

Mark scheme

Sample assessment materials for
first teaching September 2015

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 accuracy of the suggestion that there was very little difference in the social and economic policies of the Labour and Conservative governments in the years 1945–64.</p> <p>In considering the extent to which it is accurate to say that there was very little difference, similarities in policy should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Despite the radical nature of the post-war Labour government, the Conservative governments of 1951–64 carried on with a generally Keynesian approach to the economy and a commitment to a welfare state • The lack of disagreement between the Conservatives and Labour in the 1950s became described as 'Butskellism' • Labour strengthened the welfare state with the introduction of the National Health Service (NHS); the Conservatives continued support for all of these sectors, e.g. increased school and home building • Governments from 1945–64 were supportive of the policies to sustain a mixed economy • Labour nationalised major industries across all economic sectors and the Conservatives largely maintained them • Both Labour and Conservative governments targeted industrial growth and a policy of full employment. <p>In considering the extent of difference, differences in policies should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Labour policies, 1945–51, favoured a planned and managed economy while Conservative policies 1951–64 favoured deregulation where possible • The Conservative governments did little to extend or make welfare provision more generous • The Conservative governments supported the NHS but implemented some charging for services and did little to invest • The Conservatives did denationalise two industry sectors: iron and steel, and road haulage • The 'austerity' policies of rationing, regulation and control favoured by Cripps under Labour were discarded over time, e.g. rationing stopped, income tax reduced, price controls and regulations relaxed • The Labour government devalued the pound in 1949, while the Conservative governments resisted further devaluation. <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 suggestion that the most significant influence on social change in the 1960s and 1970s was popular culture.</p> <p>In considering how far popular culture was the most significant influence on social change in these years, the impact of popular culture should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Popular culture, particularly popular music, challenged prevailing social attitudes and practices, e.g. through promoting youth culture, social satire and personal liberation • Technological developments in mass transmission, e.g. colour television and transistor radios spread the message of popular culture further and wider • Popular culture was viewed at the time as being a significant influence, e.g. Philip Larkin's poem <i>Annus Mirabilis</i> (1967), Mary Whitehouse's reaction • Popular culture had an impact on the whole nation through its reflection of social issues, e.g. the response to Ken Loach's <i>Cathy Come Home</i> • Broader social changes were both accelerated and shaped by popular culture, e.g. acceptance of racial diversity, the changing role of women, the creation of the 'teenager'. <p>In considering how popular culture was <i>not</i> the most significant influence in these years, the limits to the significance of popular culture and/or other significant influences should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Much mainstream popular culture enjoyed by the majority of people remained conservative throughout the period and often appeared to resist trends in social change, e.g. <i>The Black and White Minstrel Show</i> continued on the BBC until 1978 • Popular culture reflected what was already happening more than it influenced the social changes, e.g. youth rebellion • The significance of economic influences – the growth of a consumer society and memories of austerity encouraged a more 'liberal' society and reached more people • Government policies influenced social mobility, e.g. the introduction of comprehensive education • The influence of protest movements, e.g. women's liberation and civil rights groups, encouraged people to challenge authority and shaped legislation. <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 accuracy of the suggestion that the living standards of the working class improved very little in the years 1918–39.</p> <p>In considering the suggestion that there was very little improvement, continuity in living standards should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • A series of economic problems conspired to keep living standards low for many – recession in the early 1920s, the decline of traditional industries and the impact of the economic slump (1929–33) • After 1920 unemployment remained high throughout the period • Despite the promises made by Lloyd George's government in 1918 to create a 'land fit for heroes' relatively little was done by successive governments to improve living and working conditions • The provision of poor relief discouraged people from claiming benefits, e.g. the introduction of the 'means test' in 1931 • Health provision was ad-hoc and expensive for those without cover. <p>In considering the extent to which the change living standards was limited, areas of improvement should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The purchasing power of employed people was increased, e.g. ability to afford new consumer goods • A north-south divide emerged as traditional industrial areas declined but areas of new industrial growth prospered, especially in the Midlands and south-east • After 1935, the majority of people in general began to see the standard of living steadily increase; even in the shipbuilding towns of the north, re-armament brought jobs • The post-war 'homes fit for heroes' and building of council housing in the 1930s improved living conditions for many • Office and retail workers benefited from higher wages and the growth of the suburbs • Wages increased in value leading to an improvement in diet as people could buy more fresh food and dairy produce. <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 suggestion that, in the years 1918–45, women made substantial gains in their position and status.</p> <p>In considering the suggestion that there were substantial gains, areas of advancement should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Women gained political rights and made advancements in politics, e.g. the franchise extension in 1918 and 1928, the entry of women into parliament • The legal position of women improved considerably in the 1920s, e.g. Acts were passed regarding divorce and property rights • Employment opportunities increased, e.g. legal restrictions on women in the professions were lifted, new jobs were more accessible to women • Smaller family sizes in the 1930s, particularly, opened up opportunities for women to work and improved health and living conditions • Gains were made in the social sphere as more women wage earners took part in leisure activities and were able to buy consumer goods; new and more 'liberating' trends in fashion and social engagement appeared • The Second World War brought employment opportunities and psychological gains in the sense of being able to contribute to the defence of the nation. <p>In considering the extent to which substantial gains were made, limits to advancement should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Women made little progress in politics with only a limited number of women MPs and government ministers • The new job opportunities, despite requiring good literacy and numeracy, were classed as unskilled; working women were often required to stop work once they were married • Women's wages remained lower than men's, conditions of employment were inferior and women's work was considered of lesser value by many male trade unionists • The majority of working-class women benefited less from the changes than many middle-class women, e.g. changes to divorce, improved access to contraception and higher education • Despite gains in the social sphere most women were expected to carry out the 'traditional' roles of housewife and mother • Despite gains in wartime, opportunities available to women in wartime were seen as sacrifices to be made before a resumption of the peacetime norm. <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 Thatcher's privatisation policies brought benefits to the British people.</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 number of shareholders in Britain increased considerably • People became more favourably disposed towards the private sector • There was evidence that popular capitalism was working to some extent • The sale of council houses increased the number of homeowners. <p>Extract 2</p> <ul style="list-style-type: none"> • Although people bought shares they sold them quickly for a profit • Popular capitalism was not established • Private sector companies provided no better services than nationalised companies • The private sector cut back the workforce to increase share dividends. <p>Candidates should relate their own knowledge to the material in the extracts to support the view that Thatcher's privatisation policies brought benefits to the British people. Relevant points may include:</p> <ul style="list-style-type: none"> • Profits from shares helped to fuel a boom in consumer spending [relates to Extract 1] • The selling off of nationalised monopolies increased product range and consumer choice, e.g. telecommunications, coach travel [relates to Extract 2] • Additional successes, e.g. privatisation brought increased Treasury revenue. <p>Candidates should relate their own knowledge to the material in the extracts to counter or modify the view that Thatcher's privatisation policies brought benefits to the British people. Relevant points may include:</p> <ul style="list-style-type: none"> • Wage differentials in privatised companies widened as managers appeared to profit more than workers [relates to Extract 2] • The selling off of council houses benefited only a few [relates to Extract 1] • Companies as well as individuals practised 'short-termism' in selling shares [relates to Extract 2] • Additional limitations, e.g. the government was tarnished by controversy connected to privatisation, for instance when Norman Tebbit joined the board of British Telecom.