



# Mark Scheme (Results)

October 2020

Pearson Edexcel  
in GCE History (8HI0/1H)

Paper 1: Breadth study with  
interpretations

Option 1H: Britain transformed, 1918–97

## **Edexcel and BTEC Qualifications**

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at [www.edexcel.com](http://www.edexcel.com) or [www.btec.co.uk](http://www.btec.co.uk). Alternatively, you can get in touch with us using the details on our contact us page at [www.edexcel.com/contactus](http://www.edexcel.com/contactus).

## **Pearson: helping people progress, everywhere**

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: [www.pearson.com/uk](http://www.pearson.com/uk)

October 2020

Publications Code 8H10\_1H\_2010\_MS

All the material in this publication is copyright

© Pearson Education Ltd 2020

## 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
1	1-4	<ul style="list-style-type: none"><li>• Simple or generalised statements are made about the topic.</li><li>• Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question.</li><li>• The overall judgement is missing or asserted.</li><li>• There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.</li></ul>
2	5-10	<ul style="list-style-type: none"><li>• There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the question.</li><li>• Mostly accurate and relevant knowledge is included, but it lacks range or depth and has only implicit links to the demands and conceptual focus of the question.</li><li>• An overall judgement is given but with limited substantiation, and the criteria for judgement are left implicit.</li><li>• The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.</li></ul>
3	11-16	<ul style="list-style-type: none"><li>• There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included.</li><li>• Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth.</li><li>• Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation.</li><li>• The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.</li></ul>
4	17-20	<ul style="list-style-type: none"><li>• Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven.</li><li>• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands.</li><li>• Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported.</li></ul>

		<ul style="list-style-type: none"><li>• The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.</li></ul>
--	--	---

## Section C

**Target:** AO3: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.

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

## Section A: indicative content

Question	Indicative content
1	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on the extent to which government action was the main reason for improvements in the role and status of women in the years 1939-79.</p> <p>The extent to which government action was the main reason for improvements in the role and status of women in the years 1939-79 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Government mobilisation of women under the National Service Act brought women into roles within industry and agriculture, impacting on their status</li><li>• Elements of the post-war welfare state benefited women, e.g. the NHS extended healthcare to all (previously, women were less likely to be insured), or the 1945 Family Allowance Act</li><li>• Reforms to secondary and university education benefited girls and women who had previously been disadvantaged</li><li>• Various acts brought tangible gains in the period, e.g. the 1964 Married Women's Property Act, the 1970 Equal Pay Act (in force from 1975), or the 1975 Sex Discrimination Act.</li></ul> <p>The extent to which other factors explain the improvements in the role and status of women in the years 1939-79 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Women's mobilisation may be argued as more a result of women's volunteering and wartime necessity, e.g. much of the significant increase in married women in paid work came before they were conscripted</li><li>• The emergence and impact of the women's liberation movement from the 1960s onwards led to campaigns that brought reform over issues such as abortion and status in the workplace</li><li>• The development and increasing availability of the contraceptive pill improved women's position, e.g. from 1974 family planning clinics were able to offer the pill to single women on the NHS</li><li>• Changes to domestic life may be seen as related to a number of factors, e.g. the liberalisation of society and the impact of labour-saving devices</li><li>• The strike by women workers at Dagenham in 1968 played a direct role in the passing of the Equal Pay Act.</li></ul> <p>Other relevant material must be credited.</p>

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 as to whether the wartime experience of 1939-45 was the main reason for the creation of the welfare state in the post-war period.</p> <p>The extent to which the wartime experience of 1939-45 led to the creation of the welfare state in the post-war period should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The Beveridge Report arose from the creation of an inter-departmental committee established in the wartime context to examine welfare provision, in part due to cross-party involvement in the national government</li> <li>• Wartime intervention increased in a range of areas, e.g. provision of milk, school meals and food subsidies, vaccinations and housing, raising expectations of post-war provision</li> <li>• Developments in healthcare resulting from the needs of the Second World War, such as the establishment of an Emergency Medical Service and improved provision of specialist treatment, contributed to calls for a national service</li> <li>• The 1944 White Paper 'A National Health Service' demonstrated both coalition support and a public desire for a comprehensive scheme.</li> </ul> <p>The extent to which other factors led to the creation of the welfare state in the post-war period should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The experience of the 'hunger years' of the 1930s in increasing demand – Beveridge's 'five evils' were old problems</li> <li>• The creation of the basis of the welfare state before 1939, e.g. national insurance and pensions</li> <li>• The limitations of previous welfare measures were exposed by the scale of problems such as unemployment in the 1930s</li> <li>• The role played by individuals such as Nye Bevan and Clement Attlee in shaping developments from 1945 onwards.</li> </ul> <p>Other relevant material must be credited.</p>

## 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 about the extent to which the British political landscape changed in the years 1918-79.</p> <p>The extent to which the British political landscape changed in the years 1918-79 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The Labour Party had replaced the Liberal Party as one of the two largest parties which had been able to form majority governments during the period</li><li>• The electorate had seen significant change, with extensions to the franchise including to all adult males, women, and with the voting age being reduced to 18</li><li>• Certain provisions had come to be mainstream expectations of governments, e.g. welfare state, full employment</li><li>• Nationalist political movements emerged as a force in Scotland and Wales, having made sufficient gains by the 1970s to impact upon Westminster politics, e.g. achieve promised referenda</li><li>• A further dimension had been added to the British political landscape with the accession to the European Community, and the incorporation of European Parliament elections into the British system.</li></ul> <p>The extent to which the British political landscape remained the same in the years 1918-79 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Significant constitutional features remained largely unchanged, e.g. the First-Past-the-Post electoral system, the existence of and role played by the House of Lords as a second chamber, and the overall constitutional monarchy</li><li>• Throughout most of the period, the British political landscape remained dominated by what was effectively a two-party system</li><li>• Party identification remained broadly class-aligned throughout the period, e.g. in the 1970s, almost two-thirds of working-class voters voted for the Labour Party, whilst 66% of middle-class voters voted for the Conservative Party</li><li>• The make-up of the membership of the Houses of Parliament was in many</li></ul>

respects largely unchanged, e.g. throughout the period to 1979, the proportion of female MPs remained under 5%

- Turnout at general elections was similar throughout the period, e.g. all elections in the period of the 1920s and 1930s, and the 1960s and 1970s saw turnout figures of between 71 and 79 per cent.

Other relevant material must be credited.

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 television was the most significant development in popular culture and entertainment in the years 1918-79.</p> <p>The extent to which television was the most significant development in popular culture and entertainment in the years 1918-79 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Television provided a universal and shared experience of events such as Queen Elizabeth's coronation, major sporting events, and mass audiences were attracted to soap operas</li> <li>• Television domesticated entertainment, increasing the proportion of leisure time spent in the family home, with average viewing hours of 16–20 hours per week by the late 1970s</li> <li>• The decline in cinema attendances across the period was closely linked to television's rise, with over half the cinemas in Britain closing in the years 1955–63, as television ownership rates reached over 90 per cent</li> <li>• The growth in television contributed to a decline in radio's attraction as a form of family entertainment, as well as overtaking radio audiences for directly competing services, e.g. coverage of live sports, news and drama.</li> </ul> <p>The extent to which television was of limited significance in popular culture and entertainment and the extent to which other developments were more significant in the years 1918-79 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Music had a significant presence within popular culture and entertainment across the period, e.g. through live performances, dance halls, or through media such as radio</li> <li>• Radio played a significant and persistent role in popular culture from the 1920s onwards, from BBC radio plays, music and sports coverage through to the development of commercial radio from the 1970s</li> <li>• There were significant developments in youth culture, such as the notion of teenagers as a distinct cultural and consumer force from the 1950s, often allied to musical forms, e.g. teds, mods, rockers, and punks</li> <li>• Developments in the participation in sport and spectatorship of live sporting events were significant, e.g. growing attendance figures in the 1920s and</li> </ul>

	<p>1930s.</p>
--	---------------

Other relevant material must be credited.

## Section C: indicative content

Question	Indicative content
5	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates are expected to use the extracts and their own knowledge to consider the view that Thatcher's governments had a revolutionary impact on Britain. Reference to the works of named historians is not expected, but candidates may consider historians' viewpoints in framing their argument. Candidates should use their discussion of various views to reach a reasoned conclusion.</p> <p>In considering the given view, the points made by the authors should be analysed and evaluated. Relevant points may include:</p> <p>Extract 1</p> <ul style="list-style-type: none"><li>• Measures such as privatisation marked a reduction in state control</li><li>• Efforts to reduce the welfare state</li><li>• A reduction in the power of the trade unions</li><li>• The acceptance of many of Thatcher's policies by the Labour Party in opposition.</li></ul> <p>Extract 2</p> <ul style="list-style-type: none"><li>• Thatcher was willing to abandon policies such as monetarism, which were central to her programme</li><li>• Reversals over inflation and unemployment suggest cyclical trends rather than the permanent impact of Thatcherism</li><li>• The electorate showed signs of rejecting Thatcher and Thatcherism</li><li>• The Labour Party was clear in proposing policies that were 'post-Thatcherite'.</li></ul> <p>Candidates should use their own knowledge of the issues to address the view that Thatcher's governments had a revolutionary impact on Britain. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Measures such as the sale of council houses and changes to personal taxation (e.g. reduction in direct taxation and the growth of indirect taxes such as VAT) left a permanent legacy</li><li>• Economic policy saw the end of the commitment to full employment and a new emphasis on supply-side economics</li><li>• The denationalisation of a range of state-owned industries, the increase in share ownership and the deregulation of financial markets were all accepted</li></ul>

and retained

- 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 reshaping of the health service
- The reduction of trade union power reduced the number of days lost to strikes and created a more flexible labour market.

Candidates should use their own knowledge of the issues related to the debate to counter the view that Thatcher's governments had a revolutionary impact on Britain. Relevant points may include:

- Despite the commitment to cut public spending, welfare spending remained high
- Some of the intended reforms were limited, went unfulfilled, or were reversed, such as those concerning the civil service, NHS or the community charge
- The retreat from monetarist policies from 1982, and there were further problems with inflation from 1988
- Elements of Thatcherism were tried to some extent earlier, e.g. Callaghan's response to the IMF restraints, or Heath's flirtation with the 'Selsdon Man' programme.

Other relevant material must be credited.

Pearson Education Limited. Registered company number 872828  
with its registered office at 80 Strand, London, WC2R 0RL, United Kingdom