



Mark scheme

Summer 2018

Pearson Edexcel
GCE History (9HI0/1H)
Advanced

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	1–3	<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	4–7	<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 focus of the question. Mostly accurate and relevant knowledge is included, but 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	8–12	<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	13–16	<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.
5	17–20	<ul style="list-style-type: none"> Key issues relevant to the question are explored by a sustained analysis of the relationships between key features of the period. Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands. Valid criteria by which the question can be judged are established and applied and their relative significance evaluated in the process of reaching and substantiating the overall judgement. The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity 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	1–3	<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	4–7	<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 is given, but with limited support and related to the extracts overall, rather than specific issues.
3	8–12	<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	13–16	<ul style="list-style-type: none"> • Demonstrates understanding of the extracts, analysing the issues of interpretation raised within them and 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 provided in the extracts 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.
5	17–20	<ul style="list-style-type: none"> • Interprets the extracts with confidence and discrimination, analysing the issues raised and demonstrating understanding of the basis of arguments offered by both authors. • Integrates issues raised by extracts with those from own knowledge when discussing the presented evidence and differing arguments. • Presents sustained evaluative argument, reaching fully substantiated judgements on the views given in both extracts and demonstrating understanding of the nature of historical debate.

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 the extent to which Britain experienced economic progress in the years 1918–39.</p> <p>The extent to which Britain experienced economic progress in the years 1918–39 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • After the initial slump, GDP increased by over 40 per cent in the period to 1939 • Output per worker increased by over a third in the whole period • Industrial production in 1936 was approximately 80 per cent higher than in 1922, with significant increases from 1932 • Exports increased by around two-thirds in the period to 1929, and had begun to recover from the global depression by 1931 • Various sectors, such as cars, electrical and light engineering, had recovered by the late 1930s with a very favourable switch in the terms of trade • The impact of leaving the Gold Standard and devaluation in aiding a recovery after 1931. <p>The extent to which Britain did not experience economic progress in the years 1918–39 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The decline of the staple industries across the period, with falling demand for coal, shipbuilding and textiles • The impact of the global depression in the early 1930s • The continued issue of unemployment, never below 1 million in the period and rising to around 20 per cent of the working population in 1933 • Problems of competitiveness in highly unionised sectors, such as the heavy industries • The long-term structural problems in the depressed regions, e.g. the Clyde, South Wales, the North-East and Northern Ireland. <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 as to whether the main reason women saw advancements in their role and status in the years 1945–79 was as a result of their war work in the years 1939–45.</p> <p>The extent to which the work women carried out during 1939–45 was the main reason they saw advancements in their role and status in the years 1945–79 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • By 1943, at the peak of female mobilisation, 7.75 million women were in paid work, a significant increase on pre-war levels, which was partly maintained in the post-war period • The wartime experience raised expectations for after the war, e.g. the establishment of the EPCC in 1943 and the Royal Commission's recommendation for equal pay in the civil service and teaching • The significant increase in married women in paid work (43 per cent of the female workforce in 1943) changed attitudes and softened prejudice against the employment of married women • The impact wartime work had on women's own perceptions, in relation to their ability to combine domestic and working roles, financial independence, status within marriage and geographical mobility. <p>The extent to which the work women carried during 1939–45 was not the main reason, and/or other factors were more important in explaining why women saw advancements in their role and status in the years 1945–79 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Women's political role does not suggest a direct relationship in terms of gains from the war, with little discernible increase in participation or legislative gains in the immediate post-war period • The emergence and impact of the women's liberation movement from the 1960s onwards • 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 • Changes to domestic life may be seen as related to a number of factors, e.g. the liberalisation of society and the impact of labour saving devices • Government legislation brought tangible gains in the period, e.g. the 1975 Equal Pay Act, or the 1975 Sex Discrimination Act. <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 the growth of university education was the most significant development in education in the years 1918–79.</p> <p>The extent to which the growth of university education was the most significant development in education in the years 1918–79 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The number of students obtaining undergraduate degrees each year increased significantly across the period, from less than 10,000 in 1918 to over 60,000 by 1979 • The 1920s to the 1950s saw an increase in the number of institutions, with former local university colleges such as Reading, Nottingham, Southampton, Hull, Exeter and Leicester gaining university status • The implementation of the recommendations of the Robbins Report led to a doubling of the number of universities in England and Scotland, and the establishment of the Open University, 1969 • From 1965, CNAAs enabled polytechnics to award degrees, increasing the number of students undertaking professional vocational degrees, making significant contributions to sectors such as engineering. <p>The extent to which there were other more significant developments in education in the years 1918–79 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The 1918 Education Act included significant measures relating to education from nursery through to secondary level • The reports of Sir William Henry Hadow, spanning the 1920s and early 1930s, made significant recommendations on the reorganisation of elementary education and the education of boys and girls • The significance of the 1944 Education Act, establishing the tripartite system of grammar, technical and secondary modern schools, with admission under the 11-plus system • Fee-paying in state secondary schools was abolished and Church schools were brought under the national system • The development of comprehensive education after the Crosland Circular, which led to over 90 per cent of children being educated in comprehensive schools by 1979. <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 most significant factor improving leisure and travel in the years 1918–79 was the growth of car ownership.</p> <p>The extent to which the growth of car ownership was the most significant factor improving leisure and travel in the years 1918–79 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Car ownership grew rapidly in the inter-war period, from around 100,000 in 1919 to 2 million on the eve of the Second World War – amounting to around 20 per cent of households in affluent areas such as the South-East • It is estimated that up to 75 per cent of the cars sold in the 1930s were purchased primarily for leisure purposes, establishing the custom of the Sunday drive, and changing holiday patterns • Car ownership doubled in the 1960s, reaching 11.8 million by 1970, by which time its use accounted for over 60 per cent of the share of holiday transport, with caravans accounting for 20 per cent of holiday accommodation • By the 1960s, improvements in road networks such as the advent of motorways had increased access to more areas of the country for day trips and holidays. <p>The extent to which the growth of car ownership was not significant and/or that other factors were more significant in improving leisure and travel in the years 1918–79 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Until the post-war era, car ownership was distinctly a middle-class phenomenon, and it was not until the 1960s that car ownership reached the majority of British families • Increasing prosperity through increases in real wages and more leisure time had an impact across the range of leisure activities, and were a prerequisite for car ownership • Technological advances across the period, such as the development of cinema, personal radios and television brought leisure on a mass scale, and changed the nature of leisure consumption • The growing popularity of entertainment, with radio ownership at 90 per cent by 1950 and high cinema attendances • Developments in tourism such as the growth of holiday camps from the 1930s, or the increase in overseas air travel in the 1960s and 1970s. <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 views presented in the extracts. Reference to the works of named historians is not expected, but candidates may consider historians' viewpoints in framing their argument. Candidates should use their understanding of issues of interpretation to reach a reasoned conclusion concerning the view that the Thatcher government's economic policies brought dramatic improvements for Britain.</p> <p>In considering the extracts, 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"> • The problems in industry and industrial relations when Thatcher took office in 1979 • The inertia of attitudes the Thatcher government faced against radical policy solutions • The dramatic recovery of Britain's economy in comparison to other leading nations • The impact Thatcher's government had on prosperity and the expansion of the middle class. <p>Extract 2</p> <ul style="list-style-type: none"> • The cuts programme undertaken by the Thatcher government meant a reduction in the benefits given to the unemployed • Cutbacks also hit other beneficiaries, e.g. pensioners, those on sick pay and those receiving child benefit • The government's objectives prioritised fighting inflation and reducing the PSBR at the cost of the most needy • The burden of taxation was disproportionately felt by the less well off. <p>Candidates should relate their own knowledge to the material in the extracts to support the view that the Thatcher government's economic policies brought dramatic improvements for Britain. Relevant points may include:</p> <ul style="list-style-type: none"> • Attempts to implement monetarism and supply-side economics were a dramatic departure, and did reduce inflation • The reduction of trade union power reduced the number of days lost to strikes and created a more flexible labour market • Policies such as denationalisation (or, more effectively marketed as privatisation) and deregulation of financial and mortgage markets contributed to the creation of a share and 'property-owning democracy' • The consequences of economic restructuring towards a growing service sector in contributing to Britain's economic growth during the 1990s and beyond. <p>Candidates should relate their own knowledge to the material in the extracts to counter or modify the view that the Thatcher government's economic policies brought dramatic improvements for Britain. Relevant points may include:</p> <ul style="list-style-type: none"> • The retreat from monetarist policies from 1982, and there were further

Question	Indicative content
	<p>problems with inflation from 1988</p> <ul style="list-style-type: none"> • The emphasis on supply-side economics meant unemployment reached over three million by 1983, and never fell to pre-Thatcher levels until after 1997 • The growth of poverty in particular groups hit by changes to benefits, e.g. the proportion of pensioners living below the poverty line went from 13 per cent to 43 per cent across the period • The loss of manufacturing jobs, lower wages in much of the work in service areas and cuts to benefits contributed to a widening gap between those who did and didn't share in Thatcher's prosperity • Economic and associated social problems were most evident in regions hard-hit by deindustrialisation, e.g. the coalfield of South Wales, parts of the Midlands and the North. <p>Other relevant material must be credited.</p>