



Mark Scheme

Summer 2017

Pearson Edexcel
GCE In History (9HI01) Paper 1H
Advanced

Unit 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.
- Mark schemes will indicate within the table where, and which strands of QWC, are being assessed. The strands are as follows:

i) ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear

ii) select and use a form and style of writing appropriate to purpose and to complex subject matter

iii) organise information clearly and coherently, using specialist vocabulary when appropriate.

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. |

| Level | Mark | Descriptor |
|-------|-------|---|
| 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 extent to which it was the experience of the Second World War which led to the creation of the welfare state in the years 1945-51.</p> <p>The extent to which it was the experience of the Second World War which led to the creation of the welfare state in the years 1945-51 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• The popular reception to the Beveridge Report of 1942, selling over 635,000 copies• The experience of 'total war', increasing awareness of issues via evacuation and other communal aspects of the home front• The notion that the welfare state was effectively a reward for the 'boys back from the front'• The broad acceptance of the role of the state encouraged by wartime service, allied to the widespread popularity of the services offered• The experience gained by Labour politicians such as Attlee, Morrison and Bevin serving in the wartime coalition. <p>The extent to which it was other factors which led to the creation of the welfare state in the years 1945-51 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• The experience of the 'hunger years' of the 1930s in increasing demand – Beveridge's 'five evils' were old problems• The creation of the basis of the welfare state before 1939, e.g. national insurance and pensions• The limitations of previous welfare measures were exposed by the scale of problems such as unemployment in the 1930s• The role played by individuals such as Nye Bevan and Clement Attlee in shaping developments from 1945 onwards. <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 economic influences were the main driver of social change in the 1950s and 1960s.</p> <p>The extent to which economic influences were the main driver of social change in the 1950s and 1960s should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Real disposable incomes rose by 30 percent in the 1950s and 22 percent in the 1960s • The relative prosperity of the baby boomers and their offspring fuelled the spending behind teenage culture as well as the growing consumer society and mass tourism • The social impact of car ownership • The consequences of technological advances, e.g. the ownership of televisions and transistor radios facilitated the spread of popular culture through the mass media • Developments such as the increase in property ownership and the growth of the service industry led to movement across social classes. <p>The extent to which other factors were significant causes of social change in the 1950s and 1960s should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The increasing liberalisation of social attitudes relating to divorce and sex • The significance of legislation such as the Obscene Publications Act of 1959 and the Abortion Act of 1967 • The development of the contraceptive pill • Developments in popular and youth culture, such as in fashion, music and viewing preferences. <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 extent to which, in the years 1945-79, there were very limited differences in the policies of the Conservative and Labour parties.</p> <p>The extent to which to which there were very limited differences in the policies of the Conservative and Labour parties should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• Both parties remained committed to the central aspects of the welfare state, such as the National Health Service• Both parties largely remained wedded to the policies influenced by the ideas of John Maynard Keynes and William Beveridge (both Liberals)• After the limited denationalisations of 1951, both accepted nationalised industry to some degree• Both parties remained committed to full employment as a central objective of economic policy until 1975• Both parties were anxious to appease the trade unions until the late 1960s, from which time both came to see the need for legislation. <p>The extent to which to which there were significant differences in the policies of the Conservative and Labour parties should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• Disagreement over issues such as nationalisation and rationing were evident in the elections of 1950 and 1951• In education, the Labour Party sought to end the tripartite system with Circular 10/65 (Crosland Circular), which the Conservative government from 1970 sought to replace with Circular 10/70• The degree of hostility between the trade unions and Conservatives can be seen to have been greater than that with Labour (from the Heath government onwards)• The polarisation that took place in the 1970s within and across both the two main parties. <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 extent to which regional differences were the most significant feature of the quality of life in Britain in the years 1918-51.</p> <p>The extent to which regional differences were a significant feature of the quality of life in Britain in the years 1918-51 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The impact of difficult conditions after the First World War in staple industries such as coal, shipbuilding, steel and textiles, concentrated in the north of England, Wales and Scotland • The relative prosperity of the south-east and midlands even during the 1920s and 1930s, with higher levels of consumption and electrification • The growth in housing construction in the south-east, such as the development of the 'metroland' suburbs around London • Even in the period of supposed full employment after WWII, unemployment was higher in the north and Scotland, with a continuing loss of jobs of around 50,000 each year. <p>The extent to which regional differences were not the most significant feature of the quality of life or which other issues were more significant should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The quality of life improved nationally when compared to the pre-war period, with gains in the real wage due to falling prices and on average smaller family sizes due to increased use of contraception • The development of welfare services applied everywhere • The growing popularity of entertainment, with radio ownership at 90 percent by 1950 and high cinema attendances • Increases in attendance at live spectator sports, with record crowds at football (peak ticket sales in 1948-9), cricket and rugby • Gains in mass leisure and transport were widely experienced, with developments such as the growth of holiday camps from the 1930s. <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 Margaret Thatcher 'transformed a near-bankrupt economy into a thriving enterprise culture'.</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 impact of privatisation and market liberalisation• Salvaging the economy from the challenge of destructive strikes• The reduction in trade union power• Creating the economic basis by 1987 to enable welfare reform to take place. <p>Extract 2</p> <ul style="list-style-type: none">• The economic slump of the early 1980s, with a fall in GNP of 3.2 per cent• The advent of mass unemployment and the loss of manufacturing• The rise in household debt as a result of financial deregulation• The overall low growth rates and further economic problems by 1990. <p>Candidates should relate their own knowledge to the material in the extracts to support the view that the Thatcher government transformed the British economy. Relevant points may include:</p> <ul style="list-style-type: none">• Liberalisation of share markets and privatisation increased share ownership• Policies such as the sale of council housing and deregulation of lending increased home ownership• 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 in contributing to Britain's economic growth during the 1990s and beyond. <p>Candidates should relate their own knowledge to the material in the extracts to counter or modify the view that the Thatcher government transformed the British economy. Relevant points may include:</p> <ul style="list-style-type: none">• Unemployment reached over three million by 1983, and never fell to pre-Thatcher levels in the period to 1997• The retreat from monetarist policies from 1982, and further problems with inflation from 1988• The impact of high interest rates required to control the inflationary boom of the late 1980s, and the subsequent recession• The inflationary housing market collapsed with the end of the Lawson boom, resulting in increases in repossessions and negative equity. |

