

Name: \_\_\_\_\_

1H Britain 1918-97

Date:

# Edexcel A Level History

## Mark Scheme

Time:

Total marks available: 780

Total marks achieved: \_\_\_\_\_



EXAM PAPERS PRACTICE

## Mark Scheme

Q1.

**Target:** AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

| Level | Mark  | Descriptor  |
|-------|-------|---|
|       | 0     | No rewardable material  |
| 1     | 1–4   | <ul style="list-style-type: none"> <li>• Simple or generalised statements are made about the topic.</li> <li>• Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question.</li> <li>• The overall judgement is missing or asserted.</li> <li>• There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.</li> </ul>   |
| 2     | 5–10  | <ul style="list-style-type: none"> <li>• There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the question.</li> <li>• Mostly accurate and relevant knowledge is included, but it lacks range or depth and has only implicit links to the demands and conceptual focus of the question.</li> <li>• An overall judgement is given but with limited substantiation, and the criteria for judgement are left implicit.</li> <li>• The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.</li> </ul>  |
| 3     | 11–16 | <ul style="list-style-type: none"> <li>• There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included.</li> <li>• Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth.</li> <li>• Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation.</li> <li>• The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.</li> </ul>  |
| 4     | 17–20 | <ul style="list-style-type: none"> <li>• Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven.</li> <li>• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands.</li> <li>• Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported.</li> <li>• The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.</li> </ul> |

| Question | Indicative content  |
|----------|---|
|          | <p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on how far educational opportunities widened in the years 1918–45.</p> <p>The extent to which educational opportunities widened in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• More children stayed at school longer, e.g. the school leaving age was raised from 12 to 14 in 1918 (Fisher Act) and 15 in 1944 (Butler Act)</li> <li>• A move towards a national education policy, which resulted in the 1944 Act providing for secondary education available to all, free of charge and without restrictions</li> <li>• The creation of an 'educational ladder' for working class children, which included grants and scholarships for secondary and university education</li> <li>• Greater opportunities for a university education, e.g. expansion of 'red bricks' and the inclusion of women.</li> </ul> <p>The extent to which educational opportunities were limited in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Expansion of opportunity was limited in the years 1918–45, e.g. no major educational legislation was passed between 1918 and 1944 and local authority control restricted national change</li> <li>• Post-14 secondary education remained limited for working-class children and few gained university places</li> <li>• University education remained mainly male and middle class, e.g. the proportion of women in higher education was under 25 per cent and Cambridge did not grant full degrees to women.</li> </ul> <p>Other relevant material must be credited.</p> |

Q2.

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|----------|---|
|          | <p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on the extent to which industrial relations changed in the years 1939-79.</p> <p>In considering the extent of change, the significant features of industrial relations in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Industrial relations may be seen to have improved during WWII, with an alliance between the labour movement and the government, with Ernest Bevin as Minister of Labour</li> <li>• The increasing in industrial unrest, particularly over wage demands, with reference to the NUM in 1972-4 and the broader action of 1978-9</li> <li>• There was increasing devolution of decision making within the unions to the shop-floor</li> <li>• The increased willingness of and/or necessity of politicians of both parties to confront industrial unrest from the late 1960s, with acceptance on both sides of the need to legislate on relations.</li> </ul> <p>In considering the extent of continuity, the significant features of industrial relations should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• It may be argued that both Labour and Conservatives avoided confrontation up to the 1960s</li> <li>• During this period, successive governments failed to restrict union power</li> <li>• Wages and inflation were the central, if intensifying, issue in industrial relations throughout the period.</li> </ul> <p>Other relevant material must be credited.</p> |

**Target:** AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

| Level | Mark  | Descriptor  |
|-------|-------|---|
|       | 0     | No rewardable material  |
| 1     | 1-4   | <ul style="list-style-type: none"> <li>• Simple or generalised statements are made about the topic.</li> <li>• Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question.</li> <li>• The overall judgement is missing or asserted.</li> <li>• There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.</li> </ul>   |
| 2     | 5-10  | <ul style="list-style-type: none"> <li>• There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the question.</li> <li>• Mostly accurate and relevant knowledge is included, but it lacks range or depth and has only implicit links to the demands and conceptual focus of the question.</li> <li>• An overall judgement is given but with limited substantiation, and the criteria for judgement are left implicit.</li> <li>• The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.</li> </ul>  |
| 3     | 11-16 | <ul style="list-style-type: none"> <li>• There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included.</li> <li>• Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth.</li> <li>• Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation.</li> <li>• The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.</li> </ul>  |
| 4     | 17-20 | <ul style="list-style-type: none"> <li>• Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven.</li> <li>• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands.</li> <li>• Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported.</li> <li>• The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.</li> </ul> |

Q3.

**Target:** AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

| Level | Mark  | Descriptor  |
|-------|-------|---|
|       | 0     | No rewardable material  |
| 1     | 1–4   | <ul style="list-style-type: none"> <li>• Simple or generalised statements are made about the topic.</li> <li>• Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question.</li> <li>• The overall judgement is missing or asserted.</li> <li>• There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.</li> </ul>   |
| 2     | 5–10  | <ul style="list-style-type: none"> <li>• There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the question.</li> <li>• Mostly accurate and relevant knowledge is included, but it lacks range or depth and has only implicit links to the demands and conceptual focus of the question.</li> <li>• An overall judgement is given but with limited substantiation, and the criteria for judgement are left implicit.</li> <li>• The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.</li> </ul>  |
| 3     | 11–16 | <ul style="list-style-type: none"> <li>• There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included.</li> <li>• Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth.</li> <li>• Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation.</li> <li>• The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.</li> </ul>  |
| 4     | 17–20 | <ul style="list-style-type: none"> <li>• Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven.</li> <li>• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands.</li> <li>• Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported.</li> <li>• The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.</li> </ul> |

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|----------|--|
|          | <p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on the extent to which the economic challenges facing Britain changed in the years 1918-79.</p> <p>The extent to which the economic challenges facing Britain changed in the years 1918-79 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Inflation was a growing problem from the late 1960s onwards, but had not featured as a significant issue for the early part of the period</li> <li>• Unemployment presented a very significant challenge in the inter-war period, when it was largely in the region of 10-20% nationally, but from the second World War onwards was significantly reduced, at levels of under 5%</li> <li>• The level of national debt (as a proportion of GDP) fluctuated, rising during the late 1920s, falling in the 1930s, rising again sharply with WWII, to then fall to c40% of GDP by the 1970s - levels not seen since before WWI</li> <li>• Britain did not again face as severe trading conditions as those seen during the Great Depression of the 1930s.</li> </ul> <p>The extent to which the economic challenges facing Britain stayed the same in the years 1918-79 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Problematic industrial relations were evident across the period, e.g. with the General Strike in 1926 and the strife of the 1970s</li> <li>• Regional disparities in industry, employment and prosperity were evident across the period, particularly with the contrast between the South East and regions such as the North East and South Wales</li> <li>• Problems in traditional industries such as shipbuilding, mining and textiles were evident across the period, albeit with a general decline in their scale and share of the overall economy across the period</li> <li>• The government faced challenges over the currency across the period, e.g. regarding the Gold Standard in the 1920s and 1930s, and the post-war devaluations and ultimate move to a floating exchange rate in 1972.</li> </ul> <p>Other relevant material must be credited.</p> |

EXAM PAPERS PRACTICE

Q4.

| Question | Indicative content   |
|----------|--|
|          | <p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about the extent to which an improvement in the health of the nation in the years 1948-79 was the main consequence of the creation of the National Health Service.</p> <p>The extent to which an improvement in the health of the nation in the years 1948-79 was the main consequence of the creation of the National Health Service should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Deaths from diseases such as tuberculosis dropped significantly within the first decade of the NHS</li> <li>• The closure of poor-quality hospitals and their replacement with larger district hospitals and centres of excellence improved the quality of care and treatment of complex illnesses</li> <li>• Measures such as reductions in death in childbirth and increases in life expectancy can be partly credited to the creation of the NHS</li> <li>• The NHS was able to offer significant medical advances such as transplants and the use of CT scans.</li> </ul> <p>The extent to which an improvement in the health of the nation in the years 1948-79 was not the main consequence and/or the extent to which other consequences of the creation of the National Health Service were more important should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• In prioritising hospital care, the NHS can be seen to have focused on curing sickness at the expense of promoting other aspects of public health</li> <li>• Successes in some areas shifted the balance of healthcare treatment, with increases in the demand for treatment of age-related illnesses, such as arthritis, cancer and heart disease</li> <li>• The introduction and expansion of NHS services brought spiralling costs to the exchequer, rising from under 3 per cent of GDP in 1951 to 5 per cent by the late 1970s</li> <li>• Healthcare became of greater political significance, seen through incidents such as Bevan's resignation in 1951, the uneasy party consensus, and the public support for the model of universal access at the point of need</li> <li>• The remuneration of GPs, consultants and nurses was, in general, increased by the introduction of the NHS.</li> </ul> <p>Other relevant material must be credited.</p> |

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|-------|-------|---|
|       | 0     | No rewardable material.   |
| 1     | 1–4   | <ul style="list-style-type: none"> <li>• Simple or generalised statements are made about the topic.</li> <li>• Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question.</li> <li>• The overall judgement is missing or asserted.</li> <li>• There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.</li> </ul>   |
| 2     | 5–10  | <ul style="list-style-type: none"> <li>• There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the question.</li> <li>• Mostly accurate and relevant knowledge is included, but it lacks range or depth and has only implicit links to the demands and conceptual focus of the question.</li> <li>• An overall judgement is given but with limited substantiation, and the criteria for judgement are left implicit.</li> <li>• The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.</li> </ul>  |
| 3     | 11–16 | <ul style="list-style-type: none"> <li>• There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included.</li> <li>• Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth.</li> <li>• Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation.</li> <li>• The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.</li> </ul>  |
| 4     | 17–20 | <ul style="list-style-type: none"> <li>• Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven.</li> <li>• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands.</li> <li>• Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported.</li> <li>• The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.</li> </ul> |

Q5.

**Target:** A01: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

| Level | Mark  | Descriptor  |
|-------|-------|---|
|       | 0     | No rewardable material  |
| 1     | 1–4   | <ul style="list-style-type: none"> <li>• Simple or generalised statements are made about the topic.</li> <li>• Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question.</li> <li>• The overall judgement is missing or asserted.</li> <li>• There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.</li> </ul>   |
| 2     | 5–10  | <ul style="list-style-type: none"> <li>• There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the question.</li> <li>• Mostly accurate and relevant knowledge is included, but it lacks range or depth and has only implicit links to the demands and conceptual focus of the question.</li> <li>• An overall judgement is given but with limited substantiation, and the criteria for judgement are left implicit.</li> <li>• The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.</li> </ul>  |
| 3     | 11–16 | <ul style="list-style-type: none"> <li>• There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included.</li> <li>• Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth.</li> <li>• Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation.</li> <li>• The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.</li> </ul>  |
| 4     | 17–20 | <ul style="list-style-type: none"> <li>• Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven.</li> <li>• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands.</li> <li>• Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported.</li> <li>• The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.</li> </ul> |

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|          | <p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on whether a failure to modernise was the main reason for the decline of traditional industries in Britain in the 1920s and 1930s.</p> <p>The importance of the failure to modernise in causing the decline of traditional industries in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• An outdated industrial infrastructure, e.g. old factory buildings made it difficult to compete</li><li>• Decreased productivity due to industrial owners failure to promote greater efficiency and mechanisation</li><li>• Mining, in particular, and textiles suffered from the use of outdated machinery</li><li>• The reluctance of the government and the banking industry to provide investment.</li></ul> <p>The importance of other factors in the decline of traditional industries in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The export markets lost during the First World War were not regained, often due to the protective tariffs of competitor nations</li><li>• The return to the Gold Standard in 1925–31 made exports more expensive</li><li>• A lack of demand during the economic crash of 1929–33, particularly in iron and steel industry</li><li>• Factors specific to traditional industries, e.g. alternative forms of energy such as oil and gas undermined the coal industry.</li></ul> <p>Other relevant material must be credited.</p> |

Q6.

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|----------|---|
|          | <p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on the extent to which the growth of youth culture was the most significant development in popular culture in the years 1950-79.</p> <p>The extent to which youth culture was significant should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The emergence of the notion of teenagers as a distinct cultural and consumer force</li> <li>• Phenomena such as teds, mods, rockers, through to punks may be considered as being essentially youth orientated.</li> <li>• Pirate Radio, Radio 1 and the development of commercial radio all reflect youth culture</li> <li>• Films ranging from <i>Rock around the Clock</i>, <i>Saturday Night</i>, <i>Sunday Morning</i> through to <i>Quadrophenia</i> may be argued to have both illustrated the significance of and influenced youth culture.</li> </ul> <p>The extent to which the significance of youth culture was limited and/or the significance of other developments should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• It may be argued that the transitory nature of many aspects of youth culture limits significance</li> <li>• The popularity of soap operas and sit-coms from the 1960s onwards, which were not directed specifically at youths</li> <li>• The development of both commercial radio and television were significant in their own right, aside from reflecting youth culture</li> <li>• Popular music groups tended to metamorphose into mainstream acts with appeal and influence beyond youth culture.</li> </ul> <p>Other relevant material must be credited.</p> |

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|-------|-------|---|
|       | 0     | No rewardable material  |
| 1     | 1–4   | <ul style="list-style-type: none"> <li>• Simple or generalised statements are made about the topic.</li> <li>• Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question.</li> <li>• The overall judgement is missing or asserted.</li> <li>• There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.</li> </ul>   |
| 2     | 5–10  | <ul style="list-style-type: none"> <li>• There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the question.</li> <li>• Mostly accurate and relevant knowledge is included, but it lacks range or depth and has only implicit links to the demands and conceptual focus of the question.</li> <li>• An overall judgement is given but with limited substantiation, and the criteria for judgement are left implicit.</li> <li>• The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.</li> </ul>  |
| 3     | 11–16 | <ul style="list-style-type: none"> <li>• There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included.</li> <li>• Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth.</li> <li>• Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation.</li> <li>• The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.</li> </ul>  |
| 4     | 17–20 | <ul style="list-style-type: none"> <li>• Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven.</li> <li>• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands.</li> <li>• Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported.</li> <li>• The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.</li> </ul> |

Q7.

| Question | Indicative content  |
|----------|---|
|          | <p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on the extent to which attitudes to race and immigration in the inter-war years were different from attitudes in the years 1945-79.</p> <p>The extent to which attitudes to race and immigration in the inter-war years were different from attitudes in the years 1945-79 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The scale and changing nature of immigration provoked a greater response in the latter period, e.g. tensions and the race riots of 1958, university sociological research and political interest into the issue of integration</li> <li>• Government concerns over racial tensions led to legislation to control immigration becoming a more significant feature of the latter period, such as the 1962, 1968 and 1971 Acts</li> <li>• The latter period saw government intervention to prevent discrimination, e.g. the 1976 Race Relations Act; there was no such equivalent in the period before the war.</li> </ul> <p>The extent to which attitudes to race and immigration in the inter-war years were similar to attitudes in the years 1945-79 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Immigrants faced prejudice in both periods, such as the anti-Semitism seen in the inter-war period (and in 1947), and the discrimination faced by New Commonwealth migrants in the post-war era in areas such as housing</li> <li>• Racial tension can be identified in both periods, albeit more localised and smaller scale in the inter-war period, e.g. race riots in ports in 1919</li> <li>• Across both periods, the ability of immigrants to contribute to the economy was a key consideration shaping attitudes, e.g. the requirements placed on Jewish immigrants in the 1930s and the New Commonwealth workers from 1948.</li> </ul> <p>Other relevant material must be credited.</p> |

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|       | 0     | No rewardable material.   |
| 1     | 1–4   | <ul style="list-style-type: none"> <li>• Simple or generalised statements are made about the topic.</li> <li>• Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question.</li> <li>• The overall judgement is missing or asserted.</li> <li>• There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.</li> </ul>   |
| 2     | 5–10  | <ul style="list-style-type: none"> <li>• There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the question.</li> <li>• Mostly accurate and relevant knowledge is included, but it lacks range or depth and has only implicit links to the demands and conceptual focus of the question.</li> <li>• An overall judgement is given but with limited substantiation, and the criteria for judgement are left implicit.</li> <li>• The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.</li> </ul>  |
| 3     | 11–16 | <ul style="list-style-type: none"> <li>• There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included.</li> <li>• Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth.</li> <li>• Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation.</li> <li>• The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.</li> </ul>  |
| 4     | 17–20 | <ul style="list-style-type: none"> <li>• Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven.</li> <li>• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands.</li> <li>• Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported.</li> <li>• The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.</li> </ul> |

Q8.

| Question | Indicative content  |
|----------|---|
|          | <p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on the extent to which attitudes to immigration and race changed in the years 1945–79.</p> <p>Changes in attitudes to immigration and race in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The emergence of race and immigration as a significant issue in the post-war era, e.g. the attention given by Parliament to the issue of integration with the Inter-Departmental Committee on Colonial People from 1951</li> <li>• Racial tensions developed to be a significant issue from the late 1950s, e.g. the race riots of 1958, the Smethwick election campaign of 1964, the formation of the National Front in 1967 and Enoch Powell's 1968 speech</li> <li>• Later in the period, government policies placed increasing restrictions on potential immigrants, e.g. the 'grandfather clause' of the 1968 Act, or the loss of Commonwealth immigrants' automatic right to remain in 1971</li> <li>• A degree of increasing acceptance may be seen in terms of the influence immigration had on society and culture, e.g. with regards to food, sport and popular culture.</li> </ul> <p>Continuity in attitudes to immigration and race in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The British Nationality Act of 1948 reaffirmed the status of Commonwealth immigrants to citizenship, with significant arrival numbers until the early 1970s</li> <li>• Mainstream political opinion continued to promote integration and prevent discrimination, e.g. the Colonial Secretary Alan Lennox-Boyd successfully argued against discriminatory restrictions in the mid-1950s, and the 1968 and 1976 Race Relations Acts sought to tackle discrimination</li> <li>• Integration of communities continued to be limited across the period, when seen by yardsticks such as low levels of interracial marriage or the effective segregation of immigrant communities.</li> </ul> <p>Other relevant material must be credited.</p> |

**Target:** AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

| Level | Mark  | Descriptor  |
|-------|-------|---|
|       | 0     | No rewardable material.   |
| 1     | 1–4   | <ul style="list-style-type: none"> <li>• Simple or generalised statements are made about the topic.</li> <li>• Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question.</li> <li>• The overall judgement is missing or asserted.</li> <li>• There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.</li> </ul>   |
| 2     | 5–10  | <ul style="list-style-type: none"> <li>• There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the question.</li> <li>• Mostly accurate and relevant knowledge is included, but it lacks range or depth and has only implicit links to the demands and conceptual focus of the question.</li> <li>• An overall judgement is given but with limited substantiation, and the criteria for judgement are left implicit.</li> <li>• The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.</li> </ul>  |
| 3     | 11–16 | <ul style="list-style-type: none"> <li>• There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included.</li> <li>• Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth.</li> <li>• Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation.</li> <li>• The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.</li> </ul>  |
| 4     | 17–20 | <ul style="list-style-type: none"> <li>• Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven.</li> <li>• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands.</li> <li>• Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported.</li> <li>• The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.</li> </ul> |

Q9.

| Question | Indicative content   |
|----------|--|
|          | <p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on the extent to which there was more continuity than change in popular culture and entertainment in the years 1918-79.</p> <p>Continuity in popular culture and entertainment in the years 1918-79 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Cinema and radio were significant features of entertainment across the period (1920s onwards in the case of radio) with admissions and listener numbers in their millions</li> <li>• The influence of American culture can be seen across the period, through the impact of Hollywood in cinema through to musical influences such as jazz and rock and roll</li> <li>• The BBC was a central feature of entertainment and popular culture since its formation as a corporation in 1927, across the period</li> <li>• National newspapers were significant in popular culture across the whole period, with sales in their millions (with some obvious fluctuations).</li> </ul> <p>Changes in popular culture and entertainment in the years 1918-79 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• From the 1950s onwards, the dramatic growth of television ownership shaped entertainment in numerous ways, e.g. the development of soap operas, broadcasting of spectator sports and development of satire</li> <li>• The growth of youth culture across the period, in particular developments in the post-war era, e.g. coffee bars, jukeboxes, pirate radio, youth-orientated television programmes and groups such as mods and punks</li> <li>• Attendances at live sporting events saw changes across the period, notably a rise in attendances at football and cricket matches across the inter-war period, then a decline across the post-war era</li> <li>• The increase in the range of options available helped blur class distinctions, e.g. through paperback books, radio and television, widening access to culture and providing common entertainment experiences.</li> </ul> <p>Other relevant material must be credited.</p> |

**Target:** AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

| Level | Mark  | Descriptor  |
|-------|-------|---|
|       | 0     | No rewardable material.   |
| 1     | 1–4   | <ul style="list-style-type: none"> <li>• Simple or generalised statements are made about the topic.</li> <li>• Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question.</li> <li>• The overall judgement is missing or asserted.</li> <li>• There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.</li> </ul>   |
| 2     | 5–10  | <ul style="list-style-type: none"> <li>• There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the question.</li> <li>• Mostly accurate and relevant knowledge is included, but it lacks range or depth and has only implicit links to the demands and conceptual focus of the question.</li> <li>• An overall judgement is given but with limited substantiation, and the criteria for judgement are left implicit.</li> <li>• The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.</li> </ul>  |
| 3     | 11–16 | <ul style="list-style-type: none"> <li>• There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included.</li> <li>• Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth.</li> <li>• Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation.</li> <li>• The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.</li> </ul>  |
| 4     | 17–20 | <ul style="list-style-type: none"> <li>• Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven.</li> <li>• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands.</li> <li>• Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported.</li> <li>• The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.</li> </ul> |

Q10.

| Question | Indicative content  |
|----------|---|
|          | <p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about the extent to which the British political landscape changed in the years 1918-79.</p> <p>The extent to which the British political landscape changed in the years 1918-79 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The Labour Party had replaced the Liberal Party as one of the two largest parties which had been able to form majority governments during the period</li> <li>• The electorate had seen significant change, with extensions to the franchise including to all adult males, women, and with the voting age being reduced to 18</li> <li>• Certain provisions had come to be mainstream expectations of governments, e.g. welfare state, full employment</li> <li>• Nationalist political movements emerged as a force in Scotland and Wales, having made sufficient gains by the 1970s to impact upon Westminster politics, e.g. achieve promised referenda</li> <li>• A further dimension had been added to the British political landscape with the accession to the European Community, and the incorporation of European Parliament elections into the British system.</li> </ul> |
|          | <p>The extent to which the British political landscape remained the same in the years 1918-79 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Significant constitutional features remained largely unchanged, e.g. the First-Past-the-Post electoral system, the existence of and role played by the House of Lords as a second chamber, and the overall constitutional monarchy</li> <li>• Throughout most of the period, the British political landscape remained dominated by what was effectively a two-party system</li> <li>• Party identification remained broadly class-aligned throughout the period, e.g. in the 1970s, almost two-thirds of working-class voters voted for the Labour Party, whilst 66% of middle-class voters voted for the Conservative Party</li> <li>• The make-up of the membership of the Houses of Parliament was in many</li> </ul>  |
|          | <p>respects largely unchanged, e.g. throughout the period to 1979, the proportion of female MPs remained under 5%</p> <ul style="list-style-type: none"> <li>• Turnout at general elections was similar throughout the period, e.g. all elections in the period of the 1920s and 1930s, and the 1960s and 1970s saw turnout figures of between 71 and 79 per cent.</li> </ul> <p>Other relevant material must be credited.</p>  |

**Target:** AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

| Level | Mark  | Descriptor   |
|-------|-------|--|
|       | 0     | No rewardable material   |
| 1     | 1-4   | <ul style="list-style-type: none"> <li>• Simple or generalised statements are made about the topic.</li> <li>• Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question.</li> <li>• The overall judgement is missing or asserted.</li> <li>• There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.</li> </ul>  |
| 2     | 5-10  | <ul style="list-style-type: none"> <li>• There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the question.</li> <li>• Mostly accurate and relevant knowledge is included, but it lacks range or depth and has only implicit links to the demands and conceptual focus of the question.</li> <li>• An overall judgement is given but with limited substantiation, and the criteria for judgement are left implicit.</li> <li>• The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.</li> </ul>                                       |
| 3     | 11-16 | <ul style="list-style-type: none"> <li>• There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included.</li> <li>• Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth.</li> <li>• Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation.</li> <li>• The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.</li> </ul> |
| 4     | 17-20 | <ul style="list-style-type: none"> <li>• Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven.</li> <li>• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands.</li> <li>• Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported.</li> </ul>   |
|       |       | <ul style="list-style-type: none"> <li>• The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.</li> </ul>  |

Q11.

**Target:** AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

| Level | Mark  | Descriptor  |
|-------|-------|---|
|       | 0     | No rewardable material  |
| 1     | 1-4   | <ul style="list-style-type: none"> <li>• Simple or generalised statements are made about the topic.</li> <li>• Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question.</li> <li>• The overall judgement is missing or asserted.</li> <li>• There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.</li> </ul>   |
| 2     | 5-10  | <ul style="list-style-type: none"> <li>• There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the question.</li> <li>• Mostly accurate and relevant knowledge is included, but it lacks range or depth and has only implicit links to the demands and conceptual focus of the question.</li> <li>• An overall judgement is given but with limited substantiation, and the criteria for judgement are left implicit.</li> <li>• The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.</li> </ul>  |
| 3     | 11-16 | <ul style="list-style-type: none"> <li>• There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included.</li> <li>• Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth.</li> <li>• Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation.</li> <li>• The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.</li> </ul>  |
| 4     | 17-20 | <ul style="list-style-type: none"> <li>• Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven.</li> <li>• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands.</li> <li>• Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported.</li> <li>• The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.</li> </ul> |

| Question | Indicative content   |
|----------|--|
|          | <p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on the extent to which the class structure of Britain changed in the years 1918-51.</p> <p>The extent to which the class structure of Britain changed in the years 1918-51 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Participation in both wars began a general trend in the decline of deference, e.g. attitudes towards and decline in domestic service</li><li>• Almost one-fifth of peers died in World War One, and the increased taxes, death duties and subsequent estates sales the upper class endured with both wars reduced their position</li><li>• Increased employment opportunities in the relative growth sectors of commerce and finance brought opportunities contributing to the growth of the middle class, particularly in the South East</li><li>• The Second World War brought full employment to traditional working-class industries, engendered a shared social experience, raised expectations of social improvement and may be seen to have diminished class deference.</li></ul> <p>The extent to which the class structure of Britain did not change in the years 1918-51 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The percentage of the population belonging to the traditional upper, middle and working classes remained at about 5%, 15% and 80% throughout the period</li><li>• There was limited social mobility, and most people identified with the social class into which they were born throughout their lives</li><li>• The traditional class structure was maintained through educational provision e.g. public schools and selective schools, and very limited numbers attending university</li><li>• The class structure still influenced both participation in, and attendance at, social, cultural, and sporting events.</li></ul> <p>Other relevant material must be credited.</p> |

Q12.

| Question | Indicative content   |
|----------|--|
|          | <p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about whether the extension of the franchise was the main reason for changing party fortunes in the years 1918-31.</p> <p>The importance of the extension of the franchise in changing party fortunes in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The impact on the Labour Party vote of the increase of the proportion of the electorate belonging to the industrial working classes, at 80% from 1918, although there was a tendency for working-class women to vote Conservative</li> <li>• The electorate went from 7.7 million prior to 1918, to almost 29 million in 1928</li> <li>• The main changes in party fortunes may be seen as Labour replacing the Liberals as the main challenger to the Conservatives.</li> </ul> <p>The importance of other factors in changing party fortunes in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The impact of the war and the subsequent split between Asquith and Lloyd George Liberals</li> <li>• The impact that the growth of trade union membership and working class identity had on support for the Labour Party</li> <li>• The significance of the first-past-the-post system and electoral coalitions such as in 1918 and 1924.</li> </ul> <p>Other relevant material must be credited.</p> |

**Target:** A01: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

| Level | Mark  | Descriptor  |
|-------|-------|---|
|       | 0     | No rewardable material  |
| 1     | 1–4   | <ul style="list-style-type: none"> <li>• Simple or generalised statements are made about the topic.</li> <li>• Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question.</li> <li>• The overall judgement is missing or asserted.</li> <li>• There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.</li> </ul>   |
| 2     | 5–10  | <ul style="list-style-type: none"> <li>• There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the question.</li> <li>• Mostly accurate and relevant knowledge is included, but it lacks range or depth and has only implicit links to the demands and conceptual focus of the question.</li> <li>• An overall judgement is given but with limited substantiation, and the criteria for judgement are left implicit.</li> <li>• The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.</li> </ul>  |
| 3     | 11–16 | <ul style="list-style-type: none"> <li>• There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included.</li> <li>• Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth.</li> <li>• Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation.</li> <li>• The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.</li> </ul>  |
| 4     | 17–20 | <ul style="list-style-type: none"> <li>• Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven.</li> <li>• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands.</li> <li>• Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported.</li> <li>• The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.</li> </ul> |

Q13.

**Target:** AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

| Level | Mark  | Descriptor  |
|-------|-------|---|
|       | 0     | No rewardable material  |
| 1     | 1–4   | <ul style="list-style-type: none"> <li>• Simple or generalised statements are made about the topic.</li> <li>• Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question.</li> <li>• The overall judgement is missing or asserted.</li> <li>• There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.</li> </ul>   |
| 2     | 5–10  | <ul style="list-style-type: none"> <li>• There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the question.</li> <li>• Mostly accurate and relevant knowledge is included, but it lacks range or depth and has only implicit links to the demands and conceptual focus of the question.</li> <li>• An overall judgement is given but with limited substantiation, and the criteria for judgement are left implicit.</li> <li>• The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.</li> </ul>  |
| 3     | 11–16 | <ul style="list-style-type: none"> <li>• There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included.</li> <li>• Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth.</li> <li>• Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation.</li> <li>• The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.</li> </ul>  |
| 4     | 17–20 | <ul style="list-style-type: none"> <li>• Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven.</li> <li>• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands.</li> <li>• Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported.</li> <li>• The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.</li> </ul> |

| Question | Indicative content  |
|----------|---|
|          | <p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about the extent to which the growth of car ownership was the most significant development in leisure and travel in the years 1918-79.</p> <p>The extent to which the growth of car ownership was the most significant development in leisure and travel in the years 1918-79 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Car ownership grew rapidly in the inter-war period, from around 100,000 in 1919 to 2 million on the eve of the Second World War, and with over half of households owning at least one car by the 1970s</li> <li>• Car ownership was significant in terms of leisure, e.g. an estimated 75 per cent of cars sold in the 1930s were purchased primarily for leisure purposes, establishing the custom of the Sunday drive, and changing holiday patterns</li> <li>• Car ownership continued to dominate leisure travel in the latter period, e.g. by 1970 accounted for over 60 per cent of the share of holiday transport, with caravans accounting for 20 per cent of holiday accommodation</li> <li>• By the 1960s, improvements in road networks associated with growing car ownership, such as the advent of motorways, were significant in increasing access to more areas of the country for day trips and holidays.</li> </ul> <p>The extent to which the other developments in leisure and travel were significant in the years 1918-79 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Increasing prosperity through increases in real wages and more leisure time had an impact across the range of leisure activities, and were a prerequisite for car ownership</li> <li>• Technological advances across the period, such as the development of cinema, personal radios and television brought leisure on a mass scale, and changed the nature of leisure consumption</li> <li>• The growing popularity of entertainment, with radio ownership at 90 per cent by 1950 and high cinema attendances</li> <li>• Developments in tourism such as the growth of holiday camps from the 1930s, or the increase in overseas air travel in the 1960s and 1970s.</li> </ul> <p>Other relevant material must be credited.</p> |

Q14.

**Target:** A03: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.

| Level | Mark  | Descriptor  |
|-------|-------|---|
|       | 0     | No rewardable material.   |
| 1     | 1–4   | <ul style="list-style-type: none"> <li>• Demonstrates only limited comprehension of the extracts, selecting some material relevant to the debate.</li> <li>• Some relevant contextual knowledge is included, with limited linkage to the extracts.</li> <li>• Judgement on the view is assertive, with little or no supporting evidence</li> </ul>  |
| 2     | 5–10  | <ul style="list-style-type: none"> <li>• Demonstrates some understanding and attempts analysis of the extracts by describing some points within them that are relevant to the debate.</li> <li>• Contextual knowledge is added to information from the extracts, but only to expand on matters of detail or to note some aspects which are not included.</li> <li>• A judgement on the view is given, but with limited support and related to the extracts overall, rather than specific issues</li> </ul>  |
| 3     | 11–16 | <ul style="list-style-type: none"> <li>• Demonstrates understanding of the extracts and shows some analysis by selecting and explaining some key points of interpretation they contain and indicating differences</li> <li>• Knowledge of some issues related to the debate is included to link to, or expand, some views given in the extracts.</li> <li>• A judgement is given and related to some key points of view in the extracts and discussion is attempted, albeit with limited substantiation.</li> </ul>   |
| 4     | 17–20 | <ul style="list-style-type: none"> <li>• Demonstrates understanding of the extracts, analysing the issues of interpretation raised by comparison of them.</li> <li>• Integrates issues raised by extracts with those from own knowledge to discuss the views. Most of the relevant aspects of the debate will be discussed, although treatment of some aspects may lack depth.</li> <li>• Discusses evidence in order to reach a supported overall judgement. Discussion of points of view in the extracts demonstrates understanding that the issues are matters of interpretation.</li> </ul> |

| Question | Indicative content  |
|----------|---|
|          | <p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates are expected to use the extracts and their own knowledge to consider the view that the Thatcher governments were successful in their aims to reduce the role of the state. Reference to the works of named historians is not expected, but candidates may consider historians' viewpoints in framing their argument. Candidates should use their discussion of various views to reach a reasoned conclusion.</p> <p>In considering the given view, the points made by the authors should be analysed and evaluated. Relevant points may include:</p> <p>Extract 1</p> <ul style="list-style-type: none"><li>• The government sought to radically reduce and alter local government, education, health and nationalised industries</li><li>• A series of privatisations took place, reducing state control, whilst the proceeds allowed for tax cuts</li><li>• Schools were given incentives to opt out of council control, and expenditure cuts to the NHS reduced provision in hospitals.</li></ul> <p>Extract 2</p> <ul style="list-style-type: none"><li>• There was only a marginal reduction in government spending over the wider period</li><li>• Privatisation went hand-in-hand with the establishment of unelected regulatory bodies</li><li>• Individualist attitudes were largely rejected by the public, particularly with regards to the commitment to the NHS.</li></ul> |

Candidates should use their own knowledge of the issues to address the view that the Thatcher governments were successful in their aims to reduce the role of the state. Relevant points may include:

- The denationalisation of a range of state-owned industries and the deregulation of financial markets
- State intervention to support failing industries was reduced, leading to a reduction in the scale of manufacturing (in absolute and relative terms), and increased foreign ownership of sectors such as the car industry
- Reform within the civil service such as MINIS did reduce costs and overall numbers, and increase flexibility
- The 'Ken Clarke' reforms to the NHS (e.g. GP fundholding), introduced in 1990, owed a significant debt to Thatcher, and marked the start of a fundamental reshaping of the health service.

Candidates should use their own knowledge of the issues related to the debate to counter the view the Thatcher governments were successful in their aims to reduce the role of the state. Relevant points may include:

- Plans to reduce state intervention such as the reforms of the civil service and NHS were delayed or watered down in the face of public opinion or political expediency
- The Local Government Act (1985) can be seen as increased central government interference, abolishing the GLC and other metropolitan councils
- Only a small minority of schools became grant-maintained, whilst the establishment of a National Curriculum, national system of student testing and school inspection increased centralised control.

Other relevant material must be credited.

Q15.

**Target:** AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

| Level | Mark  | Descriptor  |
|-------|-------|---|
|       | 0     | No rewardable material  |
| 1     | 1–4   | <ul style="list-style-type: none"> <li>• Simple or generalised statements are made about the topic.</li> <li>• Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question.</li> <li>• The overall judgement is missing or asserted.</li> <li>• There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.</li> </ul>   |
| 2     | 5–10  | <ul style="list-style-type: none"> <li>• There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the question.</li> <li>• Mostly accurate and relevant knowledge is included, but it lacks range or depth and has only implicit links to the demands and conceptual focus of the question.</li> <li>• An overall judgement is given but with limited substantiation, and the criteria for judgement are left implicit.</li> <li>• The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.</li> </ul>  |
| 3     | 11–16 | <ul style="list-style-type: none"> <li>• There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included.</li> <li>• Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth.</li> <li>• Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation.</li> <li>• The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.</li> </ul>  |
| 4     | 17–20 | <ul style="list-style-type: none"> <li>• Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven.</li> <li>• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands.</li> <li>• Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported.</li> <li>• The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.</li> </ul> |

| Question | Indicative content  |
|----------|---|
|          | <p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on the extent to which government policies on immigration changed in the years 1945–79.</p> <p>The extent to which immigration policies changed in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Change in government policies from active encouragement of immigration in the 1950s to increasingly restrictive policies in the 1960s and 1970s, e.g. the Commonwealth Immigrants Act 1962</li> <li>• Changes were made to UK citizenship regulations based on ancestry rather than place of birth</li> <li>• New Commonwealth immigration in particular was increasingly restricted, e.g. the British Nationality Act of 1948 gave full British citizenship to all inhabitants of the Commonwealth, but the 1962 Act ended free immigration for former colonial subjects</li> <li>• By 1979, would-be immigrants required guaranteed jobs in the UK before applications were granted.</li> </ul> <p>The extent of continuity in immigration policies in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Britain continued to support immigration throughout the period because of a need for workers and the effects of outward migration</li> <li>• Changes in legislation barely affected 'white' immigration, e.g. Irish people were exempt from the 1962 Act</li> <li>• Britain still had to acknowledge ties to the former colonies, e.g. the lifting of the 1971 Act to allow over 25,000 Ugandan Asians to flee Idi Amin.</li> </ul> <p>Other relevant material must be credited.</p> |

Q16.

**Target:** A01: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

| Level | Mark  | Descriptor  |
|-------|-------|---|
|       | 0     | No rewardable material  |
| 1     | 1–4   | <ul style="list-style-type: none"> <li>• Simple or generalised statements are made about the topic.</li> <li>• Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question.</li> <li>• The overall judgement is missing or asserted.</li> <li>• There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.</li> </ul>   |
| 2     | 5–10  | <ul style="list-style-type: none"> <li>• There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the question.</li> <li>• Mostly accurate and relevant knowledge is included, but it lacks range or depth and has only implicit links to the demands and conceptual focus of the question.</li> <li>• An overall judgement is given but with limited substantiation, and the criteria for judgement are left implicit.</li> <li>• The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.</li> </ul>  |
| 3     | 11–16 | <ul style="list-style-type: none"> <li>• There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included.</li> <li>• Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth.</li> <li>• Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation.</li> <li>• The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.</li> </ul>  |
| 4     | 17–20 | <ul style="list-style-type: none"> <li>• Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven.</li> <li>• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands.</li> <li>• Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported.</li> <li>• The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.</li> </ul> |

| Question | Indicative content   |
|----------|--|
|          | <p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about the extent to which the most significant influence on race and immigration in the years 1939-79 was government policies on race relations.</p> <p>The extent to which the most significant influence on race and immigration in the years 1939-79 was government policies on race relations should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The 1965 Race Relations Act was significant in legally addressing the issue of racial discrimination, establishing civil and criminal offences in relation to race, and prompting the setting up of the Race Relations Board</li> <li>• The 1968 Race Relations Act was significant in extending the scope of provision against racial discrimination, outlawing discrimination in housing and education</li> <li>• The 1976 Race Relations Act was significant in strengthening the law, expanding the definition of discrimination to include indirect discrimination, widening the scope, and establishing the Committee for Racial Equality.</li> </ul> <p>The extent to which other influences on race and immigration in the years 1939-79 were more significant should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Government actions during the Second World War, e.g. the recruitment of West Indians into the RAF, in munitions factories and the revocation of the Alien Orders Act in 1942 encouraged further waves of immigration</li> <li>• The British Nationality Act 1948 was significant as it marked a shift to increasing immigration from Commonwealth nations, and also led to an increase in numbers, with a yearly average of over 70,000 in the 1970s</li> <li>• The race riots of 1958 were significant in terms of their scale, the intensity of the violence, and the media attention gained, with subsequent public, political, and international concern</li> <li>• The Commonwealth Immigrants Act 1962 was significant in officially restricting immigration on an economic basis, and unintentionally stimulating chains of migration</li> <li>• Government immigration policies placed increasing restrictions on potential immigrants, e.g. the 'grandfather clause' of the 1968 Act, or the loss of Commonwealth immigrants automatic right to remain in 1971.</li> </ul> <p>Other relevant material must be credited.</p> |

Q17.

**Target:** AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

| Level | Mark  | Descriptor  |
|-------|-------|---|
|       | 0     | No rewardable material  |
| 1     | 1–4   | <ul style="list-style-type: none"> <li>• Simple or generalised statements are made about the topic.</li> <li>• Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question.</li> <li>• The overall judgement is missing or asserted.</li> <li>• There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.</li> </ul>   |
| 2     | 5–10  | <ul style="list-style-type: none"> <li>• There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the question.</li> <li>• Mostly accurate and relevant knowledge is included, but it lacks range or depth and has only implicit links to the demands and conceptual focus of the question.</li> <li>• An overall judgement is given but with limited substantiation, and the criteria for judgement are left implicit.</li> <li>• The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.</li> </ul>  |
| 3     | 11–16 | <ul style="list-style-type: none"> <li>• There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included.</li> <li>• Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth.</li> <li>• Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation.</li> <li>• The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.</li> </ul>  |
| 4     | 17–20 | <ul style="list-style-type: none"> <li>• Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven.</li> <li>• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands.</li> <li>• Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported.</li> <li>• The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.</li> </ul> |

| Question | Indicative content   |
|----------|--|
|          | <p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about the extent to which increasing affluence was the main reason for changes in leisure in the years c1951-79.</p> <p>The importance of increasing affluence in bringing about changes in leisure should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Significant increases in real incomes from the 1950s to the 1970s contributed to the development of a consumer society, and enabled ordinary Britons to spend more on consumer durables, hobbies and entertainment</li> <li>• Higher disposable incomes contributed to increasing car ownership - doubling between 1960 and 1970 - which was significant in terms of leisure activities and holidays</li> <li>• Wider affluence was a crucial factor in the growth of a range of leisure activities, e.g. the purchase of television sets, the growth in shopping as a leisure activity, and the increase in holidays taken overseas</li> <li>• Increased prosperity contributed to the domestication of leisure, with improvements in the standard of housing and home comforts.</li> </ul> <p>The importance of other factors in bringing about changes in leisure should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Technological developments were significant in changing leisure activities, e.g. improvements in television broadcasts and sets, the availability of VCRs by the late 1970s, and advances in motoring and passenger aircraft</li> <li>• A changing living and working environment had an impact on leisure choices, e.g. increased leisure time and the growth of suburban living</li> <li>• Changes in society were significant, e.g. changes to family structure and size shaped leisure choices, or legal measures such as the Gaming Act (1960) led to bingo halls and bookmakers being established</li> <li>• Entertainment and manufacturing industries shaped leisure provision, e.g. marketing goods and entertainment to young people, whilst leisure facilities such as bowling alleys (from 1960) were developed in response to demand.</li> </ul> <p>Other relevant material must be credited.</p> |

EXAM PAPERS PRACTICE

Q18.

| Question | Indicative content  |
|----------|---|
|          | <p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about the extent to which economic prosperity was the main reason for changes in leisure opportunities from c1951–79.</p> <p>The extent to which economic prosperity was the main reason for changes in leisure opportunities should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The growing consumer prosperity of the 1950s, seen through such measures as the tripling of new car registrations and dramatic increase in television ownership across the whole period</li> <li>• An 130% increase in average weekly earnings amongst the working class (1955–69), coupled with a reduction in the average number of hours worked</li> <li>• Increases in disposable income contributed to changes in the holidays taken, both through the use of cars and caravans for domestic holidays, and the c2/3 of Britons having holidayed abroad by 1979.</li> </ul> <p>The extent to which other reasons were more important with regards to changes in leisure opportunities should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The increased availability of a range of leisure activities due to technological advances, e.g. advances in television technology such as colour television (1967), VCRs from the late 1970s, or developments in commercial aviation</li> <li>• Cultural influences on leisure, e.g. the growth of coffee bars and the influence of jukeboxes on 'teenage' leisure, or the impact of television soap operas and sitcoms in the 1960s and 1970s</li> <li>• Changes in spectatorship of live sporting events, e.g. the impact that televised coverage of sport and fears of football hooliganism had in causing a decline in football ticket sales in the 1960s and 1970s.</li> </ul> <p>Other relevant material must be credited.</p> |

**Target:** AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

| Level | Mark  | Descriptor  |
|-------|-------|---|
|       | 0     | No rewardable material.   |
| 1     | 1–4   | <ul style="list-style-type: none"> <li>• Simple or generalised statements are made about the topic.</li> <li>• Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question.</li> <li>• The overall judgement is missing or asserted.</li> <li>• There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.</li> </ul>   |
| 2     | 5–10  | <ul style="list-style-type: none"> <li>• There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the question.</li> <li>• Mostly accurate and relevant knowledge is included, but it lacks range or depth and has only implicit links to the demands and conceptual focus of the question.</li> <li>• An overall judgement is given but with limited substantiation, and the criteria for judgement are left implicit.</li> <li>• The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.</li> </ul>  |
| 3     | 11–16 | <ul style="list-style-type: none"> <li>• There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included.</li> <li>• Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth.</li> <li>• Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation.</li> <li>• The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.</li> </ul>  |
| 4     | 17–20 | <ul style="list-style-type: none"> <li>• Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven.</li> <li>• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands.</li> <li>• Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported.</li> <li>• The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.</li> </ul> |

Q19.

| Question | Indicative content   |
|----------|--|
|          | <p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on the extent to which government action was the main reason for improvements in the role and status of women in the years 1939-79.</p> <p>The extent to which government action was the main reason for improvements in the role and status of women in the years 1939-79 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Government mobilisation of women under the National Service Act brought women into roles within industry and agriculture, impacting on their status</li> <li>• Elements of the post-war welfare state benefited women, e.g. the NHS extended healthcare to all (previously, women were less likely to be insured), or the 1945 Family Allowance Act</li> <li>• Reforms to secondary and university education benefited girls and women who had previously been disadvantaged</li> <li>• Various acts brought tangible gains in the period, e.g. the 1964 Married Women's Property Act, the 1970 Equal Pay Act (in force from 1975), or the 1975 Sex Discrimination Act.</li> </ul> |

|  |  |
|--|--|
|  | <p>The extent to which other factors explain the improvements in the role and status of women in the years 1939-79 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Women's mobilisation may be argued as more a result of women's volunteering and wartime necessity, e.g. much of the significant increase in married women in paid work came before they were conscripted</li> <li>• The emergence and impact of the women's liberation movement from the 1960s onwards led to campaigns that brought reform over issues such as abortion and status in the workplace</li> <li>• The development and increasing availability of the contraceptive pill improved women's position, e.g. from 1974 family planning clinics were able to offer the pill to single women on the NHS</li> <li>• Changes to domestic life may be seen as related to a number of factors, e.g. the liberalisation of society and the impact of labour-saving devices</li> <li>• The strike by women workers at Dagenham in 1968 played a direct role in the passing of the Equal Pay Act.</li> </ul> <p>Other relevant material must be credited.</p> |
|--|--|

**Target:** AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

| Level | Mark  | Descriptor   |
|-------|-------|--|
|       | 0     | No rewardable material   |
| 1     | 1-4   | <ul style="list-style-type: none"> <li>• Simple or generalised statements are made about the topic.</li> <li>• Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question.</li> <li>• The overall judgement is missing or asserted.</li> <li>• There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.</li> </ul>  |
| 2     | 5-10  | <ul style="list-style-type: none"> <li>• There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the question.</li> <li>• Mostly accurate and relevant knowledge is included, but it lacks range or depth and has only implicit links to the demands and conceptual focus of the question.</li> <li>• An overall judgement is given but with limited substantiation, and the criteria for judgement are left implicit.</li> <li>• The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.</li> </ul>                                       |
| 3     | 11-16 | <ul style="list-style-type: none"> <li>• There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included.</li> <li>• Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth.</li> <li>• Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation.</li> <li>• The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.</li> </ul> |
| 4     | 17-20 | <ul style="list-style-type: none"> <li>• Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven.</li> <li>• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands.</li> <li>• Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported.</li> </ul>   |
|       |       | <ul style="list-style-type: none"> <li>• The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.</li> </ul>  |

Q20.

| Question | Indicative content  |
|----------|---|
|          | <p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about whether war was the main reason for social changes in Britain in the years 1918-51.</p> <p>The importance of war in bringing social changes in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• As a result of WWI, the working-class made gains, particularly the unskilled working-class, who experienced increased employment opportunities, along with increased trade union membership</li> <li>• Both wars produced significant changes in social habits e.g. increase in smoking and decrease in drinking</li> <li>• The Second World War also brought full employment to traditional working-class industries, raised expectations of social improvement and may be seen to have diminished class deference</li> <li>• Almost one-fifth of peers died in World War One, and the increased taxes, death duties and subsequent estates sales the upper class endured with both wars reduced their position.</li> </ul> <p>The importance of other factors in bringing social changes in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Increased employment opportunities in the relative growth sectors of commerce and finance brought opportunities for the middle class, particularly in the South East</li> <li>• The inter-war years saw flux in the upper class, with previously landed gentry undertaking commercial activity, alongside land and titles being bought by prosperous members of the middle class</li> <li>• Radio and film transformed leisure activity</li> <li>• The economic slump and the global Great Depression of the 1930s had a significant if diverse impact on working class life.</li> </ul> <p>Other relevant material must be credited.</p> |

**Target:** A01: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

| Level | Mark  | Descriptor  |
|-------|-------|---|
|       | 0     | No rewardable material  |
| 1     | 1-4   | <ul style="list-style-type: none"> <li>• Simple or generalised statements are made about the topic.</li> <li>• Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question.</li> <li>• The overall judgement is missing or asserted.</li> <li>• There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.</li> </ul>   |
| 2     | 5-10  | <ul style="list-style-type: none"> <li>• There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the question.</li> <li>• Mostly accurate and relevant knowledge is included, but it lacks range or depth and has only implicit links to the demands and conceptual focus of the question.</li> <li>• An overall judgement is given but with limited substantiation, and the criteria for judgement are left implicit.</li> <li>• The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.</li> </ul>  |
| 3     | 11-16 | <ul style="list-style-type: none"> <li>• There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included.</li> <li>• Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth.</li> <li>• Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation.</li> <li>• The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.</li> </ul>  |
| 4     | 17-20 | <ul style="list-style-type: none"> <li>• Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven.</li> <li>• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands.</li> <li>• Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported.</li> <li>• The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.</li> </ul> |

Q21.

**Target:** AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

| Level | Mark  | Descriptor  |
|-------|-------|---|
|       | 0     | No rewardable material  |
| 1     | 1–4   | <ul style="list-style-type: none"> <li>• Simple or generalised statements are made about the topic.</li> <li>• Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question.</li> <li>• The overall judgement is missing or asserted.</li> <li>• There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.</li> </ul>   |
| 2     | 5–10  | <ul style="list-style-type: none"> <li>• There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the question.</li> <li>• Mostly accurate and relevant knowledge is included, but it lacks range or depth and has only implicit links to the demands and conceptual focus of the question.</li> <li>• An overall judgement is given but with limited substantiation, and the criteria for judgement are left implicit.</li> <li>• The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.</li> </ul>  |
| 3     | 11–16 | <ul style="list-style-type: none"> <li>• There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included.</li> <li>• Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth.</li> <li>• Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation.</li> <li>• The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.</li> </ul>  |
| 4     | 17–20 | <ul style="list-style-type: none"> <li>• Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven.</li> <li>• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands.</li> <li>• Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported.</li> <li>• The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.</li> </ul> |

| Question | Indicative content   |
|----------|--|
|          | <p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on the extent to which economic influences were the main reason for social change in the 1950s and 1960s.</p> <p>The extent to which economic influences were the main reason for social change in the 1950s and 1960s should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Real disposable incomes rose by 30 percent in the 1950s and 22 percent in the 1960s and influenced social change, e.g. through the growing consumer society and mass tourism</li> <li>• The relative prosperity of the baby boomers fuelled the spending behind teenage culture</li> <li>• The consequences of the ownership of televisions and transistor radios facilitated the spread of popular culture through the mass media, whilst greater car ownership contributed to notions of embourgeoisement</li> <li>• Developments such as the increase in property ownership and the growth of the service industry led to movement across social classes.</li> </ul> <p>The extent to which other factors were causes of social change in the 1950s and 1960s should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The increasing liberalisation of social attitudes relating to issues such as divorce and sex were significant, alongside legislation such as the Obscene Publications Act of 1959 and the Abortion Act of 1967</li> <li>• The declining influence of organised religion facilitated social change</li> <li>• The development and widespread availability of the contraceptive pill had a significant impact</li> <li>• There were significant developments in popular and youth culture, such as in fashion, music and viewing preferences.</li> </ul> <p>Other relevant material must be credited.</p> |

EXAM PAPERS PRACTICE

Q22.

| Question | Indicative content   |
|----------|--|
|          | <p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about whether the decline of traditional industries was the main reason for changing industrial relations in the years 1918-39.</p> <p>The importance of the decline of traditional industries in changing industrial relations in the years 1918-39 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The global fall in demand and price levels in the early 1920s saw a slump that hit the 'old staples' - traditional industries such as textiles, coal, steel and shipbuilding, leading to industrial unrest</li> <li>• Strikes such as the Glasgow general strike of 1919 included concerns over employment levels in staple industries</li> <li>• Falling coal prices led to the wage cuts and attempts to lengthen the working day, which prompted miners to strike in 1921</li> <li>• Continued high unemployment in traditional areas of heavy industry was a factor in trade union involvement in the marches seen in the 1930s</li> <li>• Economic conditions such as the global slump impacted on industrial relations, with union membership declining from 8.3 million after the First World War to 4.8 million in 1935, then recovering to 6.2 million by 1939.</li> </ul> <p>The importance of other factors in changing industrial relations in the years 1918-39 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The rise of the Labour Party as a political force meant the working class increasingly saw parliamentary representation as a means to gaining political solutions to issues</li> <li>• The failure of the General Strike led to restrictions on certain trade union activities in the Trade Disputes Act 1927, as well as turning the TUC away from the notion of a general strike</li> <li>• Closer relations between the union movement and the Labour Party, with majority control of Labour's National Joint Council from 1931, meant industrial relations were increasingly shaped via political means</li> <li>• Rearmament in the late 1930s led to a revival of the trade union movement.</li> </ul> <p>Other relevant material must be credited.</p> |

**Target:** A01: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

| Level | Mark  | Descriptor  |
|-------|-------|---|
|       | 0     | No rewardable material.   |
| 1     | 1–4   | <ul style="list-style-type: none"> <li>• Simple or generalised statements are made about the topic.</li> <li>• Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question.</li> <li>• The overall judgement is missing or asserted.</li> <li>• There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.</li> </ul>   |
| 2     | 5–10  | <ul style="list-style-type: none"> <li>• There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the question.</li> <li>• Mostly accurate and relevant knowledge is included, but it lacks range or depth and has only implicit links to the demands and conceptual focus of the question.</li> <li>• An overall judgement is given but with limited substantiation, and the criteria for judgement are left implicit.</li> <li>• The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.</li> </ul>  |
| 3     | 11–16 | <ul style="list-style-type: none"> <li>• There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included.</li> <li>• Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth.</li> <li>• Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation.</li> <li>• The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.</li> </ul>  |
| 4     | 17–20 | <ul style="list-style-type: none"> <li>• Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven.</li> <li>• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands.</li> <li>• Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported.</li> <li>• The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.</li> </ul> |

Q23.

**Target:** AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

| Level | Mark  | Descriptor  |
|-------|-------|---|
|       | 0     | No rewardable material  |
| 1     | 1–4   | <ul style="list-style-type: none"> <li>• Simple or generalised statements are made about the topic.</li> <li>• Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question.</li> <li>• The overall judgement is missing or asserted.</li> <li>• There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.</li> </ul>   |
| 2     | 5–10  | <ul style="list-style-type: none"> <li>• There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the question.</li> <li>• Mostly accurate and relevant knowledge is included, but it lacks range or depth and has only implicit links to the demands and conceptual focus of the question.</li> <li>• An overall judgement is given but with limited substantiation, and the criteria for judgement are left implicit.</li> <li>• The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.</li> </ul>  |
| 3     | 11–16 | <ul style="list-style-type: none"> <li>• There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included.</li> <li>• Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth.</li> <li>• Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation.</li> <li>• The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.</li> </ul>  |
| 4     | 17–20 | <ul style="list-style-type: none"> <li>• Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven.</li> <li>• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands.</li> <li>• Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported.</li> <li>• The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.</li> </ul> |

| Question | Indicative content   |
|----------|--|
|          | <p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on the extent to which the extension of the franchise was the main reason for the changing political landscape of the 1920s and 1930s.</p> <p>The extent to which the extension of the franchise was the main reason for the changing political landscape in the 1920s and 1930s should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The increase of the proportion of the electorate belonging to the industrial working classes (at 80% of the electorate in 1918) generally tended to benefit the Labour Party</li> <li>• The Labour Party did much to appeal to many of the millions of women who had gained the franchise in 1918 and 1928, e.g. it had established 1,800 women's sections by 1929, numbering approximately 300,000 members</li> <li>• The Conservative Party was able to gain support from amongst the many working-class men who began to earn sufficient income to pay income tax at this time, with an appeal to lower taxation and judicious spending</li> <li>• Individual election results suggest the significance of the newly enfranchised, e.g. the Conservatives believed Labour and the Liberals made gains in 1923 appealing to women over the benefits of free trade for lower food prices.</li> </ul> <p>The extent to which other factors contributed to the changing political landscape in the 1920s and 1930s should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The mistakes made by Liberal politicians contributed to their own decline, e.g. the continued divisions, Asquith's decision to back a minority Labour Government in 1923, or scandals such as that over 'cash for honours'</li> <li>• The Liberal Party struggled for a distinct identity after the rise of Labour, contributing to divisions, e.g. Lloyd George's support for Labour between 1929-31 pushed other MPs and supporters towards the Conservatives</li> <li>• The impact of global economic decline led to division of the Labour Party in 1931 and the subsequent collapse in electoral support</li> <li>• The economic recovery after Britain left the Gold Standard benefitted the Conservatives, who dominated the National Government, and the boom in private housebuilding from the 1930s stimulated popular support for them.</li> </ul> <p>Other relevant material must be credited.</p> |

Q24.

**Target:** AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

| Level | Mark  | Descriptor  |
|-------|-------|---|
|       | 0     | No rewardable material  |
| 1     | 1–4   | <ul style="list-style-type: none"> <li>• Simple or generalised statements are made about the topic.</li> <li>• Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question.</li> <li>• The overall judgement is missing or asserted.</li> <li>• There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.</li> </ul>   |
| 2     | 5–10  | <ul style="list-style-type: none"> <li>• There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the question.</li> <li>• Mostly accurate and relevant knowledge is included, but it lacks range or depth and has only implicit links to the demands and conceptual focus of the question.</li> <li>• An overall judgement is given but with limited substantiation, and the criteria for judgement are left implicit.</li> <li>• The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.</li> </ul>  |
| 3     | 11–16 | <ul style="list-style-type: none"> <li>• There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included.</li> <li>• Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth.</li> <li>• Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation.</li> <li>• The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.</li> </ul>  |
| 4     | 17–20 | <ul style="list-style-type: none"> <li>• Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven.</li> <li>• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands.</li> <li>• Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported.</li> <li>• The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.</li> </ul> |

| Question | Indicative content   |
|----------|--|
|          | <p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement as to whether the impact of the Second World War was the main reason for the creation of the welfare state in the post-war period.</p> <p>The extent to which the impact of the Second World War was the main reason for the creation of the welfare state in the post-war period should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The Beveridge Report arose from the creation of an inter-departmental committee established in the wartime context to examine welfare provision, in part due to cross-party involvement in the national government</li> <li>• Wartime state intervention increased in a range of areas, e.g. provision of milk, the extension of school meals, food subsidies and vaccinations, raising expectations of post-war provision</li> <li>• Developments in healthcare resulting from the needs of the Second World War, such as the establishment of an Emergency Medical Service and improved specialist provision, contributed to calls for a national service</li> <li>• The 1944 White Paper 'A National Health Service' demonstrated both coalition support and a public desire for a comprehensive scheme, both of which were indicative of how war had boosted collectivist thinking.</li> </ul> <p>The extent to which other factors led to the creation of the welfare state in the post-war period should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The experience of the 'hunger years' of the 1930s in increasing demand for welfare provision – Beveridge's 'five evils' were old problems</li> <li>• The creation of the basis of the welfare state before 1939, e.g. national insurance and pensions</li> <li>• The limitations of previous welfare measures were exposed by the scale of problems such as unemployment in the 1930s</li> <li>• The role played by individuals such as Nye Bevan and Clement Attlee in shaping developments from 1945 onwards.</li> </ul> <p>Other relevant material must be credited.</p> |

Q25.

| Question | Indicative content   |
|----------|--|
|          | <p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement as to whether the wartime experience of 1939-45 was the main reason for the creation of the welfare state in the post-war period.</p> <p>The extent to which the wartime experience of 1939-45 led to the creation of the welfare state in the post-war period should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The Beveridge Report arose from the creation of an inter-departmental committee established in the wartime context to examine welfare provision, in part due to cross-party involvement in the national government</li> <li>• Wartime intervention increased in a range of areas, e.g. provision of milk, school meals and food subsidies, vaccinations and housing, raising expectations of post-war provision</li> <li>• Developments in healthcare resulting from the needs of the Second World War, such as the establishment of an Emergency Medical Service and improved provision of specialist treatment, contributed to calls for a national service</li> <li>• The 1944 White Paper 'A National Health Service' demonstrated both coalition support and a public desire for a comprehensive scheme.</li> </ul> |

|  |  |
|--|--|
|  | <p>The extent to which other factors led to the creation of the welfare state in the post-war period should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The experience of the 'hunger years' of the 1930s in increasing demand – Beveridge's 'five evils' were old problems</li> <li>• The creation of the basis of the welfare state before 1939, e.g. national insurance and pensions</li> <li>• The limitations of previous welfare measures were exposed by the scale of problems such as unemployment in the 1930s</li> <li>• The role played by individuals such as Nye Bevan and Clement Attlee in shaping developments from 1945 onwards.</li> </ul> <p>Other relevant material must be credited.</p> |
|--|--|

**Target:** AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

| Level | Mark  | Descriptor   |
|-------|-------|--|
|       | 0     | No rewardable material   |
| 1     | 1-4   | <ul style="list-style-type: none"> <li>• Simple or generalised statements are made about the topic.</li> <li>• Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question.</li> <li>• The overall judgement is missing or asserted.</li> <li>• There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.</li> </ul>  |
| 2     | 5-10  | <ul style="list-style-type: none"> <li>• There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the question.</li> <li>• Mostly accurate and relevant knowledge is included, but it lacks range or depth and has only implicit links to the demands and conceptual focus of the question.</li> <li>• An overall judgement is given but with limited substantiation, and the criteria for judgement are left implicit.</li> <li>• The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.</li> </ul>                                       |
| 3     | 11-16 | <ul style="list-style-type: none"> <li>• There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included.</li> <li>• Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth.</li> <li>• Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation.</li> <li>• The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.</li> </ul> |
| 4     | 17-20 | <ul style="list-style-type: none"> <li>• Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven.</li> <li>• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands.</li> <li>• Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported.</li> </ul>   |
|       |       | <ul style="list-style-type: none"> <li>• The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.</li> </ul>  |

Q26.

| Question | Indicative content   |
|----------|--|
|          | <p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about whether the after-effects of the First World War were the main reason for the economic challenges of the 1920s and 1930s.</p> <p>The importance of the after-effects of the First World War in the economic challenges of these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• As a result of the First World War, Britain lost export trade, particularly through the wartime use and loss of merchant shipping; market share lost to other nations</li> <li>• The demands of government spending during the First World War contributed to national debt, and the sale and loss of assets overseas reduced earnings</li> <li>• In the short term at least, the war led to dramatic increases in inflation, an issue that may be examined in relation to the desire of post-war governments to return to the Gold Standard.</li> </ul> <p>The importance of other factors in the economic challenges in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The global fall in demand and price levels in the early 1920s saw a slump that hit the 'old staples' – traditional industries such as textiles, coal, steel and shipbuilding</li> <li>• The failure of these industries to respond to changes in the trading environment, in relation to trade union strength, outdated practices, poor management</li> <li>• The impact of government policies such as increases in taxation and spending cuts, the return to the Gold Standard in 1925 and movement towards protectionism</li> <li>• The impact of the collapse of global trade after the advent of the Great Depression.</li> </ul> <p>Other relevant material must be credited.</p> |

**Target:** A01: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

| Level | Mark  | Descriptor  |
|-------|-------|---|
|       | 0     | No rewardable material.   |
| 1     | 1–4   | <ul style="list-style-type: none"> <li>• Simple or generalised statements are made about the topic.</li> <li>• Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question.</li> <li>• The overall judgement is missing or asserted.</li> <li>• There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.</li> </ul>   |
| 2     | 5–10  | <ul style="list-style-type: none"> <li>• There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the question.</li> <li>• Mostly accurate and relevant knowledge is included, but it lacks range or depth and has only implicit links to the demands and conceptual focus of the question.</li> <li>• An overall judgement is given but with limited substantiation, and the criteria for judgement are left implicit.</li> <li>• The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.</li> </ul>  |
| 3     | 11–16 | <ul style="list-style-type: none"> <li>• There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included.</li> <li>• Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth.</li> <li>• Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation.</li> <li>• The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.</li> </ul>  |
| 4     | 17–20 | <ul style="list-style-type: none"> <li>• Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven.</li> <li>• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands.</li> <li>• Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported.</li> <li>• The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.</li> </ul> |

Q27.

**Target:** AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

| Level | Mark  | Descriptor  |
|-------|-------|---|
|       | 0     | No rewardable material  |
| 1     | 1–4   | <ul style="list-style-type: none"> <li>• Simple or generalised statements are made about the topic.</li> <li>• Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question.</li> <li>• The overall judgement is missing or asserted.</li> <li>• There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.</li> </ul>   |
| 2     | 5–10  | <ul style="list-style-type: none"> <li>• There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the question.</li> <li>• Mostly accurate and relevant knowledge is included, but it lacks range or depth and has only implicit links to the demands and conceptual focus of the question.</li> <li>• An overall judgement is given but with limited substantiation, and the criteria for judgement are left implicit.</li> <li>• The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.</li> </ul>  |
| 3     | 11–16 | <ul style="list-style-type: none"> <li>• There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included.</li> <li>• Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth.</li> <li>• Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation.</li> <li>• The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.</li> </ul>  |
| 4     | 17–20 | <ul style="list-style-type: none"> <li>• Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven.</li> <li>• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands.</li> <li>• Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported.</li> <li>• The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.</li> </ul> |

| Question | Indicative content  |
|----------|---|
|          | <p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on the extent to which cost was the main reason for the increasing challenges to state welfare provision in the years 1964-79.</p> <p>The extent to which cost was the main reason for the increasing challenges to state welfare provision in the years 1964-79 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The cost of welfare provision was challenged as it rose as a proportion of GDP across the period, with spending on unemployment and associated benefits rising nearly 3% over the two decades</li> <li>• There were rises in associated aspects of the welfare state, such as healthcare (e.g. 39% increase after inflation) and pensions making provision more difficult</li> <li>• Financial constraints were particularly pressing after the 1973 crisis, and the IMF bailout of 1976</li> <li>• The 1962 Hospital Plan, aimed at building standardised District General Hospitals, ended up costing double what had originally been expected, and was scaled back in the 1970s under economic pressures.</li> </ul> <p>The extent to which other factors contributed to the increasing challenges to state welfare provision in the years 1964-79 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Increases in NHS and welfare spending were in line with those of many other government departments, and health spending grew by less in the UK than in many comparable countries</li> <li>• Arguments were put forward from the right relating to the creation of a dependency culture and the creation of a 'poverty trap'</li> <li>• Challenges from the left attacked the inadequacy of welfare provision, pointing to continued inequality, arguing the state should do more to ensure people received a fair level of support</li> <li>• Changes to the nature of welfare from the 1960s were significant, e.g. the extension of benefits contributed to resentment amongst some voters.</li> </ul> <p>Other relevant material must be credited.</p> |

Q28.

**Target:** AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

| Level | Mark  | Descriptor  |
|-------|-------|---|
|       | 0     | No rewardable material  |
| 1     | 1–4   | <ul style="list-style-type: none"> <li>• Simple or generalised statements are made about the topic.</li> <li>• Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question.</li> <li>• The overall judgement is missing or asserted.</li> <li>• There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.</li> </ul>   |
| 2     | 5–10  | <ul style="list-style-type: none"> <li>• There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the question.</li> <li>• Mostly accurate and relevant knowledge is included, but it lacks range or depth and has only implicit links to the demands and conceptual focus of the question.</li> <li>• An overall judgement is given but with limited substantiation, and the criteria for judgement are left implicit.</li> <li>• The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.</li> </ul>  |
| 3     | 11–16 | <ul style="list-style-type: none"> <li>• There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included.</li> <li>• Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth.</li> <li>• Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation.</li> <li>• The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.</li> </ul>  |
| 4     | 17–20 | <ul style="list-style-type: none"> <li>• Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven.</li> <li>• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands.</li> <li>• Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported.</li> <li>• The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.</li> </ul> |

| Question | Indicative content   |
|----------|--|
|          | <p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on the extent to which the development of comprehensive education was the main reason for the widening of opportunities in education in the years 1944-79.</p> <p>The importance of comprehensive education in the widening of opportunities in education should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Comprehensive education was growing from the mid-1950s, overcoming problems with the selection process, and geographical inequalities and gender imbalances in tripartite provision</li> <li>• The development of comprehensive education was seen to challenge the class imbalances that were evident in grammar schools, where the 11-plus was increasingly seen to favour middle-class children</li> <li>• Comprehensive education widened opportunities as from the early 1960s, it was increasingly seen as a solution to reducing the wastage of students who were leaving education early</li> <li>• The Crosland Circular, and the subsequent changes to funding in favour of comprehensive schools, marked a shift in the proportion of students at comprehensive schools, which reached over 90 per cent by 1979.</li> </ul> <p>The importance of other factors in the widening of opportunities in education should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Comprehensive education reduced opportunities for some of those working class children who would have previously passed the 11-plus</li> <li>• The 1944 Education Act widened opportunities, as the meritocratic nature of the 11-plus greatly expanded the numbers attending grammar schools, and thus taking examinations to allow access to further opportunities</li> <li>• The raising of the school leaving age to 15 (implemented 1947), and again in 1972-3 (to 16) increased numbers in education, and partaking in formal examinations</li> <li>• The expansion of the university sector across the period widened opportunities, with developments such as a system of grants and fees, the Robbins Report and the establishment of the Open University in 1969.</li> </ul> <p>Other relevant material must be credited.</p> |

Q29.

**Target:** AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

| Level | Mark  | Descriptor  |
|-------|-------|---|
|       | 0     | No rewardable material  |
| 1     | 1–4   | <ul style="list-style-type: none"> <li>• Simple or generalised statements are made about the topic.</li> <li>• Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question.</li> <li>• The overall judgement is missing or asserted.</li> <li>• There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.</li> </ul>   |
| 2     | 5–10  | <ul style="list-style-type: none"> <li>• There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the question.</li> <li>• Mostly accurate and relevant knowledge is included, but it lacks range or depth and has only implicit links to the demands and conceptual focus of the question.</li> <li>• An overall judgement is given but with limited substantiation, and the criteria for judgement are left implicit.</li> <li>• The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.</li> </ul>  |
| 3     | 11–16 | <ul style="list-style-type: none"> <li>• There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included.</li> <li>• Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth.</li> <li>• Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation.</li> <li>• The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.</li> </ul>  |
| 4     | 17–20 | <ul style="list-style-type: none"> <li>• Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven.</li> <li>• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands.</li> <li>• Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported.</li> <li>• The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.</li> </ul> |

| Question | Indicative content   |
|----------|--|
|          | <p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on the extent to which regional differences were the most significant feature of the quality of life in Britain in the years 1918-51.</p> <p>The extent to which regional differences were a significant feature of the quality of life in Britain in the years 1918-51 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The impact of difficult conditions after the First World War in staple industries such as coal, shipbuilding, steel and textiles, concentrated in the north of England, Wales and Scotland, hampered the quality of life there</li> <li>• The relative prosperity of the south-east and midlands even during the 1920s and 1930s, with higher levels of consumption and electrification was a feature of differences in quality of life between regions</li> <li>• The growth in housing construction in the south-east, such as the development of the 'Metroland' suburbs around London, improved quality of life</li> <li>• Even in the period of supposed full employment after the Second World War, unemployment was higher in the north and Scotland, with a continuing loss of jobs of around 50,000 each year.</li> </ul> <p>The extent to which regional differences were not the most significant feature of the quality of life or which other issues were more significant should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The quality of life improved nationally when compared to the pre-war period, with gains in the real wage due to falling prices and on average smaller family sizes due to increased use of contraception</li> <li>• The development of welfare services was done on a national basis, and thus applied across all regions</li> <li>• The growing popularity of entertainment, with radio ownership at 90 percent by 1950 and high cinema attendances</li> <li>• Gains in mass leisure and transport were widely experienced, with developments such as the growth of holiday camps from the 1930s, or increased attendances at live spectator sports in the late 1940s.</li> </ul> <p>Other relevant material must be credited.</p> |

# EXAM PAPERS PRACTICE

Q30.

| Question | Indicative content  |
|----------|---|
|          | <p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on the extent to which television was the most significant development in popular culture and entertainment in the years 1918-79.</p> <p>The extent to which television was the most significant development in popular culture and entertainment in the years 1918-79 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Television provided a universal and shared experience of events such as Queen Elizabeth's coronation, major sporting events, and mass audiences were attracted to soap operas</li> <li>• Television domesticated entertainment, increasing the proportion of leisure time spent in the family home, with average viewing hours of 16–20 hours per week by the late 1970s</li> <li>• The decline in cinema attendances across the period was closely linked to television's rise, with over half the cinemas in Britain closing in the years 1955–63, as television ownership rates reached over 90 per cent</li> <li>• The growth in television contributed to a decline in radio's attraction as a form of family entertainment, as well as overtaking radio audiences for directly competing services, e.g. coverage of live sports, news and drama.</li> </ul> |
|          | <p>The extent to which television was of limited significance in popular culture and entertainment and the extent to which other developments were more significant in the years 1918-79 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Music had a significant presence within popular culture and entertainment across the period, e.g. through live performances, dance halls, or through media such as radio</li> <li>• Radio played a significant and persistent role in popular culture from the 1920s onwards, from BBC radio plays, music and sports coverage through to the development of commercial radio from the 1970s</li> <li>• There were significant developments in youth culture, such as the notion of teenagers as a distinct cultural and consumer force from the 1950s, often allied to musical forms, e.g. teds, mods, rockers, and punks</li> <li>• Developments in the participation in sport and spectatorship of live sporting events were significant, e.g. growing attendance figures in the 1920s and</li> </ul>  |
|          | <p>1930s.</p> <p>Other relevant material must be credited.</p>  |

**Target:** AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

| Level | Mark  | Descriptor   |
|-------|-------|--|
|       | 0     | No rewardable material   |
| 1     | 1-4   | <ul style="list-style-type: none"> <li>• Simple or generalised statements are made about the topic.</li> <li>• Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question.</li> <li>• The overall judgement is missing or asserted.</li> <li>• There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.</li> </ul>  |
| 2     | 5-10  | <ul style="list-style-type: none"> <li>• There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the question.</li> <li>• Mostly accurate and relevant knowledge is included, but it lacks range or depth and has only implicit links to the demands and conceptual focus of the question.</li> <li>• An overall judgement is given but with limited substantiation, and the criteria for judgement are left implicit.</li> <li>• The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.</li> </ul>                                       |
| 3     | 11-16 | <ul style="list-style-type: none"> <li>• There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included.</li> <li>• Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth.</li> <li>• Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation.</li> <li>• The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.</li> </ul> |
| 4     | 17-20 | <ul style="list-style-type: none"> <li>• Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven.</li> <li>• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands.</li> <li>• Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported.</li> </ul>   |
|       |       | <ul style="list-style-type: none"> <li>• The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.</li> </ul>  |

Q31.

| Question | Indicative content  |
|----------|---|
|          | <p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on the significance of the 1944 Education Act in the development in education in the years 1918-1979.</p> <p>The extent to which the 1944 Education Act was significant should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The significance of Butler's Act in introducing the 11-plus and the tripartite system</li> <li>• Fee-paying in secondary schools was abolished and Church schools were brought under the national system</li> <li>• The significance of the raising of the school leaving age to 15 (implemented in 1947) and the establishment of secondary modern schools.</li> </ul> <p>The extent to which the significance of the 1944 Education Act was limited and/or the significance of other factors should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The 1918 Act included significant measures relating to nursery education, playing fields, medical provision and raising the leaving age to 14 (implemented under the 1921 Act)</li> <li>• The Crossland Circular of 1965 led to over 90% of children being educated in comprehensive schools by 1979</li> <li>• The significance of the expansion of the university sector across the period, with developments in the post-war era such as system of grants and fees, the Robbins Report and the establishment of the Open University in 1969.</li> </ul> <p>Other relevant material must be credited.</p> |

**Target:** AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

| Level | Mark  | Descriptor  |
|-------|-------|---|
|       | 0     | No rewardable material  |
| 1     | 1-4   | <ul style="list-style-type: none"> <li>• Simple or generalised statements are made about the topic.</li> <li>• Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question.</li> <li>• The overall judgement is missing or asserted.</li> <li>• There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.</li> </ul>   |
| 2     | 5-10  | <ul style="list-style-type: none"> <li>• There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the question.</li> <li>• Mostly accurate and relevant knowledge is included, but it lacks range or depth and has only implicit links to the demands and conceptual focus of the question.</li> <li>• An overall judgement is given but with limited substantiation, and the criteria for judgement are left implicit.</li> <li>• The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.</li> </ul>  |
| 3     | 11-16 | <ul style="list-style-type: none"> <li>• There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included.</li> <li>• Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth.</li> <li>• Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation.</li> <li>• The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.</li> </ul>  |
| 4     | 17-20 | <ul style="list-style-type: none"> <li>• Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven.</li> <li>• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands.</li> <li>• Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported.</li> <li>• The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.</li> </ul> |

EXAM PAPERS PRACTICE

Q32.

| Question | Indicative content   |
|----------|--|
|          | <p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on the extent to which welfare provision in the years 1918–39 was similar to that in the years 1945–79.</p> <p>The extent to which welfare provision was similar should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The National Insurance system provided the fundamental basis for provision of assistance with regards to unemployment and sickness benefits</li> <li>• The system of state contributory pensions, first established with the Old Age Pensions Act of 1908, continued throughout the period</li> <li>• The requirement for local councils to build and provide subsidised housing, first established with the Housing Act 1919, remained throughout the period.</li> </ul> <p>The extent to which welfare provision was different should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Poverty assistance saw significant developments in the latter period, such as the establishment of the National Assistance Board in 1948</li> <li>• Family Allowances were introduced in 1946, providing a non means-tested benefit to mothers</li> <li>• The creation of the NHS in 1948 was a major departure in provision of healthcare</li> <li>• The numerous refinements to provision that had existed in some form since the earlier period, e.g. the National Insurance Act of 1946, with the more universalist response to welfare in the light of the Beveridge Report.</li> </ul> <p>Other relevant material must be credited.</p> |

**Target:** A01: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

| Level | Mark  | Descriptor  |
|-------|-------|---|
|       | 0     | No rewardable material.   |
| 1     | 1–4   | <ul style="list-style-type: none"> <li>• Simple or generalised statements are made about the topic.</li> <li>• Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question.</li> <li>• The overall judgement is missing or asserted.</li> <li>• There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.</li> </ul>   |
| 2     | 5–10  | <ul style="list-style-type: none"> <li>• There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the question.</li> <li>• Mostly accurate and relevant knowledge is included, but it lacks range or depth and has only implicit links to the demands and conceptual focus of the question.</li> <li>• An overall judgement is given but with limited substantiation, and the criteria for judgement are left implicit.</li> <li>• The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.</li> </ul>  |
| 3     | 11–16 | <ul style="list-style-type: none"> <li>• There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included.</li> <li>• Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth.</li> <li>• Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation.</li> <li>• The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.</li> </ul>  |
| 4     | 17–20 | <ul style="list-style-type: none"> <li>• Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven.</li> <li>• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands.</li> <li>• Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported.</li> <li>• The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.</li> </ul> |

Q33.

**Target:** A03: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.

| Level | Mark  | Descriptor  |
|-------|-------|---|
|       | 0     | No rewardable material.   |
| 1     | 1–4   | <ul style="list-style-type: none"> <li>• Demonstrates only limited comprehension of the extracts, selecting some material relevant to the debate.</li> <li>• Some relevant contextual knowledge is included, with limited linkage to the extracts.</li> <li>• Judgement on the view is assertive, with little or no supporting evidence</li> </ul>  |
| 2     | 5–10  | <ul style="list-style-type: none"> <li>• Demonstrates some understanding and attempts analysis of the extracts by describing some points within them that are relevant to the debate.</li> <li>• Contextual knowledge is added to information from the extracts, but only to expand on matters of detail or to note some aspects which are not included.</li> <li>• A judgement on the view is given, but with limited support and related to the extracts overall, rather than specific issues</li> </ul>  |
| 3     | 11–16 | <ul style="list-style-type: none"> <li>• Demonstrates understanding of the extracts and shows some analysis by selecting and explaining some key points of interpretation they contain and indicating differences</li> <li>• Knowledge of some issues related to the debate is included to link to, or expand, some views given in the extracts.</li> <li>• A judgement is given and related to some key points of view in the extracts and discussion is attempted, albeit with limited substantiation.</li> </ul>   |
| 4     | 17–20 | <ul style="list-style-type: none"> <li>• Demonstrates understanding of the extracts, analysing the issues of interpretation raised by comparison of them.</li> <li>• Integrates issues raised by extracts with those from own knowledge to discuss the views. Most of the relevant aspects of the debate will be discussed, although treatment of some aspects may lack depth.</li> <li>• Discusses evidence in order to reach a supported overall judgement. Discussion of points of view in the extracts demonstrates understanding that the issues are matters of interpretation.</li> </ul> |

| Question | Indicative content  |
|----------|---|
|          | <p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates are expected to use the extracts and their own knowledge to consider the view that people in Britain became 'better-off' as a result of Thatcher's economic policies. Reference to the works of named historians is not expected, but candidates may consider historians' viewpoints in framing their argument. Candidates should use their discussion of various views to reach a reasoned conclusion.</p> <p>In considering the given view, the points made by the authors should be analysed and evaluated. Relevant points may include:</p> <p>Extract 1</p> <ul style="list-style-type: none"> <li>• Increased productivity saw an increase in real earnings</li> <li>• Consumer spending increased and there was a credit boom</li> <li>• A rise in employment led to more people becoming better off.</li> </ul> <p>Extract 2</p> <ul style="list-style-type: none"> <li>• Income tax reductions and higher VAT increased the gap between rich and poor</li> <li>• Agrees that there were wage increases, but these increases favoured managers rather than skilled workers</li> <li>• Young people were affected by limits to social security and homelessness increased</li> <li>• Unemployment remained high throughout the period.</li> </ul> <p>Candidates should use their own knowledge of the issues to address the ways in which Thatcher's economic policies made people better-off. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Homeownership grew, e.g. people who lived on council estates were encouraged to buy their previously rented policies</li> <li>• Deregulation encouraged both product and consumer choice, e.g. the</li> </ul> <p>Candidates should use their own knowledge of the issues to address areas in which Thatcher's economic policies were less successful at raising living standards. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Increasing consumer demand led to inflation and increased prices</li> <li>• Interest rates were raised to 15 per cent in October 1989, which severely affected homeowners</li> <li>• Many new jobs were part time or casual, which were poorly paid and had little security.</li> </ul> |

Q34.

| Question | Indicative content  |
|----------|---|
|          | <p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates are expected to use the extracts and their own knowledge to consider the view that Thatcher's economic policies had a disastrous impact on the people of Britain. Reference to the works of named historians is not expected, but candidates may consider historians' viewpoints in framing their argument. Candidates should use their discussion of various views to reach a reasoned conclusion.</p> <p>In considering the given view, the points made by the authors should be analysed and evaluated. Relevant points may include:</p> <p>Extract 1</p> <ul style="list-style-type: none"> <li>• Failure to tackle the 'number one' priority of inflation</li> <li>• High and rising unemployment and widespread bankruptcies in business, declining national income and current account deficits</li> <li>• Detrimental wider consequences such as pollution and falling morale.</li> </ul> <p>Extract 2</p> <ul style="list-style-type: none"> <li>• The trade surplus achieved by the early 1980s</li> <li>• Lawson's tax cuts stimulated demand</li> <li>• Deregulation helped re-establish the financial sector.</li> </ul> |

|  |   |
|--|---|
|  | <p>Candidates should use their own knowledge of the issues to address the view that Thatcher's economic policies had a disastrous impact on the people of Britain. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Unemployment rose above three million in 1983, and never fell to pre-Thatcher levels during the period</li> <li>• The rise in inequality across the period</li> <li>• The recession that began in 1990 may be attributed to the high interest rates necessary to control the excesses of the inflationary boom of the late 1980s.</li> </ul> <p>Candidates should use their own knowledge of the issues related to the debate to counter the view that Thatcher's economic policies had a disastrous impact on the people of Britain. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Home ownership grew significantly during the period, partly as a result of right-to-buy and deregulation of lending</li> <li>• Share ownership also increased, again through deregulation and the encouragement of privatisation</li> <li>• GDP growth compared favourably to both EC and OECD averages.</li> </ul> <p>Other relevant material must be credited.</p> |
|--|---|

**Target:** A03: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.

| Level | Mark  | Descriptor  |
|-------|-------|---|
|       | 0     | No rewardable material.   |
| 1     | 1–4   | <ul style="list-style-type: none"> <li>• Demonstrates only limited comprehension of the extracts, selecting some material relevant to the debate.</li> <li>• Some relevant contextual knowledge is included, with limited linkage to the extracts.</li> <li>• Judgement on the view is assertive, with little or no supporting evidence</li> </ul>  |
| 2     | 5–10  | <ul style="list-style-type: none"> <li>• Demonstrates some understanding and attempts analysis of the extracts by describing some points within them that are relevant to the debate.</li> <li>• Contextual knowledge is added to information from the extracts, but only to expand on matters of detail or to note some aspects which are not included.</li> <li>• A judgement on the view is given, but with limited support and related to the extracts overall, rather than specific issues</li> </ul>  |
| 3     | 11–16 | <ul style="list-style-type: none"> <li>• Demonstrates understanding of the extracts and shows some analysis by selecting and explaining some key points of interpretation they contain and indicating differences</li> <li>• Knowledge of some issues related to the debate is included to link to, or expand, some views given in the extracts.</li> <li>• A judgement is given and related to some key points of view in the extracts and discussion is attempted, albeit with limited substantiation.</li> </ul>   |
| 4     | 17–20 | <ul style="list-style-type: none"> <li>• Demonstrates understanding of the extracts, analysing the issues of interpretation raised by comparison of them.</li> <li>• Integrates issues raised by extracts with those from own knowledge to discuss the views. Most of the relevant aspects of the debate will be discussed, although treatment of some aspects may lack depth.</li> <li>• Discusses evidence in order to reach a supported overall judgement. Discussion of points of view in the extracts demonstrates understanding that the issues are matters of interpretation.</li> </ul> |

Q35.

EXAM PAPERS PRACTICE

| Question | Indicative content   |
|----------|--|
|          | <p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about the extent to which cost was the main reason the state faced increasing challenges in welfare provision in the 1960s and 1970s.</p> <p>The extent to which cost was the reason the state faced increasing challenges in welfare provision should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The cost of welfare provision rose as a proportion of GDP across the period, with spending on unemployment and associated benefits rising nearly 3% over the two decades</li> <li>• There were similar rises in associated aspects of the welfare state, such as healthcare and pensions</li> <li>• Increased life expectancy, the impact of the earlier baby boom and raised expectations of health and welfare provision all contributed to rising costs</li> <li>• Financial constraints were particularly pressing after the 1973 crisis, and the IMF bailout of 1976.</li> </ul> <p>The importance of other factors increasing challenges in welfare provision should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The breakdown of consensus lessened agreement between the two main political parties, particularly concerning welfare</li> <li>• Arguments were put forward from the right relating to the creation of a dependency culture</li> <li>• It may be argued that despite ideological challenges to the concept of welfare provision, no government genuinely addressed the issue of cost prior to 1979.</li> </ul> <p>Other relevant material must be credited.</p> |

**Target:** A01: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

| Level | Mark  | Descriptor  |
|-------|-------|---|
|       | 0     | No rewardable material  |
| 1     | 1–4   | <ul style="list-style-type: none"> <li>• Simple or generalised statements are made about the topic.</li> <li>• Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question.</li> <li>• The overall judgement is missing or asserted.</li> <li>• There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.</li> </ul>   |
| 2     | 5–10  | <ul style="list-style-type: none"> <li>• There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the question.</li> <li>• Mostly accurate and relevant knowledge is included, but it lacks range or depth and has only implicit links to the demands and conceptual focus of the question.</li> <li>• An overall judgement is given but with limited substantiation, and the criteria for judgement are left implicit.</li> <li>• The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.</li> </ul>  |
| 3     | 11–16 | <ul style="list-style-type: none"> <li>• There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included.</li> <li>• Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth.</li> <li>• Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation.</li> <li>• The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.</li> </ul>  |
| 4     | 17–20 | <ul style="list-style-type: none"> <li>• Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven.</li> <li>• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands.</li> <li>• Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported.</li> <li>• The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.</li> </ul> |

Q36.

| Question | Indicative content   |
|----------|--|
|          | <p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on the extent to which the role of women changed in the years 1918-45.</p> <p>In considering the extent of change, the significant features of the role of women in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The Representation of the People Act 1918, The Qualification of Women Act 1918 and The Equal Franchise Act 1928 all increased the political status of women</li> <li>• Work during both wars led to both an increase in the number of women working and a change in the nature of work undertaken</li> <li>• The Matrimonial Causes Acts of 1923 and 1937 brought equality in divorce.</li> </ul> <p>In considering the extent of continuity, the significant features of the role of women should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Women played a limited role in national politics, and political participation through groups such as the Primrose League often conformed to earlier gender stereotypes</li> <li>• Wartime working gains were largely temporary, equal pay was the exception, and restrictions such as marriage bars were in operation</li> <li>• Traditional expectations regarding marriage and women's domestic role were still the norm.</li> </ul> <p>Other relevant material must be credited.</p> |

**Target:** A01: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

| Level | Mark  | Descriptor  |
|-------|-------|---|
|       | 0     | No rewardable material  |
| 1     | 1–4   | <ul style="list-style-type: none"> <li>• Simple or generalised statements are made about the topic.</li> <li>• Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question.</li> <li>• The overall judgement is missing or asserted.</li> <li>• There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.</li> </ul>   |
| 2     | 5–10  | <ul style="list-style-type: none"> <li>• There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the question.</li> <li>• Mostly accurate and relevant knowledge is included, but it lacks range or depth and has only implicit links to the demands and conceptual focus of the question.</li> <li>• An overall judgement is given but with limited substantiation, and the criteria for judgement are left implicit.</li> <li>• The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.</li> </ul>  |
| 3     | 11–16 | <ul style="list-style-type: none"> <li>• There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included.</li> <li>• Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth.</li> <li>• Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation.</li> <li>• The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.</li> </ul>  |
| 4     | 17–20 | <ul style="list-style-type: none"> <li>• Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven.</li> <li>• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands.</li> <li>• Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported.</li> <li>• The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.</li> </ul> |

Q37.

**Target:** AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

| Level | Mark  | Descriptor  |
|-------|-------|---|
|       | 0     | No rewardable material  |
| 1     | 1–4   | <ul style="list-style-type: none"> <li>• Simple or generalised statements are made about the topic.</li> <li>• Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question.</li> <li>• The overall judgement is missing or asserted.</li> <li>• There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.</li> </ul>   |
| 2     | 5–10  | <ul style="list-style-type: none"> <li>• There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the question.</li> <li>• Mostly accurate and relevant knowledge is included, but it lacks range or depth and has only implicit links to the demands and conceptual focus of the question.</li> <li>• An overall judgement is given but with limited substantiation, and the criteria for judgement are left implicit.</li> <li>• The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.</li> </ul>  |
| 3     | 11–16 | <ul style="list-style-type: none"> <li>• There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included.</li> <li>• Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth.</li> <li>• Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation.</li> <li>• The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.</li> </ul>  |
| 4     | 17–20 | <ul style="list-style-type: none"> <li>• Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven.</li> <li>• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands.</li> <li>• Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported.</li> <li>• The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.</li> </ul> |

| Question | Indicative content  |
|----------|---|
|          | <p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about whether, in the 1950s and 1960s, the main consequence of the increase in car ownership was a growth in leisure and entertainment activities.</p> <p>The contribution of increased car ownership to the growth in leisure and entertainment activities in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Easier access to holiday destinations, particularly the newly developing holiday camps and more remote areas such as Cornwall and West Wales</li> <li>• Development of tourist and leisure facilities catering for day trips and Sunday drives</li> <li>• Development of new activities, particularly caravanning, which by the end of the 1960s made up 20 per cent of all holiday accommodation</li> <li>• The opening up of countryside activities to urban car owners.</li> </ul> <p>The importance of other consequences of increased car ownership in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Economic consequences, e.g. it created job opportunities in car manufacturing, road building; the decline of the railways</li> <li>• A changing living and working environment, e.g. growth of suburbs, commuting and supermarket shopping</li> <li>• A changing environmental landscape, e.g. road and motorway building, suburban housing and new towns</li> <li>• An increase in social divisions, e.g. widening opportunities less accessible to those who could not afford cars.</li> </ul> <p>Other relevant material must be credited.</p> |

Q38.

| Question | Indicative content   |
|----------|--|
|          | <p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about the extent to which austerity was the main effect of the Second World War on British society in the years 1940s and 1950s.</p> <p>The extent to which austerity was the main effect of the Second World War on British society should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Rationing of foodstuffs began early in 1940, and as a proportion of consumer expenditure, rationing increased 1945-48, and continued until 1954, with infamous attempts at failed substitutes such as sneek</li> <li>• Fuel, clothes and even building supplies were rationed or controlled throughout the war and in the immediate post-war years</li> <li>• The financial crisis of 1947 and devaluation of 1949 which extended austerity resulted from the financial cost of war.</li> </ul> <p>The extent to which other factors were more consequential with regards to the impact of the Second World War on British society should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The implementation of the Beveridge Report and the establishment of the welfare state</li> <li>• Demographic changes such as an increase in marriage and birth rates</li> <li>• Immigration from Commonwealth and European nations numbered over 500,000 by 1961.</li> </ul> <p>Other relevant material must be credited.</p> |

**Target:** AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

| Level | Mark  | Descriptor  |
|-------|-------|---|
|       | 0     | No rewardable material  |
| 1     | 1-4   | <ul style="list-style-type: none"> <li>• Simple or generalised statements are made about the topic.</li> <li>• Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question.</li> <li>• The overall judgement is missing or asserted.</li> <li>• There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.</li> </ul>   |
| 2     | 5-10  | <ul style="list-style-type: none"> <li>• There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the question.</li> <li>• Mostly accurate and relevant knowledge is included, but it lacks range or depth and has only implicit links to the demands and conceptual focus of the question.</li> <li>• An overall judgement is given but with limited substantiation, and the criteria for judgement are left implicit.</li> <li>• The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.</li> </ul>  |
| 3     | 11-16 | <ul style="list-style-type: none"> <li>• There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included.</li> <li>• Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth.</li> <li>• Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation.</li> <li>• The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.</li> </ul>  |
| 4     | 17-20 | <ul style="list-style-type: none"> <li>• Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven.</li> <li>• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands.</li> <li>• Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported.</li> <li>• The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.</li> </ul> |

EXAM PAPERS PRACTICE

Q39.

| Question | Indicative content   |
|----------|--|
|          | <p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates are expected to use the extracts and their own knowledge to consider the view that in the years 1979-97, the Thatcher governments transformed Britain.</p> <p>Reference to the works of named historians is not expected, but candidates may consider historians' viewpoints in framing their argument. Candidates should use their discussion of various views to reach a reasoned conclusion.</p> <p>In considering the given view, the points made by the authors should be analysed and evaluated. Relevant points may include:</p> <p><b>Extract 1</b></p> <ul style="list-style-type: none"> <li>• The rejection of the social democratic consensus, with implications for both major parties during and beyond the Thatcher years</li> <li>• The reduction of the state's role with regards to state intervention in the economy</li> <li>• The restructuring of the welfare state, particularly from the third term.</li> </ul> <p><b>Extract 2</b></p> <ul style="list-style-type: none"> <li>• Declining Conservative support across the period, suggesting the response to Thatcherism was ultimately lukewarm</li> <li>• The limited impact in relation to Thatcherite aims for the family and social morality</li> <li>• The failure to reinvigorate manufacturing industry.</li> </ul> <p>Candidates should use their own knowledge of the issues to address the view that the Thatcher governments transformed Britain. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Economic policy saw the end of the commitment to full employment and a new emphasis on supply-side economics</li> <li>• The denationalisation of a range of state-owned industries, the increase in share ownership and the deregulation of financial markets</li> <li>• The impact of council house sales and changes to personal taxation.</li> </ul> <p>Candidates should use their own knowledge of the issues related to the debate to counter the view the Thatcher governments transformed Britain. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Despite the commitment to cut public spending, welfare spending remained high</li> <li>• The initial commitment to monetarist policy was soon watered down</li> <li>• Some of the intended reforms were limited, went unfulfilled, or were reversed, such as the civil service, NHS or the community charge.</li> </ul> <p>Other relevant material must be credited.</p> |

**Target:** A03: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.

| Level | Mark  | Descriptor  |
|-------|-------|---|
|       | 0     | No rewardable material.   |
| 1     | 1–4   | <ul style="list-style-type: none"> <li>• Demonstrates only limited comprehension of the extracts, selecting some material relevant to the debate.</li> <li>• Some relevant contextual knowledge is included, with limited linkage to the extracts.</li> <li>• Judgement on the view is assertive, with little or no supporting evidence</li> </ul>  |
| 2     | 5–10  | <ul style="list-style-type: none"> <li>• Demonstrates some understanding and attempts analysis of the extracts by describing some points within them that are relevant to the debate.</li> <li>• Contextual knowledge is added to information from the extracts, but only to expand on matters of detail or to note some aspects which are not included.</li> <li>• A judgement on the view is given, but with limited support and related to the extracts overall, rather than specific issues</li> </ul>  |
| 3     | 11–16 | <ul style="list-style-type: none"> <li>• Demonstrates understanding of the extracts and shows some analysis by selecting and explaining some key points of interpretation they contain and indicating differences</li> <li>• Knowledge of some issues related to the debate is included to link to, or expand, some views given in the extracts.</li> <li>• A judgement is given and related to some key points of view in the extracts and discussion is attempted, albeit with limited substantiation.</li> </ul>   |
| 4     | 17–20 | <ul style="list-style-type: none"> <li>• Demonstrates understanding of the extracts, analysing the issues of interpretation raised by comparison of them.</li> <li>• Integrates issues raised by extracts with those from own knowledge to discuss the views. Most of the relevant aspects of the debate will be discussed, although treatment of some aspects may lack depth.</li> <li>• Discusses evidence in order to reach a supported overall judgement. Discussion of points of view in the extracts demonstrates understanding that the issues are matters of interpretation.</li> </ul> |