



# Mark Scheme (Results)

Summer 2023

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

Paper 1: Breadth study with interpretations

1H: Britain transformed, 1918-97

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Summer 2023

Question Paper Log Number P72279A

Publications Code 9HI0\_1H\_2306\_MS

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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>
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><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 a political consensus was maintained in the years 1945-79.</p> <p>The extent to which a political consensus was maintained should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Both main parties had largely committed themselves to the central aspects of the welfare state from the late 1940s, such as the National Health Service, and remained so for the rest of the period</li> <li>• Both parties came to follow policies influenced by the ideas of John Maynard Keynes and William Beveridge (both Liberals), and largely remained wedded to these throughout the period</li> <li>• After the limited denationalisations of 1951, the Conservatives accepted the general premise of some nationalised industry, and Heath nationalised Rolls Royce in 1971</li> <li>• Both parties set out a commitment to full employment as a central objective of economic policy by 1945, which remained until 1975</li> <li>• For the majority of the period, both main parties were anxious to appease the trade unions, until the late 1960s.</li> </ul> <p>The extent to which a political consensus was not maintained should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• By the late 1950s there were disagreements over spending levels, e.g. the <b>Conservatives criticised Labour's spending plans in the 1959 election</b> campaign</li> <li>• There was a growing difference between the two parties over education, e.g. Labour were more vehement in their efforts to promote comprehensive schools, which the Conservatives sought to reverse with Circular 10/70</li> <li>• From the 1960s there was increasing divergence over trade union policy, e.g. the Conservatives had proposed trade union reforms in opposition, and there was increased hostility between Heath and the unions</li> <li>• There were increasing differences over social security, e.g. by 1964 Labour were proposing higher spending levels, whilst the Conservatives began to propose more targeted, rather than universal, benefits from the 1960s</li> <li>• There was an increasing polarisation that took place in the 1970s, within and across both the two main parties</li> <li>• There was a breakdown in the dominance previously seen by the two main parties at general elections during the 1970s, with their combined share of the vote falling from c85-c95 per cent, down to c75-85 per cent.</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</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 on the extent to which <b>the 'Butler Act' 1944 was the most significant development in education</b> in the years 1945-79.</p> <p>The extent to which <b>the 'Butler Act' 1944 was the most significant development in education</b> should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The 1944 Education Act widened opportunities, as the meritocratic nature of the 11-plus greatly expanded the numbers attending grammar schools, and thus taking examinations to allow access to further opportunities</li> <li>• The 1944 Act widened opportunities by abolishing fee-paying in secondary schools</li> <li>• The Butler Act was significant in increasing the number of children in secondary education, as prior to this approximately 80 per cent left by the age of 14</li> <li>• The 1944 Act was significant in strengthening the role of local education authorities (LEAs), who were placed in charge of the reorganised provision of secondary education</li> <li>• The raising of the school leaving age to 15 (which was part of Butler reforms, although not implemented until 1947) further increased numbers in education, and partaking in formal examinations.</li> </ul> <p>The extent to which other developments in education were significant should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Comprehensive education was growing from the mid-1950s, overcoming problems with the selection process, and geographical inequalities, class and gender imbalances in tripartite provision</li> <li>• Comprehensive education widened opportunities as, from the early 1960s, it was increasingly seen as a solution to the wastage of students who were leaving education early</li> <li>• The Crosland Circular, and the subsequent changes to funding in favour of comprehensive schools, marked a shift in the proportion of students at comprehensive schools, which reached over 90 per cent by 1979</li> <li>• The introduction of the CSE examination provided opportunities for the vast majority of pupils who, prior to this, did not sit examinations</li> <li>• The expansion of the university sector widened opportunities, with developments such as system of grants and fees, the Robbins Report (1963) and the establishment of the Open University in 1969</li> <li>• 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.</li> </ul> <p>Other relevant material must be credited.</p>

## Section B: indicative content

Question	Indicative content
3	<p>Answers will be credited according to <b>candidates' deployment of material in relation to the qualities outlined in the generic mark scheme</b>. 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 class structure of British society underwent significant change in the years 1918-51.</p> <p>The extent to which the class structure of British society underwent significant change should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• There was a general trend in the decline of deference, in part resulting from the impact on society of participation in World War I, seeing changing attitudes and a decline in domestic service</li> <li>• Almost one-fifth of peers died in the First World War; taxes, death duties and subsequent estates sales reduced the position of the upper classes, with over 50 per cent of the gentry being listed as landless by 1951</li> <li>• The inter-war years saw flux in the upper class, with previously landed gentry undertaking commercial activity, alongside land and titles being acquired by prosperous members of the middle class</li> <li>• The middle class saw growth in terms of size and influence, e.g. increased employment opportunities in the growth sectors of commerce and finance, and increase suburban home ownership promoted middle-class values</li> <li>• The working class saw their status enhanced by both wars, e.g. the extended franchise, employment and wages increases, raised expectations of social improvement, and increased interaction amongst the classes</li> <li>• There was a blurring of the edges between the lower middle-class and the <b>skilled or 'respectable' working-class</b>, and there was some evidence of greater differentiation within social classes than between social classes.</li> </ul> <p>The extent to which the class structure of British society did not undergo significant change should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The proportion of the population belonging to the traditional upper, middle and working classes remained broadly similar throughout the period</li> <li>• The vast majority of people continued to identify with the social class into which they were born, maintaining notions of deference and patronage</li> <li>• Educational provision maintained much of the traditional class distinctions, e.g. public schools, private and state schools, admissions to the elite universities</li> <li>• Significant socio-economic differences remained, e.g. home and car ownership, and distinctions between salaried middle-class occupations and the less regular and more lower-level wages of the working class.</li> <li>• The class structure was still evident in sporting and social events, e.g. Royal Ascot, Henley Regatta, the Boat Race and gentleman v. players in cricket</li> <li>• Much of the lower classes continued to experience a way of life which was distinctly inferior to that of the middle and upper classes, e.g. inequality of wealth, failed housing schemes, unemployment and limited opportunity.</li> </ul> <p>Other relevant material must be credited.</p>



Question	Indicative content
4	<p>Answers will be credited according to <b>candidates' deployment of material in relation to the qualities outlined in the generic mark scheme</b>. 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 British experience of popular culture and entertainment in the years c1950-79 was different from the experience of popular culture and entertainment in the years 1918-39.</p> <p>The extent to which the British experience of popular culture and entertainment in the years c1950-79 was different from the experience of popular culture and entertainment in the years 1918-39 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Television created a universal and shared experience of popular culture that did not exist in the same way in the inter-war period, through events such as <b>Queen Elizabeth's coronation, major sporting events</b>, and the mass audiences attracted to soap operas</li> <li>• The post-war era saw the growth of a distinct youth culture on a much greater scale than the inter-war era, e.g. coffee bars, jukeboxes, pirate radio, youth-orientated television, and groups such as mods and punks</li> <li>• Much of entertainment was more domesticated in the post-war era than in the inter-war period, e.g. there was a higher proportion of leisure time spent in the family home, with average television viewing hours of 16–20 hours per week by the late 1970s</li> <li>• The post-war period saw a much greater range of leisure opportunities than existed in the inter-war period, e.g. bingo halls, bowling alleys, and the growth of dedicated sports and leisure clubs, reflecting the differences in affluence, free time, and legal changes such as the Gaming Act 1960.</li> </ul> <p>The extent to which the British experience of popular culture and entertainment in the years c1950-79 was similar to the experience of popular culture and entertainment in the years 1918-39 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Music had a significant and similar presence within popular culture and entertainment in both of the periods, e.g. through live performances, dance halls, or through media such as radio</li> <li>• Cinema and radio were significant features of entertainment in both periods, with admissions and listener numbers in their millions</li> <li>• The influence of American culture can be seen across both periods, through the impact of Hollywood in cinema through to musical influences such as jazz and rock and roll</li> <li>• The BBC had been a central feature of entertainment and popular culture since it began broadcasting in the 1920s, across both periods</li> <li>• National newspapers were significant in popular culture across both periods, with sales in their millions, with some obvious fluctuations</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>• Participation in sport and spectatorship of live sporting events were significant in both periods, e.g. growing attendance figures in the 1920s and</li> </ul>

	1930s. Other relevant material must be credited.
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## Section C: indicative content

Question	Indicative content
5	<p>Answers will be credited according <b>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. 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 <b>consider historians' viewpoints in framing</b> their argument. Candidates should use their understanding of issues of interpretation to reach a reasoned conclusion concerning the view that 'the achievements of the Thatcher governments were <b>startling</b>'.</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>• Inflation was reduced from 21.9 per cent to 2.4 per cent</li> <li>• Tax rates fell, and the tax take increased, whilst government borrowing fell, and ultimately the government ran a surplus</li> <li>• Productivity grew, unemployment fell</li> <li>• The sale of council houses contributed to the growth of home ownership</li> <li>• Labour politicians, such as Tony Blair, continued these successful policies.</li> </ul> <p>Extract 2</p> <ul style="list-style-type: none"> <li>• 2 million relatively highly-paid manufacturing jobs were lost</li> <li>• The divisions between North and South grew</li> <li>• Privatisation brought short-term benefits, but led to monopolies in essential public services</li> <li>• <b>By the end of Thatcher's period in office, economic problems had</b> returned, including unemployment and poverty, and inflation - which Thatcher had seen as the priority - was again at a high level.</li> </ul> <p>Candidates should relate their own knowledge to the material in the extracts to support the view that 'the achievements of the Thatcher governments were <b>startling</b>'. 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>• Deregulation of industries brought increased competitiveness, lower costs and improved services</li> <li>• Consumer capitalism had served to erode class differences, bringing tangible prosperity to those in what had previously been deemed working class occupations</li> <li>• The consequences of economic restructuring towards a growing service <b>sector contributed to Britain's</b> economic growth, benefitting the population</li> </ul>

Question	Indicative content
	<p>as a whole.</p> <p>Candidates should relate their own knowledge to the material in the extracts to counter or modify the view that 'the achievements of the Thatcher governments were <b>startling</b>'. 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 <b>did and didn't share in Thatcher's</b> 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> <li>• Economic and associated social problems were most evident in regions hard-hit by de-industrialisation, e.g. the coalfields of South Wales, parts of the Midlands and the North.</li> </ul>