



# Mark Scheme (Results)

Summer 2025

Pearson Edexcel  
In 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| 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> <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, 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| 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 as to whether the impact of the Second World War was the main reason for the creation of the welfare state in the post-war period.</p> <p>The extent to which the impact of the Second World War was the main reason for 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 state intervention increased in a range of areas, e.g. provision of milk, the extension of school meals, food subsidies and vaccinations, 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 specialist provision, 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, both of which were indicative of how war had boosted collectivist thinking.</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 for welfare provision – 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> |

| Question | Indicative content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| 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 on the extent to which economic influences were the main reason for social change in the 1950s and 1960s.</p> <p>The extent to which economic influences were the main reason for social change in the 1950s and 1960s should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Real disposable incomes rose by 30 percent in the 1950s and 22 percent in the 1960s and influenced social change, e.g. through the growing consumer society and mass tourism</li> <li>• The relative prosperity of the baby boomers fuelled the spending behind teenage culture</li> <li>• The consequences of the ownership of televisions and transistor radios facilitated the spread of popular culture through the mass media, whilst greater car ownership contributed to notions of embourgeoisement</li> <li>• Developments such as the increase in property ownership and the growth of the service industry led to movement across social classes.</li> </ul> <p>The extent to which other factors were causes of social change in the 1950s and 1960s should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The increasing liberalisation of social attitudes relating to issues such as divorce and sex were significant, alongside legislation such as the Obscene Publications Act of 1959 and the Abortion Act of 1967</li> <li>• The declining influence of organised religion facilitated social change</li> <li>• The development and widespread availability of the contraceptive pill had a significant impact</li> <li>• There were significant developments in popular and youth culture, such as in fashion, music and viewing preferences.</li> </ul> <p>Other relevant material must be credited.</p> |

## Section B: indicative content

| Question | Indicative content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| 3        | <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 remained the same in the years 1918-79.</p> <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 constitutional monarchy</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 respects largely unchanged, e.g. throughout the period to 1979, the proportion of female MPs remained under 5%</li> <li>• 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.</li> </ul> <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 and an increased political consensus</li> <li>• Nationalist political movements emerged as a force in Scotland and Wales, having made sufficient gains by the 1970s; European Parliament elections were incorporated into the British system at this time.</li> </ul> <p>Other relevant material must be credited.</p> |

| Question | Indicative content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| 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 regional differences were the most significant feature of the quality of life in Britain in the years 1918-51.</p> <p>The extent to which regional differences were a significant feature of the quality of life in Britain in the years 1918-51 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The impact of difficult conditions after the First World War in staple industries such as coal, shipbuilding, steel and textiles, concentrated in the north of England, Wales and Scotland, hampered the quality of life there</li> <li>• The relative prosperity of the south-east and midlands even during the 1920s and 1930s, with higher levels of consumption and electrification was a feature of differences in quality of life between regions</li> <li>• The growth in housing construction in the south-east, such as the development of the 'Metroland' suburbs around London, improved quality of life</li> <li>• Even in the period of supposed full employment after the Second World War, unemployment was higher in the north and Scotland, with a continuing loss of jobs of around 50,000 each year.</li> </ul> <p>The extent to which regional differences were not the most significant feature of the quality of life or which other issues were more significant should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The quality of life improved nationally when compared to the pre-war period, with gains in the real wage due to falling prices and on average smaller family sizes due to increased use of contraception</li> <li>• The development of welfare services was done on a national basis, and thus applied across all regions</li> <li>• The growing popularity of entertainment, with radio ownership at 90 percent by 1950 and high cinema attendances</li> <li>• Gains in mass leisure and transport were widely experienced, with developments such as the growth of holiday camps from the 1930s, or increased attendances at live spectator sports in the late 1940s.</li> </ul> <p>Other relevant material must be credited.</p> |

## Section C: indicative content

| Question | Indicative content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| 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 the Thatcher governments were successful in their aims to reduce 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 government sought to radically reduce and alter local government, education, health and nationalised industries</li> <li>• A series of privatisations took place, reducing state control, whilst the proceeds allowed for tax cuts</li> <li>• Schools were given incentives to opt out of council control, and expenditure cuts to the NHS reduced provision in hospitals.</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</li> <li>• Privatisation went hand-in-hand with the establishment of unelected regulatory bodies</li> <li>• Individualist attitudes were largely rejected by the public, particularly with regards to the commitment to the NHS.</li> </ul> <p>Candidates should use their own knowledge of the issues to address the view that the Thatcher governments were successful in their aims to reduce the role of the state. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The denationalisation 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, owed 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 governments were successful in their aims to reduce 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</li> </ul> |

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|  | <p>and NHS were delayed or watered down in the face of public opinion or political expediency</p> <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> <p>Other relevant material must be credited.</p> |
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