



# Mark Scheme (Results)

January 2024

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

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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"> <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>
2	7-12	<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>
3	13-18	<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>
4	19-25	<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><b>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.</b></p> <p>Candidates are expected to reach a judgement on whether during the years 1964-70, Britain continued to play a major role in the world.</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>• Britain's leadership of the Commonwealth demonstrated that it still played a role in decisions affecting the world</li> <li>• Britain's nuclear capability demonstrated that it continued to play a major role in world security e.g. the deployment of Polaris missiles</li> <li>• The French President, de Gaulle, <b>rejected Britain's numerous EEC</b> applications on the premise that Britain still saw itself as having a major role in the world outside of the EEC</li> <li>• Britain had a permanent seat on the Security Council of the United Nations, which meant it played a major role in decision making around world events.</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 independence of eighteen new Commonwealth states, with many more to follow, signalled the end of the Empire and its associated world role</li> <li>• <b>Britain's</b> application in 1967 to join the EEC demonstrated its increasing lack of confidence in the major role it played in the world</li> <li>• During 1964-70, <b>Britain's relationship with southern Africa</b> deteriorated and demonstrated that Britain's role in shaping the development of the continent had lessened</li> <li>• The decision to withdraw from the east of Suez signalled a massive <b>contraction in Britain's</b> ability to play a major role in world events.</li> </ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
2	<p>Answers will be credited according to candidates' <b>deployment</b> 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 in the years 1974-79, the most significant decision taken by Labour governments was to agree to the Lib-Lab Pact.</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 Lib-Lab Pact enabled the Labour Government to stay in office, e.g. lacking a majority after a by-election defeat the Pact ensured Liberal MP's support, preventing the Government losing a vote of no confidence</li> <li>• The Lib-Lab Pact brought the devolution issue to the forefront of politics, e.g. devolution acts for Scotland and Wales were passed, which opened the way for referendums</li> <li>• The Lib-Lab Pact cemented Labour as a party of the centre and this weakened the influence the radical left, e.g. the Bennites and the Militant Tendency</li> <li>• The Lib-Lab Pact was a hammer blow to the Conservative Party, e.g. it put them behind in the polls and made it difficult for them to bring down the Labour Government.</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 significant decision was to call an election in October 1974; the 1974 Labour Government was a minority government, so it decided to call a new election and secured a small majority</li> <li>• A significant decision was enacting the Social Contract, e.g. the Labour Government inherited industrial relations that were at breaking point, and needed to re-establish relations with the trade unions</li> <li>• A significant decision was to settle the EEC issue within the country, the Labour Party and the government, e.g. the Labour Government decided to hold a EEC referendum</li> <li>• A significant decision was to take action to avoid national bankruptcy, e.g. negotiating and securing an IMF emergency £3 billion loan, and make public spending cuts.</li> </ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
3	<p><b>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.</b></p> <p>Candidates are expected to reach a judgement on whether the main reason for the Conservative Party electoral success in the 1980s was divided opposition.</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 Conservative Party benefitted from divisions within the opposition, e.g. the <b>break-away of the 'Gang of Four'</b>, which resulted from the Labour Party's <b>drift to the left under Michael Foot</b></li> <li>• The Labour Party struggled with internal divisions, e.g. left wing activists in the unions and Militant Tendency in some local councils, which aided the Conservatives in the 1983 and 1987 elections</li> <li>• The outcome of the 1983 and 1987 elections demonstrated that the opposition vote being split between Labour and the SDP Liberal Alliance significantly benefitted the Conservative 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>• The Conservative Party's core aim was to modernise Britain and that idea was appealing to the electorate in 1983 and 1987, who saw economic recovery in the years 1982-87</li> <li>• The Conservative Party indicated how they would weaken trade unions and their power and reform how they operated and this was attractive to many voters in the 1980s</li> <li>• The Conservative Party reform of taxation and the welfare state was attractive to many voters in the 1980s, e.g. restructuring of income tax</li> <li>• The Conservative Party's idea of a <b>'share owning democracy' was</b> attractive to many voters, e.g. the sale of nationalised industries</li> <li>• The Falklands victory (1982) increased Conservative Party popularity and was a significant factor in the 1983 electoral victory.</li> </ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
4	<p>Answers will be credited according to <b>candidates' deployment</b> 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 in the years 1964-90, the most significant change in British society was reform of the education system.</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 comprehensive system reformed one based on the tripartite system that <b>used the 'Eleven Plus' examination</b>, which was seen as unfair and inefficient by many</li> <li>• The comprehensive system led to universities taking in a greater number of students from different social and economic backgrounds</li> <li>• The 1980s saw the introduction of a formalised national curriculum and a new set of examination qualifications, which broadened opportunity for all students within British society</li> <li>• Education was transformed for all by the expansion of higher education and the introduction of the Open University, which broadened accessibility within British society to higher levels of education.</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>• <b>A significant feature was 'permissiveness', which saw a shift in</b> the moral attitudes of some people, e.g. the swinging sixties</li> <li>• A significant feature was the rise of TV as a <b>universal presence in people's</b> homes, which created a significant cultural transformation in terms of entertainment for British society</li> <li>• A significant feature was the feminist revolution, e.g. the impact of the contraceptive pill, 1967 Abortion Act, 1970 Matrimonial Property Act, 1970 Equal Pay Act, 1975 Sex Discrimination Act</li> <li>• A significant feature was the rise of youth culture, e.g. popular music and the challenge of punk.</li> </ul> <p>Other relevant material must be credited.</p>



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