



## Mark Scheme (Results)

January 2022

Pearson Edexcel International  
Advanced A Level in History (WHI01/1)

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
	<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 changes to censorship were the main feature of the permissive society in the 1960s.</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>• Changes in the censorship law allowed publications which promoted more permissive attitudes</li> <li>• The influence of the case of the publication of <i>Lady Chatterley's Lover</i></li> <li>• Censorship changes heralded a new direction in film and theatre, which included nudity on stage</li> <li>• The significance of the northern novel/film e.g. 'Saturday Night, Sunday Morning' which reflected permissive behaviours.</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 role and greater prevalence of satire and its mocking and challenging of established institutions and conventions</li> <li>• Changing attitudes in respect of women and the young, and their role in society</li> <li>• Changing attitudes and laws towards issues of homosexuality, abortion and divorce</li> <li>• A decline in the influence of all religions, e.g. the established Church of England and non-conformist faiths.</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 more important issue facing British governments, in the years 1970-79, was the crisis in Northern Ireland rather than Britain's membership of the EEC.</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 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</li> <li>• The use of 'internment', alienated the Catholic community and appeared to justify IRA claims and activity</li> <li>• 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</li> <li>• The 1973 Sunningdale Agreement eventually broke down due to loyalist strikes and this led to further tension as 'Direct Rule' was re-imposed.</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>• Britain's membership of the EEC had divided the main political parties but a Conservative government negotiated membership, which was finalised in 1972</li> <li>• Despite being against Britain's membership in 1972, Wilson decided that a referendum was needed on the issue after Labour took over in 1974</li> <li>• Key Labour MPs, e.g. Foot and Benn campaigned against the 'yes' vote to remain in the EEC, it remained a simmering issue within the party</li> <li>• The 'yes' result in the referendum seemed to confirm that Wilson had settled the issue within the country and party, but it remained an issue within both Labour and the Conservatives.</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 the main reason why Margaret Thatcher fell from power in 1990 was because of the Poll Tax rather than being undermined by her ministers.</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 Poll Tax was unpopular and the policy was linked personally to Thatcher</li> <li>• A well-organised campaign against the Poll Tax included people from all classes/ages, including many traditional Conservative voters who became dissatisfied with Thatcher's leadership of the country and 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 government's popularity fell in opinion polls</li> <li>• The Poll Tax alienated many newly converted Conservative supporters and this raised concerns amongst the leadership of the Party.</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>• '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</li> <li>• The role of Heseltine over the 'Westland Affair' and his subsequent resignation meant he became a magnet for disaffected Conservative MPs, which undermined Thatcher's leadership</li> <li>• Thatcher's use of outside political and economic advisers was unpopular with her ministers and some sought to undermine her power and position</li> <li>• The loss of key ministers, e.g. Nigel Lawson weakened and undermined her position within the cabinet and Conservative Party.</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 laws relating to women had the main impact on the feminist revolution in the 1970s and 1980s. The evidence supporting the given view should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• In formal legal terms, women gained greater equality, e.g. the Matrimonial Property Act (1970) and the Guardianship Act (1973)</li> <li>• Women's position within the home and marriage was significantly changed, e.g. the Domestic Violence and Matrimonial Proceedings Act (1976)</li> <li>• The Equal Pay Act (1970), which became fully effective in 1975, gave women greater equality in the workplace in relation to pay</li> <li>• The Sex Discrimination Act (1975) established the Equal Opportunities Commission to monitor fair treatment, which made it easier for females to fight for parity of status and earnings case by case.</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 impact of the contraceptive pill gave women greater economic control of when to have children in relation to their career, which put them more on an equal footing with males</li> <li>• The impact of high-profile feminists, e.g. Germaine Greer, promoted women's liberation through their writings and the media, which made feminist issues part of the public debate and the national political agenda</li> <li>• Feminist protest impacted the revolution by raising the profile of the issue, e.g. the Miss World Protest (London Nov 1970), feminists threw flour-bombs in protest against what they saw as the objectification of women</li> <li>• The impact of expanding educational opportunities enabled women to increase their representation in the professions in the 1970s and the 1980s.</li> </ul> <p>Other relevant material must be credited.</p>



