Mark Scheme (Results)

Summer 2024

Pearson Edexcel GCE

Advanced

Paper 1: Breadth study with interpretations

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**	• 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**	• 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**	• 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**	• 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**	• 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**	• 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**	• 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**	• 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**	• 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**	• 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	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. Candidates are expected to reach a judgement on the extent to which government action was the main reason for improvements in the role and status of women in the years 1939-79. The extent to which government action was the main reason for improvements in the role and status of women in the years 1939-79 should be analysed and evaluated. Relevant points may include: • Government mobilisation of women under the National Service Act brought women into roles within industry and agriculture, impacting on their status • The setting up of bodies such as the Royal Commission on Equal Pay (1944) highlighted the issues regarding women's role and status, and helped lead to equal pay in areas such as teaching and the civil service • Elements of the post-war welfare state benefited women, e.g. the NHS extended healthcare to all (previously, women were less likely to be insured), or the 1945 Family Allowance Act • Reforms to secondary and university education from the 1940s through to the 1960s benefited girls and women who had previously been disadvantaged • Various acts brought tangible gains in the period, e.g. the 1964 Married Women's Property Act, the 1970 Equal Pay Act (in force from 1975), or the 1975 Sex Discrimination Act. The extent to which government action was not the main reason and/or other factors explain the improvements in the role and status of women in the years 1939-79 should be analysed and evaluated. Relevant points may include: • Women's mobilisation may be argued as more a result of women's volunteering and wartime necessity, e.g. much of the significant increase in married women in paid work came before they were conscripted • Government action was at times a reactionary response to head off demands from elsewhere, e.g. the Royal Commission (1944) • The emergence and impact of the women's liberation movement from the 1960s onwards led to campaigns that brought reform over issues such as abortion and status in the workplace • The development and increasing availability of the contraceptive pill improved women's position • Changes to domestic life may be seen as related to a number of factors, e.g. the liberalisation of society and the impact of labour-saving devices • The strike by women workers at Dagenham in 1968 played a direct role in the passing of the Equal Pay Act. Other relevant material must be credited.

Question	Indicative content
2	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. Candidates are expected to reach a judgement on the extent to which the main challenges to welfare provision were those related to cost in the years 1964-79. The extent to which the main challenges to welfare provision were those related to cost in the years 1964-79 should be analysed and evaluated. Relevant points may include: • The cost of welfare provision was a challenge as it rose as a proportion of GDP across the period, with spending on unemployment and associated benefits rising nearly 3% over the two decades • There were rises in associated aspects of the welfare state, such as healthcare (e.g. 39% increase after inflation) and pensions, making provision more difficult • Slower economic growth and rising real terms public spending meant that by the 1970s, welfare costs were a greater burden, with the average taxpayer paying a significantly higher proportion of income on tax and NI • Financial constraints were particularly pressing after the 1973 oil crisis, and the IMF bailout of 1976 • The cost demands of rising unemployment from the mid-1970s meant supplementary benefit was needed by a much greater number than had originally been envisaged for its precursor, national assistance • The 1962 Hospital Plan, aimed at building standardised District General Hospitals, ended up costing double what had originally been expected, and was scaled back in the 1970s under economic pressures. The extent to which the main challenges to welfare provision were not those related to cost/ other issues were more of a challenge in the years 1964-79 should be analysed and evaluated. Relevant points may include: • Increases in health spending grew by less in the UK than in many comparable countries • Arguments were put forward from the right relating to the creation of a dependency culture and the creation of a 'poverty trap' • Arguments against universality were put forward from the 1960s by some Conservatives, asserting selectivity would enable support to be targeted at those more in need • Welfare provision was criticised for reducing economic incentives for recipients, and that the state provision model offered a poor quality and inefficient method of delivery for such services • Challenges from the left attacked the inadequacy of welfare provision, pointing to continued inequality, arguing the state should do more to ensure people received a fair level of support • Changes to the nature of welfare from the 1960s were significant, e.g. the extension of benefits contributed to resentment amongst some voters. Other relevant material must be credited.

Section B: indicative content

Question	Indicative content
3	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. Candidates are expected to reach a judgement on the extent to which the British political landscape was transformed in the years 1918-79. The extent to which the British political landscape was transformed in the years 1918-79 should be analysed and evaluated. Relevant points may include: • The Labour Party had replaced the Liberal Party as one of the two largest parties that had been able to form majority governments during the period • The electorate had seen significant change, with extensions to the franchise including to all adult males and women by 1928, and with the voting age being reduced to 18 in 1969 • Certain provisions had come to be mainstream expectations of governments, e.g. full employment • The particular ideological positions of the major parties had seen significant change, e.g. the rise of consensus politics after the Second World War • Nationalist political movements emerged as a force in Scotland and Wales, having made sufficient gains by the 1970s to impact upon Westminster politics, e.g. they achieved promised referenda • A further dimension had been added to the British political landscape with the accession to the European Community, and the incorporation of European Parliament elections into the British system. The extent to which the British political landscape saw continuity in the years 1918-79 should be analysed and evaluated. Relevant points may include: • Significant constitutional features remained largely unchanged, e.g. the First-Past-the-Post electoral system, the role played by the House of Lords as a second chamber, and the overall constitutional monarchy • Throughout most of the period, the British political landscape remained dominated by what was effectively a two-party system, with the Conservative Party forming a continuous feature of this • Party identification remained broadly class-aligned throughout the period, e.g. in the 1970s, almost two-thirds of working-class voters voted for the Labour Party, whilst 66% of middle-class voters voted for the Conservatives • The make-up of the membership of the Houses of Parliament was in many respects largely unchanged, e.g. throughout the period to 1979, the proportion of female MPs remained under 5% • Turnout at general elections was similar throughout the period, e.g. all elections in the period of the 1920s and 1930s, and the 1960s and 1970s saw turnout figures of between 71 and 79 per cent. Other relevant material must be credited.

Question	Indicative content
4	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. Candidates are expected to reach a judgement on the extent to which the most significant development in leisure and travel in the years 1918–79 was the growth of car ownership. The extent to which the growth of car ownership was the most significant development in leisure and travel in the years 1918–79 should be analysed and evaluated. Relevant points may include: • Car ownership grew rapidly in the inter-war period, from around 100,000 in 1919 to 2 million on the eve of the Second World War – amounting to around 20 per cent of households in affluent areas such as the South-East • Car ownership doubled in the 1960s, reaching 11.8 million by 1970 • It is estimated that up to 75 per cent of the cars sold in the 1930s were purchased primarily for leisure purposes, establishing the custom of the Sunday drive, and changing holiday patterns • By the 1960s, improvements in road networks associated with growing car ownership, such as the advent of motorways, were significant in increasing access to more areas of the country for day trips and holidays • Car ownership dominated leisure travel in the latter period, e.g. by 1970, it accounted for over 60 per cent of the share of holiday transport, with caravans accounting for 20 per cent of holiday accommodation. The extent to which the growth of car ownership was not the most significant development/ other developments were more significant in leisure and travel in the years 1918–79 should be analysed and evaluated. Relevant points may include: • Until the post-war era, car ownership was distinctly a middle-class phenomenon, and it was not until the 1960s that car ownership reached the majority of British families • Increasing prosperity through increases in real wages and more leisure time had an impact across the range of leisure and travel activities, and were a prerequisite for car ownership • Technological advances across the period, such as the development of cinema, personal radios and television brought leisure on a mass scale, and changed the nature of leisure consumption • Television domesticated leisure, 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 • Spectator sports were a significant feature of leisure throughout the period, both in terms of live attendances, and the growth of televised broadcasts and programmes such as Sportsview (1954) and Grandstand (1958) • A range of developments in tourism was significant, such as the growth of holiday camps from the 1930s, or the increase in overseas air travel in the 1960s and 1970s. Other relevant material must be credited.

Section C: indicative content

Question	Indicative content
5	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. 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 significantly changed Britain. In considering the extracts, the points made by the authors should be analysed and evaluated. Relevant points may include: Extract 1 • The rejection of the social democratic consensus became evident during the years Thatcher was in power, and amounted to significant change • The reduction of the state's role with regards to state intervention in the economy, including the size of the public sector and government policies towards full employment • The period saw significant restrictions on trade unions • Margaret Thatcher actively sought to enact policies which broke from the consensus, e.g. privatisation, reductions in income taxes and the ending of incomes policies • The period saw significant social changes, e.g. increased home and share ownership. Extract 2 • The period did not see significant ideological and cultural change in the manner which the Thatcher governments desired • There was declining Conservative support across the period, suggesting a response to Thatcherism that was ultimately lukewarm • Much of the change that took place either was underway before Thatcher took office, or were changes which were at odds with Thatcher's stated agenda • The limited impact in relation to Thatcherite aims for the family and social morality • The limited success in reinvigorating the British economy. Candidates should relate their own knowledge to the material in the extracts to support the view that that the Thatcher governments significantly changed Britain. Relevant points may include: • Economic policy saw the end of the commitment to full employment and the emphasis on supply-side economics, with a greater focus on tackling inflation • There were significant measures to curtail trade union power, e.g. The Employment Act of 1982 and the Trade Union Act of 1984, which reduced disruption from strikes and created a more flexible labour market • The denationalisation of a range of state-owned industries, such as

Question	Indicative content
	telecoms and gas • The increase in share ownership and the deregulation of financial markets • Measures such as the sale of council houses and changes to personal taxation (e.g. reduction in direct taxation and the growth of indirect taxes such as VAT) left a permanent legacy. Candidates should relate their own knowledge to the material in the extracts to counter or modify the view that the Thatcher governments significantly changed Britain. Relevant points may include: • Despite the commitment to cut public spending, spending on health, pensions and other social services was higher in real terms in 1990 than it had been in 1979 • The initial commitment to monetarist policy was soon watered down • Policies which broke with the previous consensus began before Thatcher came to office, e.g. under Heath and Callaghan • Some of the intended reforms were limited, went unfulfilled, or were reversed, such as the civil service, NHS or the community charge • Public polling demonstrated continued support for a state role in areas such as health.

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