



Mark scheme

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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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 the main achievement of the Labour Government, in the years 1964–70, was the legislation that promoted the permissive society.</p> <p>The evidence supporting the given view should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Legislation that made changes in the censorship law allowed publications that promoted more permissive attitudes • Legislation liberalised the laws on homosexuality • The Theatres Act (1968) abolished state censorship of the theatre • Legislation was introduced that changed the law on abortion making it more available and acceptable. <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"> • 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 • Labour had a genuine commitment to science and technology, e.g. a new government Department of Technology was set up, and the Department of Education was strengthened. • Labour introduced the Equal Pay Act, which was spearheaded by Barbara Castle, and was regarded as significant in the fight for gender equality • Labour established the Open University, which opened up access to higher education for all people. <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 crisis in Northern Ireland was the main problem facing British 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"> • The imposition of 'Direct Rule' put British troops on the streets of Northern Ireland's cities and this provoked bombing in Northern Ireland and the mainland • The use of 'internment', alienated the Catholic community and appeared to justify IRA claims and activity • Government reaction to the events of 30 January 1972, which became known as 'Bloody Sunday', triggered further violence and made a solution all the more difficult • The 1973 Sunningdale Agreement eventually broke down due to loyalist strikes and this led to further tension as 'Direct Rule' was reimposed. <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 impact of the economic crisis in the early 1970s, triggered rampant trade union militancy and the government was faced with crippling strikes • The economy seemed to be so bad by 1976 that the Labour Government had to go 'cap in hand' for an IMF bailout to avoid national bankruptcy • Britain's entry into the EEC created political tension, which resulted in a referendum • The 'winter of discontent' saw a wave of disruptive industrial action and became a backdrop to the 1979 election, where the Labour Government had to combat the view that it was not fit to govern. <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 main effect of the policies of Conservative governments, in the years 1979–90, was to increase divisions within society.</p> <p>The evidence supporting the given view should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Economic policies led to a sharp increase in unemployment and contraction of industrial production, driving a wedge between 'the haves' and 'the have nots' • The deflationary policies made the recession worse and this triggered rioting in major British cities, which led to public anxiety about the breakdown of social cohesion • The significant decrease in higher rates of income tax benefitted the rich • The decision to close uneconomic coal mines led to the Miners' Strike, which damaged and divided working-class communities. <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 Conservative direct taxation policies reduced levels of taxation for all sections of society, e.g. the basic rate of income tax reduced from 29% to 25% and overall tax revenues increased • Conservative policies encouraged more people to buy their own home and allowed council tenants to do the same, which gave the idea that poorer people could own a home, creating a home-owning democracy • Denationalisation allowed the small investor to buy shares in companies, which gave rise to the idea of the share-owning democracy • A policy of personal pensions was launched, encouraging all to save, in addition to the state and company pensions. <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 comprehensive system did little to change education significantly 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"> • The comprehensive system did not mean that private education was abolished. The percentage of students attending private schools increased • Not all Local Education Authorities adopted the comprehensive system and grammar schools remained in some areas, which maintained the notion that they were better schools • Some aspects of selection within the comprehensive system remained • The comprehensive system did not transform education, e.g. while there was improvement of standards in some areas there was deterioration in other areas. <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 comprehensive system replaced one based on the tripartite system that used the 'Eleven Plus' examination, which was seen as unfair and inefficient • The comprehensive system created more equal opportunities for some students by removing differences between secondary modern and grammar schools • The comprehensive system led to universities taking in a greater number of students from different social and economic backgrounds • The comprehensive system led to an increase in the number of students achieving qualifications. <p>Other relevant material must be credited.</p>

