Mark Scheme (Results)

Summer 2024

Pearson Edexcel
In GCE History (8HI0/1H)
Advanced Subsidiary

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.

How to award marks when level descriptions are used

1. Finding the right level

The first stage is to decide which level the answer should be placed in. To do this, use a 'best-fit' approach, deciding which level most closely describes the quality of the answer. Answers can display characteristics from more than one level, and where this happens markers must use the guidance below and their professional judgement to decide which level is most appropriate.

For example, one stronger passage at L4 would not by itself merit a L4 mark, but it might be evidence to support a high L3 mark, unless there are substantial weaknesses in other areas. Similarly, an answer that fits best in L3 but which has some characteristics of L2 might be placed at the bottom of L3. An answer displaying some characteristics of L3 and some of L1 might be placed in L2.

2. Finding a mark within a level

After a level has been decided on, the next stage is to decide on the mark within the level. The instructions below tell you how to reward responses within a level. However, where a level has specific guidance about how to place an answer within a level, always follow that guidance.

Levels containing two marks only

Start with the presumption that the work will be at the top of the level. Move down to the lower mark if the work only just meets the requirements of the level.

Levels containing three or more marks

Markers should be prepared to use the full range of marks available in a level and not restrict marks to the middle. Markers should start at the middle of the level (or the upper-middle mark if there is an even number of marks) and then move the mark up or down to find the best mark. To do this, they should take into account how far the answer meets the requirements of the level:

- If it meets the requirements *fully*, markers should be prepared to award full marks within the level. The top mark in the level is used for answers that are as good as can realistically be expected within that level
- If it only *barely* meets the requirements of the level, markers should consider awarding marks at the bottom of the level. The bottom mark in the level is used for answers that are the weakest that can be expected within that level
- The middle marks of the level are used for answers that have a *reasonable* match to the descriptor. This might represent a balance between some characteristics of the level that are fully met and others that are only barely met.

Indicative content

Examiners are reminded that indicative content is provided as an illustration to markers of some of the material that may be offered by students. It does not show required content and alternatives should be credited where valid.

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	**1–4**	• 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	**5–10**	• 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 question. • Mostly accurate and relevant knowledge is included, but it 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	**11–16**	• 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	**17–20**	• 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.

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	**1–4**	• 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	**5–10**	• 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 on the view is given, but with limited support and related to the extracts overall, rather than specific issues
3	**11–16**	• 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	**17–20**	• Demonstrates understanding of the extracts, analysing the issues of interpretation raised 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 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.

Section A: indicative content

Question	Indicative content
1	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. Candidates are expected to reach a judgement on the extent to which the development of comprehensive education was the main reason for the widening of opportunities in education in the years 1944-79. The importance of comprehensive education in the widening of opportunities in education should be analysed and evaluated. Relevant points may include: • Comprehensive education was growing from the mid-1950s, overcoming problems with the selection process, and geographical inequalities and gender imbalances in tripartite provision • The development of comprehensive education was seen to challenge the class imbalances that were evident in grammar schools, where the 11-plus was increasingly seen to favour middle-class children • Comprehensive education widened opportunities as from the early 1960s, it was increasingly seen as a solution to reducing the wastage of students who were leaving education early • 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. The importance of other factors in the widening of opportunities in education should be analysed and evaluated. Relevant points may include: • Comprehensivisation reduced opportunities for some of those working class children who would have previously passed the 11-plus • 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 • The raising of the school leaving age to 15 (implemented 1947), and again in 1972-3 (to 16) increased numbers in education, and partaking in formal examinations • The expansion of the university sector across the period widened opportunities, with developments such as a system of grants and fees, the Robbins Report and the establishment of the Open University in 1969. Other relevant material must be credited.

Question	Indicative content
2	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. Candidates are expected to reach a judgement about the extent to which increasing affluence was the main reason for changes in leisure in the years c1951-79. The importance of increasing affluence in bringing about changes in leisure should be analysed and evaluated. Relevant points may include: • Significant increases in real incomes from the 1950s to the 1970s contributed to the development of a consumer society, and enabled ordinary Britons to spend more on consumer durables, hobbies and entertainment • Higher disposable incomes contributed to increasing car ownership - doubling between 1960 and 1970 - which was significant in terms of leisure activities and holidays • Wider affluence was a crucial factor in the growth of a range of leisure activities, e.g. the purchase of television sets, the growth in shopping as a leisure activity, and the increase in holidays taken overseas • Increased prosperity contributed to the domestication of leisure, with improvements in the standard of housing and home comforts. The importance of other factors in bringing about changes in leisure should be analysed and evaluated. Relevant points may include: • Technological developments were significant in changing leisure activities, e.g. improvements in television broadcasts and sets, the availability of VCRs by the late 1970s, and advances in motoring and passenger aircraft • A changing living and working environment had an impact on leisure choices, e.g. increased leisure time and the growth of suburban living • Changes in society were significant, e.g. changes to family structure and size shaped leisure choices, or legal measures such as the Gaming Act (1960) led to bingo halls and bookmakers being established • Entertainment and manufacturing industries shaped leisure provision, e.g. marketing goods and entertainment to young people, whilst leisure facilities such as bowling alleys (from 1960) were developed in response to demand. Other relevant material must be credited.

Section B: indicative content

Question	Indicative content
3	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. Candidates are expected to reach a judgement about the extent to which the most significant influence on race and immigration in the years 1939-79 was government policies on race relations. The extent to which the most significant influence on race and immigration in the years 1939-79 was government policies on race relations should be analysed and evaluated. Relevant points may include: • The 1965 Race Relations Act was significant in legally addressing the issue of racial discrimination, establishing civil and criminal offences in relation to race, and prompting the setting up of the Race Relations Board • The 1968 Race Relations Act was significant in extending the scope of provision against racial discrimination, outlawing discrimination in housing and education • The 1976 Race Relations Act was significant in strengthening the law, expanding the definition of discrimination to include indirect discrimination, widening the scope, and establishing the Committee for Racial Equality. The extent to which other influences on race and immigration in the years 1939-79 were more significant should be analysed and evaluated. Relevant points may include: • Government actions during the Second World War, e.g. the recruitment of West Indians into the RAF, in munitions factories and the revocation of the Alien Orders Act in 1942 encouraged further waves of immigration • The British Nationality Act 1948 was significant as it marked a shift to increasing immigration from Commonwealth nations, and also led to an increase in numbers, with a yearly average of over 70,000 in the 1970s • The race riots of 1958 were significant in terms of their scale, the intensity of the violence, and the media attention gained, with subsequent public, political, and international concern • The Commonwealth Immigrants Act 1962 was significant in officially restricting immigration on an economic basis, and unintentionally stimulating chains of migration • Government immigration policies placed increasing restrictions on potential immigrants, e.g. the 'grandfather clause' of the 1968 Act, or the loss of Commonwealth immigrants automatic right to remain in 1971. Other relevant material must be credited.

Question	Indicative content
4	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. Candidates are expected to reach a judgement on the extent to which the economic challenges facing Britain changed in the years 1918-79. The extent to which the economic challenges facing Britain changed in the years 1918-79 should be analysed and evaluated. Relevant points may include: • Inflation was a growing problem from the late 1960s onwards, but had not featured as a significant issue for the early part of the period • Unemployment presented a very significant challenge in the inter-war period, when it was largely in the region of 10-20% nationally, but from the second World War onwards was significantly reduced, at levels of under 5% • The level of national debt (as a proportion of GDP) fluctuated, rising during the late 1920s, falling in the 1930s, rising again sharply with WWII, to then fall to c40% of GDP by the 1970s - levels not seen since before WWI • Britain did not again face as severe trading conditions as those seen during the Great Depression of the 1930s. The extent to which the economic challenges facing Britain stayed the same in the years 1918-79 should be analysed and evaluated. Relevant points may include: • Problematic industrial relations were evident across the period, e.g. with the General Strike in 1926 and the strife of the 1970s • Regional disparities in industry, employment and prosperity were evident across the period, particularly with the contrast between the South East and regions such as the North East and South Wales • Problems in traditional industries such as shipbuilding, mining and textiles were evident across the period, albeit with a general decline in their scale and share of the overall economy across the period • The government faced challenges over the currency across the period, e.g. regarding the Gold Standard in the 1920s and 1930s, and the post-war devaluations and ultimate move to a floating exchange rate in 1972. Other relevant material must be credited.

Section C: indicative content

Question	Indicative content
5	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. Candidates are expected to use the extracts and their own knowledge to consider the view that Thatcher's governments successfully transformed Britain. Reference to the works of named historians is not expected, but candidates may consider historians' viewpoints in framing their argument. Candidates should use their discussion of various views to reach a reasoned conclusion. In considering the given view, the points made by the authors should be analysed and evaluated. Relevant points may include: Extract 1 • Nationalised assets were successfully privatised, encouraging competition • The economy was restructured, promoting rapid growth in the consumer and service sectors • Tax rates fell, and labour markets were liberalised • Thatcher's Governments laid the foundations for subsequent economic growth. Extract 2 • Thatcher failed in her aim to reduce taxes, with the overall tax bill going up • Government spending rose, and contributed to significant increases in government borrowing • Unemployment grew, increasing the pressure on the welfare system • The Thatcher Governments failed in their promise to reduce the power and scope of central government. Candidates should use their own knowledge of the issues to address the view that Thatcher's governments successfully transformed Britain. Relevant points may include: • Attempts to implement monetarism and supply-side economics were a dramatic departure away from the commitment to full employment, and helped reduce inflation • Policies such as privatisation, deregulation of financial and mortgage markets and the sale of council houses contributed to the creation of a share and 'property-owning democracy' • The reduction of trade union power reduced the number of days lost to strikes and created a more flexible labour market • The consequences of economic restructuring towards a growing service sector in contributing to Britain's economic growth, benefitting the population as a whole. Candidates should use their own knowledge of the issues related to the debate to counter of modify the view that Thatcher's governments successfully transformed Britain. Relevant points may include:

	• Some of the intended reforms were limited, went unfulfilled, or were reversed, such as the civil service, NHS or the community charge • The emphasis on supply-side economics meant unemployment reached over three million by 1983, and there were further problems with inflation from 1988 • Poverty increased amongst those hit by changes to benefits, e.g. the proportion of pensioners living below the poverty line went from 13% to 43% across the period • 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. Other relevant material must be credited.

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