



# Mark Scheme (Results)

Summer 2025

GCE History (9HI0/1H)  
Advanced

Paper 1: Breadth study with interpretations

1H: Britain transformed, 1918-97

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Summer 2025

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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.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <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>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.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| 1     | 1–3   | <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>                                                                                                                                                                                                                                                                                      |
| 2     | 4–7   | <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>                                                                                                                                          |
| 3     | 8–12  | <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>                                                                                                                     |
| 4     | 13–16 | <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> |
| 5     | 17–20 | <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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| <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 on the extent to which the decline of the traditional industries was the main reason for changes in industrial relations in the years 1918-39.</p> <p>The extent to which the decline of the traditional industries was the main reason for changes in industrial relations in the years 1918-39 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The global fall in demand and price levels in the early 1920s saw a slump that hit the 'old staples' - traditional industries such as textiles, coal, steel and shipbuilding, leading to industrial unrest</li><li>• Strikes, such as the Glasgow general strike of 1919, included concerns over employment levels in staple industries</li><li>• Falling coal prices led to the wage cuts and attempts to lengthen the working day, which prompted miners to strike in 1921</li><li>• Continued high unemployment in traditional areas of heavy industry was a factor in trade union involvement in the marches seen in the 1930s</li><li>• Economic conditions such as the global slump impacted on industrial relations, with union membership declining from 8.3 million after the First World War to 4.8 million in 1935, then recovering to 6.2 million by 1939.</li></ul> <p>The extent to which other factors were important for changes in industrial relations in the years 1918-39 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The rise of the Labour Party as a political force meant the working class increasingly saw parliamentary representation as a means to gaining political solutions to issues</li><li>• The failure of the General Strike led to restrictions on certain trade union activities in the Trade Disputes Act 1927, as well as turning the TUC away from the notion of a general strike</li><li>• Closer relations between the union movement and the Labour Party, with majority control of Labour's National Joint Council from 1931, meant industrial relations were increasingly shaped via political means</li><li>• The relative recovery of the economy in the 1930s, with the abandonment of the Gold Standard, saw growth in newer industries where trade unionism and industrial tension were less prominent</li><li>• Rearmament in the late 1930s led to a revival of the trade union movement as many traditional industries revived.</li></ul> <p>Other relevant material must be credited.</p> |

| Question | Indicative content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| <b>2</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 living standards improved in the years 1939-79.</p> <p>The extent to which living standards improved in the years 1939-79 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The decline in family size across the period due to improved access to contraception, combined with rising wages, meant greater spending power per head</li> <li>• Technological changes in transport and home entertainment brought continuous tangible improvements in living standards for the masses</li> <li>• There was a growth of a consumer society beyond the middle classes, e.g. real disposable income rose every decade of the period which facilitated increased spending on entertainment and consumer durables</li> <li>• Improvements in production and transportation meant a greater range of, and lower prices for, consumer durables such as washing machines, fridges and televisions</li> <li>• The growing availability and social acceptance of consumer credit by the 1970s stimulated consumption, particularly of more expensive purchases.</li> </ul> <p>The extent to which living standards did not improve in the years 1939-79 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The period of austerity, which extended from wartime into the early 1950s, meant limited opportunity for consumer spending on non-essential goods, and rationing of certain basic foodstuffs</li> <li>• The growing numbers of unemployed – at over 5% nationally by the late 1970s – did not see improvements in living standards</li> <li>• Inflationary pressures – with rates above 5 per cent by the end of the 1960s, and above 10 per cent for much of the 1970s - limited much of the growth of living standards</li> <li>• Regional variations persisted, e.g. black spots that suffered during the decline of the staple industries still demonstrated lower employment, wages, life expectancy and other measures of living standards.</li> </ul> <p>Other relevant material must be credited.</p> |

## Section B: indicative content

| Question | Indicative content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| 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, in the years 1918-79, the most significant advancements in the role and status of women were those seen in the years 1918-39.</p> <p>The extent to which, in the years 1918-79, the most significant advancements in the role and status of women were those seen in the years 1918-39 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The Parliament (Qualification of Women) Act 1918 gave women the right to stand as Members of Parliament, and women gained the vote through legislation in 1918 and 1928</li><li>• The Maternity and Child Welfare Act of 1918 was significant in provision to expectant and nursing mothers, which had not previously been routinely available</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 measures such as the Sex Disqualification (Removal) Act of 1919, lifting restrictions on women in the professions, universities and civil service</li><li>• The increase in women in work gave women greater experience of the public sphere and a degree of financial independence, and 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></ul> <p>The extent to which, in the later period, advancements in the role and status of women were significant should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Work during wartime led to an increase in the number of women working, 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>• Changes within education post-war increased opportunities for girls, e.g. the development of the grammar and comprehensive systems, with subsequent longer-term consequences in work and public life</li><li>• Gains were made in the 1950s and 1960s as more women wage earners took part in leisure activities and bought consumer goods; new and more 'liberating' trends in fashion and social engagement appeared</li><li>• Significant changes in the political, personal and social spheres occurred from the 1960s, e.g. improvements in contraception, the emergence of the women's liberation movement, and the wider liberalisation of society</li><li>• There were tangible gains later in the period as a result of government legislation, e.g. the 1975 Equal Pay Act, and the 1975 Sex Discrimination Act.</li></ul> <p>Other relevant material must be credited.</p> |

| Question | Indicative content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| 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 provision of welfare in the years 1945-79 was similar to the provision of welfare of 1918-39.</p> <p>The extent to which the provision of welfare in the years 1945-79 was similar to the provision of welfare of 1918-39 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Unemployment provision remained broadly similar, with benefit provision being linked to contributions</li> <li>• Across both periods, National Insurance payments from employers and employees formed the basis for sickness benefits and invalidity benefits</li> <li>• The system of state contributory pensions, first established with the Old Age Pensions Act of 1908, continued throughout the period</li> <li>• There were extensions to welfare provision in both periods, e.g. unemployment insurance was extended to agricultural workers in 1936, and pensions had been improved in the 1920s</li> <li>• After the NHS was created, medical professionals such as doctors, dentists and pharmacists retained their self-employed status, and hospital consultants continued to offer private provision</li> <li>• The tripartite structure of the National Health Service reflected that of the earlier period, being organised around hospitals, family doctors and local authority health services.</li> </ul> <p>The extent to which the provision of welfare in the years 1945-79 was different from the provision of welfare of 1918-39 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Poverty assistance saw significant developments in the latter period when compared to 1918-39, such as the establishment of the National Assistance Board in 1948</li> <li>• Family Allowances were introduced in 1946, providing a non-means-tested benefit to mothers; these did not exist in the earlier period</li> <li>• The creation of the NHS in 1948 was a major departure in the provision of healthcare</li> <li>• There were numerous refinements to provision that had existed in some form in the earlier period, e.g. the National Insurance Act of 1946, with the more universalist approach to welfare in the light of the Beveridge Report</li> <li>• The post-war system removed the stigma of outdoor relief, with benefits being actively promoted</li> <li>• The social security system established after 1945 had clearly moved away from a self-funding model to one of being paid from general taxation.</li> </ul> <p>Other relevant material must be credited.</p> |

## Section C: indicative content

| Question | Indicative content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| 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 British people were better off as a result of the Thatcher governments.</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>• There was an increase in the proportion of the population who were able to become share-owners as a deliberate result of Thatcher's policies</li><li>• 'Right to Buy' enabled more than a million families to buy their own homes, and owner occupation significantly increased</li><li>• Most people saw their personal wealth increase</li><li>• There was an increase in the range and quality of consumer goods and entertainment.</li></ul> <p>Extract 2</p> <ul style="list-style-type: none"><li>• Unemployment rose and benefits were reduced, the latter being linked to the belief that it created a dependency culture</li><li>• Economic inequality grew</li><li>• The voluntary sector was unable to provide sufficient assistance due to the growing numbers of those in need of help</li><li>• Workers lost rights and Britain became a low wage economy</li><li>• Changes to local council services saw both elected officials and the end recipients of these services lose control over them.</li></ul> <p>Candidates should relate their own knowledge to the material in the extracts to support the view that that British people were better off as a result of the Thatcher governments. Relevant points may include:</p> <ul style="list-style-type: none"><li>• 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</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 and improved services</li><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>• Consumer capitalism had served to erode class differences, bringing tangible prosperity to those in what had previously been deemed working class occupations</li></ul> |

| Question | Indicative content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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|          | <ul style="list-style-type: none"> <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 British people were better off as a result of the Thatcher governments. 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> |