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## Mark Scheme (Results)

January 2019

Pearson Edexcel International Advanced Level  
In History (WHI01) Paper 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>

Option 1D: Britain, 1964–90

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 Britain was no longer a world power in the years 1964–70.</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>• By 1970 all of Britain's mainland African territories had been given independence and Wilson's difficulties over Rhodesia signalled Britain's end as a world power</li><li>• Britain's increasing lack of confidence in its status as a major world power is reflected in its application in 1967 to join the EEC</li><li>• The decision to withdraw from the east of Suez signalled a massive contraction in Britain's world power status, e.g. military, economic and political</li><li>• By 1970 Britain's defence capabilities were increasingly based on dependency on the USA, e.g. aircraft and nuclear deterrence.</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 existence of the Commonwealth allowed Britain to maintain it was still a major world power and had an important role to play</li><li>• Britain had its nuclear deterrent, which maintained it as a major world power</li><li>• The French President, de Gaulle, rejected Britain's numerous EEC applications on the premise that Britain still saw herself as a major world power, and linked to the USA, and that would not serve European interest</li><li>• Britain had one of the five permanent seats on the Security Council of the United Nations.</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 the governments were successful in managing the economic problems facing Britain in the years 1970–79.'</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>• Heath's government (1970–74) saved some ailing industries, e.g. £35 million was pumped into Upper Clyde Shipbuilders saving thousands of jobs in the Glasgow area, and nationalised Rolls Royce</li> <li>• Wilson's government (1974–76) secured TUC agreement for a £6 a week limit on wage rises, which helped to limit inflation in 1975–76</li> <li>• Callaghan's government (1976–79) used public spending cuts and the revenue generated by North Sea oil to generate economic improvement, e.g. by late 1977 the balance of payments was in surplus and inflation had fallen below 10 per cent</li> <li>• All three governments had some success in light of the scale of the problems they faced having to deal with the far-reaching inflationary consequences of the international oil price rise of 1973.</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>• Heath's government (1970–74) presided over a period of high unemployment (929,000 in 1972) and worsening industrial relations (23.9 million working days lost in 1972), which adversely affected Britain's economic performance</li> <li>• Mounting economic difficulties forced the Heath government to perform a policy 'U turn' by holding down wages and re-imposing controls, but there was no immediate economic improvement</li> <li>• Under Wilson's government (1974–76) inflation soared to 27 per cent, unemployment passed the 1 million mark and the government's 'Social Contract' with the TUC failed to improve the economy</li> <li>• Callaghan's government (1976–79) failed to lower unemployment (which averaged 1.5 million per year), was forced to approach the IMF for a £3 billion 'bail-out' loan, and could not avert the economically-damaging Winter of Discontent (1978–79).</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 Margaret Thatcher had more success dealing with international issues than domestic issues in the years 1979–90.</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 victory in the Falklands Conflict had a significant impact on raising Britain's prestige in the world</li> <li>• Thatcher successfully established a working relationship with Gorbachev and a close working relationship with Reagan and this had an impact on the Cold War</li> <li>• The Rhodesian issue was resolved successfully by Thatcher's government</li> <li>• Thatcher's period in office saw a massive decline in manufacturing.</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>• Thatcher successfully delivered 'popular capitalism' through a privatisation programme that saw a significant increase in private shareholders</li> <li>• Thatcher governments successfully managed economic growth, e.g. productivity increased over 4 per cent during the 1980s, income tax was reduced and living standards for many rose</li> <li>• Thatcher successfully reduced trade union power through the introduction of Employment Acts that placed legal constraints and conditions on trade union activity</li> <li>• Despite her good relationship with Reagan, she was outraged at the USA invasion of Grenada.</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 there was limited change in British society in the years 1964–79.</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>• The 'swinging sixties' was London focused and based on a mythical fusion of design/fashion and pop music and did not extend into the 1970s</li> <li>• The impact was based around some iconic images owned by the few, e.g. the Mini car</li> <li>• The focus was on fashionable parts of London, such as Soho, Chelsea and Mayfair, but these were far removed from the council estates and life in other major cities, both in the 1960s and 1970s</li> <li>• The economic reality of the late 1960s and 1970s suggested that the 1960s boom was short lived and not epoch changing.</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 1960s did see the start of a modern consumer society that cut across class, social and generational divides and that continued into the 1970s</li> <li>• The growing sense of individual autonomy changed the way in which individual and civil rights were understood, e.g. decriminalisation of homosexuality, Race Relations Act</li> <li>• The 1960s saw the rise of TV as a universal presence in people's homes, it created a cultural transformation and this continued into the 1970s</li> <li>• The 1960s saw challenges to the position of women in society with the growth of the feminist movement, and subsequent legislation regarding equality, e.g. The Equal Pay Act, Abortion Act.</li> </ul> <p>Other relevant material must be credited.</p>