



# Mark Scheme (Results)

October 2020

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

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	1-3	<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>

Level	Mark	Descriptor
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>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 accurate is it to say that the economic challenges Britain faced were the main factor in shaping the political landscape in the years 1918-45.</p> <p>The extent to which economic challenges Britain faced shaped the political landscape, in the years 1918-45, should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Difficulties in the declining staple industries helped galvanise support amongst union members for the Labour Party</li> <li>• In the 1920s, Baldwin's financial competence in the face of the economic challenges attracted votes from elements of the working class, and amongst the middle class who feared that unemployment and poverty bred socialism</li> <li>• MacDonald's response to the impact of the global economic decline led to the ending of the Labour ministry and the formation of the National Government, which in part was sustained due to the economic crisis</li> <li>• The economic challenge of organising a wartime economy shaped the landscape, e.g. through the union movement working more closely with government, and Labour MPs gaining ministerial experience.</li> </ul> <p>The extent to which other factors shaped the political landscape, in the years 1918-45, should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The electorate went from 7.7 million prior to 1918, to almost 29 million in 1928, with women and the remaining disenfranchised men gaining the vote</li> <li>• The increase of the proportion of the electorate belonging to the industrial working classes, at 80% from 1918, impacted on the Labour Party vote</li> <li>• The split between Asquith and Lloyd George Liberals and the subsequent arrangement between the latter and the Conservatives was more about wartime policies and personalities than economic issues</li> <li>• The continuation of the National Government was in part due to the rise of international threats and the need for a unified response to these, e.g. rearmament and involvement in the Second World War</li> <li>• During the Second World War, changing attitudes such as increased support for collectivist policies, and parties who supported them (e.g. Labour), resulted from the necessity and experience of war.</li> </ul> <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 on the extent to which, in the years 1918-51, changes to Britain's class structure were largely driven by war.</p> <p>The extent to which war led to changes to Britain's class structure, in the years 1918-51, should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• As a result of the First World War, the working class made gains, particularly the unskilled working class, who experienced increased employment opportunities, along with increased trade union membership</li> <li>• Almost one-fifth of peers died in the First World War</li> <li>• The increased taxes, death duties and subsequent estates sales the upper class endured with both wars reduced their position</li> <li>• The contribution the First World War made to the extension of the franchise, which resulted in an enhancement in the status of the working class</li> <li>• The Second World War also brought full employment to traditional working-class industries, raised expectations of social improvement and may be seen to have diminished class deference</li> <li>• War can be seen to have created greater cohesiveness and transcendence of class boundaries, e.g. seen through the service and subsequent political careers of Macmillan, Attlee, Healey, Heath and Whitelaw.</li> </ul> <p>The extent to which war did not lead to and/or other factors led to a transformation of Britain's class structure, in the years 1918-51, should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Increased employment opportunities in the relative growth sectors of commerce and finance brought opportunities for the middle class, particularly in the South East</li> <li>• The increase in home ownership and suburban living promoted middle-class values</li> <li>• The inter-war years saw flux in the upper class, with previously landed gentry undertaking commercial activity, alongside land and titles being bought by prosperous members of the middle class</li> <li>• The economic slump and the global Great Depression of the 1930s had a significant, if diverse, impact on working class life.</li> </ul> <p>Other relevant material must be credited.</p>



## 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 welfare in the years 1945-79 was different from the provision of welfare of 1918-39.</p> <p>The extent to which the provision of welfare in the years 1945-79 was different from the provision of welfare of 1918-39 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Poverty assistance saw significant developments in the latter period when compared to 1918-39, such as the establishment of the National Assistance Board in 1948</li> <li>• Family Allowances were introduced in 1946, providing a non-means-tested benefit to mothers; these did not exist in the earlier period</li> <li>• The creation of the NHS in 1948 was a major departure in the provision of healthcare</li> <li>• There were numerous refinements to provision that had existed in some form in the earlier period, e.g. the National Insurance Act of 1946, with the more universalist approach to welfare in the light of the Beveridge Report</li> <li>• The post-war system removed the stigma of outdoor relief, with benefits being actively promoted</li> <li>• The social security system established after 1945 had clearly moved away from a self-funding model to one of being paid from general taxation.</li> </ul> <p>The extent to which the provision of welfare in the years 1945-79 was similar to the provision of welfare of 1918-39 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Unemployment provision remained broadly similar, with benefit provision being linked to contributions</li> <li>• Across both periods, National Insurance payments from employers and employees formed the basis for sickness benefits and invalidity benefits</li> <li>• The system of state contributory pensions, first established with the Old Age Pensions Act of 1908, continued throughout the period</li> <li>• After the NHS was created, medical professionals such as doctors, dentists and pharmacists retained their self-employed status, and hospital consultants continued to offer private provision</li> <li>• The tripartite structure of the National Health Service reflected that of the earlier period, being organised around hospitals, family doctors and local authority health services.</li> </ul>

	Other relevant material must be credited.
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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 how accurate is it to say that living standards saw sustained improvement in the years 1918-79.</p> <p>The extent to which living standards saw sustained improvement, in the years 1918-79, should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The purchasing power of employed people was increased, e.g. ability to afford new consumer goods</li> <li>• From 1918 onwards there were serious efforts to improve housing conditions, e.g. the Addison Act of 1918 and building of council housing in the 1930s began programmes that improved conditions for many</li> <li>• The decline in family size across the period due to improved access to contraception, combined with rising wages, meant greater spending power per head</li> <li>• Steadily improving welfare benefits across the period brought significant gains for the poorest sections of society</li> <li>• Technological changes in transport and home entertainment brought continuous tangible improvements in living standards for the masses</li> <li>• There was a growth of a consumer society beyond the middle classes, e.g. real disposable income rose every decade of the period, with the greatest growth in the 1950s, 1960s and 1970s.</li> </ul> <p>The extent to which living standards did not see sustained improvement, in the years 1918-79, should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• During the inter-war period, significant and in some ways growing regional differences were evident, and old industrial areas such as the North East and South Wales saw increased poverty</li> <li>• The period of austerity from the 1940s meant limited opportunity for consumer spending on non-essential goods</li> <li>• It was not until the universalist welfare provision of the post-Second World War era, effectively abolishing absolute poverty, that many of the poorest sections of society saw significant improvements</li> <li>• Inflation and rising unemployment had limited much of the growth of living standards in the 1970s</li> <li>• Regional variations persisted, e.g. black spots that suffered during the decline of the staple industries still demonstrated lower employment, wages, life expectancy and other measures of living standards.</li> </ul> <p>Other relevant material must be credited.</p>

## 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, in the years 1979-97, Thatcher's governments had an impact on Britain that was both substantial and enduring.</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>• The impact on subsequent politicians and policies</li> <li>• The diminished influence of socialist ideas</li> <li>• The ending of economic planning and state control</li> <li>• The ending of very high inflation, and the failed culture that surrounded previous attempts to deal with this</li> <li>• The legacy of wealth that was created, and both the social benefits and costs.</li> </ul> <p>Extract 2</p> <ul style="list-style-type: none"> <li>• Public support for state intervention in areas such as welfare remained strong, and grew during the early 1990s</li> <li>• Evidence of the growth of an enterprise culture is limited</li> <li>• The failure to create a share-owning democracy</li> <li>• The Thatcher governments failed to cut the balance of payments deficit or reduce government expenditure.</li> </ul> <p>Candidates should relate their own knowledge to the material in the extracts to support the view that, in the years 1979-97, Thatcher's governments had an impact on Britain that was both substantial and enduring. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Measures such as the sale of council houses and changes to personal taxation (e.g. reduction in direct taxation and the growth of indirect taxes such as VAT) left a permanent legacy</li> <li>• The reduction of trade union power reduced the number of days lost to strikes and created a more flexible labour market</li> <li>• The denationalisation of a range of state-owned industries, the increase</li> </ul>

Question	Indicative content
	<p>in share ownership and the deregulation of financial markets have all been accepted and retained by subsequent governments</p> <ul style="list-style-type: none"> <li>• Economic policy saw the end of the commitment to full employment and a new emphasis on supply-side economics</li> <li>• The 'Ken Clarke' reforms to the NHS (e.g. GP fundholding), introduced in 1990, owe a significant debt to Thatcher, and marked the start of a fundamental reshaping of the health service.</li> </ul> <p>Candidates should relate their own knowledge to the material in the extracts to counter or modify the view that, in the years 1979-97, Thatcher's governments had an impact on Britain which was both substantial and enduring. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Despite the commitment to cut public spending, welfare spending remained high</li> <li>• The retreat from monetarist policies from 1982, and there were further problems with inflation from 1988</li> <li>• Some of the intended reforms were limited, went unfulfilled, or were reversed, such as those aimed at the civil service, NHS or the community charge</li> <li>• Elements of Thatcherism were in response to the situation she inherited and policies tried earlier, e.g. Callaghan's response to the IMF restraints.</li> </ul>

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