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# Mark Scheme (Results)

January 2018

Pearson International Advanced Level  
In History

WHI01: Depth Study and Interpretations  
Option 1D: Britain, 1964 - 90

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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
	<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 on whether Labour Governments managed the British economy successfully 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>• Labour avoided the devaluation of sterling in 1964 having inherited a serious balance of payments deficit</li> <li>• Labour created the Department for Economic Affairs (DEA), which drew up national plans that led to improved economic performance</li> <li>• Roy Jenkins, as Chancellor of the Exchequer, introduced deflationary policies, e.g. raised taxes and tightened up government spending, which changed a balance of payments deficit (£400 in 1964) to a surplus in 1969</li> <li>• By 1966 Labour had brought in a prices and incomes policy to further help keep inflation under control</li> <li>• Labour 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.</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>• Labour was unable to prevent the sterling crisis of 1966 and, in 1967, devalued the pound, resulting in a 14% drop in its value against the dollar, which in turn damaged the economy</li> <li>• Labour had submitted an application to join the EEC based on the strength of the economy, devaluation made the government's management of the economy look weak and membership was rejected</li> <li>• Labour identified the problem with trade unions but its attempt to solve this problem with <i>In Place of Strife</i> did little to resolve its issues</li> <li>• The creation of the DEA led to some confusion in terms of who managed the economy, e.g. the DEA overlapped with the Treasury and civil servants found it difficult to know which boss they should be listening to.</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 on whether the impact of the Winter of Discontent was the main reason why the Conservative Party won the general election in 1979.</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 psychological impact of the Winter of Discontent had a devastating effect on the public mood, and thus on the fate of the Callaghan government, e.g. rubbish bags filling up squares in London</li> <li>• The Labour Government was no longer seen as capable of running public services, e.g. strikes that disrupted transport, hospitals, grave-digging, suggested that the country was being run by the unions</li> <li>• As a consequence of the Winter of Discontent, many skilled and unskilled workers began to switch away from their traditional loyalty to Labour and consider voting Conservative</li> <li>• Labour claimed to have a special relationship with the trade unions, which was called into question by the Winter of Discontent.</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>• Despite Callaghan's successful handling of the IMF crisis, the Conservatives claimed that Britain had given away its economic independence, and this struck a chord with some of the electorate</li> <li>• The Conservatives, through advertising posters created by Saatchi and Saatchi, used the rise in unemployment to tell the public that 'Labour isn't working'</li> <li>• The Conservatives benefitted in the election from a sharp drop in support for the Liberals and for the Scottish Nationalists</li> <li>• Labour went into the election in a state of disunity, e.g. there was a growth in leftist militancy within the party and trade unions, and this concerned some of the electorate.</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 Margaret Thatcher's relationship with President Regan was the main reason why she was able to have such an influence on world issues.</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>• There was a strong ideological bond between Thatcher and Regan and this boosted the popularity of free market economics world wide</li> <li>• USA military aid in the Falklands War played a major part in Britain's ultimate success</li> <li>• Thatcher supported and encouraged Regan in his confrontation with the USSR in the years 1979-84 gaining her the reputation as 'The Iron Lady'</li> <li>• Thatcher played a leading part in ending the Cold War (1985-89) through her established links with Regan.</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 psychological impact of victory in the Falklands conflict saw a Britain under the leadership of Margaret Thatcher recover its international standing</li> <li>• Thatcher was at odds with Regan over much of the diplomatic efforts to achieve the Argentinian withdrawal from the Falklands</li> <li>• Thatcher's strong leadership and tough negotiating stand on Britain's monetary contribution to the EEC allowed Britain to play a significant role in the creation of the single market</li> <li>• Settlement of the long standing Rhodesia dispute in 1979 owed nothing to Regan.</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 on whether women gained much greater equality in the years 1964-75.</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>• In formal legal terms, women gained greater equality, e.g. the Abortion Act (1967), the Matrimonial Property Act (1970) and the Guardianship of Children Act (1973)</li> <li>• Legal changes affecting women had dramatic effects, e.g. following the Divorce Reform Act (1969) the annual number of female divorce petitions increased from 34,000 to over 100,000</li> <li>• The contraceptive pill gave women greater economic control of when to have children in relation to their career, which put them more on an equal footing with males</li> <li>• The Sex Discrimination Act (1975) established the Equal Opportunities Commission to monitor fair treatment, which made it easier for females to fight for parity of status and earnings case by case</li> <li>• High profile women received greater recognition and this had a significant impact, e.g. Germaine Greer, Margaret Thatcher, Barbara Castle.</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 feminist revolution did little to change low levels of female representation in the professions, e.g. barristers, GPs and MPs</li> <li>• The Equal Pay Act (1970) did not become fully effective until 1975, and proved difficult to enforce, so greater equality in the workplace was not achieved</li> <li>• Some key issues affecting female equality were not addressed until after 1975, e.g. the Domestic Violence and Matrimonial Proceedings Act was not passed until 1976</li> <li>• Feminism tended to appeal mainly to younger middle-class, educated women, and encountered still much male (and even female) resistance and opposition.</li> </ul> <p>Other relevant material must be credited.</p>