

SOURCE 1

Mr Macmillan told us that the old division of Britain into the two nations, the Haves and Have Nots, has disappeared ... In fact, the contrast between the extremes of wealth and poverty is sharper today than eight years ago. The business man with a tax-free expense account, the speculator with tax-free capital gains, and the retiring company director with a tax-free redundancy payment due to a take-over bid – these people have 'never had it so good'.

It is not so good for the widowed mother with children, the chronic sick, the 400,000 unemployed, and the millions of pensioners who have no adequate pension.

From the Labour Party's Election Manifesto, 1959

SOURCE 2

View this image at the following website:

<http://www.cartoons.ac.uk/record/VY1498>

OR go to www.cartoons.ac.uk and search for Reference number VY1498, a cartoon by Vicky [Victor Weisz]

CAPTION: '... and, remember, any increase in wages must come out of increased productivity ...'

From the Evening Standard, a newspaper, published on 29 June 1959. The cartoon shows Derick Heathcote Amory, the Chancellor of the Exchequer in Macmillan's Conservative Government

SOURCE 3

These increased earnings come from the increasing production of most of our main industries – steel, coal, motor cars; a large part of the increase in output is going to exports or to investment. That is all to the good. Indeed, let us be frank about it: most of our people have never had it so good.

What is beginning to worry some of us is, is it too good to be true? Our constant concern today is can prices be steadied while at the same time we maintain full employment.

From a speech by Harold Macmillan at Bedford, 20th July 1957

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SOURCE 4

Poverty has been abolished, hunger is unknown. The sick are tended, the old folks are cherished, our children are growing up in a land of opportunity.

From a speech by Sam Watson, the Durham Miners' Leader, at the Labour Party Conference in 1950

SOURCE 5

Many critics of the Labour Party, both at the time and more recently, have argued that the policies which were implemented between 1945 and 1951 were marked by a bureaucratic, cold and calculating approach. This approach showed scant regard for participation by workers in management, for the needs of consumers or for popular control. The nationalised industries were criticised as being remote, unaccountable and inefficient.

From Martin Daunton, 'The Labour Party and Clause Four', in History Review 22, published in 1995

SOURCE 6

The new Labour government achieved a great deal and its achievements are all the greater when set in the context of the shattered post-war world, and the enormous problems which the government faced at home and abroad. When Attlee left office in 1951 the country was much changed from the one he inherited in 1945. In the first nine months, 75 bills were introduced and as many as 55 received the Royal Assent in that time. In all, that Parliament put 345 Acts on the Statute Book, including the creating of the welfare state; the establishment of the NHS and the nationalisation of coal, steel, transport and power. The achievements were remarkable.

From James Barber, 'Attlee and his Cabinets', in History Review 17, published in 1993

SOURCE 7

All its achievements were not enough to dispel the impression that, in the years 1964–70, Labour, apart perhaps from its last year in office, had made many of the same mistakes as the Conservatives. They had not 'got the economy right'. Several key industries – coalmining, shipbuilding, textiles and railways – continued to shrink, and this caused unemployment to rise from around 400,000 in 1964 to just over 600,000 by 1970.

From Norman Lowe, Mastering Modern British History, published in 1984

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SOURCE 8

The record of the Labour Government from 1964-70 was not all failure. Important social legislation was passed in 1967 and 1968: the Abortion Act, the Sexual Offenders Act and the Race Relations Act were all key measures in modernising outdated laws and attitudes. Labour's economic difficulties were managed very effectively by the new Chancellor Roy Jenkins, who achieved a healthier balance of payments situation in time for the 1970 election.

From Chris Rowe, Britain 1929–98, published in 2004

SOURCE 9

To view this image, go to <http://www.cartoons.ac.uk/record/11704>
OR go to www.cartoons.ac.uk and search for Reference number 11704, a cartoon by John Jensen.

CAPTION: 'It's the legacy of 13 years of Tory mis-rule. I would have needed another five years to clear up the mess properly.'

From the Sunday Telegraph, a right-of-centre newspaper, published on 26 July 1970. The figure with the pipe depicts Harold Wilson

Examiner's Specific Advice

The focus of question (a) is on treating the extracts as sources of *evidence* rather than information. This means that good responses go beyond what is stated in a source to make *inferences* about what is suggested, and to evaluate what weight of conclusion this interpretation will bear. Evaluation can be by means of *cross-referencing* to other sources, by placing the evidence in its historical context, or by *considering the provenance and attributes* of the source to evaluate the evidence within it. The best responses are able to *treat the sources as a set*, to establish a body of evidence as a basis for *judgements* to be made.

Exemplar Question

(a) Study Sources 1, 2 and 3.

How far do Sources 1, 2 and 3 suggest that the British people in the 1950s had 'never had it so good'?

Explain your answer, using the evidence of Sources 1, 2 and 3.

(20 marks)

Planning Your Response

You should always plan answers but this is particularly important for questions which require you to cross-reference source material. In order to avoid using the sources in isolation, draw a grid and identify points from the sources that agree with the contention in the question; then do the same for points of disagreement. Remember it is quite likely that there will be points of agreement and disagreement within the same source. Finally, add a column to your grid showing how the source attributions help to support or challenge your points of agreement and disagreement.

Plan

Examiner's Exemplar Answer 1

'Never had it so good' was a speech by Harold Macmillan in 1957. Macmillan believed that Britain

(1) This opening paragraph makes no reference to the

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had never had it so good due to the rise in employment and the creation of the NHS and the welfare state (1).

Source 1 tells us that not everything was good, it was only good for the rich and top businessmen. It wasn't good for the 400,000 unemployed, the sick and the pensioners. However, Source 1 may be biased as it is from the Labour Party who opposed the Conservative party (2).

Source 2 agrees with Source 1. It says 'set the top people free' meaning the rich and the businessmen. Source 2 also indicates that 'conservative freedom works for the speculators' and 'the take-over chaps' showing that only the rich benefited. However, this is a cartoon in a newspaper so may not be accurate (3).

However, Source 3 tells us that there was a huge increase in production which meant people had never had it so good. This therefore challenges Sources 1 and 2 (4). However, many consider that Source 3 is a warning by Macmillan, as even though they might have never had it so good now, things could easily change. Source 3 also indicates that Macmillan had a lot of worries himself, as it suggests he is afraid that employment might drop. This source shows that even though the British had a lot of good going for them, there were still a lot of worries even within the Conservative government.

In conclusion, Sources 1, 2 and 3 show that Britain really was not that brilliant. Sources 1 and 2 show that only the rich benefited while Source 3 shows that there was some good, but there were still worries that it would not last for long (5).

Examiner's Assessment

This candidate has highlighted the basic conflict between the sources and made a brief attempt to cross-refer Sources 1 and 2. However, the cross-referencing is not nearly detailed enough, and this is largely due to the fact that the sources have been examined sequentially instead of tackled as a set. Although the provenance has been noted, it has not been used to weigh up the significance of the evidence contained in the sources. Claims of bias and exaggeration are too simplistic and don't help to assess how far the sources support or challenge the claim in the question. For example,

source material. It is important to remember that part (a) questions are entirely focused on AO2a – the evaluation and analysis of source material.

(2) Although the provenance is noted, it is not used to evaluate the evidence in the source.

(3) A brief cross-reference between Sources 1 and 2, but again the provenance is not used to weigh up the evidence.

(4) The basic contrast is drawn out between Source 3 and Sources 1 and 2. However, it is not developed and, despite Macmillan's warning being noted, the significance of the difference in dates is not explored.

(5) Rather than arriving at a judgement as to 'how far', the candidate simply restates the basic conflict between the sources.

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the Labour party may well wish to highlight the Conservatives' shortcomings in its election manifesto but it is unlikely to claim there are 400,000 unemployed if this is not the case. Overall, this candidate has displayed a solid comprehension of the sources and has selected relevant material to highlight broad areas of agreement and disagreement, but there has been no attempt address 'how far' or to weigh up the evidence in the light of the attributions. The response therefore receives a high Level 2 mark.

Examiner's Exemplar Answer 2

It is true that in the 1950s some of the British people had never had it so good. However, Sources 1 and 2 seem to suggest that only businessmen had never had it so good whereas the working-class were now having to increase productivity by working harder for their better lifestyles. However, although Source 3 agrees that most of the British people had never had it so good, it also looks at the sustainability of this prosperous lifestyle in the long run (6).

Source 2 seems to show a mockery of Conservative campaign slogans (7) editing them to portray the reality of how the slogans were carried out. It seems Conservative policies, instead of affecting the entire population, only affected the 'top' percentage of the population, the 'take-over chaps' and the 'speculators'. These would be the high-ranking members of businesses who are becoming more successful. Source 2 suggests that this success came from an increase in productivity meaning that the working conditions for the working-class were harsher and more stressful so they could achieve the increase in wages for a better lifestyle.

The points made in Source 2 are also agreed in Source 1. It suggests that 'businessmen', 'speculators' and 'company directors' are the only ones who have had it so good. This is because much of what they earn has become tax free. This ties in precisely with some of the groups mentioned in Source 2. Source 1 also tells us that many people are suffering during the 1950s; for example widowed mothers, the sick, pensioners and 400,000 unemployed. Therefore, Sources 1 and 2 do not agree with the fact that most of the British people had never had it so good as,

(6) This is a good introduction, clearly focused on the sources, with the key conflict highlighted.

(7) There is some good textual reading here with the candidate showing a firm understanding of the function of political cartoons.

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critically, it states only top businessmen really prospered in the 1950s (8). However, we should remember that both these pieces may have exaggerated what was going on as they want the Conservatives to lose support (9).

However, Sources 1 and 2 were written two years after Source 3. In Source 3 it talks about maintaining full employment, which means there is full employment at that time whereas Source 1 says that 400,000 were unemployed. Source 3 does suggest that the increased productivity mentioned in Sources 1 and 2 could lead to prices becoming unsteady and therefore bring about unemployment (10).

Overall, it seems that Sources 1 and 2 disagree with the quote in the question. However, they were both created two years after the speech was made and both come from political opponents of the Tories. Although Source 3 does agree that the people had never had it so good at the time of the speech due to full employment and rising production, significantly it is, in fact, a warning of how the prosperous times might not last. These warnings seem to have come about by the time Sources 1 and 2 are written (11). So, in conclusion, the sources suggest that some people enjoyed prosperous times for part of the 1950s but by the end of the decade, for the majority, this was not the case (12).

Examiner's Assessment

This is a good Level 4 response. There is detailed cross-referencing and careful selection of material to highlight similarities and differences. This is all clearly focused on the contention in the question. Sources are evaluated in the light of their provenance and an attempt to reconcile the basic contrast between Source 3 and Sources 1 and 2 leads to a valid assessment of 'how far'. It is not a perfect response; it could, for example, be extended by using contextual knowledge to highlight the different support bases of the Conservative and Labour parties. However, it is focused on the analysis and evaluation of the source material and clearly directed on the contention in the question and, hence, deserves a mark of 18 (high Level 4).

(8) The evidence in Source 1 is being clearly cross-referenced with Source 2 and the focus is directed clearly on the claim in the question.

(9) There is an attempt here to evaluate the evidence in the light of the source attributions, but this is not developed.

(10) This is a strong paragraph. The candidate uses the difference in dates to reconcile the conflict between Source 3 and Sources 1 and 2.

(11) This is a developed conclusion tightly focused on both the sources and the claim in the question. There is an attempt to evaluate the evidence in the light of the attributions.

(12) Critically, the candidate concludes with a valid attempt to arrive at an assessment of 'how far'.

(a) How far do Sources 1, 2 and 3 suggest that the British people in the 1950s had 'never had it so good'?

(20 marks)

Target: AO2a (8%)

As part of an historical enquiry, analyse and evaluate a range of appropriate source material with discrimination.

Level 1	Comprehends the surface features of the sources and selects material relevant to the question. Responses are direct quotations or paraphrases from one or more of the sources. Low Level 1: 1–2 marks The qualities of Level 1 are displayed, but material is less convincing in its range/depth. High Level 1: 3–5 marks The qualities of Level 1 are securely displayed.	(1–5)
Level 2	Comprehends the sources and selects from them in order to identify their similarities and/or differences in relation to the question posed. There may be one developed comparison, but most comparisons will be undeveloped or unsupported with material from the sources. Sources will be used in the form of a summary of their information. The source provenance may be noted, without application of its implications to the source content. Low Level 2: 6–7 marks The qualities of Level 2 are displayed, but material is less convincing in its range/depth. High Level 2: 8–10 marks The qualities of Level 2 are securely displayed.	(6–10)

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<p>Level 3</p>	<p>Comprehends the sources and focuses the cross-referencing on the task set. Responses will offer detailed comparisons, similarities/differences, agreements/disagreements that are supported by evidence drawn from the sources.</p> <p>Sources are used as evidence with some consideration of their attributes, such as the nature, origins, purpose or audience, with some consideration of how this can affect the weight given to the evidence. In addressing 'how far' there is a clear attempt to use the sources in combination, but this may be imbalanced in terms of the issues addressed or in terms of the use of the sources.</p> <p>Low Level 3: 11–12 marks The qualities of Level 3 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 3: 13–15 marks The qualities of Level 3 are securely displayed.</p>	<p>(11–15)</p>
<p>Level 4</p>	<p>Reaches a judgement in relation to the issue posed by the question supported by careful examination of the evidence of the sources. The sources are cross-referenced and the elements of challenge and corroboration are analysed. The issues raised by the process of comparison are used to address the specific enquiry. The attributes of the source are taken into account in order to establish what weight they will bear in relation to the specific enquiry.</p> <p>Low Level 4: 16–17 marks The qualities of Level 4 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 4: 18–20 marks The qualities of Level 4 are securely displayed.</p>	<p>(16–20)</p>

NB: generic level descriptors may be subject to amendment in the light of operational experience.

Question number	Indicative content
<p>1 (a)</p>	<p>Candidates may well start with the content of Source 1 which appears to present a clear challenge to the contention in the question. Although candidates should take into account the provenance of the source and the need for Labour to highlight the shortcomings of Conservative rule in an election year, many of the criticisms made can be supported by cross-referencing with the issues raised in the cartoon in Source 2. However, once again, a consideration of both context and provenance can be used to nuance the nature of the challenge. Thus, the more knowledgeable may point out that the cynical tone of the cartoon can, at least in part, be explained by the fact that 1959 was an election year and that Thorneycroft's tax-cutting budget in April that year was seen by many as a transparent attempt to win over voters at a time when unemployment was again on the rise. The case for the opposing view is summed up succinctly in Macmillan's famous Bedford address</p>

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	in Source 3, although it may also be highlighted that the challenge presented by Sources 1 and 2 is, to an extent, buttressed by the concerns raised in the last two lines of the speech, with the assertions on the benefits of the consumer boom being balanced by the clearly articulated fear that the good times may not last. At the higher levels candidates should also be aware that the hyperbolic claims regarding the standard of living for the majority in Source 3 and the Labour Opposition's highlighting of those groups outside the margins of economic prosperity in Source 1, far from being mutually exclusive are simply the result of political rivals forefronting different socio-economic groups for electoral gain.
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**QUESTION (b)
(i)**

Examiner's Specific Advice

Question (b) requires you to combine and integrate evidence from sources with your own knowledge in order to evaluate a given view and develop a substantiated judgement. You should, therefore, analyse and interpret the specified sources to establish points that support and/or challenge the representation contained in the question. The sources should be interpreted in context and cross-referenced as a set. Each point should then be developed by reference to wider knowledge. This knowledge may be used to reinforce and/or challenge the points derived from the sources. The points will need to be combined to form arguments for and against the stated view. The next step is to evaluate the conflicting arguments by reference to the quality of the evidence used. This should involve a consideration of provenance where relevant (and it may not always be) as well as a weighing up of the strength of the arguments in the light of the range of supporting knowledge that can be marshalled to back them up. Finally, on the basis of your evaluation of the evidence, you should present a judgement as to the validity of the stated view.

Exemplar Question

(b) (i) Use Sources 4, 5 and 6 and your own knowledge.

Do you agree with the view expressed in Source 6 that the achievements of the Attlee government were remarkable?

Explain your answer using Sources 4, 5 and 6 and your own knowledge.

(40 marks)

Planning Your Response

As with part (a), it is vital that you spend 10 minutes or so planning your answer. Start by noting down the points from each of the three sources which support the

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contention in the question. Then do the same for points which challenge the contention. Look to see how you could group your points together to form arguments. For this question you may use headings such as:

- welfare
- economy
- reconstruction
- housing

Once you have decided on your themes, note down ideas from your own knowledge that will help to provide extra depth to your arguments. You should also jot down points from the attributions that you think are important in weighing up the significance of the arguments you are presenting. Finally, before you start, think about what your conclusion is going to be; are you going to agree or disagree with the view in the question? If you have your judgement firmly in mind before writing your answer, you are more likely to present a logical and coherently structured response.

Examiner’s Exemplar Answer 1

The Attlee government achieved a lot in its time in power, including the creation of the NHS, welfare state and having full employment. This was all part of creating a ‘New Jerusalem’ which Labour had promised (1).

Source 4 shows that Britain was truly a different place where ‘poverty has been abolished’. The source shows that everyone was looked after. This was partly due to the creation of the NHS and the welfare state, so that now the ‘sick were tended’. Also because of compulsory secondary schooling the ‘children were growing up in a land of opportunity’.
(2) Source 6 agrees with Source 4 and shows the great achievements done by the Labour government (3).

The creation of the Beveridge Report which 80% of the population supported shows how Britain was transforming and dealing with the years after the war (4). The nationalisation of coal, steel and iron was huge, as this could then boost the British economy (5).

The NHS had a huge effect on the British as, for the first time, people were getting free medical care. Before this you would have to have spent all your savings and gone into poverty to get treatment. However, the NHS kept going over budget, putting a strain on the economy and making it harder to deal with other financial problems. Nonetheless, Source 6 agrees that the NHS was a ‘remarkable

(1) The response begins with a brief summary of Labour’s achievements. However, there is no sense of the debate contained in the source material.

(2) The candidate adopts the right approach by taking Source 4 as the platform for an argument supporting the contention in the question. However, the source is taken at face value and a lack of depth in own knowledge limits the extent to which the argument is interrogated.

(3) Again, the right approach but the cross-referencing is asserted not developed.

(4) Some valid own knowledge, but the link between the Report (1942) and the post-war years is not made.

(5) An important area which is undeveloped, and the chance to bring in Sources 5 and 6 is

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achievement (6).

The welfare state was also a large achievement as council housing was introduced and even the poorest would have a home and benefits were now given out, e.g. child benefits were now given straight to the mother to support the child. Source 6 agrees with this as it was another great achievement by the government (7).

However, Source 5 completely disagrees with Source 6. Whereas Source 6 says the achievements were 'remarkable', Source 5 says they were 'marked by a bureaucratic, cold and calculating approach' (8).

Source 5 indicates that the new nationalised industries were 'remote, unaccountable and inefficient' whilst Source 6 sees them as a great achievement (9). Even though there were many successes for the government in this period, there were still failures. The economy was in trouble and there was also a Cold War with Russia starting. Even though secondary schools had been introduced, you really had to get into a grammar school to get a really good start. Source 5 also shows that the needs of consumers were not being met (10).

However, there was a boom in washing machines, radios and other consumer durables. This meant that women now could go out and work as there was more time due to these labour-saving devices which were all being produced at a reasonable price (11).

In conclusion, I completely agree with Source 6 as Britain today would be a much poorer place without the remarkable achievements of the Attlee government. The NHS and the welfare state had a huge impact on people's lives. No longer were they afraid of sickness or old age, as the government would help them. Also nationalisation of coal, steel and iron was beneficial. Even though the achievements were remarkable there were problems such as the economy and the Cold War. Therefore, the Attlee government's achievements were remarkable despite some problems (12).

Examiner's Assessment

overlooked.

(6) In this paragraph, the candidate is returning to the theme of welfare. Although there is some recognition of the debate, the source material is only used as an afterthought.

(7) Again, the same approach as the previous paragraph, with Source 6 used to assert the validity of the point.

(8) The basic contrast between the sources is drawn out, but this would be better placed in the introduction.

(9) The debate on the nationalised industries is opened nicely by reference to the sources. However, the rest of the paragraph then explores separate issues.

(10) This selection from Source 5 shows no attempt at either interrogation or evaluation.

(11) An inaccurate deployment of own knowledge. The candidate is confusing the 'never had it so good' 1950s with the Attlee years.

(12) The concluding paragraph is just a repetition of the points that have gone before. Although a judgement is made, there is no attempt to support it or incorporate the source material.

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This answer falls within Level 2 for both assessment objectives. There is some relevant own knowledge and an attempt is made at balance. However, a lack of range and depth restricts much of the analysis to generalised comments or broad assertions. There is some relevant selection from the sources and the basic conflict is recognised. However, the information is taken at face value and a lack of contextual knowledge restricts any attempts to interrogate or evaluate the evidence. The response merits a High Level 2 mark for both assessment objectives: AO1 11/24; AO2 7/16.

Examiner's Exemplar Answer 2

Although, for many, the Attlee years were a triumph, there is some debate as to how successful they really were. As Source 6 shows the Labour government passed a vast amount of new legislation and this resulted in many benefits for the people, as outlined in Source 4. However, source 5 suggests that this reform programme was too centralised and forgot about the real needs of the people (13).

Source 6 gives the impression that the achievements of the Attlee government were remarkable. The source states that Labour had many successes at this time such as the 'establishment of the NHS'. This, many would argue, was the jewel in the crown of the Attlee years. This was because Labour managed to establish a NHS that included as its main principle everyone being eligible for care, with funding from central taxation and free at the point of contact. This was truly remarkable as can be seen from Source 4 which states that 'the sick shall be tended' (14). This was true as the NHS treated millions of patients within the first two years free of charge. It is also imperative that we commend the structural security (15) of the NHS for it ought to be remembered that the same service as set up in July 1948 exists today in much the same form. Some critics might argue that Labour betrayed its founding principle in 1950 when prescription charges were introduced. This undermined the free at the point of contact doctrine and critics, such as those in Source 5, may argue that this was 'bureaucratic, cold and calculating'. However, this was only a minor alteration and should not be allowed to detract from the overall achievement of

(13) A good introduction, using the sources to clearly and concisely set out the debate.

(14) The candidate uses Source 6 as a platform to develop an argument in support of the contention. Thus, a brief quote from Source 6 about the establishment of the NHS is supported by some own knowledge and then cross-referenced with Source 4.

(15) The argument is extended further with some more contextual knowledge.

(16) The argument is now evaluated in the light of a counter-claim, using the candidate's own knowledge

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the NHS (16).

Another achievement expressed in Source 6 is the 'nationalisation of coal, steel, transport and power'. Many would count this as a remarkable achievement as nationalisation led to the achievement of a mixed economy. This can be seen as an achievement as efficiency of coal actually increased under nationalisation. Nationalisation also allowed Labour to break down entrenched class barriers by setting generous wages. However, critics, in Source 5 for example, would argue that nationalisation was 'inefficient' as many industries did decline under labour's control. However, many would counter this argument by stating that the mixed economy and consensus started with Attlee's government lasted until Margaret Thatcher came to power in 1979 (17).

Labour also succeeded in tying together unemployment, old age and sick benefits. This led to the creation of the welfare state. Source 4 makes this point by noting that 'our children are growing up in a land of opportunity'. This was particularly so with the enactment of the Butler Act in education and the Beveridge Report in welfare, as highlighted in Source 6. However, some argue that although there were great achievements in this period, there were also missed opportunities (18).

However, not all saw the Attlee years as a time of great achievement. Many felt that Attlee went for short-term public satisfaction without thinking about the long-term consequences. Thus, instead of introducing social reform, opponents of the government thought that Attlee should have taken time to rebuild the economy's structural foundations. By tackling the economic problems of a 'shattered postwar world', Attlee could have stopped a lot of Britain's long-term problems such as inflation, union power and unemployment. Many also argued that Attlee lived beyond his means in the hope of constructing his 'New Jerusalem'. Therefore, critics would argue that considering the amount that Attlee spent up to 1948, the achievements were not remarkable but were rather based on short-term popularity at the expense of long-term stability (19).

Some would also argue that Attlee was too focused on social reform and hence ignored 'the needs of consumers' (20). Indeed, so much was spent on social welfare that it was necessary to keep

cross-referenced with Source 5. The paragraph concludes with a brief assessment on the validity of the counter-claim.

(17) This paragraph follows the same approach as the previous one. It is, however, a little less secure, both in terms of the depth of own knowledge deployed and the quality of argument and evaluation.

(18) A new theme, welfare, is developed here. Again, material from the sources is cross-referenced and integrated with the candidate's own knowledge to develop the argument. However, the paragraph does lack a little depth and the provenance of Source 4 could be explored.

(19) This is a solid paragraph, largely based on own knowledge, which opens up the counter-argument to the claim in the question.

(20) Continuing the counter-argument, but this time using the sources (the quote is from Source 5) backed up by own

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rationing until the 1950s. Similarly house reconstruction did not meet the needs of the people. Although one million homes were built in Labour's time in power, this did not match the Conservatives 300,000 a year and nor was the quality of workmanship satisfactory (21).

Another major problem with the Labour government was their poor economic performance. For example, the ground nuts scheme in the late 1940s tried to gain oil from peanuts. However, this failed and cost the government millions and ruined thousands of acres of farming land. Similarly the 'convertibility clause' in the American loan was also a failure. Britain only received £1.1 billion but in return increased its debt and put a huge strain on sterling and the clause had to be abandoned after only five weeks and the pound was devalued in 1949. However, it could be pointed out that without this loan Attlee would not have been able to rebuild Britain and all the benefits which Sam Watson highlights in Source 4 would not have come about (22).

In conclusion, I agree with the fact that many of Attlee's achievements were remarkable, such as the long-standing NHS and the welfare state. Although there were economic problems, the overall performance of the Labour government in these years was, considering the 'context of the shattered post-war world', remarkable (23).

Examiner's Assessment

This answer reaches Level 4 for both assessment objectives. There is a good range of, mostly accurate, own knowledge deployed and this is frequently integrated with the source material. The source material is used appropriately, with arguments frequently stemming from points raised in the sources. There is reasoning from the evidence of the sources, with cross-referencing between sources and between source and own knowledge. Arguments are evaluated and, although brief, an overall judgement is arrived at. The response would be awarded 21 marks for AO1 (mid Level 4) and 13 marks for AO2b (low Level 4).

knowledge.

(21) The theme of not meeting the needs of the consumer is extended with some detailed own knowledge on housing.

(22) A well-developed evaluation of Labour's economic performance. There is a good range of support, and clear focus. The section is carefully evaluated in the final sentence, with valid incorporation of source material.

(23) Although a little brief, the candidate arrives at a judgement and uses, albeit in passing, the source material to support the overall assessment.

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**Mark Scheme
for Question (b)
(i)**

(b) (i) Do you agree with the view expressed in Source 6 that the achievements of the Attlee government were remarkable?

(40 marks)

Target: AO1a and AO1b (10%) (24 marks)

Target: AO2b (7%) (16 marks)

Analyse and evaluate, in relation to the historical context, how aspects of the past have been interpreted and represented in different ways.

AO1a and AO1b (24 marks)

<p>Level 1</p>	<p>Candidates will produce mostly simple statements. These will be supported by limited factual material which has some accuracy and relevance, although not directed at the focus of the question. The material will be mostly generalised. There will be few, if any, links between the simple statements and candidates are very unlikely to attempt any integration between their own knowledge and the sources.</p> <p><i>The writing may have limited coherence and will be generally comprehensible, but passages will lack both clarity and organisation. The skills needed to produce effective writing will not normally be present. Frequent syntactical and/or spelling errors are likely to be present.</i></p> <p>Low Level 1: 1–2 marks The qualities of Level 1 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 1: 3–4 marks The qualities of Level 1 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 1: 5–6 marks The qualities of Level 1 are securely displayed.</p>	<p>(1–6)</p>
<p>Level 2</p>	<p>Candidates will produce a series of statements supported by some mostly accurate and relevant factual material. The statements may be simplified. The analytical focus will be mostly implicit and there are likely to be only limited links between simple statements. Material is unlikely to be developed very far and the candidate is unlikely to attempt</p>	<p>(7–12)</p>

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	<p>integration between own knowledge and the sources. Any summative judgement is likely to depend disproportionately on assertion.</p> <p><i>The writing will have some coherence and will be generally comprehensible, but passages will lack both clarity and organisation. Some of the skills needed to produce effective writing will be present. Frequent syntactical and/or spelling errors are likely to be present.</i></p> <p>Low Level 2: 7–8 marks The qualities of Level 2 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 2: 9–10 marks The qualities of Level 2 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 2: 11–12 marks The qualities of Level 2 are securely displayed.</p>	
Level 3	<p>Candidates offer a response which relates to the focus of the question and which demonstrates at least implicit understanding of the key issues required to sustain a relevant judgement. They will, however, include material which is either descriptive, and thus only implicitly relevant to the question's focus, or which strays from that focus. Factual material will be accurate, but it may lack depth and/or relevance in places. Integration between own knowledge and sources may be implicit or partial.</p> <p><i>The writing will be coherent in places but there are likely to be passages which lack clarity and/or proper organisation. Only some of the skills needed to produce convincing extended writing are likely to be present. Syntactical and/or spelling errors are likely to be present.</i></p> <p>Low Level 3: 13–14 marks The qualities of Level 3 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 3: 15–16 marks The qualities of Level 3 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 3: 17–18 marks The qualities of Level 3 are securely displayed.</p>	(13–18)
Level 4	<p>Candidates offer a response which relates well to the focus of the question and which shows some understanding of the key issues contained in it. The analysis will be supported by accurate factual material which will be mostly relevant to the question asked. Candidates are able to provide some</p>	(19–24)

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	<p>integration between what they know and the evidence gleaned from the source material. The selection of material may lack balance in places.</p> <p><i>The answer will show some degree of direction and control but these attributes may not be sustained throughout the answer. The candidate will demonstrate the skills needed to produce convincing extended writing but there may be passages which lack clarity or coherence. The answer is likely to include some syntactical and/or spelling errors.</i></p> <p>Low Level 4: 19–20 marks The qualities of Level 4 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 4: 21–22 marks The qualities of Level 4 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 4: 23–24 marks The qualities of Level 4 are securely displayed.</p>	
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NB: generic level descriptors may be subject to amendment in the light of operational experience.

Note on Descriptors Relating to Communication

Each level descriptor above includes a statement about written communication. These descriptors should be considered as indicative, rather than definitional, of a given level. Thus, most candidates whose historical understanding related to a given question suggests that they should sit in a particular level will express that understanding in ways which broadly conform to the communication descriptor appropriate to that level. However, there will be cases in which high-order thinking is expressed relatively poorly. It follows that the historical thinking should determine the level. Indicators of written communication are best considered normatively and may be used to help decide a specific mark to be awarded within a level. Quality of written communication which fails to conform to the descriptor for the level will depress the award of marks by a sub-band within the level. Similarly, though not commonly, generalised and unfocused answers may be expressed with cogency and even elegance. In that case, quality of written communication will raise the mark by a sub-band.

AO2b (16 marks)

<p>Level 1</p>	<p>Comprehends the sources and selects material relevant to the representation contained in the question. Responses are direct quotations or paraphrases from one or more of the sources.</p> <p>Low Level 1: 1–2 marks The qualities of Level 1 are displayed, but material is less convincing in its range/depth.</p>	<p>(1–4)</p>
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	<p>High Level 1: 3–4 marks The qualities of Level 1 are securely displayed.</p>	
Level 2	<p>Comprehends the sources and selects from them in order to identify points which support or differ from the representation contained in the question. When supporting the decision made in relation to the question, the sources will be used in the form of a summary of their information.</p> <p>Low Level 2: 5–6 marks The qualities of Level 2 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 2: 7–8 marks The qualities of Level 2 are securely displayed.</p>	(5–8)
Level 3	<p>The sources are analysed and points of challenge and/or support for the representation contained in the question are developed from the provided material. In addressing the specific enquiry, there is clear awareness that a representation is under discussion and there is evidence of reasoning from the evidence of both sources, although there may be some lack of balance. The response reaches a judgement in relation to the claim which is supported by the evidence of the sources.</p> <p>Low Level 3: 9–10 marks The qualities of Level 3 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 3: 11–12 marks The qualities of Level 3 are securely displayed.</p>	(9–12)
Level 4	<p>Reaches and sustains a conclusion based on the discriminating use of the evidence. Discussion of the claim in the question proceeds from the issues raised by the process of analysing the representation in the sources. There is developed reasoning and weighing of the evidence in order to create a judgement in relation to the stated claim.</p> <p>Low Level 4: 13–14 marks The qualities of Level 4 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 4: 15–16 marks The qualities of Level 4 are securely displayed.</p>	(13–16)

NB: generic level descriptors may be subject to amendment in the light of operational experience.

Question number	Indicative content
1 (b) (i)	The focus of the question is on the impact on Britain and the lives of the British people of the post-war Labour Government's reform programme. Both Sources 4 and 6 can be used in support of the contention in the question. Source 6 points to the extensive legislative programme

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	<p>enacted in the immediate post-war years, while Source 4 briefly summarises the beneficial effects the reforms had on the lives of ordinary people (some may recognise the language of the Beveridge Report that underpins the speech). Candidates should be aware that Watson, as a supporter of Labour, is likely to paint a rosy picture and the more knowledgeable will be alert to the significance of the date and note that the speech was given before the financial difficulties of Attlee's last year in power took hold. Source 5 can be used to present the counter-argument, and candidates may note the reference to political differences between the leaders of the Labour Party which were to have repercussions in the Government's final year. The opening sentence of Source 5 leads candidates into some of the historiographical debates that surround the evaluation of the government's performance under Attlee. Thus, the 'critics of the Labour Party' would challenge the claim made in Source 4 that Britain in 1950 was a 'land of opportunity' and instead point to the lack of strategic planning and restricted control in the nationalised industries (Hard Left) as well as the general problems of under-investment and deep-rooted inefficiencies (Right). Although candidates need not directly link the criticisms to a political standpoint they should, nonetheless, be aware of the overall direction of the arguments and counter-arguments. Thus, achievement at the higher levels will be characterised by an appropriately balanced use of source material and own knowledge combined with a clear understanding that, in part, a judgement depends on assessing the relative importance of the consequences of the various strands of the reform programme.</p>
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**E1 British Political History,
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**QUESTION (b)
(ii)**

Examiner's Specific Advice

Question (b) requires you to combine and integrate evidence from sources with your own knowledge in order to evaluate a given view and develop a substantiated judgement. You should, therefore, analyse and interpret the specified sources to establish points that support and/or challenge the representation contained in the question. The sources should be interpreted in context and cross-referenced as a set. Each point should then be developed by reference to wider knowledge. This knowledge may be used to reinforce and/or challenge the points derived from the sources. The points will need to be combined to form arguments for and against the stated view. The next step is to evaluate the conflicting arguments by reference to the quality of the evidence used. This should involve a consideration of provenance where relevant (and it may not always be) as well as a weighing up of the strength of the arguments in the light of the range of supporting knowledge that can be marshalled to back them up. Finally, on the basis of your evaluation of the evidence, you should present a judgement as to the validity of the stated view.

Exemplar Question

(b) (ii) Use Sources 7, 8 and 9 and your own knowledge.

Do you agree with the view that, in the years 1964–70, the Labour Government's failures outweighed its successes?

Explain your answer, using Sources 7, 8 and 9 and your own knowledge.

(40 marks)

Planning Your Response

As with part (a), it is vital that you spend 10 minutes or so planning your answer. Start by noting down the points from each of the three sources which support the contention in the question. Then do the same for points which challenge the contention. Look to see how you could group your points together to form arguments. For this question you may use headings such as:

- employment
- economy
- labour relations
- social reform

Once you have decided on your themes, note down ideas from your own knowledge that will help to provide extra depth to your arguments. You should also jot down points from the attributions that you think are important in weighing up the significance of the arguments you are presenting. Finally, before you start, think about what your conclusion is going to be; are you going to agree or disagree with the view in the question? If you have your judgement firmly in mind before writing your answer, you are more likely to present a logical and coherently structured response.

Examiner's Exemplar Answer 1

In many ways I agree that during the years 1964-1970 the Labour government made many mistakes in handling the economy and in dealing with financial problems. It also faced a lot of difficulties from the trade unions in the form of strikes. However, they did have some successes, especially by introducing new social legislation (1).

The main problem was unemployment. As shown by Source 7, between 1964 and 1970 unemployment rose by 200,000. This was because the Labour government did not channel enough money into key industries such as coalmining, textiles, ship-building and the railways. This meant that these industries performed badly and so had to lay off a lot of their workers. This led to a series of

(1) This introduction sets up the debate but fails to make any reference to the source material.

(2) There is some attempt to reason from the evidence of the source material here, with Source 7 being cross-referred to Source 9. However, a lack of

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strikes as shown in Source 9, where one of the posters refers to a dock strike (2).

Britain also failed to get into the EEC which was a crucial mistake (3). Along with this, taxes were not cut which meant that people had less money to spend. This resulted in Labour 'not getting the economy right' as stated in Source 7. However, this statement comes from a British history book and we do not know the author's political views so he may be being biased (4).

Although Labour had a tough time with the economy, they did increase support by introducing important social legislation. These new reforms modernised Britain and made sure that people would not be discriminated against on the grounds of their sex or race. The Abortion Act meant women had a choice and no longer had to risk their lives by going to backstreet abortionists. This point of view is agreed with by Source 8 and by Source 7, which, although against Labour, starts by mentioning the fact that it did have some achievements. However, Source 8 may be biased as we do not know if the author supports labour or not (5).

After weighing up both sides of the argument, I think that Labour's failures did outweigh its achievements. The social legislation, such as the Sexual offenders Act, Race Relations Act and Abortion Act did help to create new modern attitudes which is what Britain desperately needed. However, the unemployment and economic problems outlined in Sources 7 and 9 were more important and would have concerned people more (6).

Examiner's Assessment

This candidate shows some awareness of what is required in a good question (b) response. The answer does address the source material and highlight areas of agreement and disagreement with the representation in the question. However, a lack of wider knowledge means that the candidate is unable to interrogate or evaluate the evidence presented in the sources and so finds it difficult to go beyond unsupported generalisations. There is some valid selection from the sources but the material is used as simple information rather than evidence to be explored and assessed. The candidate also makes the mistake of attempting to assess the validity of the views in the secondary sources by speculating about the authors' political views. This would be much more appropriate for Source 9, where it is made clear in the attribution that the newspaper is right of centre. There is very little own knowledge deployed in this response and so the candidate would be awarded a Low Level 2 mark

own knowledge restricts both the general argument and the interrogation of the sources.

(3) This is a valid point but it is undeveloped.

(4) This is not a helpful statement. Part (b) questions do not require you to examine the provenance of each source. You should only do this where it helps you to evaluate the claim in the question. There is no point in speculating about the views of historians.

(5) Most of this paragraph is drawn straight from Source 8. There is, however, a valid cross-reference made in the penultimate sentence. Again, the comment about possible bias is unhelpful.

(6) There is a clear attempt to evaluate arguments and arrive at a judgement. However, a lack of knowledge means this is rather too generalised.

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(6/24). The sources are used a little more effectively, with some valid cross-referencing and selection, but the interrogation of provenance is unhelpful and a lack of contextual understanding means there is little reasoning from the evidence. The response would receive a Mid Level 2 mark (8/16).

Examiner's Exemplar Answer 2

During his time as prime minister, Harold Wilson made huge changes to society and improved it immensely. Although some argue that his failures, such as devaluation of the pound, poor growth rates, trouble with the unions and high unemployment outweigh his successes, it seems clear that his impressive social reforms that modernised society overshadow his economic and political failings (7).

Wilson struggled with the economy throughout his time as prime minister. This was mostly due to the problems he inherited as alluded to in Source 9, although coming from a Tory newspaper this is clearly meant to be satirical (8). Britain's growth rate was poor, just 2.3%: by contrast, Japan's was ten times that. Source 7 supports this by saying that Labour 'failed to get the economy right'. The source lists key industries, such as coalmining, shipbuilding, textiles and railways, which shrunk under Wilson's premiership, suggesting huge failings. His devaluation of the pound, from \$2.80 to \$2.40, also shows his failings as he had initially been outspoken against devaluation. His introduction of a wage freeze also suggests a lack of skill in regard to the economy. However, it seems Wilson actually overestimated the severity of the economic crisis, many companies were actually making a profit. So this failing was not as bad as initially perceived (9).

But, as Source 7 states, there was an undoubtedly sharp increase in unemployment, from 400,000 to 600,000. This high figure seems inexcusable. However, much of the blame can be left with the previous government, or the '13 years of Tory misrule' as Source 9, albeit mockingly, puts it (10). Source 7 argues that, 'Labour made the same mistakes as the Conservatives'. The stop-go policies and stagflation of the previous governments had certainly precipitated an inevitable bust, which cannot be blamed just on the Wilson government. However, as Source 9 agrees, Wilson failed to deal with the problems of 'fares up', 'dock strike', 'no tax cuts' and 'jobless(ness)' effectively. The cartoon depicts Wilson as a sad, tired old man. However, being

(7) This is a solid opening, outlining the crux of the debate. However, it would be strengthened by reference to the sources.

(8) This is a valid examination of the source attribution as it helps to weigh up the strength of the evidence.

(9) Good depth of own knowledge is shown here with Source 7 used as a platform for an examination of Wilson's economic record. There is a brief attempt to evaluate the argument in the last sentence, but this is only partially developed.

(10) A clever turn of phrase to signal the candidate's appreciation that the evidence in Source 9 needs to be treated with caution.

(11) There is some

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from the Sunday Telegraph, a right-wing paper, it's likely to be critical of a Labour leader. Nevertheless, the economic failings were huge and could lead us to believe that Labour's failings outweighed their successes. But, as Source 8 points out, by the end of Wilson's time in office, he was beginning to 'get the economy right' as Roy Jenkins, his chancellor, achieved a 'healthier balance of payments situation'. Therefore, even in the crucial area of economic policy, Wilson's rule should by no means be judged a complete failure (11).

There were other problems for Labour during their time in office. The wage freeze angered the left of the party and the Trade Unions which led to several strikes, such as the 3-month seaman's strike (the Dock Strike mentioned in Source 9) (12). This led Wilson to accept 'In Place of Strife' in 1969, which aimed to restrict the unions' right to strike and required a ballot for strikes to be legal. This angered the unions and the left of the party further, and Wilson was criticised for abandoning Labour's roots and principles. 'In Place of Strife' was abandoned, but Wilson's failure to deal with the unions suggests further failings (13).

Labour's foreign policy during this time was also criticised. The Commonwealth Immigration Act restricted immigrants from entering unless there were pre-existing family ties. This was seen as racist and undermined some of the good social reform highlighted in Source 8. However, Wilson only introduced it to prevent the building of social unrest and racial tensions that were threatening to undermine civil society. It is, therefore, wrong to see this as a failing (14).

However, despite the patchy economic performance, Wilson's government achieved huge social reforms, as Source 8 points out. The longevity of these reforms seems to outweigh the economic shortcomings (15). Source 8 speaks of the 'important social legislation' passed in 1967-8 (16). The Abortion Act allowed termination on grounds of damage to mother or baby's mental/physical health and was hugely liberating for women across Britain. The Sexual Offenders Act decriminalised homosexuality, suggesting Wilson's reforms (in which Roy Jenkins was hugely influential) pushed Britain towards a more equal and tolerant society. The Race Relations Act was particularly significant and made racial discrimination illegal. The death penalty was abolished in the early 1960s and the Divorce Act allowed divorce on grounds of irretrievable breakdown of relationship. Again this modernised British attitudes. The creation of the ombudsman provided greater transparency in the political system, allowing

excellent use of the source material in this paragraph. Tightly focused, with the evidence weighed up through cross-referencing and evaluation of provenance. Again, the paragraph concludes with an overall assessment of the argument.

(12) There is a logical progression in the argument, as the evidence in support of the contention is pursued. Again, source material and own knowledge is integrated.

(13) A valid argument displaying detailed own knowledge.

(14) Good integration of own knowledge and source evidence to explore the claim in the question.

(15) The counter-argument, with a judgement presented. This will, of course, need supporting.

(16) Source 8 is used to launch the argument.

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people to appeal if they felt that they had been mistreated by a government department. Perhaps the most transforming aspect of the Wilson government was the introduction of the Open University in 1968. This allowed people to study for a degree via TV and radio, making education much more widely accessible to all sectors of society. This suggests a diminishing of class roles, as does the extra money Wilson pumped in to public spending on the welfare system. These reforms hugely modernised 'outdated laws and attitudes' (Source 8) and gave us 21st century Britain. These huge achievements seem to outweigh short-term economic failings. Unlike the previous 13 years, social improvement had been put before economic calculation (17).

Although Sources 7 and 9 suggest that economic failings outweigh the successes of the Labour government, it seems clear that the hugely important social reforms outlined in Source 8 overshadow these fleeting financial difficulties (18).

Examiner's Assessment

This answer reaches Level 4 for both assessment objectives. The candidate displays an impressive grasp of the topic and this knowledge is deployed in a focused and logical manner. The source material is used throughout and the evidence it contains is weighed up through an examination of provenance, where relevant, and through cross-referencing between sources and between source and own knowledge. The analysis is balanced and remains focused on the claim in the question throughout, concluding with a definite judgement. The answer would be awarded 22/24 for AO1 (Mid Level 4) and 14/16 for AO2b (Low Level 4).

(17) The rest of this paragraph is very impressive. The three Acts raised in Source 8 are developed through wider contextual understanding, and then the argument is extended through the candidate's own knowledge. The section is drawn together with another quote from Source 8, leading to a supported judgement.

(18) A rather brief, and repetitive, conclusion but at least the sources are used and a clear judgement is reached.

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**Mark Scheme
for Question (b)
(ii)**

(b) (ii) Do you agree with the view that, in the years 1964–70, the Labour Government's failures outweighed its successes?

(40 marks)

Target: AO1a and AO1b (10%) (24 marks)

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Target: AO2b (7% - 16 marks)

Analyse and evaluate, in relation to the historical context, how aspects of the past have been interpreted and represented in different ways.

AO1a and AO1b (24 marks)

<p>Level 1</p>	<p>Candidates will produce mostly simple statements. These will be supported by limited factual material which has some accuracy and relevance, although not directed at the focus of the question. The material will be mostly generalised. There will be few, if any, links between the simple statements and candidates are very unlikely to attempt any integration between their own knowledge and the sources.</p> <p><i>The writing may have limited coherence and will be generally comprehensible, but passages will lack both clarity and organisation. The skills needed to produce effective writing will not normally be present. Frequent syntactical and/or spelling errors are likely to be present.</i></p> <p>Low Level 1: 1–2 marks The qualities of Level 1 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 1: 3–4 marks The qualities of Level 1 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 1: 5–6 marks The qualities of Level 1 are securely displayed.</p>	<p>(1–6)</p>
<p>Level 2</p>	<p>Candidates will produce a series of statements supported by some mostly accurate and relevant factual material. The statements may be simplified. The analytical focus will be mostly implicit and there are likely to be only limited links between simple statements. Material is unlikely to be developed very far and the candidate is unlikely to attempt integration between own knowledge and the sources. Any summative judgement is likely to depend disproportionately on assertion.</p> <p><i>The writing will have some coherence and will be generally comprehensible, but passages will lack both clarity and organisation. Some of the skills needed to produce effective writing will be present. Frequent syntactical and/or spelling errors are likely to be present.</i></p> <p>Low Level 2: 7–8 marks The qualities of Level 2 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 2: 9–10 marks The qualities of Level 2 are displayed, but material is less</p>	<p>(7–12)</p>

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	<p>convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 2: 11–12 marks The qualities of Level 2 are securely displayed.</p>	
Level 3	<p>Candidates offer a response which relates to the focus of the question and which demonstrates at least implicit understanding of the key issues required to sustain a relevant judgement. They will, however, include material which is either descriptive, and thus only implicitly relevant to the question's focus, or which strays from that focus. Factual material will be accurate, but it may lack depth and/or relevance in places. Integration between own knowledge and sources may be implicit or partial.</p> <p><i>The writing will be coherent in places but there are likely to be passages which lack clarity and/or proper organisation. Only some of the skills needed to produce convincing extended writing are likely to be present. Syntactical and/or spelling errors are likely to be present.</i></p> <p>Low Level 3: 13–14 marks The qualities of Level 3 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 3: 15–16 marks The qualities of Level 3 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 3: 17–18 marks The qualities of Level 3 are securely displayed.</p>	(13–18)
Level 4	<p>Candidates offer a response which relates well to the focus of the question and which shows some understanding of the key issues contained in it. The analysis will be supported by accurate factual material which will be mostly relevant to the question asked. Candidates are able to provide some integration between what they know and the evidence gleaned from the source material. The selection of material may lack balance in places.</p> <p><i>The answer will show some degree of direction and control but these attributes may not be sustained throughout the answer. The candidate will demonstrate the skills needed to produce convincing extended writing but there may be passages which lack clarity or coherence. The answer is likely to include some syntactical and/or spelling errors.</i></p> <p>Low Level 4: 19–20 marks The qualities of Level 4 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 4: 21–22 marks The qualities of Level 4 are displayed, but material is less convincing in its range/depth or the quality of written</p>	(19–24)

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	communication does not conform. High Level 4: 23–24 marks The qualities of Level 4 are securely displayed.	
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NB: generic level descriptors may be subject to amendment in the light of operational experience.

Note on Descriptors Relating to Communication

Each level descriptor above includes a statement about written communication. These descriptors should be considered as indicative, rather than definitional, of a given level. Thus, most candidates whose historical understanding related to a given question suggests that they should sit in a particular level will express that understanding in ways which broadly conform to the communication descriptor appropriate to that level. However, there will be cases in which high-order thinking is expressed relatively poorly. It follows that the historical thinking should determine the level. Indicators of written communication are best considered normatively and may be used to help decide a specific mark to be awarded within a level. Quality of written communication which fails to conform to the descriptor for the level will depress the award of marks by a sub-band within the level. Similarly, though not commonly, generalised and unfocused answers may be expressed with cogency and even elegance. In that case, quality of written communication will raise the mark by a sub-band.

AO2b (16 marks)

Level 1	Comprehends the sources and selects material relevant to the representation contained in the question. Responses are direct quotations or paraphrases from one or more of the sources. Low Level 1: 1–2 marks The qualities of Level 1 are displayed, but material is less convincing in its range/depth. High Level 1: 3–4 marks The qualities of Level 1 are securely displayed.	(1–4)
Level 2	Comprehends the sources and selects from them in order to identify points which support or differ from the representation contained in the question. When supporting the decision made in relation to the question, the sources will be used in the form of a summary of their information. Low Level 2: 5–6 marks The qualities of Level 2 are displayed, but material is less convincing in its range/depth. High Level 2: 7–8 marks The qualities of Level 2 are securely displayed.	(5–8)
Level 3	The sources are analysed and points of challenge and/or support for the representation contained in the question are developed from the provided material. In addressing the specific enquiry, there is clear awareness that a representation is under discussion and there is	(9–12)

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	<p>evidence of reasoning from the evidence of both sources, although there may be some lack of balance. The response reaches a judgement in relation to the claim which is supported by the evidence of the sources.</p> <p>Low Level 3: 9–10 marks The qualities of Level 3 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 3: 11–12 marks The qualities of Level 3 are securely displayed.</p>	
Level 4	<p>Reaches and sustains a conclusion based on the discriminating use of the evidence. Discussion of the claim in the question proceeds from the issues raised by the process of analysing the representation in the sources. There is developed reasoning and weighing of the evidence in order to create a judgement in relation to the stated claim.</p> <p>Low Level 4: 13–14 marks The qualities of Level 4 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 4: 15–16 marks The qualities of Level 4 are securely displayed.</p>	(13–16)

NB: generic level descriptors may be subject to amendment in the light of operational experience.

Question number	Indicative content
1 (b) (ii)	<p>The question asks candidates to focus on the achievements of the first two Labour governments under Harold Wilson. Therefore, candidates who include material relating to Wilson's time in power from 1974 to 1976 should not be rewarded (though nor should they be penalised). Source 7 provides a strong case in favour of the contention with the failure to resolve the problems of a 'stop-go' economy being forefronted. Many of the points raised in Source 7 can be cross-referenced with the cartoon from the <i>Sunday Telegraph</i> in Source 9, though the more astute candidate will balance any observations by some reference to the provenance of the source. In combination, the sources touch on a number of key areas and can be used as a basis to develop such issues as the abandonment of trade union reform, the decision to devalue sterling and the continued failure to gain entry to the EEC. Source 8 presents the counter-argument and can be used as a starting point for the defence of the Labour Governments. In particular, candidates may not only want to elaborate on and extend the references to the advances in social legislation but also highlight some of the gains that accrued from Roy Jenkins' time as Chancellor. Whatever line of argument is taken, candidates should look to arrive at a judgement with the better responses containing some attempt to prioritise the relative importance of the administration's successes and failures. Achievement at the higher levels will be characterised by appropriately balanced use of the sources and own knowledge to</p>

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	demonstrate a clear understanding of the extent and limitations of Labour's achievements, with a sharp focus on agreement or disagreement with the given view.
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**Edexcel – AS GCE
Unit 2: British History
Depth Studies
Option E**

**E1 British Political History,
1945-90: Consensus and
Conflict**

Chronology

Chronology: Key Events in *British Political History, 1945-90*

1. The Labour Governments, 1945–51

Year	Month	Event
1945	July	General Election held: Labour victory: Attlee becomes PM
	December	Britain signs agreement with USA for post-war reconstruction
1946	March	Bank of England nationalised
	July	Coal nationalisation Bill
	November	National Health Service Bill
1947	July	Convertibility of sterling introduced
	August	Convertibility suspended
1948	January	Railways nationalised
	May	Transport nationalised
	July	NHS established
1949	September	Devaluation of sterling: \$4.03 to \$2.80
	November	Iron Steel Bill passed: nationalisation delayed until after general election
1950	February	General election: Labour victory with narrow majority
1951	February	Iron and Steel nationalised
	April	Prescription charges introduced: Bevan resigns in protest
	October	General election. Conservative victory: Churchill becomes PM

2. The Conservative Governments, 1951–64

Year	Month	Event
1953	May	Denationalisation of road haulage and iron and steel industries
1955	April	Churchill replaced by Eden as PM
	May	General election: Conservative victory
	December	Attlee succeeded by Gaitskell as leader of Labour party

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1956	July	Suez Canal nationalised by President Nasser of Egypt
	November	British troops sent to Egypt
	December	British troops withdrawn from Egypt
1957	January	Eden resigns. Harold Macmillan becomes PM
	March	EEC formed. Britain refuses to join
1958	January	Peter Thorneycroft, the Chancellor of the Exchequer, resigns over government economic policy
1959	October	General election. Conservative victory with increased majority
1960	July	Gaitskell's attempt to abandon Clause IV defeated by Labour NEC
1961	August	Britain's application to join EEC opposed by French president, Charles De Gaulle
1962	July	'Night of Long Knives'. Macmillan sacks seven ministers in attempt to revive flagging popularity
1963	February	Harold Wilson made Labour leader after death of Gaitskell
	October	Macmillan resigns as PM. Replaced by Alec Douglas-Home
1964	October	General election. Labour victory: Harold Wilson becomes PM

3. Wilson, Heath and Callaghan, 1964–79

Year	Month	Event
1965	January	Prices and Incomes Board established
	July	Comprehensive Schools introduced
		Alec Douglas-Home replaced by Edward Heath as Conservative party leader
	November	Abolition of the death penalty
1966	October	General election. Labour wins with increased majority
1967	March	Renationalisation of Iron and Steel
	October	Abortion Act comes into effect
	May	Devaluation of sterling: \$2.80 to \$2.40
	November	Britain's application to join EEC again opposed by De Gaulle
1968	October	Renationalisation of road transport
1969	January	'In Place of Strife' published
	June	'In Place of Strife' abandoned after opposition from Left
	October	Divorce Act comes into effect
1970	January	Conservative party announces new set of principles after conference at Selsdon Park Hotel: dubbed 'Selsdon Man' by Wilson
	June	General election. Conservative victory
	December	Industrial Relations Bill published
1971	February	Rolls Royce nationalised
	March	1.5 million workers go on strike in opposition to Industrial Relations Bill
	August	Industrial Relations Act comes into effect
1972	January	Strike by NUM
	February	NUM calls off strike having received pay claim
	November	Pay and prices freeze announced

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1973	January	Britain joins European Community
	April	New prices and incomes policy introduced
	November	Miners introduce overtime ban
	December	Heath announces 'three-day week'
1974	February	Strike by NUM over new pay claim
		General election. Labour wins 301 seats to Conservatives' 297
	March	Labour in power after Heath fails to form coalition government. Harold Wilson becomes PM
		Miners' strike settled with 29% pay deal
	October	General election. Labour victory with narrow majority
1976	March	Harold Wilson resigns
	April	James Callaghan elected as new leader of Labour party. He, therefore, becomes the new PM
	September	Britain receives IMF loan of £2,300 million in return for cuts in public expenditure
1977	March	Lib-lab pact formed
	July	Incomes policy limits wage increases to maximum of 10%
1978	January	Incomes policy limits wage increases to 5%
1979	February	Strike by lorry drivers and public-sector workers
	March	Government resigns after no-confidence vote
	May	General election. Conservative victory: Margaret Thatcher becomes PM

4. Margaret Thatcher in Power, 1979–90

Year	Month	Event
1965	January	Prices and Incomes Board established
1980	May	British Aerospace privatised
	August	Employment Bill outlaws closed shops and secondary picketing
		Housing Bill granted right of purchase to council house tenants
	October	Callaghan resigns as Labour leader
	November	Michael Foot elected as leader of Labour party
1981	March	Social Democratic Party set up
	June	Alliance established between SDP and Liberal party
	July	Riots in Manchester and Liverpool
1982	April	Argentina invades Falklands Islands
1983	January	Inflation down to 3.7%; the lowest for ten years
	June	General election. Conservatives win with majority of 144 seats
	October	Michael Foot resigns as Labour leader. Neil Kinnock elected new leader
1984	January	Trade unions banned at GCHQ in Cheltenham
	March	Miners go on strike in protest at closures
	August	British Telecom privatised
	October	IRA bombs Grand Hotel in Brighton, where Conservative leaders are staying
1985	March	Striking miners return to work
	July	Local Government Bill enacted

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1986	April	Local Government Act comes into force. Greater London Council and six other metropolitan authorities abolished
1987	January	British Airways privatised
	March	Income tax cut to 2p in pound in Budget
	June	General election. Conservative victory
1988	July	Education Reform Act introduces the national curriculum and allows schools to opt out of LEA control
1989	December	Margaret Thatcher defeats Sir Anthony Meyer in leadership contest
1990	January	Introduction of poll tax in England and Wales
	June	NHS and Community Care Act allow hospitals to become self-governing
	October	Britain joins European Exchange Rate Mechanism
	November	Geoffrey Howe resigns as Deputy Prime Minister
	November	Margaret Thatcher defeats Michael Heseltine in leadership contest but fails to gain required majority for outright victory. Thatcher resigns; John Major is elected leader of Conservative party and, therefore, becomes new PM

Teaching Activities

The following are some key points to remember when tackling Unit 2 questions.

- Both questions focus on the analysis and interpretation of evidence from sources in the context of wider knowledge. Part (a) questions require contextual awareness. Part (b) questions require the deployment of contextual knowledge and understanding.
- Both questions require a judgement to be made.
- Part (a) questions address AO2a and focus on the skills required in the handling of sources. You must demonstrate these skills through the process of analysing, cross-referencing and interpreting a body of evidence to make a judgement.
- Success in AO2a is based on reasoning from evidence taken from a set of sources with awareness of their nature, purpose and historical context.
- Part (b) questions focus on the conceptual understanding of how historical judgements are made. They address AO1 (cause, effect, impact, development and significance) and AO2b (the nature of historical evidence).
- Success in AO1 is based on the selection and deployment of contextual knowledge to develop a judgement from a given body of evidence. A high-level response requires the integration of knowledge with evidence from sources as well as range, depth and accuracy.
- Success in AO2b requires understanding that all historical judgements are based upon interpretation – of events and actions as well as evidence from sources – and can only be evaluated in those terms. Conflicting interpretations are not right or wrong, only valid and more/less secure in the light of the available evidence.

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- The starting point for responses to both (a) and (b) questions is the analysis, cross-referencing and interpretation of evidence from sources in the light of their context and provenance. The resulting arguments can be:
 - set out in an introduction
 - developed and supported in the body of the answer
 - compared, weighed up and judged in the final conclusion.

Now try some of the sample questions below, following the step-by-step guidelines.

Additional Sample Questions

Approach for part (a) questions

STEP 1

Make sure you understand the focus of the question.

- What view are the sources addressing?
- Which source is being challenged?

STEP 2

Break the first source up into key points linked to the view.

- Don't just focus on content.
- Look for inferences (unwitting testimony).

STEP 3

Use the provenance to weigh up the evidence from the source.

- Use your own knowledge if it advances the understanding of the source.

STEP 4

Follow the same process for the other sources.

- How do they disagree/agree with findings from the first source?

STEP 5

Now start to plan your answer, using all the points for and then all the points against the claim. Put in links between your points and consider the best order for them. Leave time for a conclusion that will summarise and weigh up your evidence, including its reliability.

Now try this five-step approach on the sample question below.

SOURCE 1

At 1.00 pm her [Thatcher's] situation was desperate but she emerged from Number 10 on her way to the House of Commons and told the waiting cameras: 'I fight on, I fight to win.' Her defiant remark caused them to ask me at *Six O'clock* [TV news] 'John, what went wrong in the rumour factory?' Doubtless this was not intended personally but it showed scant regard for the reports of trends I had been giving for the past 24 hours.

From John Cole, As It Seemed To Me, political memoirs published in 1995. Cole was political editor for the BBC in 1990. Here he is writing about 21 November 1990

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SOURCE 2

Wednesday 21 November 1990

The rumour going round at the moment is that the men in grey suits* went round to see Mrs Thatcher to say 'time to go'. But according to the rumours she just absolutely refused to have anything to do with that advice, so then the Cabinet, whatever they thought individually, take a common line to support her. Actually, if you look around, there isn't a dominant alternative figure. In terms of stamina and persistence, you have to admit Margaret Thatcher is an extraordinary woman. She came out of Number 10, saying 'I fight on, I fight to win.'

*Leading members of the Conservative Party

From The Benn Diaries, published in 1994. Tony Benn was a leading member of the Labour Party in 1990

SOURCE 3

I saw members of my cabinet one by one. The message, even from those urging me to fight on, was demoralising since my strongest supporters doubted I could win. In retrospect I can see that my resolve was weakened by these meetings but as yet I was still inclined to fight on. But I felt the decision would really be made at the meetings with my cabinet colleagues that evening. Before then I had to make a statement in the House.

Leaving Number 10, I called out to the assembled journalists in Downing St: 'I fight on, I fight to win,' and was interested to see later on the news that I looked a great deal more confident than I felt.

From Margaret Thatcher's memoirs, The Downing Street Years, published 1993. Here Thatcher is writing about 21 November 1990

(a) How far do these sources suggest that John Cole was right to say about Margaret Thatcher: 'At 1.00 pm her situation was desperate'? Explain your answer, using the evidence of Sources 1, 2 and 3.

(20 marks)

Approach for part (b) questions

Follow the first four steps of the approach outlined above for the part (a) question. However, remember for step 3 you need only examine the provenance of the source if it helps you evaluate the representation in the question. There is no need to make stereotypical or speculative comments about the reliability of secondary historians. Having carried out the first four steps, you will need to add to your plan an extra

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column containing arguments based on wider knowledge. You can use what you know to develop your points, support or challenge them, and weigh up how convincing they are. However, you should still structure your answer around the points that you got out of the sources. In fact, a brief outline of them showing how the sources link to give the points on both sides of the argument makes an excellent introduction to the essay. The marker can see that you have used the sources as a set, and you can keep checking back while you are writing your answer to make sure you cover and develop all the points you want to make.

To begin with, this process will take you a bit of time. However, you can practise it (in discussions of sources as well as in practice questions) and the more you use it, the quicker you will get. By the time you come to the exam, planning should only take you a few minutes extra, and you will more than make up the time by writing a well-focused and directed answer.

Now try the approach out on the following two sample questions.

SOURCE 1

Most of our people have never had it so good. Go around the country, go to the industrial towns, go to the farms, and you will see a state of prosperity such as we have never seen in my lifetime – nor indeed in the history of this country.

From a speech by Harold Macmillan in July 1957 to a Conservative Party rally in Bedford

SOURCE 2

Despite periods of serious hardship for some of the population in Britain under the Conservatives, the broad picture was one of a continuous rise in living standards. The various financial problems that confronted the nation did not prevent the great majority of the population from gaining in material prosperity. This is an area where figures speak loudest. Wages rose ahead of prices. It was not simply that wages increased in overall amount. The key fact was a growth in real wages. Income kept ahead of prices.

From Michael Lynch, Britain 1945–2007, published 2008

SOURCE 3

The years 1957–9 tend to be remembered as the high point of the decade's affluence, while in fact it was only in the particular circumstances of the first half of the decade that the party was able to deliver lower taxes and higher public spending without serious consequences. When Macmillan delivered his well known speech in July 1957 declaring that 'most of our people have never had it so good' he was not welcoming an age of affluence but trying to warn the country that high public spending, rising standards of living, full employment and low inflation were not simultaneously possible. The economic difficulties which had begun in the second half of 1955 have made the Cabinet acutely aware of the underlying problems in the economy.

From Derrick Murphy, Britain 1914–2000, published in 2000

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(b) (i) Do you agree with the view that the 1950s can be seen as a period of great prosperity for the people of Britain? Explain your answer, using Sources 1, 2 and 3 and your own knowledge.

(40 marks)

SOURCE 4

The strike was the culmination of a long conflict between the Conservative Party and the mineworkers' union. The strike in 1973-4 which led to the defeat of Edward Heath's government still rankled with the Conservatives when Mrs Thatcher came to power. The government was determined that trade unions would never again have such influence. In order to break their power, the Conservative government decided to take on the NUM, the strongest and most political union.

Detailed preparations were made to renew the conflict against the NUM. The overall strategy was produced in 1978 before the Thatcher government had come into power. A Conservative government would provoke a strike with the coal industry and build up maximum coal stocks.

From The Benn Diaries, published in 1994. In 1984 Tony Benn was a leading member of the Labour Party and the MP for Chesterfield, a mining area

SOURCE 5


As an industrial dispute the coal strike had been wholly unnecessary. The NUM's position throughout the strike – that uneconomic pits could not be closed – was totally unreasonable. Only in a totalitarian state could the coal industry have functioned irrespective of financial realities and the forces of competition. But for people like Mr Scargill these were desirable things. The coal strike was always about far more than uneconomic pits. It was a political strike.

From the memoirs of Margaret Thatcher, The Downing Street Years, published in 1993

SOURCE 6

Although the strike cost the country over £2 billion, Nigel Lawson (the Chancellor of the Exchequer) believed that 'it was necessary that the government spent whatever was necessary to defeat Arthur Scargill'. The government had wanted to exorcise the myth, present since the defeat of Heath, that even a democratically elected government could not govern without the support of the NUM.

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*From A. Seldon and D. Collings, Britain Under Thatcher, published
in 2000*

(b) (ii) Do you agree with the view that the prime cause of the miners' strike in 1984 was the Conservative government's determination to reduce trade union power? Explain your answer, using Sources 4, 5 and 6 and your own knowledge.

(40 marks)

Resources

L. Butler, *Britain in the Twentieth Century: A Documentary Reader* (Oxford, 1995)

P. Dorey, *British Politics since 1945* (Oxford, 1995)

R. Rowe, *Britain, 1929-98* (Oxford, 2004)

G. Steward, *British Political History, 1867-2001* (London, 1992)

Websites

www.politicsresources.net/area/uk/man.htm gives the major parties' election manifestos.