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**Examiners' Report**  
**Principal Examiner Feedback**

**Summer 2019**

**Pearson Edexcel International Advanced Level  
In History (WHI01)**

**Paper 1: Depth Study with Interpretations**

**Option 1D: Britain, 1964–90**

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## **Principal Examiner Report 2019**

### **iA Level History (1D: Britain 1964-90 )**

#### **WHI01: International Advanced Subsidiary**

It is important that centres take on board some generic comments which are based on the marking of this summer's cohort, and consider and apply these when preparing candidates for future examinations in these options.

- WHI01 is both a study in depth and a study of interpretations, and it is necessary for candidates to do both, at all levels in the mark scheme, in order to score marks. Ignoring the stated view in the question, and merely writing information that may be relevant to the general focus of the question does not fully meet the criteria for Level 1, and consequently none of the other levels. Even at Level 1 the mark scheme expects simple or generalised consideration of the stated view in the question. Some candidates paid very little attention to the stated view (ignoring it completely or sometimes only referring to it in the conclusion) and narrated or described other information that was either relevant or not to the actual question.
- There was very little evidence seen of planning. As the examination is two hours long, implying that candidates might divide that time equally between the two essays they choose, it would seem sensible to devote some time (possibly no more than 10 minutes per question) to planning the structure of the answer to each question. That would hopefully ensure that when the answer is written the stated view is considered (Level 2, 3 and 4 all require, to varying degrees, understanding, analysis and exploration of the given view) and then other factors/views can follow, which will then allow the candidate to establish some criteria by which they are able to consider the importance, or not, of the given view and make some judgements. Those candidates who planned (this appeared on their examination script before they answered the question) invariably scored better than candidates who had not planned. Planned answers tended to score at the top of Level 3 and into, and including the top of Level 4, whereas unplanned answers meandered and judgements tended to be stated, rather than supported by valid criteria, and often achieved marks at the Level 2 and Level 3 boundary or below.
- The need to stress to candidates that in examination situations they must read the question carefully, and not take the question as an opportunity to write all they know about the topic, or answer a question they would have preferred that is near to the actual question, but not the actual question.
- There was some evidence of candidates running out of time, but they were very few. Impressing the need to plan essays in the examination is surely the remedy to this problem.

### **Option 1D Britain 1964-90**

- Question 1 and 2 proved to be the most popular.
- Question 1 was well answered by many candidates. High scoring candidates were able to consider the issue promoting a permissive society and judge that against other achievements of the Labour Government. Many considered economic, educational and moves towards gender equality a greater achievements.
- Question 2 was well answered by some candidates who demonstrated thorough knowledge about the crisis in Northern Ireland in the 1970s and then judged that against other types of crisis, e.g. economic, the issue of Europe and industrial action culminating in the 'winter of discontent'. Weaker candidates had good knowledge of the crisis points, but did not establish criteria for judgements.
- In question 3 many candidates were well versed in the varied effects of Conservative policies and judged them against the stated factor of 'increasing division within society'. Some candidates also judged the stated factor against other policies, e.g. reducing trade union power, economic improvement and Britain's standing in the world. This approach was equally valid and made judgments in relation to the stated factor.
- Question 4 was attempted by only a few candidates, and some were able to make judgments around the stated factor, but some ignored 'did little to change education significantly' and described the introduction of the comprehensive system.