



Mark Scheme (Results)

Summer 2022

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

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.

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 Britain's position as a world power was significantly weakened.</p> <p>The evidence supporting the given view should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Britain's increasing weakness in its position as a major world power was reflected in its second application in 1967, to join the EEC • By 1970, Britain's relationship with southern Africa had deteriorated and demonstrated Britain's weakened ability to shape or change events in a significant area of the world • Britain's long-term economic decline signalled its weakening position as a world power, e.g. the devaluation crisis damaged its international credibility and added significantly to the cost of maintaining its position • The decision to withdraw from the east of Suez signalled a massive weakening and contraction in Britain's world power status. <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 existence of the Commonwealth allowed Britain to maintain it was still a major world power and had an important role to play • Britain had its nuclear deterrent, which maintained it as a major world power • The French President, de Gaulle, rejected Britain's numerous EEC applications on the premise that Britain still saw herself as a major world power with links to the USA, and that would not serve European interests • Britain had one of the five permanent seats on the Security Council of the United Nations confirming its status as a world power. <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 Provisional IRA was the main reason why it was difficult to find a solution to the crisis in Northern Ireland in the years 1970-79.</p> <p>The evidence supporting the given view should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The Provisional IRA saw any form of British political influence in Northern Ireland as evidence of occupation in a war that could not be solved by compromise • In 1971, the Army Council of the Provisional IRA believed an armed insurgency on the mainland of the UK would drive the British from Northern Ireland within three years • The growing hold that the Provisional IRA had on a section of the Northern Irish population hindered attempts to find a solution • The Provisional IRA's targeting of the British military, government buildings, public houses and members of the establishment, led them to be seen, by many, as criminals and not to be part of any solution. <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 imposition of 'Direct Rule' put British troops on the streets of Northern Ireland's cities and this provoked tension and made a solution difficult • The unionist para-militaries conducted a campaign of attacks on property and assassinations, which provoked nationalists and made a solution difficult • Faulkner's policy of internment, which was supported by Heath, alienated the nationalist community and made a solution look improbable • The 1973 Sunningdale Agreement, which created a plan for power sharing, eventually broke down due to loyalist strikes and this demonstrated that a solution was difficult to maintain. <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 most important domestic achievement of the Thatcher governments, in the years 1979-90, was privatisation.</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 pursuit of 'popular capitalism' through the Thatcher governments' privatisation programme saw the number of shareholders rise from 3 million in 1979 to 11 million in 1990 • Privatisation made large utilities more efficient, which made them more competitive • Privatisation had a transformative effect on the British economy, e.g. bloated workforces at many formerly state-owned firms were reduced and productivity increased • The sale of council houses during the 1980s proved to be very successful and popular, e.g. 1 million previously publicly owned home now being owned by private citizens. <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 Thatcher governments succeeded in its stated aim of 'rolling back the state', e.g. public spending fell from 44% of GDP in 1979 to under 40% of GDP in the 1990 • The defeat of the miners' strike (1984-5) was a defining victory for the Thatcher governments since, for many, it represented the triumph of democracy over ideologically-motivated union action • Government legislation to control trade union activity encouraged employers to introduce new technology and working practices, e.g. Eddie Shah (1982) and Rupert Murdoch (1986) • The Thatcher governments claimed important economic achievements, e.g. productivity increased by over 4% a year during the 1980s, income tax was reduced and living standards improved for most people. <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 'swinging sixties' significantly changed British society 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"> • 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 • The 'swinging sixties' saw a growing sense of individual autonomy, which changed the way in which individual and civil rights were understood and this trend continued into the 1970s • The 1960s challenges to the position of women, minorities, and the young saw change and opportunity as possible, and this continued in the 1970s. <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 'swinging sixties' was London focused and based on a mythical fusion of design/fashion and pop music and did not extend into the 1970s • The 'swinging sixties' was media generated and not reality, e.g. Time Magazine front page feature entitled 'London: The Swinging City' • The rise of TV as a universal presence in people's homes created a cultural transformation and this continued into the 1970s • 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 • The economic reality of the late 1960s and 1970s suggested that the 1960s' boom was short lived and not epoch changing. <p>Other relevant material must be credited.</p>