GCE A LEVEL MARKING SCHEME

SUMMER 2023

HISTORY - UNIT 3
BREADTH STUDIES 1, 2, 4, 6 AND 7: BRITISH HISTORY

1100UA0-1
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INTRODUCTION

This marking scheme was used by WJEC for the 2023 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

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Marking guidance for examiners

Summary of assessment objectives for Unit 3

The questions in this examination assess assessment objective 1. This assessment objective is a single element focused on the ability to analyse and evaluate and reach substantiated judgements. In Section A, candidates choose one question from a choice of two. In Section B, candidates must answer the compulsory question. The mark awarded to each question is 30. The paper has a maximum tariff of 60.

The structure of the mark scheme

The mark scheme has two parts:

- An assessment grid advising the bands and marks that should be given to responses that demonstrate the qualities needed in assessment objective 1.

- Advice on each specific question outlining indicative content that can be used to assess the quality of the specific response. This content is not prescriptive and candidates are not expected to mention all the material listed. Assessors must credit any further admissible evidence offered by candidates.

Deciding on the mark awarded within a band

The first stage for an examiner is to decide the overall band. The second stage is to decide how firmly the qualities expected for that band are displayed. Thirdly, a final mark for the question can then be awarded.

Organisation and communication

This issue should have a bearing if the standard of organisation and communication is inconsistent with the descriptor for the band in which the answer falls. In this situation, examiners may decide not to award the highest mark within the band.

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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.

		Analysis and evaluation	Judgement	Knowledge	Communication
Band 6	**26–30 marks**	The learner is able to effectively analyse and evaluate the key issues in relation to the set question.	A focused, sustained and substantiated judgement is reached.	The learner is able to demonstrate, organise and communicate accurate knowledge which shows clear understanding of the period studied.	The learner is able to communicate clearly and fluently, using appropriate language and structure with a high degree of accuracy in a response which is coherent, lucid, concise and well-constructed.
Band 5	**21–25 marks**	The learner is able to clearly analyse and evaluate the key issues in relation to the set question.	There is a clear attempt to reach a substantiated judgement which is supported.	The learner is able to demonstrate and organise accurate and relevant historical knowledge of the period studied.	The learner is able to communicate accurately and fluently using appropriate language and structure with a high degree of accuracy.
Band 4	**16–20 marks**	The learner is able to show understanding of the key issues demonstrating sound analysis and evaluation.	A judgement is seen but lacks some support or substantiation.	There is evidence of accurate deployment of knowledge.	There is a good level of written communication with a reasonable degree of accuracy.
Band 3	**11–15 marks**	The learner is able to show understanding through some analysis and evaluation of the key issues.	There is an attempt to reach a judgement but it is not firmly supported and balanced.	Some relevant knowledge on the set question is demonstrated.	There is a reasonable level of written communication which conveys meaning clearly though there may be errors in spelling, punctuation and grammar.
Band 2	**6–10 marks**		There is an attempt to provide a judgement on the question set.	The learner provides some relevant knowledge about the topic.	There is a reasonable level of written communication which conveys meaning though there may be errors.
Band 1	**1–5 marks**		There is little attempt to provide a judgement on the question set.	The learner provides limited knowledge about the topic.	There is an attempt to convey meaning though there may be errors.
Award 0 marks for an irrelevant or inaccurate response.					

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Unit 3 – 1100UA0-1

Breadth study 1: Wales: Resistance, conquest and rebellion c.1240–1415

Section A

Theme 2 Governance and rebellion c.1240–1415

0 1 **"The Peace of Woodstock (1247) was the most significant turning point in the relationship between England and Wales in the period from 1240 to 1284." Discuss.** **[30]**

Candidates will offer a supported analysis of the extent to which the Peace of Woodstock (1247) marked the most significant turning point in the relationship between England and Wales in the context of the period specified. Candidates are expected to debate that significance, considering a range of key concepts such as causation, consequence, continuity, change and significance, as appropriate, before reaching a substantiated judgement.

Arguments that suggest the Peace of Woodstock marked the most significant turning point in the relationship between England and Wales during the specified period may include:

- It was an English-driven treaty that subjugated the warring princes of Gwynedd
- Gwynedd was divided between warring princely brothers
- This division kept Gwynedd weak
- English power and authority in Wales was enhanced

Arguments that suggest the Peace of Woodstock was less significant during the specified period may include:

- The militarisation and plantation of Wales via castles and English-only towns
- Economic changes, for example the development of towns and the increased number of tradespeople
- Several political and administrative changes, such as the development of Crown lands and Marcher lordships
- The resumption of war, which was marked by conquest and resistance
- The treaties of Montgomery and Aberconwy.

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Unit 3 – 1100UA0-1

Breadth study 1: Wales: Resistance, conquest and rebellion c.1240–1415

0 2 **"The rebellion of Madog ap Llywelyn posed the most serious threat to English power in Wales in the period from 1282 to 1318." Discuss. [30]**

Candidates will offer a supported analysis of the extent to which the rebellion of Madog ap Llywelyn posed the most serious threat to English power in Wales in the context of the period specified. Candidates are expected to debate that significance, considering a range of key concepts such as causation, consequence, continuity, change and significance, as appropriate, before reaching a substantiated judgement.

Arguments that suggest the rebellion of Madog ap Llywelyn posed the most serious threat to English power in Wales during the specified period may include:

- The rebellion came soon after the conquest of 1283, and English power was not yet firmly established
- During the rebellion, Edwardian castles in north Wales were besieged and partially destroyed
- It set an example and encouraged other disaffected Welshmen to rebel
- Rebellion lasted some time and was only put down with difficulty

Arguments that suggest the rebellion of Madog ap Llywelyn posed a lesser threat to English power in Wales during the specified period may include:

- Llywelyn's war with Edward I (1282), which was a significant threat;
- Dafydd ap Gruffudd's rebellion of 1282–1283. This was regarded as a serious breach of trust
- Llywelyn Bren's rebellion (1316) lasted weeks and sparked others to rebel; rebellion became widespread, from Caerphilly to Dinefwr;
- Bardic pro-princely propaganda posed a threat to English power as it changed attitudes towards the English.

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Unit 3 – 1100UA0-1

Breadth study 1: Wales: Resistance, conquest and rebellion c.1240–1415

Section B

Theme 1 Society, culture and the economy c.1240–1415

0 3 **"The Edwardian conquest had a greater impact on the economy and society of Wales than any other factor between 1240 and 1415." Discuss. [30]**

Candidates will offer a supported analysis of the impact of Edwardian conquest on the economy and society of Wales in the context of the period specified. Candidates are expected to debate that impact, considering a range of concepts such as causation, consequence, continuity, change and significance, as appropriate, before reaching a substantiated judgement.

Arguments that suggest the Edwardian conquest had the greatest impact on the economy and society of Wales during the specified period may include:

- The conquest destroyed any notion of statehood forcing the Welsh to embrace English social and economic norms.
- The building of castles provided work in terms of labour and craftspeople, and encouraged trade with the hinterland through, for example, supplies of food and timber.
- Castles drew English settlers to Wales, which had an impact on culture and the language.

Arguments that suggest the Edwardian conquest did not have the greatest impact on the economy and society of Wales was less significant during the specified period may include:

- The impact of the Black Death, which had substantial effects on the population and on rural communities.
- The social and economic relationship was already changing, for example through bastard feudalism.
- A wage economy was developing, and the top tier of landholding families transitioned from princely to gentry status.
- Political and administrative changes, such as new offices and powers, had a substantial impact such as office-holding opportunities for Welshmen to serve Crown and Marcher Lords.
- There were several outbreaks of rebellion during the period especially the Glyndwr rebellion.

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Unit 3 – 1100UB0-1

Breadth study 2: Poverty, protest and rebellion in Wales and England c.1485–1603

Section A

Theme 2 Threats, protest and rebellion c.1485–1603

0 1 **Evaluate the impact on the monarchy of protests and rebellions during the period from 1525 to 1553.** **[30]**

Candidates will offer a supported appraisal of the impact on the monarchy of protests and rebellions in the context of the period specified. Candidates are expected to debate that impact, considering a range of concepts such as causation, consequence, continuity, change and significance, as appropriate, before reaching a substantiated judgement.

Arguments that suggest the impact on the monarchy of protests and rebellions was significant during the specified period may include:

- The very nature of rebellion, which posed a threat to the monarchy because it challenged royal power
- The Pilgrimage of Grace (1536–1537), which was the largest rebellion in the sixteenth century
- The insurrection of Rhys ap Gruffudd (1529–1531) in south-west Wales threatened royal power in that area
- The politically motivated Lady Jane Grey coup d'état that directly threatened Mary Tudor's accession and the establishment of her rule
- The Western Rising and Kett's rebellion in 1549, both of which were a threat to the stability of the kingdom

Arguments that suggest the impact of protests and rebellions was less significant during the specified period may include:

- The Pilgrimage of Grace was concentrated in the north and never directly threatened Henry VIII
- The Western Rising and Kett's rebellion were localised and never directly threatened Edward VI
- Some of the key complaints in several local protests were economic in nature, concerning poverty and unemployment;
- Most rebels focused their anger at the various monarchs' ministers rather than the Crown
- The wider succession crisis was a challenge to the stability of the monarchy with, for example, the minority of Edward VI and the usurpation of Mary Tudor by Lady Jane Grey

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Breadth study 2: Poverty, protest and rebellion in Wales and England c.1485–1603

0 2 **To what extent did the Catholic powers pose a threat to the Tudor monarchy during the period from 1553 to 1603? [30]**

Candidates will offer a supported appraisal of the threat posed by Catholic powers to the Tudor monarchy in the context of the period specified. Candidates are expected to debate that threat, considering a range of concepts such as causation, consequence, continuity, change and significance, as appropriate, before reaching a substantiated judgement.

Arguments that suggest the threat to the Tudor monarchy of the Catholic powers was significant during the specified period may include:

- The war with France (1557–1558)
- The war with Spain and the specific threat of the Spanish Armada (1585–1604)
- Foreign support for Mary, Queen of Scots
- Foreign support for plots against Elizabeth and fears of her assassination
- That the Papacy was in league with Catholic powers against England

Arguments that suggest the threat to the Tudor monarchy of the Catholic powers was less significant during the specified period may include:

- Political crises, noble rivalry and faction at court
- Rebellion and protest, including Wyatt, the Northern Earls and Essex
- Religious changes and challenges, for example Marian persecutions, the ongoing issue of recusancy after 1570, and Puritan opposition
- Social and economic problems such as unemployment, inflation and debasement of the coinage
- There was economic crisis and depression, especially in the wool industry
- Relations with France were generally good and, between 1553 and 1570, relations with Spain were very good

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Unit 3 – 1100UB0-1

Breadth study 2: Poverty, protest and rebellion in Wales and England c.1485–1603

Section B

Theme 1 Poverty, vagrancy and the poor in Wales and England c.1485–1603

0 3 To what extent did attitudes to poverty, vagrancy and the poor change between 1485 to 1603? [30]

Candidates will offer a supported apraisal of the extent to which attitudes to poverty, vagrancy and the poor changed in the context of the period specified. Candidates are expected to debate that assessment, considering a range of key concepts such as causation, consequence, continuity, change and significance, as appropriate, before reaching a substantiated judgement.

Arguments that suggest that attitudes to poverty, vagrancy and the poor changed significantly during the specified period may include:

- Municipal authorities helped the poor by adopting a policy of relief rather than oppression from the late 1550s onwards, for example in Norwich in the 1570s.
- Town trade guilds, hospitals and philanthropic societies were instrumental in offering positive relief to the poor and vagrant.
- Wealthy urban-based merchants offered private charity or set up charitable foundations to educate or relieve the distress of the poor.
- Government initiatives had the force of law behind them, and so government could punish as well as relieve. Government had greater resources at its disposal.
- Government was the first to distinguish between the deserving poor, who were treated more sympathetically from the late 1550s, and the able-bodied vagrant.

Arguments that suggest that attitudes to poverty, vagrancy and the poor did not change significantly during the specified period may include:

- The Church continued to help/support, although this declined post dissolution.
- Municipalities punished those thought to be work-shy or criminal.
- Repressive parliamentary acts were mainly directed against vagrants who continued to be punished during this period – there was no change.

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Unit 3 – 1100UD0-1

Breadth study 4: Royalty, revolution and restoration in Wales and England c.1603–1715

Section A

Theme 2 Changing attitudes and ideas: radicalism, dissent and intellectual issues c.1603–1715

0 1 To what extent did William Laud's religious policies contribute to the growth and spread of radicalism and dissent during the period from 1603 to1653? [30]

Candidates will offer a supported appraisal of the extent to which William Laud's religious policies responsible for the growth and spread of radicalism and dissent in the context of the period specified. Candidates are expected to debate that threat, considering a range of concepts such as causation, consequence, continuity, change and significance, as appropriate, before reaching a substantiated judgement.

Arguments that suggest that Laud's policies were largely responsible for the growth and spread of radicalism and dissent during the specified period may include:

- Laud's conduct and method of running the Church aroused opposition especially in Scotland
- Laud's support for Arminianism encouraged other radical ideas and interests
- The unpopularity of the policy of Thorough
- The cruel treatment of Prynne and other dissenters
- Laud's association with the king's Personal Rule and reform of the state Church.

Arguments that suggest that Laud's policies were not largely responsible for the growth and spread of radicalism and dissent during the specified period may include:

- **The Millenary Petition and the Hampton Court Conference**
- The impact of Puritan preaching and pamphlets, noting the significance of Puritan political power in Parliament and in the army during the Civil War
- The natural rise and spread of radical political and religious ideas
- Strong charismatic leadership of some radical leaders such as John Lilburne
- Developments in print/publication and the spread of radical ideas.

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Breadth study 4: Royalty, revolution and restoration in Wales and England c.1603–1715

0 2 **Evaluate the impact of intellectual developments on radicalism and dissent during the period from 1660 to 1715.** **[30]**

Candidates will offer a supported appraisal of the impact of intellectual developments on radicalism and dissent in the context of the period specified. Candidates are expected to debate that impact, considering a range of concepts such as causation, consequence, continuity, change and significance, as appropriate, before reaching a substantiated judgement.

Arguments that suggest that intellectual developments had a significant impact on radicalism and dissent during the specified period may include:

- The Enlightenment led to intellectual inquiry
- The scientific revolution led to a more challenging environment
- Contributed to the loss of interest in and support for radical religious ideas.
- Institutions such as the Royal Society were supported by the Crown which influenced attitudes and thinking at this time.

Arguments that suggest that intellectual developments had a less significant impact on radicalism and dissent during the specified period may include:

- Governmental religious policy under Charles II and James II
- Resurgence in the power and authority of the Anglican Church
- Puritan experiments in religious expression and in social behaviour
- The natural decline in religious belief, coupled with strict laws against dissenters

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Breadth study 4: Royalty, revolution and restoration in Wales and England c.1603–1715

Section B

Theme 1 The quest for political stability c.1603–1715

0 3 **"Government was stronger and more stable during the Restoration period than it was at any other time during the period between 1603 and 1715." Discuss. [30]**

Candidates will offer a supported analysis of the extent to which the monarchy was stronger and more stable in the reign of Charles II than at any other time in the context of the period specified. Candidates are expected to debate that assessment, considering a range of key concepts such as causation, consequence, continuity, change and significance, as appropriate, before reaching a substantiated judgement.

Arguments that suggest the monarchy was stronger and more stable in the reign of Charles II than at any other time during the specified period may include:

- The political framework following the Civil War and Interregnum secured the position of the king as the head of state
- Royal prerogatives were reformed but remained intact
- Parliament and the government seemed unable to function without a monarch
- The popularity of the monarchy on the death of Charles II in 1685

Arguments that suggest the monarchy was not stronger and more stable in the reign of Charles II than at any other time during the specified period may include:

- The deposition of one monarch (James II) led to the promotion of another (William III)
- The Bill of Rights and revolutionary settlement limited the power of the monarchy after 1689
- The development of Parliament, with confident MPs and party politics eroded royal power
- The peace and stability of James I's reign might challenge the question

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Unit 3 – 1100UF0-1

Breadth study 6: Parliamentary reform and protest in Wales and England c.1780–1885

Section A

Theme 1 Parliamentary Reform 1780–1885

0 1 **Evaluate the role government repression played in the failure of the parliamentary reform movement during the period from 1780 to 1820.** **[30]**

Candidates will offer a supported appraisal of the role played by government repression in the failure of the parliamentary reform movement in the context of the period specified. Candidates are expected to debate the significance of that role, considering a range of concepts such as causation, consequence, continuity, change and significance, as appropriate, before reaching a substantiated judgement.

Arguments that suggest the role of government repression in the failure of the parliamentary reform movement was substantial during the specified period may include:

- The success of Pitt's legislation
- The use of spies and intelligence in the 1790s
- The strength of government resources
- The actions of Liverpool's governments, 1815–1820
- The effective use of JPs and the militia
- The effective leadership of Pitt and Liverpool

Arguments that suggest the role of government repression in the failure of the parliamentary reform movement was less substantial during the specified period may include:

- The failure to achieve reform in the 1780s, for example the Yorkshire movement and the failure of Pitt's Bill (1785)
- The strength of loyalism and patriotism during the French wars
- The fear of the French revolution among the ruling classes
- The divisions within radicalism, for example the row between Hunt and Cobbett
- The improved economic conditions after Peterloo
- Whig disunity during the period

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Unit 3 – 1100UF0-1

Breadth study 6: Parliamentary reform and protest in Wales and England c.1780–1885

0 2 **To what extent was parliamentary reform influenced by the revival of the reform movement from the 1860s up to 1885? [30]**

Candidates will offer a supported appraisal of the influence the revival of the reform movement had on parliamentary reform in the context of the period specified. Candidates are expected to debate the importance of that influence, considering a range of concepts such as causation, consequence, continuity, change and significance, as appropriate, before reaching a substantiated judgement.

Arguments that suggest the revived reform movement had a significant influence on parliamentary reform during the specified period may include:

- Italian Unification and the American Civil War give the impression that reform was a moral issue;
- The formation of the new Liberal Party and Gladstone's conversion to reform in 1864
- The campaigns of the Reform League and Reform Union after 1864
- The popular demonstrations in favour of reform in 1866–1867
- The pressure from the radical wing of the Liberal Party after 1880

Arguments that suggest the revived reform movement did not have a significant influence on parliamentary reform during the specified period may include:

- The death of Palmerston in 1865 removed a barrier to reform
- The political calculations of Derby and Disraeli in 1866–1867
- The impact of the Second Reform Act on party organisation and registration
- The campaigns against bribery and corruption and the resulting legislation
- Political horse trading in 1884–1885

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Unit 3 – 1100UF0-1

Breadth study 6: Parliamentary reform and protest in Wales and England c.1780–1885

Section B

Theme 2 Popular Protest 1780–1885

0 3 **"The trade union movement was the most successful popular protest movement during the period from 1780 to 1885." Discuss. [30]**

Candidates will offer a supported analysis of the assessment that the trade union movement was the most successful popular protest movement in the context of the period specified. Candidates are expected to debate that assessment, considering a range of key concepts such as causation, consequence, continuity, change and significance, as appropriate, before reaching a substantiated judgement.

Arguments that suggest the trade union movement was the most successful popular protest movement during the specified period may include:

- The alarm over combinations and legislation between 1799 and 1800
- The impact of trade union reform in 1825
- The appeal of Owenism and links to Chartism
- The GNCTU and the Tolpuddle martyrs
- The success of new model Unionism
- The impact on debates over the franchise
- The impact on Trade Union legislation in the 1870s
- The failure of other movements like Chartism

Arguments that suggest the trade union movement was not the most successful popular protest movement during the specified period may include:

- The impact of radical protest movement between 1792 and 1820
- The effects of Chartism on government reform in the 1840s
- The impact of Swing and Rebecca
- The importance of popular protest and parliamentary reform between 1830 and 1832, and between 1866 and 1867
- The impact of the Merthyr Rising
- The success of the Anti-Corn Law League

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Unit 3 – 1100UG0-1

Breadth study 7: Social change and reform in Wales and England c.1890–1990

Section A

Theme 1 Tackling poverty and unemployment c.1890–1990

0 1 **How effectively did governments deal with the issues of poverty and unemployment during the period from 1890 to 1939?** **[30]**

Candidates will offer a supported appraisal of the impact governments had on dealing with the issues of poverty and unemployment in the context of the period specified. Candidates are expected to debate how effective those governments were, considering a range of key concepts such as causation, consequence, continuity, change and significance, as appropriate, before reaching a substantiated judgement.

Arguments that suggest that governments dealt effectively with the issues of poverty and unemployment during the specified period may include:

- The changes in health and housing, which helped the poor
- The Liberal reforms, which alleviated the very worst suffering
- Responses to social surveys of the period indicated some progress had been made
- Government action in response to the depression addressed the worst issues of poverty and unemployment
- Developments in education gave more people better life chances

Arguments that suggest that governments did not deal effectively with the issues of poverty and unemployment during the specified period may include:

- The prevalence of poverty and unemployment throughout the period
- The limited impact of the Liberal Reforms on wider poverty and unemployment
- The post-war slump negatively affected the government's ability to deal with unemployment
- There was substantial suffering during the 1930s and few government reforms were passed to combat it the period

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Breadth study 7: Social change and reform in Wales and England c.1890–1990

0 2 **"The governments of the period from 1945 to 1990 were mostly effective in dealing with poverty and unemployment." Discuss. [30]**

Candidates will offer a supported analysis of the efficacy of governments' in dealing with poverty and unemployment in the context of the period specified. Candidates are expected to debate that efficacy, considering a range of key concepts such as causation, consequence, continuity, change and significance, as appropriate, before reaching a substantiated judgement.

Arguments that suggest that governments were mostly effective in dealing with poverty and unemployment during the specified period may include:

- The positive effect of the growth in the Welfare State under the Labour governments of 1945 to 1951
- The impact of the Labour governments of 1964 to 1970 and 1974 to 1979
- The impact of the affluent 1950s on British society and the belief that poverty and unemployment had been eradicated
- The impact of Conservative governments during the age of affluence
- Improvements in the quality and standards of living throughout the period
- Developments in education, health and housing throughout the period that increased life chances for all
- Race relations and discrimination and how tackling them developed life chances

Arguments that suggest that governments were not mostly effective in dealing with poverty and unemployment during the specified period may include:

- The post-war Labour government failed to develop the economy in a manner that secured employment in the long term
- Poverty continued throughout the period and was redefined in the later period to show that it still was prevalent in Wales and England
- The growth of consumerism and individual endeavour created a wider split between the rich and the poor
- The conflict between unions and government led to the decline of some industries and an increase in regional unemployment

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Breadth study 7: Social change and reform in Wales and England c.1890–1990

Theme 2 Society in transition c.1890–1990

0 3 **"Developments in popular culture, leisure and entertainment affected the lives of the people of Wales and England more than any other factor between 1890 and 1990." Discuss.** **[30]**

Candidates will offer a supported analysis of the assessment that developments in popular culture, leisure and entertainment affected the lives of the people of Wales and England more than any other factor in the context of the period specified. Candidates are expected to debate that assessment, considering a range of key concepts such as causation, consequence, continuity, change and significance, as appropriate, before reaching a substantiated judgement.

Arguments that suggest developments in popular culture, leisure and entertainment affected the lives of the people of Wales and England more than any other factor during the specified period may include:

- The early appearance of newspapers and picture palaces gave people an opportunity to understand and explore the wider world
  The rise of the cinema during the interwar period, as well as increased access to radio and leisure opportunities positively affected the lives of many
- Following 1945, there was a significant change in popular youth culture characterised by music, rebellion and protests in Britain
- Leisure time continued to develop with a rise in the affordability and popularity of holidays
- The popularity of television within society continued throughout the period and influenced people's attitudes and, often, their materialistic attitudes

Arguments that suggest developments in popular culture, leisure and entertainment did not affect the lives of the people of Wales and England more than any other factor during the specified period may include:

- While developments in popular culture were significant, they tended to affect the lives of the rich more than they did the lives of the poor, especially in the earlier period
- Education reforms improved life chances for all during the period
- The impact of the far-reaching Liberal reforms of 1906 to 1914 may be referenced, as may attempts to tackle poverty and unemployment throughout the period
- The Labour government of 1945 to 1951 had a more significant impact on people's lives than did cultural changes
- Developments in the lives of women occurred, albeit at various speeds and to varying degrees, across the period
- It may be argued that the post-war period led to a more equal society

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