



**Pearson  
Edexcel**

## **Mark Scheme (Results)**

**Summer 2018**

**Pearson Edexcel International Advanced  
Level in History (WHI01/1D)**

**Paper 1: Depth Study with  
interpretations**

**Option 1D: Britain, 1964-90**

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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 for Paper 1

Targets: AO1 (10 marks): 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.

AO3 (15 marks): Analyse and evaluate, in relation to the historical context, difference ways in which aspects of the past have been interpreted.

Level	Mark	Descriptor
	0	No rewardable material.
1	1-6	<ul style="list-style-type: none"> <li>• Simple or generalised statements are made about the view presented in the question.</li> <li>• Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the issue in the question.</li> <li>• Judgement on the view is assertive, with little supporting evidence.</li> </ul>
2	7-12	<ul style="list-style-type: none"> <li>• Some understanding of the issue raised by the question is shown and analysis is attempted by describing some points that are relevant.</li> <li>• Mostly accurate knowledge is included, but it lacks range or depth and only has implicit links to issues relevant to the question.</li> <li>• A judgement on the view is given, but with limited support and the criteria for judgement are left implicit.</li> </ul>
3	13-18	<ul style="list-style-type: none"> <li>• Understanding and some analysis of the issue raised by the question is shown by selecting and explaining some key points of view that are relevant.</li> <li>• Knowledge is included to demonstrate some understanding of the issues raised by the question, but material lacks range or depth</li> <li>• Attempts are made to establish criteria for judgement on the view and to relate the overall judgement to them, although with weak substantiation.</li> </ul>
4	19-25	<ul style="list-style-type: none"> <li>• Key issues relevant to the question are explored by analysing and explaining the issues of interpretation raised by the claim.</li> <li>• Sufficient knowledge is deployed to demonstrate understanding of the issues raised by the question and to meet most of its demands.</li> <li>• Valid criteria by which the view can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may only be partly substantiated, the overall judgement is supported.</li> </ul>

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 that is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on whether the policies of Labour and Conservative governments in the years 1964-74 were similar.</p> <p>The evidence supporting the given view should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The underlying principles of maintaining a comprehensive and universal welfare state were adhered to by both parties in their policies</li> <li>• Both parties accepted the 'mixed economy', e.g. not all-out socialism from Labour, and the Conservatives left nationalised industries alone and nationalised Rolls Royce</li> <li>• Both parties were committed to the expansion of education</li> <li>• Both parties had similar attitudes on how to tackle the crisis and issues in Northern Ireland</li> <li>• Both parties sought to maintain peace in industrial relations by controlling the actions of Trade Unions, e.g. 'In Place of Strife', 1971 Industrial Relations Act.</li> </ul> <p>The evidence countering or modifying the given view should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Labour had distinctive liberalising policies that became legislation, e.g. Abortion Act, Sexual Offences Act</li> <li>• The parties took a different approach towards crime and punishment</li> <li>• Labour put a distinctive emphasis on comprehensive education</li> <li>• Labour put greater emphasis on policies that would modernise the British economy, e.g. science and technology.</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 that is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on whether dealing with Britain's membership of the European Economic Community (EEC) was the main issue facing Labour governments in the years 1974-79.</p> <p>The evidence supporting the given view should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Britain's membership of the EEC had divided the party, and now as the government they were faced with an issue that still divided the party</li> <li>• Despite being against Britain's membership in 1972, Wilson decided that a referendum was needed on the issue</li> <li>• Key Labour MPs, e.g. Foot and Benn campaigned against the 'yes' vote to remain in the EEC, it remained a simmering issue within the party</li> <li>• The 'yes' result in the referendum (17 million votes to 8 million votes) seemed to confirm that Wilson had settled the issue within the country and party, but it did not go away and resurfaced after electoral defeat in 1979.</li> </ul> <p>The evidence countering or modifying the given view should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The issue of EEC membership was ignored by the Callaghan government</li> <li>• Labour was initially faced with an election victory that meant they were a minority government</li> <li>• Labour inherited industrial relations that were at breaking point, and had to re-establish relations with the trade unions</li> <li>• By 1976 developing economic problems meant Labour ultimately had to go 'cap in hand' to the IMF for an emergency £3 billion loan, and make public spending cuts</li> <li>• The 'winter of discontent' proved problematic for the Labour government to handle, and suggested that the government had no grip on the economy or the trade unions.</li> </ul> <p>Other relevant material must be credited.</p>

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 that is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on whether the impact of the conflict in the Falklands (1982) was the main reason why the Conservative Party won the election in 1983.</p> <p>The evidence supporting the given view should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Victory in the conflict in the Falklands transformed the political landscape e.g. with 3 million unemployed Thatcher was the most unpopular PM in recent times, but victory changed that and led to election victory</li> <li>• As a result of the conflict Thatcher's leadership was vindicated e.g. decisive decision making and a relatively painless victory struck a chord with the electorate</li> <li>• The Falklands victory galvanised grass-roots Conservative activists who now had something positive to campaign about on the door step</li> <li>• The victory was heralded as making Britain 'great' again, and the media lavished approval e.g. <i>The Sun</i>, and this generated a patriotic response that was then seen at the ballot box.</li> </ul> <p>The evidence countering or modifying the given view should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Between 1979 and 1983 the Labour Party came close to political oblivion e.g. internal divisions between left and right suggested that they had become unelectable</li> <li>• The economy was undergoing revival by 1983 and this was reflected in voters confidence in the Conservatives</li> <li>• Some traditional Labour supporters became 'Thatcher Conservatives' or Liberal voters, and this had an impact on the election result</li> <li>• The Social and Democratic Party (SDP), made up from break-away former Labour MPs, had a damaging effect on Labour's vote in the election</li> <li>• Conservative policies regarding trade unions and local government had weakened the Labour Party's power base and this was reflected in voting patterns.</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 that is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on whether in the years 1964-90, British society was changed for the better by permissive legislation</p> <p>The evidence supporting the given view should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Permissiveness saw a shift in moral attitudes amongst lawmakers from 'moralism' to 'causalism', e.g. a given activity was not judged against a fixed set of Christian ethics</li> <li>• The decriminalising of homosexuality showed that criminal law should be used to serve the public good rather than impose a particular pattern of moral behaviour on individuals, and led to greater acceptance</li> <li>• Permissive legislation had a positive effect on women e.g. legalised abortion and ended the danger of 'backstreet abortion'</li> <li>• Permissiveness in censorship liberalised theatre, film and literature.</li> </ul> <p>The evidence countering or modifying the given view should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Many believed that permissive legislation accounted for rising rates of sexually transmitted disease and drug abuse and addiction, which was contributing to on-going social breakdown</li> <li>• A national campaign led by the Catholic Church opposed the legalisation of abortion arguing that abortion on 'social' grounds would open the door to mass abortion and undermine the sanctity of life, and society</li> <li>• Mary Whitehouse became an avid campaigner against 'permissiveness', arguing for 'moral revival'</li> <li>• The National Viewers and Listeners' Association was formed, protesting that growing sexual explicitness on TV was impacting on society and having a negative effect.</li> </ul> <p>Other relevant material must be credited.</p>