



Pearson

Mark Scheme (Results)

January 2017

Pearson Edexcel International Advanced Level
In History (WHI01)

Paper 1: Depth Study with Interpretations

Option 1D: Britain, 1964-90

Edexcel, BTEC and LCCI qualifications

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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, 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 about whether the leadership of Harold Wilson was the main reason why the Labour Party had electoral victories in 1964 and 1966.</p> <p>The evidence supporting the given view should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Wilson's political skills were suited to the politics of survival and he was personally popular inside and outside parliament • Wilson constantly out-maneuvred the Conservatives, he exploited Sir Alex Douglas-Home's low public approval rate, and made Heath seem humourless and even foolish • Wilson seemed to be in tune with modern trends, e.g. a genuine commitment to science and technology • Wilson was determined to drive the economy forward and instigated the creation of a new department of economic affairs (DEA) and the National Plan • The media image of Wilson as the pipe smoking Yorkshireman had voter appeal. <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 Conservatives could not win the voters over in the changing climate of the 1960s • Other members of the Labour Party showed leadership in key areas, e.g. Roy Jenkins, James Callaghan • The Labour party made the most of '13 years of Tory misrule.' <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 Britain was in terminal decline 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"> • The retreat from Empire confirmed that Britain was a declining world power • The impact of the economic crisis in the 1970s, and rampant trade union militancy, indicated to some that Britain no longer had a stable and sustainable economy • Britain's special relationship with the USA was declining, as the US felt that Britain had not provided enough support over Vietnam and the Middle East • The economy seemed to be so bad by 1976 that the Labour government had to go 'cap in hand' for an IMF bail-out to avoid national bankruptcy. <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"> • Britain's entry into the EEC suggested that Europe needed Britain as a strong nation • Britain had a strong Commonwealth with trade links that were world wide • Economic decline was halted, e.g. by the coming on stream of North Sea oil, and Healey's successful management of the economy • The election of Margaret Thatcher in 1979, based on promises that Britain could reverse its decline, suggested that the decline was not terminal. <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 about whether Conservative economic policies created major social division in the years 1979-90.</p> <p>The evidence supporting the given view should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Taxation policies led to a sharp increase in unemployment and contraction of industrial production driving a wedge between 'the haves' and 'the have nots' • The increase in major rioting in many of Britain's inner cities (e.g. Bristol, Liverpool) suggested economic policies were linked to social division • The decision to close uneconomic coal mines led to the Miners' Strike, which divided communities and damaged attitudes towards the police • Many people believed that Conservative economic policies encouraged private greed at the expense of the public good. <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 Conservative direct taxation policies reduced levels of taxation for all sections of society • Conservative policies 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 • Denationalisation allowed the small investor to buy shares in companies, which gave rise to the idea of the share owning democracy • Many people believed that Conservative policies had rescued Britain from economic decline and restored national pride. <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 make a judgement about whether the use of technology in criminal activity was the main reason why the crime rate increased in the 1980s.</p> <p>The evidence supporting the given view should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Technology allowed for illegal forms of surveillance and telephone monitoring • Technology allowed the growth of computer and credit card fraud • Technology allowed criminals to 'hack' into the computers of individuals and organisations to access sensitive material • An increase in car ownership was mirrored by an increase in theft of and from vehicles • Increased air travel was linked to increased 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 have changed and this in itself may account for the increased crime rate • New definitions of criminal activity (e.g. race crimes) have 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>