



Mark Scheme (Results)

Summer 2024

Pearson Edexcel International Advanced Level
In History (WHI01/1D)

Paper 1: Depth Study with Interpretations

Option 1D: Britain, 1964 - 90

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P75658

Publication Code: WHI01_1D_2406_MS

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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
	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.

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, in the years 1964–70, the most significant change made by the Labour government was legislation that allowed for the birth of 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 was passed that made changes in the censorship law, which allowed publications to promote more permissive attitudes • The Sexual Offences Act decriminalised homosexuality, e.g. it was no longer punishable by imprisonment • The Theatres Act (1968) abolished state censorship of the theatre, which had been in place for more than 200 years, and allowed more freedom of expression • Reform was introduced that changed the law on abortion, e.g. making it legal under certain conditions, which made 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"> • Labour government changed economic direction, e.g. raised taxes and tightened up government spending, which changed a balance of payments deficit (£400m in 1964) to a surplus in 1969 • Labour government 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 government changed educational direction, e.g. they established the Open University, which opened up greater access to higher education, and further promoted the comprehensive system. <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 main problem facing British governments in the 1970s came from the trade unions.</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 Trades Union Congress (TUC) campaigned against Heath's Industrial Relations Act (1971), e.g. publicity based on 'Kill the Bill' and the Pentonville Five court case • There were major strikes during 1972, e.g. the miners and railway workers, almost stopping the movement of coal, which led the Conservative Government to impose a three-day week • In January 1974, the NUM called for a national strike, which led to Heath calling a general election, declaring 'who governs Britain?' • The Winter of Discontent 1978-9, e.g. transport and public sector worker strikes, damaged the Labour Government and was exploited by the Conservatives election campaign. <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"> • Governments faced the problem of the 1973 OPEC oil crisis, which had a major impact on oil prices and created problems in the economy • Governments faced the problem of increasing inflation, which had been steadily rising in the 1960s and now hit new heights in the 1970s, at one point it was 25% per annum • Governments faced the problem of the impact of EEC membership, e.g. the referendum, currency conversion and legislative change • Governments faced the problem of a crisis in public finances, e.g. the IMF bail-out led to imposed public sector spending restrictions which led to the Social Contract and associated economic problems • Governments faced the problem of the crisis in Northern Ireland, e.g. Direct Rule, internment and IRA activity. <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 impact of Conservative government in the 1980s was improved opportunities for individuals.</p> <p>The evidence supporting the given view should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Conservative government reformed income tax, e.g. changes to the basic and higher rates of tax, saw living standards for many individuals rise • Conservative government encouraged more people to buy their own home and allowed council tenants to do the same, which gave rise to the idea of a home owning democracy • Conservative government introduced a programme of denationalisation, which allowed the small investor to buy shares in companies, which gave rise to the idea of the share owning democracy • Conservative government managed economic growth, which enabled entrepreneurship and led to increased employment opportunities • Conservative government introduced educational reform, which sought to improve the standards in schools and widen access to university. <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"> • Conservative government reduced trade union power through the introduction of Employment Acts that placed legal constraints and conditions on trade union activity • The increase in rioting in many of Britain's inner cities (e.g. Bristol, Liverpool) suggested the impact was social division • The Conservative government's handling of the Falklands Conflict, and subsequent victory, had a significant impact on raising Britain's prestige in the world • Conservative government had an impact on the development of the EEC(EU), e.g. Britain's financial contribution and the rebate, the Single European Market, expanding the EEC(EU) into Eastern European states. <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 main reason for the rising rate of crime in the 1970s and 1980s was new types of criminal activity.</p> <p>The evidence supporting the given view should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Developing technology allowed criminals to access illegal forms of surveillance and telephone monitoring, which aided criminal activity • There was a growth of computer and credit card fraud • Criminals were able to 'hack' into the computers of individuals and organisations to access sensitive material to use in illegal activity • An increase in car ownership was mirrored by an increase in theft of and from vehicles • Criminals used increased air travel opportunities to carry out new forms of smuggling. <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 methods of recording crime changed and this in itself may account for the increased crime rate • New definitions of criminal activity based on legislation, e.g. sex discrimination, race crimes, which led more crimes being recorded, accounted for the increased crime rate • An increase in the reporting of some crimes (e.g. domestic violence) led to an increase in the crime rate. <p>Other relevant material must be credited.</p>

