the middle and higher levels of the mark scheme. Most candidates understood the analytical demands of the question and overall knowledge was good.

The majority of candidates were able to shape factors towards the question to some degree; what separated the stronger responses was clarity in demonstrating how these factors contributed to changing industrial relations, with the strongest really exploring the extent to which factors such as strike action changed industrial relations, but also in what particular way they changed them. The vast majority cited the General Strike as a major factor in changing industrial relations and a significant majority were able to describe the events surrounding 'Black Friday'. However, answers were more varied in respect of evaluating the ramifications of events of 1921, and some did conflate or confuse these and the general account of the post-war economy. A significant number were able to examine the connection between the failure of the General Strike and the passing of the Trade Disputes Act of 1927 and the consequent impact of this on relations.

Other factors that were frequently put forward included government policies, including the aforementioned act, the return to the Gold Standard and subsequent leaving of this in 1931, the impact of the First World War, the decline of the staple industries and foreign competition, the Great Depression, wider public attitudes towards unionism, the development of newer industries and the regional shift in employment and rearmament. Stronger responses were often able to explore the relationship between these, e.g. the relationship between the war, global conditions and the fortunes of the industries which saw strike action in the 1920s in changing industrial relations. Some responses were also able to effectively analyse impact of economic conditions on relations e.g. high unemployment/job insecurity making striking difficult. A minority also made astute distinctions over the developments and divisions within the trade union movement, alongside changing relations between workers and the government.

The period 1918-39 saw varying levels of strike action, beginning with evident tensions between trade unions and employers, and then declining after 1926. The failures of strike action were the most important factor in the limited strike action observed in the 1930s - however, rearmament after 1936 also significantly lessened tensions. Additionally, the reasons for the strikes of the 1920s themselves also impacted ~~strikes~~ industrial relations, by virtue of creating strikes.

There were several instances of failed strike action in the 1920s. In 1921, the Black Friday strike saw 300,000 workers go on strike over wage cuts for miners. This strike failed almost immediately under the zero-tolerance policy of the Conservatives. Far more significant was the 1926 General Strike, where over 3 million workers joined a mass strike conducted by the 'Triple Alliance' of trade unions (miners, transport workers, and railwaymen). This strike ended because of a lack of commitment from some sympathy strikers, and the acceptance of the Samuel Memorandum, which stated that wage rises would not take place until a radical rest

(Section A continued) - restructuring of the mining industry had been undergone. Importantly, the Conservatives used media such as the *British Gazette* to sensationalise and demonise the strikers, turning public opinion against strikers. The failures also led to a mass decline in trade union membership, falling from a peak of over 8 million in 1918 to 4.3 million in 1932. This shows how the failure of strike action in the 1920s helped to limit strike action for the latter half of the period - the trade unions became viewed as aggressive and unreasonable, and the government successfully led the public to associate trade unions with Communists, utilising the Red Scare tensions of the 1920s to their advantage. Additionally, the way in which the government dealt with the 1926 strike made them appear strong and unified - volunteers (mostly middle-class) took on necessary jobs, meaning the strike quickly collapsed. Although it could be argued that the Samuel Mem Memorandum's suggestion that the demands of the strikers would be eventually met, means it was not a complete failure, the demands were never directly implemented as the mines' reconstruction became stagnant. Therefore, these failed attempts at strike action were the most important factor in changing industrial relations.



(Section A continued) in the years 1918-39, as they rapidly led to a distrust of trade unions and a vast decline in strike power.

On the other hand, the reasons for strikes themselves were influential in the creation of new tensions between employers and trade unions. The direct causes were the 1919 ~~that~~ Sankey Commission, and the 1926 Samuel Commission, whereas economic factors were secondary influences. The Sankey Commission recommended that mines be nationalised after the war, which they were - however, by 1921, most were once again owned privately. It was the government's acknowledgement, and then disregard, of the ~~economic~~ commission which infuriated miners - wages fell and hours increased. The Samuel Commission, on the other hand, directly suggested wage ~~cuts~~ cuts and a restructuring of the mining industry. Meanwhile, Keynes famously stated that the pound was over-valued by 10% in the 1920s, which made exports more expensive and meant some businesses stagnated. These reasons were inherently important in increased tensions between employers and workers, ~~and~~ and were a clear factor in changing industrial relations between 1918-39; however, motivations behind strikes

(Section A continued) were less significant than the failure of strikes because after 1926, the government continued to create tensions between employers and workers, such as introducing huge spending cuts in 1931 which directly impacted industries reliant on government funds and turned workers against MacDonald, but strike action remained relatively low throughout the 1930s, due to the failures of strikes in the 1920s.

After 1936, rearmament meant that employment started to rapidly decline. After reaching its peak in 1932, it fell to just 8.5% in 1938, and vastly decreased regional differences in unemployment (although higher rates in heavy industry did persist). Regional differences had been a major factor in continued strike action in the 1930s - in Jarrow, where unemployment reached 3 million in 1932, there was a march to London in 1936 in protest. These areas, such as Wales and North England, had suffered most under the Great Depression of the 1930s, as heavy industry was reliant on an international market disrupted by the Depression, and the government consistently neglected heavy industries meaning they became uncompetitive and stagnant. However,

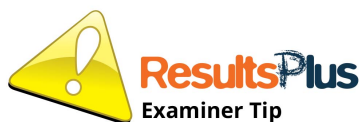


(Section A continued) Once rearmament began, these areas arguably benefitted the most, as coal and steel were deemed 'essential' industries and became important in preparing for the war effort, despite 1938 being before the ~~beginning~~ Britain joined WWII. Rearmament therefore helped to lessen tensions in the areas most prone to industrial disputes, additionally, government efforts such as the 1934 Special Areas Act directly attempted to lessen the strain of unemployment in vulnerable areas. However, during the Great Depression large-scale strikes remained very low, and even in suffering areas, strikes quickly dissipated. Additionally, even in more prosperous areas ~~un~~ unemployment did increase, never falling below 2 million in the interwar period, and strikes did not significantly decrease after ~~1936~~ 1936. Therefore, although the lessening of regional variations in ~~un~~ unemployment due to rearmament was significant in changing industrial relations, the fact that strikes remained low during the Great Depression suggests that without the failed strikes of the 1920s, tensions would have been much higher until 1936.

**(Section A continued)** In conclusion, failed strike action in the 1920s was the most significant factor in changing industrial relations from 1918 - 1939. Although motivations for strikes and rearmament lessening ~~the~~ regional differences both also changed relations, direct consequences of the failed strike attempts (such as the 1927 Trade Disputes Act, which directly outlawed sympathy strikes) were most significant in limiting strike action and trade union power for the remainder of the period.



This answer demonstrates many of the qualities of a level 5 response. There is a clear and effectively sustained focus on the question. The response offers a range of detailed examples which are used to demonstrate the extent to which strike action was the main factor in changing industrial relations. Argument is logical and well organised, and there is well reasoned judgement, weighing the relative importance of the various causes.



Good responses often use the introduction to demonstrate their understanding of the question, set up the arguments they will consider and even how the question will be judged (criteria).

## Question 2

This popular question produced a range of responses, the vast majority of which were able to access the middle and higher levels of the mark scheme. Less successful responses were often due to difficulties in focusing on the demands of the question and/or offering relevant points and material, but not sufficiently developing how this related to the outcome.

The vast majority of candidates were able to engage with the demands of the question to a fair degree but some drifted to descriptions of the wartime experience or to material more relevant to aspects of the welfare other than the development of a national health service. Some responses raised valid points and offered good supporting material but did not fully or convincingly develop this to the outcome. More successful responses were clear in demonstrating, for example, how the wartime experience showed the viability of nationally organised provision or Bevan's importance in achieving the necessary legislation and implementation.

A number of other factors were offered, such as inadequate pre-war health provision, the wartime experience, the Beveridge Report, and the ideological imperatives of Labour, in the light of public expectation after the 1945 General Election. Stronger responses were often those which were able to explore the relationship between factors, e.g. the extent to which the wartime experience shaped a political consensus in favour of a national health service or the credibility and experience gained by Labour politicians who served in government during the Second World War. It was also pleasing to see a significant number of responses which explored arguments for and against the importance of any particular factor. For example, a number of candidates recognised that whilst Bevan's forceful determination was significant, his approach did not come without problems, e.g. the commonly quoted reference to "stuffing their mouths with gold" was used by some to demonstrate both sides of the argument.

A fairly common conclusion was along the lines of seeing Bevan as being important for persuading doctors, and in insisting on the particular free at the point of need form of health service that was created, but that ultimately, the landslide Labour victory of 1945 demonstrated the popular demand for a national health service as a cornerstone of the manifesto meant that the preceding factors were more important. A minority did pay particular attention to the form of health service that was created, with careful consideration of the issue of national, with some demonstrating impressive knowledge of preceding systems, including medical services provided under the Poor Law, the development of voluntary hospitals and municipal provision, as well as references to Bevan's experience of the Tredegar Society.

Overall, it is debatable if the efforts of Aneurin Bevan in negotiating with the doctors and the medical profession from 1946 to 1948 was the crucial factor in the development of the NHS, as other factors such as changing social attitudes in wartime, and inter-war investigations into healthcare evidently also had a significant role.

It is indeed perhaps accurate to say that the efforts of Aneurin Bevan were the, immediate, crucial factor in developing the National Health Service. Following the passage of the National Health Service Act in 1946 Bevan succeeded in negotiating with the medical profession. Between 1946 and 1948 it was negotiated that Consultants could remain private, Regional Health Boards would be appointed, and GPs could avoid ~~become~~ becoming local authority employees. This was surely essential in developing the NHS as it



(Section A continued) ensured the vital support of doctors, and their co-operation in ~~the~~ (PADIGRAPH, developing the NHS. However, it must be noted that the opinions of the medical profession were already becoming more sympathetic to the concept of a national healthcare system, as the ~~Medical~~ hospitals were connected in a national system in 1939 to provide essential medical provision to civilians during war time. This system appealed to doctors, and was influential in changing the ~~opinions of doctors~~ opinions in the medical profession even before Beveridge's negotiations - as central funding appealed to them. In addition, this national system led to a pooling of resources, effectively establishing the infrastructure the NHS would come to use. As such, while Beveridge's actions were perhaps a ~~crucial~~ crucial factor in that they secured the support of the medical profession, its impact is surely limited as ~~these ideas were already~~ developing support for the ~~the~~ a national system was already developing. What's more, the system put in place in 1939 both established the ~~the~~'s infrastructure essential to developing the NHS, and



(Section A continued) changed the opinions of doctors.

Therefore this was perhaps a more crucial factor.

Another essential factor however, was surely the change in long term trends, in the development of government ideas on healthcare, which developed ~~pre-war~~ <sup>responsibility</sup> inter-war. In the inter-war period it was becoming increasingly accepted that the government should intervene more in the provision of healthcare. While in 1920 the British Medical Association objected to a national structure, by 1939 Medical Journals such as The Lancet, as well as the Ministry of Health were already advocating the concept of a national ~~healthcare system~~ ~~system~~ system of healthcare. This change in attitudes surely paved the way for the NHS to be effectively developed - as attitudes were already in favour. Furthermore, by 1939 there was the idea that the government should be responsible for at least some healthcare provision was firmly established. Throughout the inter-war period the government became more active, passing the Tuberculosis Act in 1921, and allowing local government

(Section A continued) to develop welfare infirmaries into hospitals in 1929. This surely set the precedent that the Government should have a role in providing healthcare - one that was essential in developing the ideas of the NHS, and the Government's commitment to such a significant policy /

However, while the ideas essential to creating the NHS were evidently developing by 1939, the experience of war surely acted as a catalyst in actually developing the ~~public~~ <sup>social</sup> pressure and Government social policies essential to enacting its creation. during the experience of war there was the development of policies which would previously have been branded socialist, such as nationalisation and rationing.

These war time policies were successful and developed ideas on collectivism, and thus provided the Government's support for universalist policies. This is surely evidenced by the popularity of the 1942 Beveridge Report, which advocated the creation of the NHS, selling 30 and was ~~popular~~ popular, selling 300,000 copies. This widespread support for collectivist

(Section A continued) policies and the ideas of the Beveridge Report was surely a crucial factor in developing the NHS; as without the ~~reform~~ popularity of collectivism the war inspired the NHS would have been branded radical, as it was designed to be free at the point of delivery, and universal. As such, the attitudes ~~of~~ developed in war provoked the public backing essential to enact the NHS, as well as the support within government for ~~the~~ universalist policies, without which Beveridge would have been reluctant to 'stuff their mouths with gold' and appease the medical profession. / As such, it is perhaps <sup>(PARAGRAPHS)</sup> accurate to say not the efforts of Beveridge ~~which~~ were the ~~most~~ crucial factor in ~~the~~ developing the NHS as they were <sup>perhaps</sup> ~~in any way~~ possible due to sufficient desire to create the NHS at any cost. Rather, it would perhaps be more accurate to say that it was the development of ideas in favour of <sup>increasing the</sup> government's role in health provision in the inter war years, and their subsequent radicalisation due to the success of collectivism in war time that ~~truly~~ was truly crucial in developing the NHS.





This response demonstrates many of the qualities of a level 5 answer. There is a clear and effectively sustained focus on the question. One of the strengths of this response is the deployment of specific material; it has a sufficient range of detailed examples, and crucially uses them to effectively argue throughout, examining the relative importance of the role of Bevan, weighed against other factors. Argument is logical and well organised around key themes and there is a substantiated and reasoned judgement.



Planning an answer is crucial. Even if a written plan is not used, a few minutes spent checking you understand the demands of the question is likely to be more valuable than a few lines extra of writing.

### **Question 3**

The vast majority of responses to this question were able to access the middle and higher levels of the mark scheme. Less successful answers tended to lack clear focus and sometimes understanding on the key issues in the question, such as the concept of 'new Commonwealth immigration.' Some candidates were also hampered by limited knowledge of the relevant issues.

There were a number of candidates who could cite a range of relevant material from across the period but could not consistently direct this towards a consideration of significance. A small minority also lacked clear definition of the given issue, with some cases demonstrating knowledge and awareness of this, but lacking clarity in distinguishing this from other issues. In contrast, more successful responses offered both detailed material on new Commonwealth immigration and took the opportunity to explore its significance in its own right, as well as examining the causal relationship between this and subsequent developments, such as the hostile attitudes and actions, or examining the relationship between legislation in the 1960s and 1970s and the new Commonwealth immigration that had taken place in the preceding decades.

A wide range of other issues were cited, with responses varying from a significant minority who offered little on the period prior to 1948, and those who seemed intent on including every possible example. Whilst the latter could prove fruitful, this was not a requirement for the higher levels and many made good use of a carefully selected range of issues and events. Popular examples included the treatment of foreign seamen after the First World War, legislation such as the Aliens Restriction Act, and the issue of anti-Semitism in the 1930s, and for the post-war period, government legislation, Windrush and new Commonwealth immigration, and examples of prejudice, race riots and political interventions, notably those of Enoch Powell. Responses tended to offer less material on the inter-war period; this is perhaps understandably so, to a point, considering the material available, although as noted, in some cases these limitations hampered the quality of responses. Those that were most successful with these had a clear focus, well selected examples, and went some way to exploring significance, e.g. in terms of the breadth and scale of the immediate impact, both on immigrants themselves as well as on race relations and wider British society, as well as other aspects, such as any previously mentioned causal relationship between issues.

Although a few candidates offered a chronological and descriptive accounts, most were able to offer some shape towards the question, and at the higher levels there was some effective thematic analysis, and discerning selection of supporting knowledge.



Commonwealth Immigration may have been the most significant development because the two Commonwealth Immigrants Acts in 1962 and 1968 had great impact on the amount of immigrants that could enter the country. However, there was also a number of other significant developments in race and immigration during this period. For example, the Aliens Orders in 1942 allowed many immigrants who made a wartime ~~contribution~~ contribution to enter the country. In this essay, I will analyse which of these factors had the most significant impact during this period.

From 1918 to the year 1939, immigration policies were beginning to become stricter as more immigrants entered the country. In 1914, the first modern passport was introduced, which allowed people to enter the country as they pleased, provided they had a passport. This meant an influx of immigrants, especially Jewish people looking to escape Nazi persecution, entered the country. The 1919 Aliens Act was one of the first pieces of legislation to restrict which immigrants could and couldn't enter the country, by forcing immigrants to gain a work permit proving they were going to work. This influx of immigrants led to more racial discrimination and there was race riots in ports in 1923. Oswald Mosley's BUF party organised a march through the Jewish and Irish communities in protest of the rising immigration.

(Section B continued) The Second World War meant there was full employment because of conscription. This meant that blue collar jobs were available in Britain, this led to a demand for immigrants to take these blue collar jobs that were available. More Caribbean bus drivers were becoming the norm throughout Britain. The Aliens Orders in 1942 meant that immigrants who made a wartime contribution were allowed to enter the country. These factors meant there was more black people within Britain, and therefore, racial discrimination was also at its peak.

After the Second World War, Teddy Boy gangs walked around cities and ghetto areas and attempted to intimidate black men, perhaps in an effort to get them out of the country. However, the 2WW did not mean the end of acts that made immigration easier, the 1948 British Nationality Act allowed people in the Commonwealth to become British citizens. This new Commonwealth immigration was one of the most significant developments because it meant people in the Commonwealth could enter Britain with no intention of working. These numerous acts meant racial discrimination was at its worst again. For example, there was 'no blacks' signs outside of areas of housing and employment, showing a lack of racial harmony within Britain. This racial hatred between black and white people was conveyed through the 1958 Notting Hill race riots, in which 11,000 youths fought.

(Section B continued) From 1960 to 1979, numerous Commonwealth Immigration Acts were introduced in 1962 and 1968. The 1962 act was put in place to allow immigrants from the commonwealth to enter the country provided they had a work voucher. In 1968, the act was remade to close unintended chains of migration from Asian countries. This could be seen as a racist measure because Britain were choosing which countries they did and didn't want immigration from. A Grandfather Clause was added to the 1968 act which meant that immigrants ~~for~~ could only enter the country provided they had relatives in Britain and a voucher proving they were going to work. Commonwealth Immigration may be seen as the most significant development because after their implementation, Britain had the toughest immigration laws in the world, whereas other types of immigration was heavily restricted.

Because of the tight immigration around Britain, there was still lots of prejudice within Britain. Many people believed that Britain was a white country and because they hadn't been around black people before, they held racist views. Therefore, two acts were introduced in 1965 and 1968 which banned racial discrimination in public, and the second act banned 'no blacks' signs outside of areas of housing and employment. This was a very significant development because it meant there was more racial integration into society. ~~The 1976 Race~~ These acts in 1965 and 1968 were called Race Relations Acts. A third Race Relations Act was introduced in 1976 which toughened laws against racial discrimination and a Race Relations Board was set up to deal with complaints of racial discrimination.

(Section B continued) To conclude, the Commonwealth Immigration most certainly had a significant impact on race relations and immigration. The two Commonwealth Immigrants Acts both restricted the amount of immigrants that could enter Britain and may have therefore caused a lack of integration and racial harmony. Despite the numerous Race Relations Acts, it was clear that there was still little racial harmony. Enoch Powell's 'rivers of blood' speech was very popular with the British public, showing that they still held racist views. Therefore, Commonwealth immigration was the most significant development.



**ResultsPlus**  
Examiner Comments

This response shows most of the qualities of level 4. There is an overall analytical focus and issues are explored to some degree, although the focus and argument could be more explicit. Sufficient knowledge is offered to develop arguments, although some areas could be developed further. Judgements show some reasoning and the overall judgement is substantiated.



**ResultsPlus**  
Examiner Tip

If you use the key phrases from the question appropriately throughout your essay, this will help you to write a relevant, analytical response.



## Question 4

This question produced a range of well-informed responses that, in the main, offered some degree of analysis. However, the main issue limiting the performance was that a significant number of candidates did not sufficiently focus on the conceptual demands of the question. Instead of focusing on the consequences of television, responses instead attempted to consider causation, e.g. tending to reinterpret the question as why other forms of entertainment declined or why the watching of television grew over the period. Thankfully, responses which focused almost exclusively on this were infrequent, although a significant minority were produced which had a mixed focus. This meant that candidates who appeared to offer the requisite written ability and knowledge produced responses with large sections which did not answer the given question. This meant that valid material was a small proportion of the overall response.

Stronger responses were able to nuance their argument to include other reasons for decline but did so in a manner which helped to reinforce rather than dominate the analysis and qualify the extent to which it was a consequence without losing focus. Successful responses offered focused and developed material on the given issue, with common arguments relating to the domestication of leisure coming at the expense of live entertainment such as sports or music, seeing television as a direct rival with cinema, or offering an enhanced version of many aspects of what radio did. Some also countered such arguments, recognising the continued popularity and attraction of these, with many citing specific figures relating to viewing and attendance figures. A minority highlighted the difficulties in establishing a firm causal relationship in the given proposition, although of these some tended to conclude this was most discernible between television and cinema.

A number of other consequences were considered, such as the domestication of leisure, the impact on awareness and understanding of society and the wider world, the impact on advertising and consumer aspirations, the impact on class in society through the promotion of working-class culture in soap operas, through to the impact on particular groups, such as the development of youth culture through television. A minority lacked secure knowledge of developments in television across the period, such as over the range of channels, or in some cases overstatement of the quality of broadcasts, which was most evident in cases which referred to televised sport with descriptions more suited to the contemporary experience. That said, most displayed at least a reasonable grasp and stronger responses were able to explore and weigh the issues raised, with some recognition of the overlapping nature of some of the consequences offered.



In the 1950s, television became arguably the most popular and influential form of entertainment. It allowed families to enjoy productions from within the comfort of their own walls, boosting both family and leisure time.

Television came about after the end of the Second World War, and was popularised by the coronation of Queen Elizabeth in 1953. In its early days, television was a luxury reserved only for the rich: a television could cost you over £100, which ~~was~~ far exceeded the national weekly wage of approximately £30. This meant that in order for members of the British public to enjoy the Queen's

(Section B continued)

coronation, they would need to watch at a neighbour's house. This turned watching the television into a 'special' social event for a short while, and as prices started falling in the early 1960s (approximately £70 by 1963), more working class Britons were able to enjoy television. By 1964, over ~~four~~<sup>seven</sup> million Britons had access to a television and licence.

It could be argued that a decline in other forms of entertainment helped boost the popularity of the television. In the 1930s, going to the cinema was the most fashionable way to spend a day of leisure with the family.

The screening of films such as *Metropolis* (1927) that showcased a futuristic, Eutopian society brought 8.6M people

(Section B continued) to the cinema, as they allowed for escapism. In fact, the cinema was so popular that millions of Britons advocated against talk of cinemas being closed in the wake of the Depression and even air raids in World War Two. But, by 1955, ~~only 3 million~~ cinemas only took a gross annual income of £200 million (approximately) as opposed to the near billions they would accumulate during the 1930s.

Radio was also immensely popular before the invention of the television: the first radio station was set up in 1925, and by the mid-1930s, there ~~was~~ <sup>were</sup> over one-hundred stations. ~~However,~~ However, by the 1950s, radio listenership had dramatically declined (though it was due to rise again

(Section B continued) in the 1960s) as the television was able to do everything that a radio was capable of and more. Teenagers could watch their favourite punk<sup>-metal</sup> bands, such as The Rolling Stones and Judas Priest, while still listening to their popular music.

Television brought about the 'satire boom' of the 1950s onwards, where TV shows such as *That Was The Week That Was* actively ridiculed and opposed political figures for the first time. This was the first time where the British public saw aristocrats being the 'laughing stock'; this dramatically popularised television, as having just come off the Second World War, people wanted to laugh. And who better to laugh at than the people that made the Brits endure the war?!

(Section B continued) In conclusion, the rise of television was affected by a plethora of factors, such as the decline of other forms of entertainment and the evergrowing benefits television brought to the British public. However, the main consequence is more likely to be the individual and social benefits of television, rather than the decline of radio and cinema.



This response achieved secure level 3. There is some awareness of the demands of the question, although at times, material is not focused towards this or analysis is implicit. Valid points are made regarding the consequences of television and accurate and relevant knowledge is included. The inconsistent direction is demonstrated across the response, thus demonstrating some organisation but with parts that lack clear coherence in respect of the demands of the question.



Be aware of the precise nature of the question and what it is asking you to do. This question is asking candidates to look at 'the main consequence'. It is important that all the evidence you present in the answer is analysed with this in mind. Examiners call this 'focus' and good focus leads you to the higher levels of the mark scheme.



## Question 5

There were many positives seen in how candidates dealt with the section C question this year. Firstly, there was a reduction in what can be termed as superfluous analysis of the provenance of the extracts when compared to previous years. Most candidates were able to access the middle and higher levels of the mark scheme, generally by recognising and explaining the arguments in the two extracts and building on this with own knowledge.

The strongest responses tended to offer a comparative analysis of the views, discussing and evaluating these in the light of contextual knowledge. Overall, candidates had a good bank of knowledge to draw on and very few responses relied solely on material from the extracts. There was also a generally good understanding of the conceptual focus of the question, with most having at least a sound grasp of the term 'transform'. There was good integration of knowledge, with this being used more to examine the arguments, although there were still cases where detailed knowledge was offered in addition to material from the extracts and thus not being used to discuss the views. Most candidates were able to identify some of the main differences between extract 1 and extract 2, such as the emphasis Reitan placed on major economic changes such as privatisation, the political impact beyond her own time in government and the restrictions on trade union power which had dogged the 1970s, set against Prasad's view that much of this process was already underway, and that where the Thatcher government did appear to make significant changes, this was largely where it reflected the popular mood.

There were certain common issues found where candidates were less successful. Firstly, a minority of responses lacked proper focus on the specific demands of the question and seemed drawn towards other aspects of the controversy, notably if Thatcher's policies were 'good' or 'bad' for Britain, particularly in relation to economic policy. Some responses focused excessively on narrow aspects of the extracts, such as the reference to privatisation or the impact on New Labour, to the detriment of other aspects. Some candidates were successful in recognising the main differences between the views but displayed a tendency to polarise the positions of the two extracts. Stronger answers were able to offer a more considered analysis, e.g. by identifying points of agreement in the respective arguments, or exploring the extent of the differences as part of an evaluation of the views. Whilst ultimately the majority of candidates were broadly supportive of the proposition, stronger responses were more likely to explore the limits of this, giving careful consideration to the range of arguments and issues, drawing on the extracts and carefully selected contextual knowledge.

Focusing on the political transformation Thatcher created during her time in office, Reitan ~~argue~~ <sup>heavily</sup> advocates the view that Thatcher's ~~adoption~~ <sup>'New Right'</sup> and neo-liberal policies inspired by Robert Hayek ~~heavily~~ <sup>helped</sup> create a new political consensus and therefore transformed Britain. This is immediately evident when Reitan argues that Thatcher's 'three electoral victories' indicated a 'major political realignment' in British politics, undoubtedly alluding to the uniform shift to the right in across all political parties, as her economic consensus was ~~not~~ <sup>accepted</sup> both Labour and the SNP accepted the free-market economics Thatcher embraced. Indeed, Reitan's assertion that 'the economic principles' of Thatcher

had been accepted' can be attributed a degree of credibility, with Major's privatisation of British Rail in 1992 clearly signifying his commitment to Thatcher's rebalancing of the economy towards the private sector and Blair's abandonment of Clause IV ~~is~~ undoubtedly ~~clearly~~ indicating his acceptance of such neo-liberal economics. Indeed, ~~even~~ ~~some~~ ~~former~~ ~~leader~~ ~~of~~ ~~the~~ ~~SDP~~, was labelled 'Thatcherite with hyphens' after many satirists noted the similarity between his economic principles and those of Thatcher. As such, it could be argued that Thatcher certainly created an 'irreversible' political consensus with free market economics at the heart of it, ~~was~~ ~~clearly~~ ~~lending~~ ~~credibility~~ to the suggestion that Thatcher transformed Britain. / Furthermore, although Martin Pridard clearly argues that ~~it~~ ~~did~~ ~~not~~ ~~transform~~ Britain, his tacit acknowledgement of Thatcher's 'implementation of privatisation' and the 'sale of council houses' can be used to reinforce Pridard's emphasis on the new economic consensus. Thatcher created a ~~transform~~ Pridard clearly accepts that Thatcher's privatisation policies did transform Britain to an extent, ~~and~~ ~~that~~ ~~he~~ ~~and~~ ~~can~~ ~~be~~ ~~verified~~ ~~by~~ ~~contextual~~ ~~knowledge~~. Thatcher's sale of both British Gas and British Telecom was clearly a huge economic decision.

which both brought an element of 'popular capitalism' into society and led to a huge rebalance of the economy, notwithstanding the £4.7 billion the sale of British Gas brought into the treasury. Accordingly, both Peitar and Prasad's work can be used to illuminate the extent to which Thatcher transformed British politics and economics, with both providing evidence of the new economic consensus Thatcher created.

On the other hand, Prasad clearly advocates the view that Thatcher failed to transform British society, as she argues much of Thatcher's policies had been 'suggested' and even 'implemented in basic form' before. In suggesting this, Prasad alludes to both Heath's attempts to break the post-war consensus in the early 1970s with his 'Selsdon Man' meeting, and Callaghan's acceptance of monetarist policy in the late 1970s, when he took the £4 billion IMF loan in 1976. Furthermore, Prasad argues that much of Thatcher's 'social policy' reflected the 'popularity of the welfare state' with voters, perhaps referencing Thatcher's failure to significantly 'roll back the frontiers of the state' in terms of welfare, despite clearly advocating attacking welfare as creating a 'dependency culture'. Prasad's arguments can be reinforced when evaluating Thatcher's attempts to reduce welfare, as despite



introducing the 1990 National Health Service and Community Care Act which created an internal market, the NHS's spending increased in real terms by 35% between 1979 and 90, demonstrating her failure to significantly curb spending. In this sense, Prasad's work clearly demonstrates the limited impact of Thatcher's ~~own~~ supposedly revolutionary reforms, suggesting she ultimately fell short of the radical many claim her to be.

Indeed, although Reisman's work undoubtedly argues in favour of Thatcher, his suggestion that Thatcher's 'civil service reforms, privatisations and imitations of trade union power' were only 'generally accepted' appears to hint towards the fact that ~~as~~ Thatcher's policies were completely embraced. Such a statement can be substantiated when evaluating Thatcher's political legacy, <sup>as</sup> ~~as~~ with Blair appears to adopt her economic policy when he speaks of being relaxed about people getting 'killy rich', and 'Third way' politics was clearly <sup>a</sup> very different emphasis from Thatcher, campaigning on increasing public expenditure on the public sector. Accordingly, it would appear Reisman and Prasad's work when used together can also be used to demonstrate the short-comings of Thatcher's supposed transformation of Britain, perhaps falling short

of the revolutionary label often attributed to her.

Hence, as Reitan and Prasad's work are extremely useful in determining evaluating the extent to

which Thatcher transformed Britain, although they

come to differing conclusions, this can be attributed

to different emphases, as Reitan focuses on the

new political and economic consensus Thatcher created

and the extent to which 'Major' and 'Blair'

adopted such measures; whereas Prasad focuses on

the failure of Thatcher with regard to social policy.

As such, one could conclude that although Thatcher

appears to have failed to roll back the NHS, and

her policies had undoubtedly, as Prasad points out,

been ~~and~~ suggested before, her determination and

uncompromising leadership style put such suggestions

into reality, creating a new political and economic

consensus which dethroned the premiership of Blair, Major

and continued to dominate society today.



This level 5 response possesses several obvious strengths, namely:

- (1) It offers a clear understanding of the extracts and uses this to develop an analysis based on the two competing views.
- (2) It uses own knowledge effectively to examine the merits of these views.
- (3) It is focused on the precise issue (whether Thatcher transformed Britain) rather than the general controversy
- (4) It offers a reasoned judgement on the given issue.



Good responses often use the introduction to set up the debate by identifying the main arguments offered by the two interpretations. This is then followed by an exploration of these arguments in the main analysis.

## Paper Summary

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

To score in the higher levels for sections A and B, candidates should:

- pay close attention to the date ranges in the question;
- give sufficient consideration to the issue in the question (e.g. main factor), as well as some other factors;
- explain their judgement fully; 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 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);
- aim for 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 in sections A and B:

- paying little heed to the precise demands of the question, e.g. writing about the topic without focusing on the question, or attempting 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;
- writing a response 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;
- 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;
- a judgement not being reached or not explained;
- a lack of detail.

To score in the higher levels for section C, candidates should:

- pay 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;
- make 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;
- make 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;



- make 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 (selection over sheer amount of knowledge);
- carefully read the extracts, to ensure the meaning of individual statements and evidence within these are used in the context of the broader arguments made by the authors;
- attempt 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 in section C were:

- 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 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 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>



