Mark Scheme (Results)

Summer 2023

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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Summer 2023
Question Paper Log Number P68773
Publications Code 8HI0_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	**1–4**	• 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 extension of the franchise was the main reason for the changing political landscape of the 1920s and 1930s. The extent to which the extension of the franchise was the main reason for the changing political landscape in the 1920s and 1930s should be analysed and evaluated. Relevant points may include: • The increase of the proportion of the electorate belonging to the industrial working classes (at 80% of the electorate in 1918) generally tended to benefit the Labour Party • The Labour Party did much to appeal to many of the millions of women who had gained the franchise in 1918 and 1928, e.g. it had established 1,800 women's sections by 1929, numbering approximately 300,000 members • The Conservative Party was able to gain support from amongst the many working-class men who began to earn sufficient income to pay income tax at this time, with an appeal to lower taxation and judicious spending • Individual election results suggest the significance of the newly enfranchised, e.g. the Conservatives believed Labour and the Liberals made gains in 1923 appealing to women over the benefits of free trade for lower food prices. The extent to which other factors contributed to the changing political landscape in the 1920s and 1930s should be analysed and evaluated. Relevant points may include: • The mistakes made by Liberal politicians contributed to their own decline, e.g. the continued divisions, Asquith's decision to back a minority Labour Government in 1923, or scandals such as that over 'cash for honours' • 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 • The impact of global economic decline led to division of the Labour Party in 1931 and the subsequent collapse in electoral support • The economic recovery after Britain left the Gold Standard benefitted the Conservatives, who dominated the National Government, and the boom in private housebuilding from the 1930s stimulated popular support for them. 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 on the extent to which cost was the main reason for the increasing challenges to state welfare provision in the years 1964-79. The extent to which cost was the main reason for the increasing challenges to state welfare provision in the years 1964-79 should be analysed and evaluated. Relevant points may include: • The cost of welfare provision was challenged as it rose as a proportion of GDP across the period, with spending on unemployment and associated benefits rising nearly 3% over the two decades • There were rises in associated aspects of the welfare state, such as healthcare (e.g. 39% increase after inflation) and pensions making provision more difficult • Financial constraints were particularly pressing after the 1973 crisis, and the IMF bailout of 1976 • The 1962 Hospital Plan, aimed at building standardised District General Hospitals, ended up costing double what had originally been expected, and was scaled back in the 1970s under economic pressures. The extent to which other factors contributed to the increasing challenges to state welfare provision in the years 1964-79 should be analysed and evaluated. Relevant points may include: • Increases in NHS and welfare spending were in line with those of many other government departments, and health spending grew by less in the UK than in many comparable countries • Arguments were put forward from the right relating to the creation of a dependency culture and the creation of a 'poverty trap' • Challenges from the left attacked the inadequacy of welfare provision, pointing to continued inequality, arguing the state should do more to ensure people received a fair level of support • Changes to the nature of welfare from the 1960s were significant, e.g. the extension of benefits contributed to resentment amongst some voters. 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 on the extent to which the class structure of Britain changed in the years 1918-51. The extent to which the class structure of Britain changed in the years 1918-51 should be analysed and evaluated. Relevant points may include: • Participation in both wars began a general trend in the decline of deference, e.g. attitudes towards and decline in domestic service • Almost one-fifth of peers died in World War One, and the increased taxes, death duties and subsequent estates sales the upper class endured with both wars reduced their position • Increased employment opportunities in the relative growth sectors of commerce and finance brought opportunities contributing to the growth of the middle class, particularly in the South East • The Second World War brought full employment to traditional working-class industries, engendered a shared social experience, raised expectations of social improvement and may be seen to have diminished class deference. The extent to which the class structure of Britain did not change in the years 1918-51 should be analysed and evaluated. Relevant points may include: • The percentage of the population belonging to the traditional upper, middle and working classes remained at about 5%, 15% and 80% throughout the period • There was limited social mobility, and most people identified with the social class into which they were born throughout their lives • The traditional class structure was maintained through educational provision e.g. public schools and selective schools, and very limited numbers attending university • The class structure still influenced both participation in, and attendance at, social, cultural, and sporting events. 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 about the extent to which the growth of car ownership was the most significant development in leisure and travel in the years 1918-79. The extent to which the growth of car ownership was the most significant development in leisure and travel in the years 1918-79 should be analysed and evaluated. Relevant points may include: • Car ownership grew rapidly in the inter-war period, from around 100,000 in 1919 to 2 million on the eve of the Second World War, and with over half of households owning at least one car by the 1970s • Car ownership was significant in terms of leisure, e.g. an estimated 75 per cent of cars sold in the 1930s were purchased primarily for leisure purposes, establishing the custom of the Sunday drive, and changing holiday patterns • Car ownership continued to dominate leisure travel in the latter period, e.g. by 1970 accounted for over 60 per cent of the share of holiday transport, with caravans accounting for 20 per cent of holiday accommodation • By the 1960s, improvements in road networks associated with growing car ownership, such as the advent of motorways, were significant in increasing access to more areas of the country for day trips and holidays. The extent to which the other developments in leisure and travel were significant in the years 1918-79 should be analysed and evaluated. Relevant points may include: • Increasing prosperity through increases in real wages and more leisure time had an impact across the range of leisure activities, and were a prerequisite for car ownership • Technological advances across the period, such as the development of cinema, personal radios and television brought leisure on a mass scale, and changed the nature of leisure consumption • The growing popularity of entertainment, with radio ownership at 90 per cent by 1950 and high cinema attendances • Developments in tourism such as the growth of holiday camps from the 1930s, or the increase in overseas air travel in the 1960s and 1970s. 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 in the years 1979-97, the Thatcher governments had a negative impact on life in 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 • Overall taxation increased in the years 1979-96, in part due to the increase in indirect taxation • Britain's rates of economic growth were lower than those of other developed nations • Inflation rates fell, but were typically still higher than the inflation rates of other developed nations • Inequality grew, as did the number of those in poverty. Extract 2 • The privatisation of bodies such as BT brought wealth to those who were directly involved • Privatisation improved services of bodies such as BT • Britons were better off in respect of measures such as an increase in the number of those who owned shares, home-ownership, and ownership of a range of consumer goods • Consumer capitalism had served to erode class differences, bringing tangible prosperity to those in what had previously been deemed working class occupations. Candidates should use their own knowledge of the issues to address the view that in the years 1979-97 the Thatcher governments had a negative impact on life in Britain. Relevant points may include: • Unemployment reached over three million by 1983, and never fell to pre-Thatcher levels until after 1997 • 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 • The loss of manufacturing jobs, lower wages in much of the service sector and cuts to benefits, contributed to a widening gap between those who did and didn't share in Thatcher's prosperity • 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.

	Candidates should use their own knowledge of the issues related to the debate to address points that counter/modify the view that in the years 1979-97, the Thatcher governments had a negative impact on life in Britain. Relevant points may include: • The reduction of trade union power reduced the number of days lost to strikes and created a more flexible labour market • Policies such as privatisation, tax cuts and the deregulation of financial services increased the levels of share and home ownership amongst the working and middle classes • The consequences of economic restructuring towards a growing service sector in contributing to Britain's economic growth • Overall growth was significant both in its own right and in relative terms, e.g. Britain's GNP growth was higher than that of France, Germany and the USA in the given years. Other relevant material must be credited.

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