



Mark Scheme (Results)

Summer 2023

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, the main problem facing Labour governments was the bid to join the European Economic Community (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"> • The bid to join the European Economic Community (EEC) created division within the Labour movement, e.g. many on the Labour left and in the trade unions were hostile to the idea • The bid to join the European Economic Community (EEC) created division within the Cabinet, e.g. Roy Jenkins was an enthusiastic European whereas Harold Wilson seemed noncommittal • Britain's application in 1967 was challenged by De Gaulle, who demanded that Britain detach itself from the 'special relationship' and ultimately vetoed Britain's application and entry. <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 governments faced the problem of the valuation of sterling, e.g. in 1964, they managed to avoid the devaluation of sterling but, in 1966, they were unable to prevent the crisis and, in 1967, devaluated sterling • Labour governments had to deal with problems relating to trade unions and attempted to solve them with 'In Place of Strife' • Labour governments were faced with the problem of economic development and created the Department for Economic Affairs (DEA), which drew up national plans that led to improved economic performance • Labour governments faced the problem of inflation, e.g. the introduction of a prices and incomes policy helped keep inflation under control, and other deflationary policies tightened up government spending • Labour governments were faced with the problem of modernising science and technology, e.g. a new government Department of Technology was set up, and the Department of Education was strengthened. <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 extent to which Britain was a country in terminal decline, in the years 1970-79, is exaggerated.</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 entry into the EEC suggested that Europe needed Britain and that the EEC saw Britain as a strong and powerful nation that would be an asset to the economic community and not one in terminal decline • Britain had a Commonwealth with trade links that were worldwide, which maintained its powerful economic and political influence • The economic problems of the early 1970s were eased, e.g. by the prospect of North Sea oil, and Healey's successful management of the economy 1976-79, which demonstrated that Britain was not in decline • Britain in the 1970s was still an important member of NATO, was still one of five permanent members of the UN Security Council and maintained a nuclear deterrent. <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 retreat from Empire was a reality and confirmed that Britain was in terminal decline as a world power • The economic crisis in the 1970s, and rampant trade union militancy, indicated to some that Britain no longer had a stable and sustainable economy and this meant terminal decline • Britain's special relationship with the US was under threat, as the US felt that Britain had not provided enough support over Vietnam and the Middle East • In 1976, the Labour Government had to go 'cap in hand' for an IMF bailout to avoid national bankruptcy, which suggested that Britain was in terminal decline. <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 consequence of Conservative government, in the years 1979-90, was protest and riot.</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 in the early 1980s did little to address the issues of high unemployment, urban decay and racial inequality, which led to riot and protest, e.g. Bristol, Liverpool and London • Conservative government made the decision to station American Cruise missiles at bases in Britain, which resulted in the Greenham Common protest • Conservative government continued the policy of coal pit closure, which led to protest, e.g. the Battle of Orgreave in South Yorkshire • Conservative government attempted reform of the financing of local government, which led to the Poll tax protest, the creation of the Anti-Poll Tax Federation and the Anti-Poll Tax riot in Trafalgar Square • Conservative government saw the alienation of many of the artistic and literary elite, which was challenged via protest in the media and by playwrights, e.g. David Hare, Howard Brenton and Alan Bleasdale. <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 delivered 'popular capitalism' through a privatisation programme that saw a significant increase in private shareholders • Conservative government managed economic growth, e.g. productivity increased over 4 per cent during the 1980s, income tax was reduced and living standards for many rose • Conservative government reduced trade union power through the introduction of Employment Acts that placed legal constraints and conditions on trade union activity • Conservative government had a significant impact on raising Britain's prestige in the world, e.g. victory in the Falklands conflict and a creative working relationship with Reagan and Gorbachev. <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 role of television was the most significant feature of British society in the years 1964-90.</p> <p>The evidence supporting the given view should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Television became a universal presence in people's homes, which created a significant cultural transformation in terms of entertainment and advertising • By the early 1970s, television viewing was the most popular home-centred leisure activity as it accounted for approximately 25 per cent of male and female leisure time • By the 1970s, 91 per cent of UK households had a TV set, which meant that there were twice as many TVs as cars, refrigerators and bath-tubs • TV throughout the period depicted and influenced popular life and culture through coverage of news, drama, sport, comedy and satire, e.g. Coronation Street, Crossroads, Comedy Playhouse, football. <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"> • A significant feature was growing 'permissiveness' in theatre, film and literature and the backlash against it, e.g. legal challenge, the role of Mary Whitehouse • A significant feature was the comprehensive education system, which created more equal opportunities for some students by removing differences between secondary modern and grammar schools • A significant feature was the feminist revolution, which established women's rights economically, e.g. 1970 Equal Pay Act, and also had a social and political impact. • A significant feature was the rise of youth culture, e.g. popular music and the challenge of punk. <p>Other relevant material must be credited.</p>

