



# Mark Scheme (Results)

Summer 2022

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

Paper 1: Breadth study with interpretations

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	1-3	<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	4-7	<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 focus of the question.</li> <li>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.</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	8-12	<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	13-16	<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>

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

## 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 the Liberal Party was mainly responsible for the changing fortunes of the political parties in the years 1918-31.</p> <p>The extent to which the Liberal Party was mainly responsible for the changing fortunes of the political parties in the years 1918-31 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The decision to continue with the Conservatives in the 'Coupon' election brought some short-term success for Lloyd George's Liberals in 1918, but the split between these and Asquith's Liberals led to further division</li> <li>• The mistakes made by Liberal politicians contributed to their own decline, e.g. the continued division, Asquith's decision to back a minority Labour Government in 1923, or scandals such as that over 'cash for honours'</li> <li>• Some leading Liberals gave their support to the Labour Party, e.g. Haldane became Lord Chancellor in the first Labour government in 1924</li> <li>• The Liberals were hampered by weaker local organisation, whereas the financial and organisational strengths of the Conservatives and the trade union-based organisation of Labour were better placed to win support</li> <li>• The Liberal Party struggled for a distinct identity after the rise of Labour, contributing to divisions, e.g. Lloyd George's support for Labour between 1929-31 pushed other MPs and supporters towards the Conservatives.</li> </ul> <p>The extent to which other factors were responsible for the changing fortunes of the political parties in the years 1918-31 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The Labour Party did much to appeal to many of the 8.4 million women who had gained the franchise in 1918, e.g. it had established 1,800 women's sections by 1929, consisting of approximately 300,000 members</li> <li>• Arthur Henderson helped Labour to capitalise on links with the unions, e.g. funding was bolstered by the 3.5 million who paid the political levy, and the mobilisation of much of the working-class vote</li> <li>• Conservative fortunes were bolstered in the 1920s by Stanley Baldwin's ability to appeal to ordinary people, as well as a pragmatic willingness to abandon unpopular policies such as protectionism after the 1924 election</li> <li>• Baldwin's leadership proved significant, e.g. his ability to hold together a disparate set of colleagues between 1924-29, or his flexibility in moving towards a free trade position from 1930</li> <li>• The significant growth of the electorate, from 7.7 million prior to 1918, to 21 million in 1918, and again to almost 29 million in 1928 meant the fortunes of all parties</li> </ul>

	<p>were dependent upon their ability to win over new voters</p> <ul style="list-style-type: none"><li>• The first-past-the-post system was significant in magnifying the success and failure, e.g. the Liberal share of seats in the mid-1920s and 1930s tended to be significantly smaller than their actual vote share</li><li>• The impact of global economic decline led to division of the Labour Party in 1931, including Ramsay MacDonald's expulsion, and the subsequent collapse in electoral support.</li></ul> <p>Other relevant material must be credited.</p>
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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 on whether immigration and its impact changed significantly in the years 1945-79.</p> <p>The extent to which immigration and its impact changed significantly in the years 1945-79 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The British Nationality Act 1948 marked the start of a significant change, in respect of both the national and racial origin of immigration</li> <li>• The scale of new Commonwealth immigration meant significant change, with a net influx of 472,000 in the years 1955-62, and an average of over 70,000 per year in the 1960s and 1970s</li> <li>• New Commonwealth immigration contributed to changing attitudes towards immigration in various ways, e.g. positive cultural influences, through to the reaction to the race riots of 1958, and the media attention these provoked</li> <li>• Government policies placed increasing restrictions on potential immigrants later in the period, e.g. the 'grandfather clause' of the 1968 Act, or the loss of Commonwealth immigrants automatic right to remain in 1971</li> <li>• Racial tensions developed to be a significant issue from the late 1950s, e.g. the race riots of 1958, the Smethwick election campaign of 1964, the formation of the National Front in 1967 and Enoch Powell's 1968 speech</li> <li>• The official response to racial issues saw major developments, e.g. the Race Relations Acts were significant in banning racial discrimination in areas such as housing, and establishing the Committee for Racial Equality.</li> </ul> <p>The extent to which immigration and its impact remained the same in the years 1945-79 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Britain continued to support immigration throughout the period because of a need for workers and the effects of outward migration</li> <li>• The British Nationality Act of 1948 reaffirmed the status of 'old' Commonwealth immigrants to citizenship, with significant figures for arrival numbers until the early 1970s</li> <li>• Mainstream political opinion continued to promote integration and prevent discrimination, e.g. the Colonial Secretary successfully argued against discriminatory restrictions in the mid-1950s, and the Race Relations Acts</li> <li>• Changes in legislation across the period barely affected 'white' immigration, e.g. Irish people were exempt from the 1962 Act</li> <li>• Britain continued to acknowledge ties to the former colonies even after restriction on immigration had been tightened, e.g. over 25,000 Ugandan Asians were allowed entry after fleeing Idi Amin's rule in Uganda</li> </ul>

	<ul style="list-style-type: none"> <li>Integration of communities continued to be limited across the period, when seen by yardsticks such as low levels of interracial marriage or the effective segregation of immigrant communities.</li> </ul> <p>Other relevant material must be credited.</p>
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## Section B: indicative content

Question	Indicative content
<b>3</b>	<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 provision of education in Britain in the years 1944-79 was similar to the provision of education in the years 1918-43.</p> <p>The extent to which the provision of education in Britain in the years 1944-79 was similar to the provision of education in the years 1918-43 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>Elementary education was compulsory and fee-free over both periods</li> <li>Even in the supposedly meritocratic tripartite system, girls were still disadvantaged, e.g. some grammar schools set higher pass rates for girls in the 11-plus, and offered a curriculum that steered girls towards domesticity</li> <li>Educational opportunities remained limited for many children at secondary level across both periods, e.g. the limitations of secondary moderns, the lack of sufficient technical schools and the continuation of the divide between CSE and GCE certification in the 1970s</li> <li>Schools outside the state sector saw similarities across both periods, e.g. the proportion of pupils attending private schools remained in the region of 6-8% in the latter period</li> <li>Male students dominated university education across both periods, e.g. the proportion of women in higher education was under 25 per cent in the 1960s</li> <li>In both periods, university education was largely the preserve of the upper and middle classes, e.g. in the 1970s, the proportion of the lower social classes attending university was still around 5 per cent, compared to around one-third of the higher social groups.</li> </ul> <p>The extent to which the provision of education in Britain in the years 1944-79 was different to the provision of education in the years 1918-43 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>More children stayed at school longer in the latter period, e.g. the school leaving age was 14 in the former period, having been raised to 15 in the latter, and again in 1972-3 to 16, with also greater numbers partaking in formal examinations in the latter period</li> </ul>

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|  | <ul style="list-style-type: none"><li>• The latter period differed in that, from the 1944 Act onwards, secondary education was organised on a national basis, with Church schools being brought under the system</li><li>• The latter period was more meritocratic, e.g. the 11-plus attempted to provide access to grammar schools for all boys and girls who passed the 11-plus, whereas the earlier period saw more restricted opportunities of working-class boys and girls</li><li>• The earlier period had a significantly smaller number of universities and university students, e.g. only the 'ancient' and earlier 'civic' universities, with fewer than 10,000 students, whereas the 1970s saw over 60,000 students in more diverse institutions</li><li>• The latter period came to be dominated by comprehensive secondary education, with over 90% of pupils in such schools by 1979, in stark contrast with secondary schooling in the years 1918-43.</li></ul> |
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Other relevant material must be credited.

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 development of youth culture in the years 1955-79 was the most significant development in popular culture and entertainment in the years 1918-79.</p> <p>The extent to which the development of youth culture in the years 1955-79 was the most significant development 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>• The 1950s saw the emergence of a uniform and commercialised youth culture, with the emergence of the notion of teenagers as a distinct cultural and consumer force</li> <li>• Significant phenomena such as teds, mods, rockers, through to punks may be considered as being essentially youth orientated</li> <li>• Major developments in the media such as Pirate Radio, Radio 1 and the development of commercial radio all reflect youth culture</li> <li>• The influence of youth culture was evident in films such as Rock around the Clock, Saturday Night and Sunday Morning and Quadrophenia.</li> </ul> <p>The extent to which the development of youth culture in the years 1955-79 was not the most significant development in popular culture and entertainment in the years 1918-79 and/or other developments were more significant should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• It may be argued that the transitory nature of many aspects of youth culture limits significance, and aspects of youth culture (e.g. popular music groups) metamorphosed into mainstream acts with appeal beyond youth culture</li> <li>• Developments in the participation in sport and spectatorship of live sporting events were significant, e.g. growing attendance figures in the 1920s and 1930s</li> <li>• Radio played a significant and persistent role in popular culture from the 1920s onwards, from BBC radio plays, music and sports coverage through to the development of commercial radio from the 1970s</li> <li>• Film featured as an influential feature of popular entertainment throughout the period, with developments in cinema from the 1920s and home viewing in the post-war era</li> <li>• Music had a significant presence within popular culture and entertainment across the period, e.g. through live performances, dance halls, or through media such as radio</li> <li>• Television provided a universal and shared experience of events, such as Queen Elizabeth's coronation, major sporting events, and mass audiences were attracted to soap operas</li> <li>• Television domesticated entertainment, increasing the proportion of leisure time spent at home, with average viewing hours of 16–20 hours per week by the late</li> </ul>

	1970s, and was linked to a decline in radio and cinema. Other relevant material must be credited.
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## Section C: indicative content

Question	Indicative content
<b>5</b>	<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 success of the economic policies of the Thatcher governments should be seen as a 'major achievement'.</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"> <li>• When Margaret Thatcher took office, Britain was experiencing problems with inflation, budget deficits and unemployment</li> <li>• The removal of subsidies to uncompetitive parts of industry</li> <li>• Reforms to unemployment benefit significantly reduced unemployment rates</li> <li>• Thatcher's reforms successfully brought down both inflation and unemployment by the late 1980s, which continued into the 1990s.</li> </ul> <p>Extract 2</p> <ul style="list-style-type: none"> <li>• The Thatcher government oversaw bankruptcies and periods of declining national income</li> <li>• Deregulation led to financial scandals, and contributed to the excessive credit boom</li> <li>• The failure to reform public services and reduce government expenditure</li> <li>• Reductions in unemployment may have been overstated by official figures.</li> </ul> <p>Candidates should relate their own knowledge to the material in the extracts to support the view that the success of the economic policies of the Thatcher governments should be seen as a 'major achievement'. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The reduction of trade union power reduced the number of days lost to strikes and created a more flexible labour market</li> <li>• Policies such as privatisation, tax cuts and the deregulation of financial services increased the levels of share ownership and levels of consumption amongst the working and middle classes</li> <li>• Policies such as the sale of council housing and deregulation of lending increased home ownership</li> <li>• The consequences of economic restructuring towards a growing service sector contributed to Britain's economic growth.</li> </ul>

Question	Indicative content
	<p>Candidates should relate their own knowledge to the material in the extracts to counter or modify the view that the success of the economic policies of the Thatcher governments should be seen as a 'major achievement'. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Unemployment reached over three million by 1983, and never fell to pre-Thatcher levels until after 1997</li> <li>• There was a 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% to 43% across the period</li> <li>• The loss of manufacturing jobs, lower wages in much of 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</li> <li>• The impact of high interest rates required to control the inflationary boom of the late 1980s, and the subsequent recession and collapse in the housing market, resulting in increases in repossessions and negative equity.</li> </ul>