



Mark scheme (Results)

Summer 2022

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"> • Simple or generalised statements are made about the topic. • Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question. • The overall judgement is missing or asserted. • There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.
2	5-10	<ul style="list-style-type: none"> • 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. • 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. • An overall judgement is given but with limited substantiation, and the criteria for judgement are left implicit. • The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.
3	11-16	<ul style="list-style-type: none"> • 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. • 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. • Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation. • The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.
4	17-20	<ul style="list-style-type: none"> • 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. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands. • 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. • 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.

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"> • Demonstrates only limited comprehension of the extracts, selecting some material relevant to the debate. • Some relevant contextual knowledge is included, with limited linkage to the extracts. • Judgement on the view is assertive, with little or no supporting evidence
2	5-10	<ul style="list-style-type: none"> • Demonstrates some understanding and attempts analysis of the extracts by describing some points within them that are relevant to the debate. • 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. • A judgement on the view is given, but with limited support and related to the extracts overall, rather than specific issues
3	11-16	<ul style="list-style-type: none"> • Demonstrates understanding of the extracts and shows some analysis by selecting and explaining some key points of interpretation they contain and indicating differences • Knowledge of some issues related to the debate is included to link to, or expand, some views given in the extracts. • A judgement is given and related to some key points of view in the extracts and discussion is attempted, albeit with limited substantiation.
4	17-20	<ul style="list-style-type: none"> • Demonstrates understanding of the extracts, analysing the issues of interpretation raised by comparison of them. • 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. • 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.

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 government policies were the main reason for improving living standards in the years 1945-79.</p> <p>The importance of government policies in improving living standards in the years 1945-79 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The range of welfare policies introduced by the Attlee government brought improvements to incomes, healthcare and other aspects of living standards, e.g. family allowances and increases in pensions • Economic policies from the 1950s were designed to stimulate employment and consumption, e.g. tax reductions and easing of credit terms, typified by Macmillan's 'never had it so good' statement • The abolition of Resale Price Maintenance, with the resale Prices Act (1964) benefitted consumers, allowing the sale of goods at discounted prices, and facilitating the growth of large retail chains • From the 1960s, industrial policies – such as the NEDC, 1962 – aimed at driving improvements in productivity, contributed to increased growth, with real GDP per capita increasing by 45 per cent in 1962-73. <p>The importance of other factors in improving living standards in the years 1945-79 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Real growth in incomes across the period - stemming from changes within industry rather than government intervention - meant increased purchasing power for the working and middle classes • Increased disposable income across the period facilitated increased spending on entertainment and consumer durables • Improvements in production and transportation meant a greater range of, and lower prices for, consumer durables such as washing machines, fridges and televisions • The growing availability and social acceptance of consumer credit by the 1970s stimulated consumption, particularly of more expensive purchases. <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 Britain's economic problems in the 1960s and 1970s were the main consequence of poor industrial relations during these years.</p> <p>The extent to which Britain's economic problems in the 1960s and 1970s were the main consequence of poor industrial relations during these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Wage demands by trade unions contributed to spiralling inflation and union practices such as the closed shop and demarcation restricted efforts to improve efficiency and productivity • The failure of attempts to reform such as 'In Place of Strife' in 1969 and the limited impact of Heath's 1971 Industrial Relations Act demonstrated the importance both main parties placed on resolving the issue • In the first half of the 1970s, the average of number of days lost to strikes was over 14 million per annum • Disputes in strategic industries like coal disrupted production more generally, e.g. as secondary picketing and the closure of power stations led to measures such as the 'three-day week'. <p>The extent to which other consequences of poor industrial relations during these years were more important should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Problems in industrial relations led to tension between the Labour Party and the Union movement, e.g. seen with the reaction to Barbara Castle's 'In Place of Strife' White Paper • Problematic industrial relations contributed to political tension and change, e.g. Heath called and lost the February 1974 election over 'Who governs Britain?' • The social consequences of industrial strife included school closures, restricted hospital services, panic buying and shortages, and infamous examples such as uncollected rubbish and unburied bodies • Industrial strife led to a shift in attitudes towards the conduct of industrial relations and consensus politics more generally, seen through attempted policies of Heath, Callaghan, and ultimately the 1979 election result. <p>Other relevant material must be credited.</p>

Section B: indicative content

Question	Indicative content
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 on the extent to which comprehensive education was the most significant development in education in the years 1944-79.</p> <p>The extent to which comprehensive education was the most significant development in education in the years 1944-79 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Comprehensive education, and the rejection of the tripartite system and thus academic selection, was evident in some LEAs from the mid-1950s, with over 10 per cent of pupils nationwide attending such schools • The Crosland Circular, and the subsequent changes to funding in favour of comprehensive schools, marked a shift in attitudes towards both selection, and the proportion of students at comprehensive schools • The rapid nature of the shift towards comprehensive schools stoked controversy, e.g. over educational standards, or how the reduction in grammar schools reduced opportunities for working-class children • Comprehensive education was significant numerically, insofar as over 90 per cent of children were educated in comprehensive schools by 1979. <p>The extent to which comprehensive education was not the most significant development in education and/or other developments were more significant in the years 1944-79 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The 1944 Education Act established the tripartite system of grammar, technical and secondary modern schools, with admission under the 11-plus system • The raising of the school leaving age to 15 (implemented 1947), and again in 1972-3 (to 16) increased numbers in education, and partaking in formal examinations • The implementation of the recommendations of the Robbins Report (1963) led to a doubling of the number of universities in England and Scotland, and the establishment of the Open University, 1969 • Reports such as the Plowden Report (1967) led to changes in the approach to education in some schools, as well as feeding into wider public debate over teaching standards. <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 the role and status of women changed in the years 1918-79.</p> <p>Changes in the role and status of women in the years 1918-79 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The Representation of the People Act 1918, The Qualification of Women Act 1918 and The Equal Franchise Act 1928 all increased the political status of women • Changes within mass education increased opportunities for girls, such as the development of grammar and then comprehensive systems, with subsequent longer-term consequences in work and public life • Significant changes to women's personal and social lives occurred around the 1960s, e.g. improvements in contraception, the emergence of the women's liberation movement, and the wider liberalisation of society • Government legislation brought tangible gains in the period, e.g. the Matrimonial Causes Acts of 1923 and 1937 brought equality in divorce, the 1975 Equal Pay Act, and the 1975 Sex Discrimination Act. <p>Continuity in the role and status of women in the years 1918-79 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Women played a limited role in national politics for much of the period, e.g. women made up less than 5 per cent of MPs throughout the period • Wartime working gains were largely temporary, equal pay was the exception, and restrictions such as marriage bars were in operation • Traditional expectations regarding marriage and women's domestic role were still the norm through the majority of the period • It was not until the end of the period that women saw greater representation within higher education, e.g. women made up only around 25 per cent of university undergraduates in the 1960s. <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 the Thatcher governments cannot be blamed for increasing political and social division in 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"> • Criticism claiming Thatcher deliberately fractured society is misleading; e.g. social problems stemmed from previous cultural change and the permissive society • More people were given a stake in society through the growth of a 'capital-owning democracy' • The 1980s saw greater opportunities in the workplace and a more cohesive society • The conservatives retained significant national support in the 1987 successive election victory. <p>Extract 2</p> <ul style="list-style-type: none"> • Regional differences grew, with northern areas suffering as a result of deindustrialisation • There was social unrest and rioting in urban areas • The windfall gains resulting from privatisation and North Sea oil were funnelled into consumer spending rather than investment • Conservative support declined significantly once there was credible opposition. <p>Candidates should use their own knowledge of the issues to address the view that the Thatcher governments cannot be blamed for increasing political and social division in Britain. Relevant points may include:</p> <ul style="list-style-type: none"> • Home ownership and share-ownership grew significantly during the period, partly as a result of measures such as right-to-buy, deregulation of lending and privatisation • GDP growth compared favourably to both EC and OECD averages; the consumer boom spread affluence thereby ameliorating social divisions • The reduction of trade union power reduced the number of days lost to strikes and created a more flexible labour market • Other political parties came to accept many of the popular and successful elements of Thatcher's programme, creating a new consensus. <p>Candidates should use their own knowledge of the issues related to the debate to</p>

counter and/or modify the view the Thatcher governments cannot be blamed for increasing political and social division in Britain. Relevant points may include:

- Unemployment rose above three million in 1983, and never fell to pre-Thatcher levels until after 1997
- The rise in inequality across the period, e.g. the doubling of those deemed to be in poverty
- The reduction in funding for areas of the public sector, such as education and infrastructure, and a deterioration in the quality of service provided by the welfare state
- Political hostility to Thatcherism was evident throughout the period, e.g. rejection at the ballot box in major cities and regions such as Scotland, or political protests culminating in the poll tax riots.

Other relevant material must be credited.