

Mark Scheme (Results)

Summer 2016

Pearson Edexcel GCE in History  
(8HI0) Paper 1H

Paper 1: Breadth study with  
interpretations

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## General marking guidance

- All candidates must receive the same treatment. Examiners must mark the last candidate in exactly the same way as they mark the first.
- 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.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- 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.
- For questions targeting AO2, candidates must not be credited for citing information in the preamble.

## How to award marks

### 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 their professional judgement to decide which level is most appropriate.

### Placing 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.

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 uppermiddle 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.

## 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
<b>1</b>	<b>1–4</b>	<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>
<b>2</b>	<b>5–10</b>	<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 question.</li> <li>• 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.</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>
<b>3</b>	<b>11–16</b>	<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>
<b>4</b>	<b>17–20</b>	<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>

## Section C

**Target:** A03: 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.
<b>1</b>	<b>1–4</b>	<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>
<b>2</b>	<b>5–10</b>	<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 on the view is given, but with limited support and related to the extracts overall, rather than specific issues</li></ul>
<b>3</b>	<b>11–16</b>	<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>
<b>4</b>	<b>17–20</b>	<ul style="list-style-type: none"><li>• Demonstrates understanding of the extracts, analysing the issues of interpretation raised 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 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>

## Section A: indicative content

Question	Indicative content
<b>1</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 about whether the extension of the franchise was the main reason for changing party fortunes in the years 1918-31.</p> <p>The importance of the extension of the franchise in changing party fortunes in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The impact on the Labour Party vote of the increase of the proportion of the electorate belonging to the industrial working classes, at 80% from 1918, although there was a tendency for working-class women to vote Conservative</li><li>• The electorate went from 7.7 million prior to 1918, to almost 29 million in 1928</li><li>• The main changes in party fortunes may be seen as Labour replacing the Liberals as the main challenger to the Conservatives.</li></ul> <p>The importance of other factors in changing party fortunes in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The impact of the war and the subsequent split between Asquith and Lloyd George Liberals</li><li>• The impact that the growth of trade union membership and working class identity had on support for the Labour Party</li><li>• The significance of the first-past-the-post system and electoral coalitions such as in 1918 and 1924.</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 about the extent to which cost was the main reason the state faced increasing challenges in welfare provision in the 1960s and 1970s.</p> <p>The extent to which cost was the reason the state faced increasing challenges in welfare provision should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The cost of welfare provision rose as a proportion of GDP across the period, with spending on unemployment and associated benefits rising nearly 3% over the two decades</li> <li>• There were similar rises in associated aspects of the welfare state, such as healthcare and pensions</li> <li>• Increased life expectancy, the impact of the earlier baby boom and raised expectations of health and welfare provision all contributed to rising costs</li> <li>• Financial constraints were particularly pressing after the 1973 crisis, and the IMF bailout of 1976.</li> </ul> <p>The importance of other factors increasing challenges in welfare provision should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The breakdown of consensus lessened agreement between the two main political parties, particularly concerning welfare</li> <li>• Arguments were put forward from the right relating to the creation of a dependency culture</li> <li>• It may be argued that despite ideological challenges to the concept of welfare provision, no government genuinely addressed the issue of cost prior to 1979.</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 role of women changed in the years 1918-45.</p> <p>In considering the extent of change, the significant features of the role of women in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The Representation of the People Act 1918, The Qualification of Women Act 1918 and The Equal Franchise Act 1928 all increased the political status of women</li><li>• Work during both wars led to both an increase in the number of women working and a change in the nature of work undertaken</li><li>• The Matrimonial Causes Acts of 1923 and 1937 brought equality in divorce.</li></ul> <p>In considering the extent of continuity, the significant features of the role of women should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Women played a limited role in national politics, and political participation through groups such as the Primrose League often conformed to earlier gender stereotypes</li><li>• Wartime working gains were largely temporary, equal pay was the exception, and restrictions such as marriage bars were in operation</li><li>• Traditional expectations regarding marriage and women's domestic role were still the norm.</li></ul> <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 the growth of youth culture was the most significant development in popular culture in the years 1950-79.</p> <p>The extent to which youth culture was significant should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The emergence of the notion of teenagers as a distinct cultural and consumer force</li> <li>• Phenomena such as teds, mods, rockers, through to punks may be considered as being essentially youth orientated.</li> <li>• Pirate Radio, Radio 1 and the development of commercial radio all reflect youth culture</li> <li>• Films ranging from <i>Rock around the Clock</i>, <i>Saturday Night</i>, <i>Sunday Morning</i> through to <i>Quadrophenia</i> may be argued to have both illustrated the significance of and influenced youth culture.</li> </ul> <p>The extent to which the significance of youth culture was limited and/or the significance of other developments should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• It may be argued that the transitory nature of many aspects of youth culture limits significance</li> <li>• The popularity of soap operas and sit-coms from the 1960s onwards, which were not directed specifically at youths</li> <li>• The development of both commercial radio and television were significant in their own right, aside from reflecting youth culture</li> <li>• Popular music groups tended to metamorphose into mainstream acts with appeal and influence beyond youth culture.</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 view that Thatcher's economic policies had a disastrous impact on the people of 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.</p> <p>In considering the given view, 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>• Failure to tackle the 'number one' priority of inflation</li><li>• High and rising unemployment and widespread bankruptcies in business, declining national income and current account deficits</li><li>• Detrimental wider consequences such as pollution and falling morale.</li></ul> <p>Extract 2</p> <ul style="list-style-type: none"><li>• The trade surplus achieved by the early 1980s</li><li>• Lawson's tax cuts stimulated demand</li><li>• Deregulation helped re-establish the financial sector.</li></ul> <p>Candidates should use their own knowledge of the issues to address the view that Thatcher's economic policies had a disastrous impact on the people of Britain. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Unemployment rose above three million in 1983, and never fell to pre-Thatcher levels during the period</li><li>• The rise in inequality across the period</li><li>• The recession that began in 1990 may be attributed to the high interest rates necessary to control the excesses of the inflationary boom of the late 1980s.</li></ul> <p>Candidates should use their own knowledge of the issues related to the debate to counter the view that Thatcher's economic policies had a disastrous impact on the people of Britain. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Home ownership grew significantly during the period, partly as a result of right-to-buy and deregulation of lending</li><li>• Share ownership also increased, again through deregulation and the encouragement of privatisation</li><li>• GDP growth compared favourably to both EC and OECD averages.</li></ul> <p>Other relevant material must be credited.</p>