



Pearson

## **Mark scheme**

Summer 2018

Pearson Edexcel  
GCE History (8HI0/1H)  
Advanced Subsidiary

Paper 1: Breadth study with  
interpretations

Option 1H: Britain transformed,  
1918–97

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## **General Marking Guidance**

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

## Generic Level Descriptors: Sections A and B

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

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

## Section C

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

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

## Section A: Indicative content

Question	Indicative content
<b>1</b>	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about whether the after-effects of the First World War were the main reason for the economic challenges of the 1920s and 1930s.</p> <p>The importance of the after-effects of the First World War in the economic challenges of these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• As a result of the First World War, Britain lost export trade, particularly through the wartime use and loss of merchant shipping; market share lost to other nations</li><li>• The demands of government spending during the First World War contributed to national debt, and the sale and loss of assets overseas reduced earnings</li><li>• In the short term at least, the war led to dramatic increases in inflation, an issue that may be examined in relation to the desire of post-war governments to return to the Gold Standard.</li></ul> <p>The importance of other factors in the economic challenges in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The global fall in demand and price levels in the early 1920s saw a slump that hit the 'old staples' – traditional industries such as textiles, coal, steel and shipbuilding</li><li>• The failure of these industries to respond to changes in the trading environment, in relation to trade union strength, outdated practices, poor management</li><li>• The impact of government policies such as increases in taxation and spending cuts, the return to the Gold Standard in 1925 and movement towards protectionism</li><li>• The impact of the collapse of global trade after the advent of the Great Depression.</li></ul> <p>Other relevant material must be credited.</p>

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

## Section B: Indicative content

Question	Indicative content
<b>3</b>	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on the extent to which welfare provision in the years 1918–39 was similar to that in the years 1945–79.</p> <p>The extent to which welfare provision was similar should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The National Insurance system provided the fundamental basis for provision of assistance with regards to unemployment and sickness benefits</li><li>• The system of state contributory pensions, first established with the Old Age Pensions Act of 1908, continued throughout the period</li><li>• The requirement for local councils to build and provide subsidised housing, first established with the Housing Act 1919, remained throughout the period.</li></ul> <p>The extent to which welfare provision was different should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Poverty assistance saw significant developments in the latter period, such as the establishment of the National Assistance Board in 1948</li><li>• Family Allowances were introduced in 1946, providing a non means-tested benefit to mothers</li><li>• The creation of the NHS in 1948 was a major departure in provision of healthcare</li><li>• The numerous refinements to provision that had existed in some form since the earlier period, e.g. the National Insurance Act of 1946, with the more universalist response to welfare in the light of the Beveridge Report.</li></ul> <p>Other relevant material must be credited.</p>

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

## Section C: Indicative content

Question	Indicative content
<b>5</b>	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates are expected to use the extracts and their own knowledge to consider the view that the Thatcher government significantly reduced the role of the state. Reference to the works of named historians is not expected, but candidates may consider historians' viewpoints in framing their argument. Candidates should use their discussion of various views to reach a reasoned conclusion.</p> <p>In considering the given view, the points made by the authors should be analysed and evaluated. Relevant points may include:</p> <p>Extract 1</p> <ul style="list-style-type: none"><li>• The right of council tenants to buy council housing reduced the role of local government</li><li>• Reforms in education enhanced parental choice and increased the independence of schools over budgets</li><li>• The introduction of the internal market and tendering within the NHS.</li></ul> <p>Extract 2</p> <ul style="list-style-type: none"><li>• There was only a marginal reduction in government spending over the wider period, as a proportion of GDP</li><li>• Reforms such as those seen in education often resulted in increased direct control by central government</li><li>• Privatisation went hand-in-hand with the establishment of regulatory bodies and unelected quasi-autonomous non-governmental organisations – 'quangos'.</li></ul> <p>Candidates should use their own knowledge of the issues to address the view that the Thatcher government significantly reduced the role of the state. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The denationalisation (privatisation) of a range of state-owned industries and the deregulation of financial markets</li><li>• State intervention to support failing industries was reduced, leading to a reduction in the scale of manufacturing (in absolute and relative terms), and increased foreign ownership of sectors such as the car industry</li><li>• Reform within the civil service such as MINIS did reduce costs and overall numbers, and increase flexibility</li><li>• The 'Ken Clarke' reforms to the NHS (e.g. GP fundholding), introduced in 1990, owe a significant debt to Thatcher, and marked the start of a fundamental reshaping of the health service.</li></ul> <p>Candidates should use their own knowledge of the issues related to the debate to counter the view the Thatcher government significantly reduced the role of the state. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Plans to reduce state intervention such as the reforms of the civil service and NHS were delayed or watered down in the face of public opinion or political expediency</li></ul>

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|  | <ul style="list-style-type: none"><li>• The Local Government Act (1985) can be seen as increased central government interference, abolishing the GLC and other metropolitan councils</li><li>• Only a small minority of schools became grant-maintained, whilst the establishment of a National Curriculum, national system of student testing and school inspection increased centralised control.</li></ul> |
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Other relevant material must be credited.