



Pearson
Edexcel

Mark Scheme (Results)

Summer 2019

Pearson Edexcel GCE History (9HI0/1H)
Advanced

Paper 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.

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.
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: 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.
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 the failures of strike action in the 1920s were chiefly responsible for changing industrial relations in the years 1918 - 39.</p> <p>The extent to which the failures of strike action in the 1920s were responsible for changing industrial relations in the years 1918 - 39 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• Black Friday of 1921 destroyed the unity shown by the powerful 'triple alliance', intensified and delayed the problems in mining that were central to industrial relations, and contributed to the symbolic unity of 1925-26• The TUC's General Council was humiliated by the General Strike's failure, with depleted funds, and thus was no longer willing to back militant action, seen with the more compromising attitude of the Mond-Turner talks of 1928-29• The period after the General Strike marked a change from a period of heavy to much lower levels of industrial action, with an average 28 million days lost in 1919-25, compared to just over 3 million in the years 1927-39• After the General Strike, there was increased division within the union movement and the left more generally, with over affiliated 500,000 members leaving in 1925-27, and bitterness between the miners and the TUC• The Trade Disputes and Trade Unions Act of 1927, seen as a response to the preceding strike action, changed industrial relations through restrictions on picketing, sympathy strikes and changes to the political levy. <p>The extent to which the failures of strike action in the 1920s were not responsible for changing industrial relations in the years 1918 - 39 and/or the importance of other factors should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• The TUC had shown little appetite for revolutionary action in the immediate inter-war period, which suggests the General Strike was an aberration, rather than an end to any period of serious revolutionary planning• Difficult economic conditions were significant, e.g. the decline of the staple industries contributed to unrest in those sectors, whilst high unemployment of the 1920s and early 1930s acted as a deterrent to potential strike action• Positive economic conditions also shaped industrial relations, e.g. the relatively low levels of unionisation in the car industry partly stemmed from the relatively high wages available• Government policy was significant at times, e.g. the withdrawal of the subsidy prior to the General Strike, or concessions to the trade unions over aspects of welfare reform• Trade union mergers after the war tended to reduce the power of shop stewards in favour of full-time officials, consequently tending to replace rank and file militancy with a more conservative approach. <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 as to whether the efforts of Aneurin Bevan were the crucial factor in the development of a national health service in the years 1939–48.</p> <p>The extent to which the efforts of Aneurin Bevan were the crucial factor in the development of a national health service in the years 1939–48 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Bevan demonstrated determination towards achieving the particular model, being pivotal in creating an NHS that was centrally organised and paid for through taxation rather than on an insurance basis • Bevan's arguments and oratory were significant, e.g. in persuading Attlee to come down on his side in Cabinet, or shaping public support, with a majority of Conservative supporters favouring his scheme in a 1948 poll • Bevan made crucial compromises to accommodate opposition from groups within the medical profession, e.g. the concessions he made to consultants and dentists over private practice and pay. <p>The extent to which the efforts of Aneurin Bevan were not the crucial factor and/or other factors were more important in the development of a national health service in the years 1939–48 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Christopher Addison's support for the proposals played a significant role, through his close relations with Attlee, the respectability he added in Cabinet, and, as a physician, respectability in medical terms • The recommendations of the Beveridge Report and the acceptance of its broad objectives provided the basis for social reconstruction, of which tackling the ill of 'disease' was central • Developments in healthcare resulting from needs of the Second World War, such as the establishment of an Emergency Medical Service and the funding of improved specialist treatments, contributed to calls for a national service • The 1944 White Paper 'A National Health Service' demonstrated both coalition support and a public desire for a comprehensive scheme • The wartime Minister of Health, the Conservative Henry Willink, laid the groundwork for some of the necessary compromises Bevan later built on, e.g. allowing GPs to continue as independent contractors. <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 new Commonwealth immigration was the most significant development in immigration and race relations in the years 1918 - 79.</p> <p>The extent to which new Commonwealth immigration was the most significant development in immigration and race relations in the years 1918 - 79 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• After the British Nationality Act 1948 granted citizenship, immigration was increasingly from Commonwealth nations, in contrast with the largely European immigration of the inter-war years• The scale of new Commonwealth immigration was significant, with a net influx of 472,000 in the years 1955-62, and an average of over 70,000 per year in the 1960s and 1970s• The racial origin of new Commonwealth immigration was in itself significant• It increased social and political attention, e.g. the creation of the Inter-Departmental Committee on Colonial People from 1951, or the growth of university sociological research into the 'colour problem' and integration. <p>The extent to which new Commonwealth immigration was not the most significant development and/or the significance of other developments in immigration and race relations in the years 1918-79 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• Government legislation was significant after the First World War, e.g. the Aliens Restrictions Act 1919 extended wartime restrictions relating to work, registration and comportment, and was not repealed until 1971• The influence of fascism in the 1930s was significant, increasing Jewish immigration and consequent hostility, as well as the impact seen from domestic fascism with the formation of the BUF• The race riots of 1958 were significant in terms of their scale, the intensity of the violence, and the media attention gained, with subsequent public, political, and international concern• The Commonwealth Immigrants Act 1962 officially restricting immigration on an economic basis, and unintentionally stimulating chains of migration• The 1968 and 1976 Race Relations Acts were significant in banning racial discrimination in areas such as housing and education, with the 1976 Act strengthening the law and establishing the Committee for Racial Equality• Enoch Powell's intervention into the political debate may be seen as significantly shaping political and public discourse, both in terms of the polarising of opinion, and the hindering of subsequent debate. <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 main consequence of television from the 1950s through to 1979 was a decline in other forms of entertainment.</p> <p>The extent to which the main consequence of television from the 1950s through to 1979 was a decline in other forms of entertainment should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The decline in cinema attendances across the period was closely linked to television's rise, with over half the cinemas in Britain closing in the years 1955–63 – years that also saw television ownership rates reach over 90 per cent • The development of television helps explain the decline in live attendances, e.g. programmes such as <i>Sportsview</i> (1954) and <i>Grandstand</i> (1958) contributed to a decline in ticket sales from a peak of 41.2 million in 1948–49 • Radio lost ground to television in terms of audience for directly competing services, e.g. coverage of live sports, news and drama • The growth of television, as a home-based form of entertainment, contributed to a more general decline in community-based activities • The growth in television contributed to a decline in radio's attraction as a form of entertainment enjoyed by the family as a unit. <p>The extent to which the other consequences of television from the 1950s through to 1979 were important should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Television domesticated entertainment, increasing the proportion of leisure time spent in the family home, with the average viewing hours of 16–20 hours per week by the late 1970s • Television provided a universal and shared experience of events such as Queen Elizabeth's coronation, major sporting events, and mass-audience attracted to soap operas • Television allowed audiences to see people, places, ideas and events for the first time, and thus contributed to shaping attitudes to issues such as class, gender and race • Television had significant commercial consequences, both as an industry in its own right, and with the impact of advertising. <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.</p> <p>Candidates should use their understanding of issues of interpretation to reach a reasoned conclusion concerning the view that Margaret Thatcher transformed Britain.</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 three successive victories, and policies implemented, amounted to a 'political realignment' with changes that were 'irreversible'• Thatcher's economic policies, such as privatisation, limitations on trade union power, became conventional wisdom• The impact on the policies of Tony Blair and New Labour• The policies reflected 'demographic' and other developments, but Thatcher was the catalyst in making change happen. <p>Extract 2</p> <ul style="list-style-type: none">• Thatcher's policies had been suggested, and often implemented, before• Many policies lacked the coherence to be seen as a transformation, e.g. they were confused, or were driven more by electoral incentives• The Thatcher government backed down from a radical agenda in areas where popular opinion disagreed with its agenda, e.g. over the welfare state• Thatcherism amounted to more of a 'democratic phenomenon' than the implementation 'of an extreme economic ideology'. <p>Candidates should relate their own knowledge to the material in the extracts to support the view that Margaret Thatcher transformed Britain. Relevant points may include:</p> <ul style="list-style-type: none">• Attempts to implement monetarism and supply-side economics were a dramatic departure away from the commitment to full employment, and did reduce inflation• Policies such as privatisation, deregulation of financial and mortgage markets and the sale of council houses contributed to the creation of a share and 'property-owning democracy'• The reduction of trade union power reduced the number of days lost to strikes and created a more flexible labour market• The 'Ken Clarke' reforms to the NHS (e.g. GP fundholding), introduced in 1990, owe a significant debt to Thatcher, and marked the start of a fundamental reshaping of the health service. <p>Candidates should relate their own knowledge to the material in the extracts to counter or modify the view that Margaret Thatcher transformed Britain. Relevant points may include:</p>

Question	Indicative content
	<ul style="list-style-type: none">• The retreat from monetarist policies from 1982, and there were further problems with inflation from 1988• Aspects of economic policy and reforms had been experimented with during the Heath and Callaghan governments• Despite the commitment to cut public spending, welfare spending remained high• Some of the intended reforms were limited, went unfulfilled, or were reversed, such as the civil service, NHS or the community charge• Elements of Thatcherism were tried to some extent earlier, e.g. Callaghan's response to the IMF restraints, or Heath's flirtation with the 'Selsdon Man' programme. <p>Other relevant material must be credited.</p>