



# Mark Scheme (Results)

January 2021

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: A01 (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.

**A03 (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
	<b>0</b>	No rewardable material.
<b>1</b>	<b>1-6</b>	<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>
<b>2</b>	<b>7-12</b>	<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>
<b>3</b>	<b>13-18</b>	<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>
<b>4</b>	<b>19-25</b>	<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 main achievement of the Labour governments, in the years 1964-70, was their management of the economy.</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>• Labour avoided the devaluation of sterling in 1964 having inherited a serious balance of payments deficit</li> <li>• Labour created the Department for Economic Affairs (DEA), which drew up national plans that led to improved economic performance</li> <li>• Roy Jenkins, as Chancellor of the Exchequer, introduced deflationary policies, e.g. raised taxes and tightened up government spending, which changed a balance of payments deficit (£400 in 1964) to a surplus in 1969</li> <li>• By 1966 Labour had brought in a prices and incomes policy to further help keep inflation under control.</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 a genuine commitment to furthering education for all, e.g. the Open University was introduced and the Department of Education was strengthened</li> <li>• Labour introduced permissive legislation that made changes in the censorship law allowed publications which promoted more permissive attitudes</li> <li>• Labour introduced permissive legislation that changed the law on abortion making it more available and acceptable</li> <li>• Labour struggled to tackle the Trade Union problem, e.g. <i>In Place of Strife</i>.</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 impact of strike action by trade unions was the main issue faced by governments 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"> <li>• The impact of the miners' strikes of 1972 and 1974, were a significant issue which contributed the defeat of the Conservative government</li> <li>• The implementation of the 'three-day' week, as a response to strike action, disrupted economic activity</li> <li>• Governments failure to prevent widespread strike action, throughout the 1970s, damaged manufacturing production in a range of industries</li> <li>• The impact of the strikes of the 'winter of discontent' hindered the Labour government's ability to deal with broader economic problems and contributed to its 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 imposition of 'Direct Rule' put British troops on the streets of Northern Ireland's cities and this provoked continued tension throughout the 1970s and had to be managed by governments</li> <li>• Britain's entry into the EEC created political tension which resulted in a referendum</li> <li>• The impact of the economic crisis in the early 1970s, brought on by the 'oil crisis', meant that governments were faced with difficult economic decisions</li> <li>• The economy seemed to be so bad by 1976 that the Labour government had to go 'cap in hand' for an IMF bail-out to avoid national bankruptcy.</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's leadership style was the main reason why she fell from power in 1990.</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>• Thatcher's leadership style during the 'Westland Affair' led to Heseltine challenging for the leadership of the Party and this contributed to her downfall</li> <li>• 'Howe's revenge', a resignation statement in the House of Commons and broadcast on TV, was seen as a scathing attack on Thatcher and her dictatorial style of leadership and led to leadership challenge</li> <li>• Thatcher's refusal to heed advice regarding the Poll Tax issue revealed her style of leadership and contributed to her downfall</li> <li>• Thatcher's use of outside political and economic advisers was unpopular with her ministers, in particular Lawson as the Chancellor of the Exchequer.</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>• A well-organised campaign against the Poll Tax included people from all classes and ages, including many traditional Conservative voters who became dissatisfied with the Conservative Party</li> <li>• The Anti-Poll Tax protest and demonstrations, particularly those in London resulted in rioting, injury and property damage and, as a consequence, the Conservative government's popularity fell in opinion polls</li> <li>• The Labour Party's recovery, under Kinnock after 1985, made it look like a more credible option for voters, and this worried conservatives who thought a new leader would counter this</li> <li>• The widening gap between the 'have's' and 'have nots' grew under the Conservatives and fuelled criticism of Thatcher's government.</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 the impact of the 'swinging sixties' on British society, in the years 1964-90, has been exaggerated. 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 and 1980s</li> <li>• The impact was based around some iconic images owned by the few, e.g. the Mini car</li> <li>• The 'swinging sixties' was media generated and not reality, e.g. Time Magazine front page feature entitled 'London: The Swinging City'</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, in the 1960s, 1970s and 1980s.</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 and 1980s</li> <li>• The growing sense of individual autonomy changed the way in which individual and civil rights were understood, a trend that continued into the 1970s and 1980s</li> <li>• The rise of TV as a universal presence in people's homes widened the impact of the 1960s beyond swinging London</li> <li>• The 1960s challenges to the status of women, minorities, and the young saw change and opportunity as possible, and this continued in the 1970s and 1980s.</li> </ul> <p>Other relevant material must be credited.</p>