



Pearson

Mark scheme (Results)

January 2020

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">• Simple or generalised statements are made about the view presented in the question.• Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the issue in the question.• Judgement on the view is assertive, with little supporting evidence.
2	7–12	<ul style="list-style-type: none">• Some understanding of the issue raised by the question is shown and analysis is attempted by describing some points that are relevant.• Mostly accurate knowledge is included, but it lacks range or depth and only has implicit links to issues relevant to the question.• A judgement on the view is given, but with limited support and the criteria for judgement are left implicit.
3	13–18	<ul style="list-style-type: none">• 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.• Knowledge is included to demonstrate some understanding of the issues raised by the question, but material lacks range or depth.• Attempts are made to establish criteria for judgement on the view and to relate the overall judgement to them, although with weak substantiation.
4	19–25	<ul style="list-style-type: none">• Key issues relevant to the question are explored by analysing and explaining the issues of interpretation raised by the claim.• Sufficient knowledge is deployed to demonstrate understanding of the issues raised by the question and to meet most of its demands.• 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.

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 Labour's poor economic record, in the years 1964–70, was the main reason for the defeat of the Labour Government in the 1970 general election.</p> <p>The evidence supporting the given view should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Labour was unable to prevent the sterling crisis of 1966 and, in 1967, devalued the pound, which led to inflation and contributed to electoral defeat • Unemployment continued to rise under Labour, e.g. by 1970 there were 600,000 jobless, and this increased the government's unpopularity and was a factor in the election • The creation of the DEA led to some confusion in terms of who managed the economy, and did not solve the problems of inflation and unemployment, which lost Labour credibility in the election • Heath's election campaign targeted the economic failings of the Labour Government, e.g. £400 million trading deficit, and this appeared to resonate with the electorate and contributed to defeat. <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"> • The Wilson government's failure to introduce legally-backed trade union reform in 1969 alienated moderate voters, which contributed to electoral defeat • 'In Place of Strife' alienated many union members who regarded the White paper as a fundamental betrayal of the Labour Party's central political function – to protect working people and trade unions • Chancellor Roy Jenkins failed to provide a 'give away' budget before the general election, which may have lost the government crucial electoral support • The 'Powell factor' (the impact of his famous 1968 'rivers of blood' speech on immigration) gained the Conservatives additional working-class votes in the election. <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 Britain was not a country that was in terminal decline in the 1970s.</p> <p>The evidence supporting the given view should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Britain's entry into the EEC suggested that Europe needed Britain and recognised it as a strong and powerful addition to the economic community • Britain had a strong Commonwealth with trade links that were worldwide, which maintained its economic and political influence • Economic decline was halted, e.g. by the prospect of North Sea oil, and Healey's successful management of the economy 1976–79 • The election of Margaret Thatcher in 1979, based on promises that Britain could rectify its problems, suggested that the decline was not terminal. <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"> • The retreat from Empire confirmed that Britain was a declining world power • The impact of the economic crisis in the 1970s, and rampant trade union militancy, indicated to some that Britain no longer had a stable and sustainable economy • Britain's special relationship with the US was declining, as the US felt that Britain had not provided enough support over Vietnam and the Middle East • The economic problems were such that by 1976 the Labour Government had to go 'cap in hand' for an IMF bailout to avoid national bankruptcy. <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 most significant achievement of the Thatcher governments, in the years 1979–90, was victory in the Falklands conflict.</p> <p>The evidence supporting the given view should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Victory in the conflict in the Falklands transformed the political landscape, e.g. with 3 million unemployed Thatcher was unpopular but victory changed that and contributed to a Conservative election victory in 1983 • As a result of the conflict, Thatcher's leadership of the Conservatives was vindicated, e.g. she was seen as a decisive decision-maker and this reflected well on Conservative governments • The Falklands victory galvanised grassroots Conservative activists who now had something positive to campaign about on the doorstep • The victory was heralded in some media as making Britain 'great' again and enhancing its prestige in the global context, and this generated a sense of patriotic national pride. <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"> • Thatcher government Employment Acts of 1980 and 1982 succeeded in placing legal constraints and conditions on trade union activity and were generally perceived as solutions to a major economic problem • The defeat of the miners' strike (1984–85) was a defining victory for the Thatcher governments since, for many, it represented the triumph of parliamentary democracy and the rule of law • The Thatcher governments succeeded in their main aim of 'rolling back the state', e.g. public spending fell from 44 per cent of GDP in 1979 to under 40 per cent of GDP in 1990 • The Thatcher governments succeeded in the pursuit of 'popular capitalism', e.g. the privatisation programme attracted wide support and, by 1990, two-thirds of state industrial assets had been sold off. <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 the feminist revolution was the most significant feature of British society in the years 1964–80.</p> <p>The evidence supporting the given view should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • High profile feminists, such as Germaine Greer, successfully promoted women's liberation through their writings and the media to make feminist issues part of public debate and the national political agenda • The feminist revolution accounted for women's rights being advanced in formal legal terms, e.g. 1967 Abortion Act, 1970 Matrimonial Property Act • The feminist revolution established women's rights in terms of parity of status and earnings, e.g. 1970 Equal Pay Act, 1975 Sex Discrimination Act, the Equal Opportunities Commission • The feminist revolution saw the introduction of the contraceptive pill, which had a significant social and economic impact. <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"> • A significant feature was 'permissiveness', which 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 • A significant feature was the rise of TV as a universal presence in people's homes, which created a significant cultural transformation in terms of entertainment for British society • A significant feature was the comprehensive education system, which created more equal opportunities for some students by removing differences between secondary modern and grammar schools • A significant feature was the rise of youth culture, e.g. popular music and the challenge of punk. <p>Other relevant material must be credited.</p>