



# **Mark scheme (Results)**

June 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**

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)

June 2017

Publication Code WHI01\_1D\_1706\_MS

All the material in this publication is copyright

© Pearson Education Ltd 2017

## 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: A01 (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.

**A03 (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 about whether Britain was a major world power 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>• The existence of the Commonwealth allowed Britain to maintain it was still a major world power and had an important role to play</li> <li>• Britain had its nuclear deterrent, which maintained it as a major world power</li> <li>• The French President, de Gaulle, rejected Britain's numerous EEC applications on the premise that Britain still saw herself as a major world power, and linked to the USA, and that would not serve European interest</li> <li>• Britain had one of the five permanent seats on the Security Council of the United Nations.</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>• By 1964, the 'wind of change' had brought independence to eighteen new Commonwealth states, with many more to follow, signalling the end of the Empire and associated world power status</li> <li>• Britain's increasing lack of confidence in its status as a major world power is reflected in its application in 1967 to join the EEC</li> <li>• By 1970, Britain's relationship with southern Africa had deteriorated and demonstrated that Britain no longer had the power and the authority to shape or change events</li> <li>• The decision to withdraw from the east of Suez signalled a massive contraction in Britain's world power status.</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 the impact of 'Direct Rule' 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"> <li>• 'Direct Rule' became about defeating the IRA, which led to further conflict rather than a reduction of tension</li> <li>• 'Direct Rule' put British troops on the streets of Northern Ireland's cities and this provoked tension</li> <li>• 'Direct Rule' led to the use of 'internment', which alienated the Catholic community</li> <li>• 'Direct Rule' reinforced the IRA view that Northern Ireland was now occupied by British troops and hence they saw the conflict as a war.</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>• 'Direct Rule' sought to secure a political solution that would involve all sides so reducing tension</li> <li>• It was the events of 30 January 1972, which became known as 'Bloody Sunday', that triggered further violence and made a solution all the more difficult</li> <li>• The entrenched views of Protestant and Catholic, Unionist and Republican were already there and 'Direct Rule' would not change that</li> <li>• The 1973 Sunningdale Agreement eventually broke down due to loyalist strikes and this led to further tension as 'Direct Rule' was reimposed.</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 about whether it was Margaret Thatcher's political ideas that led to the Conservative Party electoral victories 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"> <li>• Thatcher's core aim was to modernise Britain and that idea was appealing to the electorate in 1983 and 1987</li> <li>• Thatcher wanted to break the unions and their power and this was attractive to many voters in the 1980s</li> <li>• Thatcher wanted to reform taxation and the welfare state and this was attractive to many voters in the 1980s, e.g. restructuring of income tax</li> <li>• The Thatcher idea of a 'share owning democracy' was attractive, e.g. the promise of the sale of nationalised industries.</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>• Thatcher used the media effectively showing her as a politician of conviction</li> <li>• The Falklands victory (1982) increased Conservative Party popularity</li> <li>• The Labour Party under Michael Foot had drifted to the left of politics and the Conservatives made them out to have 'looney' policies and this alienated many of the electorate</li> <li>• The Conservative Party benefitted from divisions within the opposition, e.g. the break-away of the 'Gang of Four'.</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 growth of the comprehensive system transformed education for the better in the years 1964-80.</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 comprehensive system replaced one based on the tripartite system that used the 'Eleven Plus' examination, which was seen as unfair and inefficient</li> <li>• The comprehensive system created more equal opportunities for some students by removing differences between secondary modern and grammar schools</li> <li>• The comprehensive system led to universities taking in a greater number of students from different social and economic backgrounds</li> <li>• The comprehensive system led to an increase in the number of students achieving qualifications.</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 private sector of education was not abolished and still accounted for a bigger percentage of the students who went to Oxford or Cambridge Universities</li> <li>• Not all Local Education Authorities adopted the comprehensive system, and governments did not force them and as a consequence, grammar schools remained in some areas</li> <li>• Some aspects of selection within the comprehensive system remained</li> <li>• In some areas the comprehensive system did not transform educational standards.</li> </ul> <p>Other relevant material must be credited.</p>