



Mark scheme

Sample assessment materials for
first teaching September 2015

GCE History (8HI0/1H)
Advanced Subsidiary

Paper 1: Breadth study with
interpretations

Option 1H: Britain transformed,
1918–97

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 on whether a failure to modernise was the main reason for the decline of traditional industries in Britain in the 1920s and 1930s.</p> <p>The importance of the failure to modernise in causing the decline of traditional industries in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • An outdated industrial infrastructure, e.g. old factory buildings made it difficult to compete • Decreased productivity due to industrial owners failure to promote greater efficiency and mechanisation • Mining, in particular, and textiles suffered from the use of outdated machinery • The reluctance of the government and the banking industry to provide investment. <p>The importance of other factors in the decline of traditional industries in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The export markets lost during the First World War were not regained, often due to the protective tariffs of competitor nations • The return to the Gold Standard in 1925–31 made exports more expensive • A lack of demand during the economic crash of 1929–33, particularly in iron and steel industry • Factors specific to traditional industries, e.g. alternative forms of energy such as oil and gas undermined the coal industry. <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 whether, in the 1950s and 1960s, the main consequence of the increase in car ownership was a growth in leisure and entertainment activities.</p> <p>The contribution of increased car ownership to the growth in leisure and entertainment activities in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Easier access to holiday destinations, particularly the newly developing holiday camps and more remote areas such as Cornwall and West Wales • Development of tourist and leisure facilities catering for day trips and Sunday drives • Development of new activities, particularly caravanning, which by the end of the 1960s made up 20 per cent of all holiday accommodation • The opening up of countryside activities to urban car owners. <p>The importance of other consequences of increased car ownership in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Economic consequences, e.g. it created job opportunities in car manufacturing, road building; the decline of the railways • A changing living and working environment, e.g. growth of suburbs, commuting and supermarket shopping • A changing environmental landscape, e.g. road and motorway building, suburban housing and new towns • An increase in social divisions, e.g. widening opportunities less accessible to those who could not afford cars. <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 how far educational opportunities widened in the years 1918–45.</p> <p>The extent to which educational opportunities widened in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • More children stayed at school longer, e.g. the school leaving age was raised from 12 to 14 in 1918 (Fisher Act) and 15 in 1944 (Butler Act) • A move towards a national education policy, which resulted in the 1944 Act providing for secondary education available to all, free of charge and without restrictions • The creation of an 'educational ladder' for working class children, which included grants and scholarships for secondary and university education • Greater opportunities for a university education, e.g. expansion of 'red bricks' and the inclusion of women. <p>The extent to which educational opportunities were limited in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Expansion of opportunity was limited in the years 1918–45, e.g. no major educational legislation was passed between 1918 and 1944 and local authority control restricted national change • Post-14 secondary education remained limited for working-class children and few gained university places • University education remained mainly male and middle class, e.g. the proportion of women in higher education was under 25 per cent and Cambridge did not grant full degrees to women. <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 government policies on immigration changed in the years 1945–79.</p> <p>The extent to which immigration policies changed in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Change in government policies from active encouragement of immigration in the 1950s to increasingly restrictive policies in the 1960s and 1970s, e.g. the Commonwealth Immigrants Act 1962 • Changes were made to UK citizenship regulations based on ancestry rather than place of birth • New Commonwealth immigration in particular was increasingly restricted, e.g. the British Nationality Act of 1948 gave full British citizenship to all inhabitants of the Commonwealth, but the 1962 Act ended free immigration for former colonial subjects • By 1979, would-be immigrants required guaranteed jobs in the UK before applications were granted. <p>The extent of continuity in immigration policies in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Britain continued to support immigration throughout the period because of a need for workers and the effects of outward migration • Changes in legislation barely affected 'white' immigration, e.g. Irish people were exempt from the 1962 Act • Britain still had to acknowledge ties to the former colonies, e.g. the lifting of the 1971 Act to allow over 25,000 Ugandan Asians to flee Idi Amin. <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 people in Britain became 'better-off' as a result of Thatcher's economic policies. 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"> • Increased productivity saw an increase in real earnings • Consumer spending increased and there was a credit boom • A rise in employment led to more people becoming better off. <p>Extract 2</p> <ul style="list-style-type: none"> • Income tax reductions and higher VAT increased the gap between rich and poor • Agrees that there were wage increases, but these increases favoured managers rather than skilled workers • Young people were affected by limits to social security and homelessness increased • Unemployment remained high throughout the period. <p>Candidates should use their own knowledge of the issues to address the ways in which Thatcher's economic policies made people better-off. Relevant points may include:</p> <ul style="list-style-type: none"> • Homeownership grew, e.g. people who lived on council estates were encouraged to buy their previously rented policies • Deregulation encouraged both product and consumer choice, e.g. the telephone and communications industry. <p>Candidates should use their own knowledge of the issues to address areas in which Thatcher's economic policies were less successful at raising living standards. Relevant points may include:</p> <ul style="list-style-type: none"> • Increasing consumer demand led to inflation and increased prices • Interest rates were raised to 15 per cent in October 1989, which severely affected homeowners • Many new jobs were part time or casual, which were poorly paid and had little security.