



## Mark Scheme (Results)

Summer 2019

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: A01: 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
1	<p>Answers will be <b>credited according to candidates' deployment of material</b> 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 decline of traditional industries was the main reason for changing industrial relations in the years 1918-39.</p> <p>The importance of the decline of traditional industries in changing industrial relations in the years 1918-39 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 <b>hit the 'old staples'</b> - traditional industries such as textiles, coal, steel and shipbuilding, leading to industrial unrest</li> <li>• Strikes such as the Glasgow general strike of 1919 included concerns over employment levels in staple industries</li> <li>• Falling coal prices led to the wage cuts and attempts to lengthen the working day, which prompted miners to strike in 1921</li> <li>• Continued high unemployment in traditional areas of heavy industry was a factor in trade union involvement in the marches seen in the 1930s</li> <li>• Economic conditions such as the global slump impacted on industrial relations, with union membership declining from 8.3 million after the First World War to 4.8 million in 1935, then recovering to 6.2 million by 1939.</li> </ul> <p>The importance of other factors in changing industrial relations in the years 1918-39 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The rise of the Labour Party as a political force meant the working class increasingly saw parliamentary representation as a means to gaining political solutions to issues</li> <li>• The failure of the General Strike led to restrictions on certain trade union activities in the Trade Disputes Act 1927, as well as turning the TUC away from the notion of a general strike</li> <li>• Closer relations between the union movement and the Labour Party, with <b>majority control of Labour's National Joint Council from 1931</b>, meant industrial relations were increasingly shaped via political means</li> <li>• Rearmament in the late 1930s led to a revival of the trade union movement.</li> </ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
2	<p>Answers will be credited <b>according to candidates' deployment of material in</b> 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 an improvement in the health of the nation in the years 1948-79 was the main consequence of the creation of the National Health Service.</p> <p>The extent to which an improvement in the health of the nation in the years 1948-79 was the main consequence of the creation of the National Health Service should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Deaths from diseases such as tuberculosis dropped significantly within the first decade of the NHS</li> <li>• The closure of poor-quality hospitals and their replacement with larger district hospitals and centres of excellence improved the quality of care and treatment of complex illnesses</li> <li>• Measures such as reductions in death in childbirth and increases in life expectancy can be partly credited to the creation of the NHS</li> <li>• The NHS was able to offer significant medical advances such as transplants and the use of CT scans.</li> </ul> <p>The extent to which an improvement in the health of the nation in the years 1948-79 was not the main consequence and/or the extent to which other consequences of the creation of the National Health Service were more important should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• In prioritising hospital care, the NHS can be seen to have focused on curing sickness at the expense of promoting other aspects of public health</li> <li>• Successes in some areas shifted the balance of healthcare treatment, with increases in the demand for treatment of age-related illnesses, such as arthritis, cancer and heart disease</li> <li>• The introduction and expansion of NHS services brought spiralling costs to the exchequer, rising from under 3 per cent of GDP in 1951 to 5 per cent by the late 1970s</li> <li>• Healthcare became of greater political significance, seen through incidents <b>such as Bevan's resignation in 1951, the uneasy party consensus</b>, and the public support for the model of universal access at the point of need</li> <li>• The remuneration of GPs, consultants and nurses was, in general, increased by the introduction of the NHS.</li> </ul> <p>Other relevant material must be credited.</p>

## Section B: indicative content

Question	Indicative content
3	<p><b>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.</b></p> <p>Candidates are expected to reach a judgement on the extent to which attitudes to race and immigration in the inter-war years were different from attitudes in the years 1945-79.</p> <p>The extent to which attitudes to race and immigration in the inter-war years were different from attitudes in the years 1945-79 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The scale and changing nature of immigration provoked a greater response in the latter period, e.g. tensions and the race riots of 1958, university sociological research and political interest into the issue of integration</li> <li>• Government concerns over racial tensions led to legislation to control immigration becoming a more significant feature of the latter period, such as the 1962, 1968 and 1971 Acts</li> <li>• The latter period saw government intervention to prevent discrimination, e.g. the 1976 Race Relations Act; there was no such equivalent in the period before the war.</li> </ul> <p>The extent to which attitudes to race and immigration in the inter-war years were similar to attitudes in the years 1945-79 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Immigrants faced prejudice in both periods, such as the anti-Semitism seen in the inter-war period (and in 1947), and the discrimination faced by New Commonwealth migrants in the post-war era in areas such as housing</li> <li>• Racial tension can be identified in both periods, albeit more localised and smaller scale in the inter-war period, e.g. race riots in ports in 1919</li> <li>• Across both periods, the ability of immigrants to contribute to the economy was a key consideration shaping attitudes, e.g. the requirements placed on Jewish immigrants in the 1930s and the New Commonwealth workers from 1948.</li> </ul> <p>Other relevant material must be credited.</p>



Question	Indicative content
4	<p><b>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.</b></p> <p>Candidates are expected to reach a judgement on the extent to which there was more continuity than change in popular culture and entertainment in the years 1918-79.</p> <p>Continuity 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>• Cinema and radio were significant features of entertainment across the period (1920s onwards in the case of radio) with admissions and listener numbers in their millions</li> <li>• The influence of American culture can be seen across the period, through the impact of Hollywood in cinema through to musical influences such as jazz and rock and roll</li> <li>• The BBC was a central feature of entertainment and popular culture since its formation as a corporation in 1927, across the period</li> <li>• National newspapers were significant in popular culture across the whole period, with sales in their millions (with some obvious fluctuations).</li> </ul> <p>Changes 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>• From the 1950s onwards, the dramatic growth of television ownership shaped entertainment in numerous ways, e.g. the development of soap operas, broadcasting of spectator sports and development of satire</li> <li>• The growth of youth culture across the period, in particular developments in the post-war era, e.g. coffee bars, jukeboxes, pirate radio, youth-orientated television programmes and groups such as mods and punks</li> <li>• Attendances at live sporting events saw changes across the period, notably a rise in attendances at football and cricket matches across the inter-war period, then a decline across the post-war era</li> <li>• The increase in the range of options available helped blur class distinctions, e.g. through paperback books, radio and television, widening access to culture and providing common entertainment experiences.</li> </ul> <p>Other relevant material must be credited.</p>

## Section C: indicative content

Question	Indicative content
5	<p><b>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.</b></p> <p>Candidates are expected to use the extracts and their own knowledge to consider the view that the policies of the Thatcher governments had a positive impact on life in Britain. Reference to the works of named historians is not expected, but <b>candidates may consider historians' viewpoints in framing their argument.</b> 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 increase in individual shareholders from 3 million to almost 11.5 million</li> <li>• The increase in owner-occupiers as a result of the sale of council houses</li> <li>• The reduction in income tax rates</li> <li>• The rise in living standards for some sections of society.</li> </ul> <p>Extract 2</p> <ul style="list-style-type: none"> <li>• The reduction in funding for areas of the public sector, such as education and infrastructure</li> <li>• The growth of income inequality</li> <li>• The doubling of those deemed to be in poverty</li> <li>• A deterioration in the quality of service provided by the welfare state, such as the NHS.</li> </ul> <p>Candidates should use their own knowledge of the issues to address the view that the policies of the Thatcher governments had a positive impact on life in Britain. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Home ownership grew significantly during the period, partly as a result of right-to-buy and deregulation of lending</li> <li>• Britain achieved a balance of trade surplus by the early 1980s</li> <li>• Share ownership also increased, again through deregulation and the encouragement of privatisation</li> <li>• Reduced trade union militancy</li> <li>• GDP growth compared favourably to both EEC and OECD averages.</li> </ul> <p>Candidates should use their own knowledge of the issues related to the debate to counter and/or modify the view the policies of the Thatcher governments had a positive impact on life in Britain. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Unemployment rose above 3 million in 1983, and never fell to pre-Thatcher levels until after 1997</li> <li>• The rise in inequality across the period</li> <li>• Inflation in 1990 was higher than that found in the majority of advanced</li> </ul>

	<p>economies</p> <ul style="list-style-type: none"><li>• The recession that began in 1990 may be attributed to the high interest rates necessary to control the excesses of the inflationary boom of the late 1980s.</li></ul> <p>Other relevant material must be credited.</p>
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