



# Mark scheme (Results)

January 2023

Pearson Edexcel International  
Advanced 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**

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**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.

<b>Level</b>	<b>Mark</b>	<b>Descriptor</b>
	<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 in the years 1964-74, the policies of the Labour and Conservative governments were similar rather than different.</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 underlying principles of maintaining a comprehensive and universal welfare state were adhered to by both parties in their policies</li> <li>• Both parties accepted the 'mixed economy', e.g. not all-out socialism from Labour, and the Conservatives left nationalised industries alone and nationalised Rolls Royce</li> <li>• Both parties were committed to the expansion of education</li> <li>• Both parties had similar attitudes on how to tackle the crisis and issues in Northern Ireland</li> <li>• Both parties sought to improve industrial relations by controlling the actions of Trade Unions, e.g. 'In Place of Strife', 1971 Industrial Relations Act.</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 had distinctive liberalising policies that became legislation, e.g. Abortion Act, Sexual Offences Act</li> <li>• The parties took a different approach towards crime and punishment</li> <li>• Labour put a distinctive emphasis on comprehensive education</li> <li>• Labour put greater emphasis on policies that would modernise the British economy, e.g. science and technology.</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 industrial unrest of the winter of 1978-79 was the main reason for Conservative Party electoral success 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>• During the winter 1978-79, the Labour Government was no longer seen by many as capable of running the country, e.g. disruptive strikes in key sectors suggested that the country was being run by the unions</li> <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>• 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 in the years 1979-90, Margaret Thatcher had greater success in dealing with domestic issues than she did in dealing with international 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>• Thatcher successfully delivered 'popular capitalism' through a privatisation programme that saw a significant increase in private shareholders</li> <li>• Thatcher governments successfully managed economic growth, e.g. productivity increased over 4 per cent during the 1980s, income tax was reduced and living standards for many rose</li> <li>• Thatcher successfully reduced trade union power through the introduction of Employment Acts that placed legal constraints and conditions on trade union activity</li> <li>• Despite the UK's 'special relationship' with the USA, she was unable to prevent the USA's invasion of Grenada.</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's period in office saw a decline in manufacturing relative to that of the service sector</li> <li>• Britain's victory in the Falklands Conflict had a significant impact on raising Britain's prestige in the world</li> <li>• Thatcher successfully established a working relationship with Gorbachev and a close working relationship with Reagan and this had an impact on the Cold War</li> <li>• The Rhodesian issue was resolved successfully by Thatcher's government.</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 in the years 1970-90, the feminist revolution transformed the lives of women.</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's rights were advanced considerably across a range of issues, e.g. the Abortion Act (1967), the Matrimonial Property Act (1970)</li> <li>• High profile feminists, such as Germaine Greer, promoted women's liberation through their writings and the media to make feminist issues part of public debate and the national political agenda</li> <li>• Some legal changes affecting women had dramatic results, e.g. the Divorce Reform Act (1969) led to the annual number of female divorce petitions increasing significantly</li> <li>• The Sex Discrimination Act (1975) established the Equal Opportunities Commission to monitor fair treatment, which made it easier for women to fight for parity of status and earnings case by case.</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 business and politics</li> <li>• The Equal Pay Act (1970) did not become fully effective for five years and proved difficult to enforce</li> <li>• Some key issues affecting women were not been fully addressed e.g. victims of domestic violence and rape</li> <li>• Feminism during this period tended to appeal mainly to younger middle class educated women and encountered much male (and some female) resistance.</li> </ul> <p>Other relevant material must be credited.</p>