



# Mark Scheme

International Advanced  
Level in History (WHI01/1D)

Paper 1: Depth Study with  
Interpretations

Option 1D: Britain, 1964–90

**Edexcel, BTEC and LCCI qualifications**

Edexcel, BTEC and LCCI qualifications are awarded by Pearson, the UK's largest awarding body offering academic and vocational qualifications that are globally recognised and benchmarked. For further information, please visit our qualification websites at [www.edexcel.com](http://www.edexcel.com), [www.btec.co.uk](http://www.btec.co.uk) or [www.lcci.org.uk](http://www.lcci.org.uk). Alternatively, you can get in touch with us using the details on our contact us page at [www.edexcel.com/contactus](http://www.edexcel.com/contactus)

**About Pearson**

Pearson is the world's leading learning company, with 40,000 employees in more than 70 countries working to help people of all ages to make measurable progress in their lives through learning. We put the learner at the centre of everything we do, because wherever learning flourishes, so do people. Find out more about how we can help you and your learners at: [www.pearson.com/uk](http://www.pearson.com/uk)

Summer 2016

Publication Code WHI01\_1D\_1606\_MS

All the material in this publication is copyright

© Pearson Education Ltd 2016

## General marking guidance

- All candidates must receive the same treatment. Examiners must mark the last candidate in exactly the same way as they mark the first.
- 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.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- 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.

## How to award marks

### Finding the right level

The first stage is to decide which level the answer should be placed in. To do this, use a 'best-fit' approach, deciding which level most closely describes the quality of the answer. Answers can display characteristics from more than one level, and where this happens markers must use their professional judgement to decide which level is most appropriate.

### Placing a mark within a level

After a level has been decided on, the next stage is to decide on the mark within the level. The instructions below tell you how to reward responses within a level. However, where a level has specific guidance about how to place an answer within a level, always follow that guidance.

Markers should be prepared to use the full range of marks available in a level and not restrict marks to the middle. Markers should start at the middle of the level (or the upper-middle mark if there is an even number of marks) and then move the mark up or down to find the best mark. To do this, they should take into account how far the answer meets the requirements of the level:

- If it meets the requirements *fully*, markers should be prepared to award full marks within the level. The top mark in the level is used for answers that are as good as can realistically be expected within that level
- If it only *barely* meets the requirements of the level, markers should consider awarding marks at the bottom of the level. The bottom mark in the level is used for answers that are the weakest that can be expected within that level
- The middle marks of the level are used for answers that have a *reasonable* match to the descriptor. This might represent a balance between some characteristics of the level that are fully met and others that are only barely met.

## 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, different 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 about whether changes to the law on censorship was the main reason why Britain became a more permissive society in the years 1964-70.</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>• New direction in film and theatre with 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/challenging of established institutions and conventions</li> <li>• Changing attitudes in respect of women and the young, and their role in society</li> <li>• The role of Roy Jenkins as Home Secretary and a driver of change</li> <li>• Changing attitudes and laws towards issues of homosexuality, abortion and divorce</li> <li>• A decline in the influence of the established Church of England.</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 about whether strike action by trade unions was the main reason for problems in the British economy 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"> <li>• The impact of the miners' strikes of 1972 and 1974</li> <li>• Widespread strike action damaged manufacturing production in a range of industries</li> <li>• The use of 'flying pickets' led to strikes becoming more widespread</li> <li>• The implementation of the 'three-day' week disrupted economic activity</li> <li>• The 'winter of discontent' further damaged the economy.</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 1973 OPEC oil crisis had a major impact on oil prices and created problems in the economy</li> <li>• Inflation had been steadily rising in the 1960s and now hit new heights in the 1970s, at one point it was 25% per annum</li> <li>• The impact of EEC membership and currency conversion added to inflationary pressure in the economy</li> <li>• The IMF bail-out led to imposed public spending restrictions which led to the Social Contract and associated economic problems.</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 Poll Tax was the main reason why Margaret Thatcher fell from power in 1990.</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 which attracted 200,000 people, resulted in rioting, injury and property damage and, as a consequence, the Conservative 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' 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, in particular Lawson as the Chancellor of the Exchequer</li> <li>• The flagship Thatcher policy of low and under-control inflation was in ruins by 1990 as inflation was running at 10.9%</li> <li>• Labour Party recovery had made a Labour election victory more credible and, as a consequence, some Conservatives now saw Thatcher as an electoral liability.</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 about whether the impact of the 'swinging sixties' on British society was limited in the years 1964-79.</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 'swinging sixties' was London focused and based on a mythical fusion of design/fashion and pop music and did not extend into the 1970s</li> <li>• The impact was based around some iconic images owned by the few, e.g. the Mini car, and by the 1970s consumerism had taken over</li> <li>• The 'swinging sixties' was media generated and not reality, e.g. Time Magazine front page feature entitled 'London: The Swinging City'</li> <li>• The focus was on fashionable parts of London, such as, Soho, Chelsea and Mayfair, but these were far removed from the council estates and life in other major cities, both in the 1960s and 1970s</li> <li>• The economic reality of the late 1960s and 1970s suggested that the 1960s' boom was short lived and not epoch changing.</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 1960s did see the start of a modern consumer society that cut across class, social and generational divides and that continued into the 1970s</li> <li>• The growing sense of individual autonomy changed the way in which individual and civil rights were understood, a trend that continued into the 1970s</li> <li>• The 1960s saw the rise of TV as a universal presence in people's homes, it created a cultural transformation and this continued into the 1970s</li> <li>• The 1960s challenges to the position of women, minorities, and the young saw change and opportunity as possible, and this continued in the 1970s.</li> </ul> <p>Other relevant material must be credited.</p>