



## Mark Scheme (Results)

October 2021

Pearson Edexcel GCE

In History (9HI0)

Paper 1: Breadth study with interpretations

Paper

Option 1H: Britain transformed, 1918–97

## **Edexcel and BTEC Qualifications**

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at [www.edexcel.com](http://www.edexcel.com) or [www.btec.co.uk](http://www.btec.co.uk). Alternatively, you can get in touch with us using the details on our contact us page at [www.edexcel.com/contactus](http://www.edexcel.com/contactus).

## **Pearson: helping people progress, everywhere**

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: [www.pearson.com/uk](http://www.pearson.com/uk)

November 2021

Question Paper Log Number P66276

Publications Code 9HI0\_1H\_rms\_20211216

All the material in this publication is copyright

© Pearson Education Ltd 2021

## 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.
<b>1</b>	<b>1–3</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>4–7</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 focus of the question.</li> <li>• 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.</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>8–12</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>13–16</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>

<b>Level</b>	<b>Mark</b>	<b>Descriptor</b>
<b>5</b>	<b>17–20</b>	<ul style="list-style-type: none"><li>• Key issues relevant to the question are explored by a sustained analysis of the relationships between key features of the period.</li><li>• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands.</li><li>• 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.</li><li>• The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity 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>1–3</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>4–7</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 is given, but with limited support and related to the extracts overall, rather than specific issues.</li> </ul>
<b>3</b>	<b>8–12</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>13–16</b>	<ul style="list-style-type: none"> <li>• Demonstrates understanding of the extracts, analysing the issues of interpretation raised within them and 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 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.</li> </ul>
<b>5</b>	<b>17–20</b>	<ul style="list-style-type: none"> <li>• Interprets the extracts with confidence and discrimination, analysing the issues raised and demonstrating understanding of the basis of arguments offered by both authors.</li> <li>• Integrates issues raised by extracts with those from own knowledge when discussing the presented evidence and differing arguments.</li> <li>• Presents sustained evaluative argument, reaching fully substantiated judgements on the views given in both extracts and demonstrating understanding of the nature of historical debate.</li> </ul>

## 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 the trade unions were largely responsible for the problems in industrial relations in the 1960s and 1970s.</p> <p>The extent to which the trade unions were responsible for the problems in industrial relations in the 1960s and 1970s should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The trade unions boycotted initiatives such as the National Incomes Commission in the early 1960s, at a time when wages were rising significantly faster than output</li> <li>• The Donovan Commission's 1968 report emphasised the problems endemic within trade unionism that made it ill-suited to act as a responsible partner in government, e.g. parochialism and lack of formal structures</li> <li>• TUC pressure on Labour politicians contributed to the failure of the <i>In Place of Strife</i> proposals (1969) to make it past cabinet</li> <li>• The series of strikes and actions by unions taken in 1972, and the TUC's threat to suspend any union cooperating with the government over the Industrial Relations Act indicate the confrontational nature of the unions</li> <li>• Trade union militancy in 1973-4 partly led to measures such as the 'three-day week', and the miners' decision to strike in February 1974 led Heath to call an election two days later</li> <li>• Ideologically-inspired union militancy significantly hampered industrial production and relations, e.g. Derek 'Red Robbo' Robinson was responsible for over 500 stoppages at British Leyland in the late 1970s</li> <li>• The occurrence of secondary picketing and violence in 1979 caused significant problems, contributing to the downfall of a government (Callaghan's), which had sought to avoid confrontation with the unions.</li> </ul> <p>The extent to which the trade unions were not responsible and/or other factors were responsible for the problems in industrial relations in the 1960s and 1970s should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Sluggish economic growth relative to overseas competition, growing inflation and government attempts to tackle this through price and wage controls contributed to problems from the early 1960s onwards</li> <li>• The failure of the Industrial Relations Bill of 1970, aimed at reducing the more damaging aspects of industrial relations (a watered down <i>In Place of Strife</i>), to make it into law resulted from Labour's electoral defeat</li> <li>• Heath's Industrial Relations Act was confrontational, and the government's offer of a £2 maximum weekly pay increase for the miners was significantly less than what the Wilberforce commission subsequently recommended</li> <li>• The oil crisis of 1973 made a significant contribution to price inflation, which filtered into subsequent union demands for greater wages; Heath's response was inflammatory, both in respect of the unions and stagflation</li> <li>• The trade unions demonstrated a reasonable approach in working with the government, e.g. the TUC agreed to average 4.5% pay increases in 1976, and worked with the Callaghan government for much of the late 1970s.</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 on the extent to which a 'liberal society' developed in the years 1951-79.</p> <p>The extent to which a 'liberal society' developed in the years 1951-79 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The emergence of youth culture from the 1950s encouraged standards of dress, behaviour and attitudes which challenged and questioned previously more strictured norms</li> <li>• Increasing permissive values were demonstrated as being allowable in literature and theatre, e.g. the obscenity trial over <i>Lady Chatterley's Lover</i> in 1960, or the Theatres Act of 1968</li> <li>• Television broadcasts saw issues covered that had been previously avoided as taboo, e.g. drug use, swearing, lampooning of establishment figures, and displays of sexual behaviour</li> <li>• More liberal attitudes to sexual relations and behaviour were evident in measures such as changes to the availability of contraception, the Abortion Act of 1967, and the legalisation of homosexuality in 1967</li> <li>• The growth in sales and public acceptance of erotic material was evident by the 1970s, e.g. films such as <i>Emmanuelle</i>, or the bestselling book <i>The Joy of Sex</i>.</li> </ul> <p>The extent to which a 'liberal society' did not develop in the years 1951-79 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Many of the changes seen by women reinforced stereotypes, e.g. the growth of labour-saving devices in the 1950s perpetuated women's domestic role</li> <li>• Surveys such as those of Michael Schofield and Geoffrey Gorer suggested that the liberation of sexual behaviour was exaggerated, with the reality being that issues such as teenage sex and promiscuity were not the norm</li> <li>• Cultural attitudes to homosexuality saw only limited change, despite legal changes</li> <li>• A reaction against permissive changes took place, spearheaded by the likes of Mary Whitehouse, and gained considerable support for its claims that permissive changes had undermined tradition and morality</li> <li>• Contemporary media portrayals of 'Swinging London' did not fully reflect attitudes and behaviour across different sections of society, with regional and generational differences being evident.</li> </ul> <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 it is accurate to describe the years 1918-79 as a period of significantly widening educational opportunities.</p> <p>The extent to which the years 1918-79 saw significantly widening educational opportunities should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• More children stayed at school longer, e.g. the school leaving age was raised from 12 to 14 in 1918 and 15 (implemented 1947), and again in 1972-3 to 16, also significantly increasing those partaking in formal examinations</li><li>• Across the period, a range of changes took place, such as the abolition of fees and the introduction of grants, to allow working class children to access secondary and university education</li><li>• The 1944 Act provided for secondary education, organised on a national basis, which was available to all free of charge, and providing access to grammar schools for boys and girls of all classes who passed the 11-plus</li><li>• The Crosland Circular, and the subsequent changes to funding in favour of comprehensive schools, addressed some of the inequities of the tripartite system, including broadening access to public examinations</li><li>• The number of students obtaining undergraduate degrees each year increased across the period, from less than 10,000 in 1918 to over 60,000 by 1979, with greater numbers of women and working-class students</li><li>• Developments in higher education established opportunities outside of traditional forms, e.g. from 1965 polytechnics were able to award vocational degrees, whilst the Open University (1969) increased distance learning.</li></ul> <p>The extent to which the years 1918-79 did not see significantly widening educational opportunities should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The expansion of opportunity was limited in the years 1918-45, e.g. no major educational legislation was passed between 1918 and 1944, and local authority control restricted national change</li><li>• The limitations of secondary moderns, and the failure to create sufficient technical schools meant a significant number of children were consigned to schools offering limited opportunity well into the 1970s</li><li>• Post-14 secondary education remained relatively limited for working-class children, and few gained university places</li><li>• Even in the supposedly meritocratic tripartite system, girls were still disadvantaged, e.g. some grammar schools set higher pass rates for girls in the 11-plus, and offered a curriculum that steered girls towards domesticity</li><li>• University education remained mainly male and middle class, e.g. over 1 in 20 men went to university in the early 1960s, compared to 1 in 40 women, with women being much more likely to undertake teacher training.</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 whether it is accurate to say that the most significant development in the position of women in the years 1918-45 was the advancement in their political and legal rights.</p> <p>The extent to which the advancement in women's political and legal rights were the most significant development in their position in the years 1918-45 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The Representation of the People Act 1918 gave women over 30 the right to vote, and The Equal Franchise Act 1928 gave women the vote on the same terms as men</li> <li>• The Parliament (Qualification of Women) Act 1918 gave women the right to stand as Members of Parliament</li> <li>• The Matrimonial Causes Acts of 1923 and 1937 brought equality in divorce</li> <li>• Improvements in work and public life were seen, due to legislative measures such as the Sex Disqualification (Removal) Act of 1919, lifting legal restrictions on women in the professions, universities and civil service.</li> </ul> <p>The extent to which the advancement in women's political and legal rights were not the most significant development in their position and/or other developments were more significant in the years 1918-45 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 for much of the period, e.g. women made up less than 5 per cent of MPs throughout the period</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, and psychological gains in the sense of being able to contribute to the defence of the nation</li> <li>• The increase in women in work gave women greater experience of the public sphere and a degree of financial independence, contributed to a shift in aspirations and desire for freedom amongst some</li> <li>• Smaller family sizes in the 1930s, particularly, opened up opportunities for women to work and improved health and living conditions</li> <li>• Gains were made in the social sphere as more women wage earners took part in leisure activities and were able to buy consumer goods; new and more 'liberating' trends in fashion and social engagement appeared.</li> </ul> <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 the Thatcher governments did much to improve Britain from the position it was in when she took power.</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"><li>• Thatcher reduced the state to a more appropriate role</li><li>• Measures such as privatisation, improving Britain, giving people a greater stake in society</li><li>• The sales of council houses were a major success, increasing home ownership</li><li>• The tax policies of the Thatcher governments were successful in retaining the wealthy and reducing taxes across the income range</li><li>• The Thatcher governments brought improvement in removing the threat posed by trade unions, whilst also reaching out to individual union members.</li></ul> <p>Extract 2</p> <ul style="list-style-type: none"><li>• Midway through Thatcher's first term, Britain was experiencing strife and rioting, which contributed to the new Liberal/SDP Alliance polling higher than the Conservatives</li><li>• Schemes such as the privatisation of British Telecom were not seen as beneficial to the nation by the majority of the population</li><li>• The Thatcher government's policy of privatisation was aimed more at winning over small but significant numbers of voters in marginal seats, rather than as a means to improve Britain</li><li>• The selling of council houses reduced the stock of council housing, and the availability of housing for those in need</li><li>• The 1987 election demonstrated a worsening of the North/South divide in electoral terms, and loss of support for the Conservatives in Wales and Scotland.</li></ul> <p>Candidates should relate their own knowledge to the material in the extracts to support the view that the Thatcher governments did much to improve Britain from the position it was in when she took power. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The reduction of trade union power reduced the number of days lost to strikes and created a more flexible labour market</li><li>• 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</li><li>• Deregulation of industries brought increased competitiveness, lower costs</li></ul>

Question	Indicative content
	<p>and improved services</p> <ul style="list-style-type: none"> <li>• Thatcher’s three successive election victories, by considerable margins, included a significant section of working class voters who felt better off under the Conservatives</li> <li>• The consequences of economic restructuring towards a growing service sector in contributing to Britain’s economic growth, benefitting the population as a whole.</li> </ul> <p>Candidates should relate their own knowledge to the material in the extracts to counter or modify the view that the Thatcher governments did much to improve Britain from the position it was in when she took power. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The emphasis on supply-side economics meant unemployment reached over three million by 1983, and never fell to pre-Thatcher levels until after 1997</li> <li>• The proportion of the population receiving below 60% of median income increased from 13.4 per cent in 1979 to 22.2% in 1990</li> <li>• 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</li> <li>• 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</li> <li>• 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.</li> </ul> <p>Other relevant material must be credited.</p>