

Write your name here

Surname

Other names

Pearson Edexcel
Level 3 GCE

Centre Number

--	--	--	--	--	--

Candidate Number

--	--	--	--	--

History

Advanced Subsidiary

Paper 1: Breadth study with interpretations

Option 1H: Britain transformed, 1918–97

Wednesday 16 May 2018 – Afternoon

Time: 2 hours 15 minutes

Paper Reference

8HI0/1H

You must have:

Extracts Booklet (enclosed)

Total Marks

--

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- There are three sections in this question paper. Answer **ONE** question from Section A, **ONE** question from Section B and the question in Section C.
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 60.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*

Advice

- Read each question carefully before you start to answer it.
- Check your answers if you have time at the end.

Turn over ►

P51814A

©2018 Pearson Education Ltd.

1/1/1



Pearson

SECTION A

Answer EITHER Question 1 OR Question 2.

EITHER

- 1** Were the after-effects of the First World War the main reason for the economic challenges of the 1920s and 1930s?

(Total for Question 1 = 20 marks)

OR

- 2** Was economic prosperity the main reason for changes in leisure opportunities from c1951–1979?

(Total for Question 2 = 20 marks)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

SECTION A

Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

Chosen question number: **Question 1** **Question 2**

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....



(Section A continued)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



(Section A continued)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



(Section A continued)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



(Section A continued)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



(Section A continued)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



(Section A continued)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



SECTION B

Answer EITHER Question 3 OR Question 4.

EITHER

3 How similar was welfare provision in the years 1918–39 to that in the years 1945–79?

(Total for Question 3 = 20 marks)

OR

4 To what extent did attitudes to immigration and race change in the years 1945–79?

(Total for Question 4 = 20 marks)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



(Section B continued)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Handwriting practice area with 25 horizontal dotted lines.



P 5 1 8 1 4 A 0 1 3 2 8

(Section B continued)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Handwriting practice area with 25 horizontal dotted lines.



P 5 1 8 1 4 A 0 1 5 2 8

(Section B continued)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



(Section B continued)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Handwriting practice area with 20 horizontal dotted lines.



P 5 1 8 1 4 A 0 1 7 2 8

(Section B continued)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



(Section B continued)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Handwriting practice area consisting of 20 horizontal dotted lines.

TOTAL FOR SECTION B = 20 MARKS



P 5 1 8 1 4 A 0 1 9 2 8

(Section C continued)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Handwriting practice area with 25 horizontal dotted lines.



P 5 1 8 1 4 A 0 2 1 2 8

(Section C continued)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



(Section C continued)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



P 5 1 8 1 4 A 0 2 3 2 8

(Section C continued)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



(Section C continued)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Handwriting practice area with horizontal dotted lines.



P 5 1 8 1 4 A 0 2 5 2 8

(Section C continued)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

BLANK PAGE



Pearson Edexcel Level 3 GCE

History

Advanced Subsidiary

Paper 1: Breadth study with interpretations

Option 1H: Britain transformed, 1918–97

Wednesday 16 May 2018 – Afternoon

Extracts Booklet

Paper Reference

8HI0/1H

Do not return this booklet with the question paper.

Turn over ►

P51814A

©2018 Pearson Education Ltd.

1/1/1




Pearson

Extracts for use with Section C.

Extract 1: From Anthony Seldon and Daniel Collings, *Britain under Thatcher*, published 1999.

Mrs Thatcher's social mission was clear-cut: roll back excessive state activity and bureaucracy and let individuals stand on their own two feet. From 1980, enacting an idea proposed under the Labour Government after 1974, council house tenants were given the right to buy their own council house. The 'assisted places scheme' allowed able children from less-well off backgrounds to secure means-tested places at the country's independent schools. In 1990, those over 60 were given tax relief on private health insurance. Another scheme was targeting help on the most deserving, seen with the successful reforms of the social security system, which progressively tightened the eligibility rules for unemployment benefit. The NHS internal market gave GPs budgets and led to hospitals competing for patients. The provision for schools to 'opt out' of local authority control, which was provided for by the 1988 Education Reform Act, enhanced parental choice and gave schools control over their own budgets. First the NHS, and then local government, were forced to put some services out to tender. Checks on efficiency became the order of the day. This amounted to the biggest break with social policy tradition since 1945.

Extract 2: From Derrick Murphy and Patrick Walsh-Atkins, *Britain 1945–2007*, published 2008.

It proved far more difficult to roll back the state than had been foreseen. In 1980 government spending accounted for 43.2 per cent of GDP; in 1995 the same figure was 42.5 per cent. Indeed one of the key contradictions associated with Thatcherism was that, under Thatcher's leadership, the authority of the government became increasingly centralised and interventionist at a number of levels. Because so many of the local authorities remained Labour controlled, the governments of the 1980s imposed a series of entirely new powers over local government spending and policy-making. In education policy, the Conservatives introduced a national curriculum that set clear limits on the freedom to choose subjects and methods of teaching in state schools. The privatisation of industry was accompanied by the introduction of a bewildering series of regulatory bodies and 'quangos'* staffed by unelected officials.

*Quangos = organisations outside of the civil service, but receiving government funding

Every effort has been made to contact copyright holders to obtain their permission for the use of copyright material. Pearson Education Ltd. will, if notified, be happy to rectify any errors or omissions and include any such rectifications in future editions.