



# Mark Scheme

Summer 2017

Pearson Edexcel  
GCE In History (8HI01) Paper 1H

Advanced Subsidiary

Unit 1: Breadth study with interpretations

Paper 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)

Summer 2017

Publications Code 8H10\_1H\_1706\_MS

All the material in this publication is copyright

© Pearson Education Ltd 2017

## 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.
- Mark schemes will indicate within the table where, and which strands of QWC, are being assessed. The strands are as follows:

*i) ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear*

*ii) select and use a form and style of writing appropriate to purpose and to complex subject matter*

*iii) organise information clearly and coherently, using specialist vocabulary when appropriate.*

## 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:** 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.
<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
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 about whether war was the main reason for social changes in Britain in the years 1918-51.</p> <p>The importance of war in bringing social changes in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• As a result of WWI, the working-class made gains, particularly the unskilled working-class, who experienced increased employment opportunities, along with increased trade union membership</li><li>• Both wars produced significant changes in social habits e.g. increase in smoking and decrease in drinking</li><li>• The Second World War also brought full employment to traditional working-class industries, raised expectations of social improvement and may be seen to have diminished class deference</li><li>• Almost one-fifth of peers died in World War One, and the increased taxes, death duties and subsequent estates sales the upper class endured with both wars reduced their position.</li></ul> <p>The importance of other factors in bringing social changes in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Increased employment opportunities in the relative growth sectors of commerce and finance brought opportunities for the middle class, particularly in the South East</li><li>• The inter-war years saw flux in the upper class, with previously landed gentry undertaking commercial activity, alongside land and titles being bought by prosperous members of the middle class</li><li>• Radio and film transformed leisure activity</li><li>• The economic slump and the global Great Depression of the 1930s had a significant if diverse impact on working class life.</li></ul> <p>Other relevant material must be credited.</p>

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 austerity was the main effect of the Second World War on British society in the years 1940s and 1950s.</p> <p>The extent to which austerity was the main effect of the Second World War on British society should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Rationing of foodstuffs began early in 1940, and as a proportion of consumer expenditure, rationing increased 1945-48, and continued until 1954, with infamous attempts at failed substitutes such as snoek</li> <li>• Fuel, clothes and even building supplies were rationed or controlled throughout the war and in the immediate post-war years</li> <li>• The financial crisis of 1947 and devaluation of 1949 which extended austerity resulted from the financial cost of war.</li> </ul> <p>The extent to which other factors were more consequential with regards to the impact of the Second World War on British society should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The implementation of the Beveridge Report and the establishment of the welfare state</li> <li>• Demographic changes such as an increase in marriage and birth rates</li> <li>• Immigration from Commonwealth and European nations numbered over 500,000 by 1961.</li> </ul> <p>Other relevant material must be credited.</p>

## 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 significance of the 1944 Education Act in the development in education in the years 1918-1979.</p> <p>The extent to which the 1944 Education Act was significant should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The significance of Butler's Act in introducing the 11-plus and the tripartite system</li><li>• Fee-paying in secondary schools was abolished and Church schools were brought under the national system</li><li>• The significance of the raising of the school leaving age to 15 (implemented in 1947) and the establishment of secondary modern schools.</li></ul> <p>The extent to which the significance of the 1944 Education Act was limited and/or the significance of other factors should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The 1918 Act included significant measures relating to nursery education, playing fields, medical provision and raising the leaving age to 14 (implemented under the 1921 Act)</li><li>• The Crossland Circular of 1965 led to over 90% of children being educated in comprehensive schools by 1979</li><li>• The significance of the expansion of the university sector across the period, with developments in the post-war era such as system of grants and fees, the Robbins Report and the establishment of the Open University in 1969.</li></ul> <p>Other relevant material must be credited.</p>



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 industrial relations changed in the years 1939-79.</p> <p>In considering the extent of change, the significant features of industrial relations in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Industrial relations may be seen to have improved during WWII, with an alliance between the labour movement and the government, with Ernest Bevin as Minister of Labour</li> <li>• The increasing in industrial unrest, particularly over wage demands, with reference to the NUM in 1972-4 and the broader action of 1978-9</li> <li>• There was increasing devolution of decision making within the unions to the shop-floor</li> <li>• The increased willingness of and/or necessity of politicians of both parties to confront industrial unrest from the late 1960s, with acceptance on both sides of the need to legislate on relations.</li> </ul> <p>In considering the extent of continuity, the significant features of industrial relations should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• It may be argued that both Labour and Conservatives avoided confrontation up to the 1960s</li> <li>• During this period, successive governments failed to restrict union power</li> <li>• Wages and inflation were the central, if intensifying, issue in industrial relations throughout the period.</li> </ul> <p>Other relevant material must be credited.</p>

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

