

GCE

History B

Unit **F981**: Historical Explanation – British History

Advanced Subsidiary GCE

Mark Scheme for June 2014

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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These are the annotations, (including abbreviations), including those used in scoris, which are used when marking

Annotation	Meaning
	Blank Page – this annotation must be used on all blank pages within an answer booklet (structured or unstructured) and on each page of an additional object where there is no candidate response.
	Assertion
	Attempts explanation
	Continuity/Change noted
	Description
	Explanation offered
	Error/wrong
	Unclear
	Irrelevant or not answering the Question
	Judgement made
	Knowledge used appropriately
	Linked
	Mode accessed
	Simple comment, basic

Generic Mark Scheme for Unit F981

Maximum mark: 50

Each question is marked out of 25.

Allocation of marks within the Unit:

	AO1 Knowledge and Understanding
Level 1	41 – 50 marks
Level 2	31 – 40 marks
Level 3	21 – 30 marks
Level 4	11 – 20 marks
Level 5	1 – 10 marks
Level 6	0 marks

The same generic mark scheme is used for both questions:

	Marks	AO1 Knowledge and Understanding
Level 1	21 – 25	<p>Complex judgements supported by:</p> <ul style="list-style-type: none"> • Excellent understanding of key concepts such as causation, consequence and significance • Explicit and effective use of two or more modes of explanation • Developed analysis of interactions between, or prioritisation of, key features and characteristics such as ideas, beliefs, actions and events • A wide range of relevant and accurate knowledge • Accurate and confident use of appropriate historical terminology • Accurate and effective communication. Effective and coherent structure
Level 2	16 – 20	<p>Sound judgements supported by:</p> <ul style="list-style-type: none"> • Good understanding of key concepts such as causation, consequence and significance • Some explicit use of at least one mode of explanation • Some analysis of interactions between, or prioritisation of, key features and characteristics such as ideas, beliefs, actions and events; or sound explanation of more than one key feature • A range of mostly relevant and accurate knowledge • Mostly accurate use of appropriate historical terminology • Mostly accurate and clear communication. Generally coherent structure
Level 3	11 – 15	<p>Partly sound judgements supported by:</p> <ul style="list-style-type: none"> • Satisfactory understanding of key concepts such as causation, consequence and significance • Some reasonable explanation of at least one key feature and characteristic such as ideas, beliefs, actions and events but also some assertion, description or narrative • Mostly relevant knowledge, some accurate knowledge • A limited range of historical terminology • Mostly satisfactory communication. Some coherent structure
Level 4	6 – 10	<p>Weak judgements supported by:</p> <ul style="list-style-type: none"> • Some general, but mostly weak, understanding of key concepts such as causation, consequence and significance • Some limited explanation of at least one key feature and characteristic; mostly assertion, description or narrative • Limited relevant knowledge, some inaccurate and irrelevant knowledge • Little use of historical terminology • Some satisfactory communication, some weak communication. Limited and unclear structure

	Marks	AO1 Knowledge and Understanding
Level 5	1 – 5	Irrelevant or no judgements supported by: <ul style="list-style-type: none">• Weak understanding of key concepts such as causation, consequence, and significance• Assertion, description or narrative of at least one key feature and characteristic• Mostly inaccurate and irrelevant knowledge• No, or inaccurate, use of historical terminology• Poor communication, poor or non-existent structure
Level 6	0	No judgements supported by: <ul style="list-style-type: none">• No understanding of key concepts such as causation, consequence, and significance• Inaccurate or assertion, description or narrative• Inaccurate and irrelevant knowledge• No use of historical terminology• Very poor communication/ Incoherent structure.

Question		Answer	Marks	Guidance
1	(a)	<p>Key content for this question may include:</p> <ul style="list-style-type: none"> • Long-standing factional rivalries and noble unrest, in evidence since the King's assumption of his majority in 1437, centred upon the controversial figure of the Duke of Suffolk and the enmity between the Dukes of York and Somerset • The secret cession of Anjou and Maine and Henry's lack of a successor • Continuing factional rivalry between York and Somerset, spilling over from tensions within Lancastrian France and exacerbated by the loss of Normandy in 1450 and, in 1453, Gascony 	25	<p>No set answer is looked for but candidates will need to address the question.</p> <p>Approaches adopted by candidates may include:</p> <ul style="list-style-type: none"> • Explanation of the possible intentions of key players including the King himself, the Duke of York: self-interest? dynastic stability and continuity? • Explanation of the actions of key players in a changing dynastic and political context: a struggle for control of the King himself • Explanation of contemporary ideas of justice, kingship, dynasty service and loyalty, and consideration of the circumstances in which loyalties could be cast aside
	(b)	<p>Key content for this question may include:</p> <ul style="list-style-type: none"> • Explanation of the state of affairs which seemed to show Henry VI to be more interested in founding Eton and King's Colleges, for example, than pursuing a war in defence of his father's hard-won French conquests • Explanation of the importance of court faction: the rivalries of Suffolk, Somerset and York and the implications this had for the exercise of kingship • Explanation of the decision to surrender Maine without anything in compensation, perhaps to please his new queen 	25	<p>No set answer is looked for but candidates will need to address the question.</p> <p>Approaches adopted by candidates may include:</p> <ul style="list-style-type: none"> • Consideration of the royal intentions, as far as they may be discerned: to uphold his father's religious as well as secular legacy? to set an example of piety? • Consideration of key actions and events such as the coming of age, the royal marriage, the treaty of Tours and the loss of Normandy • Consideration of contemporary beliefs about and attitudes to piety, kingship, loyalty and service

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2	(a)	<p>Key content for this question may include:</p> <ul style="list-style-type: none"> • Explanation of York's career in France and the frustrations he had experienced as his authority was undermined by the appointment of the duke of Somerset; York's exile to Ireland and repeated attempts to assert his role as Henry VI's chief adviser • Explanation of the role of Margaret of Anjou in protecting her husband and, after 1453, the inheritance of their son against any possible claim to the throne from York and his supporters • Explanation of the king's mental breakdown in 1453 and the impact this had on court faction and politics 	25	<p>No set answer is looked for but candidates will need to address the question.</p> <p>Approaches adopted by candidates may include:</p> <ul style="list-style-type: none"> • Consideration of the intentions of York himself at various points and those of his supporters, for example Thomas Young's 1451 proposal to parliament that York should be formally recognised as heir • Consideration of the actions of the key players such as the Duke of Somerset, the duke of Suffolk, the King and Queen and York himself • Consideration of contemporary ideas of dynasty (York's father had been executed by Henry's father, and York had inherited the Mortimer claim), loyalty, kingship and service
	(b)	<p>Key content for this question may include:</p> <ul style="list-style-type: none"> • Explanation of the state of affairs which saw Margaret marry Henry VI in 1445; the secret cession of Anjou and Maine to the French was part of the arrangement; subsequent childlessness until 1453 • Explanation of the state of affairs in 1453 following the king's mental breakdown and the powerful claims to the throne of the duke of York and his followers, including the Nevilles • Margaret's role as the protector of her husband's and son's positions during York's regency • Explanation of Margaret's role as the leader of the 	25	<p>No set answer is looked for but candidates will need to address the question.</p> <p>Approaches adopted by candidates may include:</p> <ul style="list-style-type: none"> • Consideration of the intentions of Margaret herself at key moments, and how they may have changed in response to circumstances • Consideration of the key players and their reactions to key events such as the loss of Normandy in 1450 and that of Gascony in 1453; York's actions in advancing his claim to the succession to Henry's throne • Consideration of contemporary ideas of dynasty,

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		Lancastrian faction and the recovery of the king's health in 1455; events leading up to the first skirmish at St Alban's in 1455		patronage, loyalty and service
3	(a)	<p>Key content for this question may include:</p> <ul style="list-style-type: none"> Explanation of the circumstances of Elizabeth's accession to power following large-scale theological and administrative changes to religious policy during the reigns of her predecessors; the challenges presented both by Puritans and by Catholics, including Marian exiles Explanation of the need to find a 'via media' in terms both of beliefs and practices, especially in the form of regular observance and practices, set out in the Act of Uniformity and the Injunctions Explanation of the need to clarify the role of the monarch as the Supreme Governor of the Church of England (Act of Supremacy) 	25	<p>No set answer is looked for but candidates will need to address the question.</p> <p>Approaches adopted by candidates may include:</p> <ul style="list-style-type: none"> Consideration of the respective motivations of Elizabeth and her supporters, especially Cecil, in devising and presenting the details of the Settlement Consideration of Elizabeth's patience in not stamping down harshly on Puritan prophesying or Catholic resistance in the localities for fear of creating martyrs and provoking rebellion Explanations of contemporary attitudes towards obedience, faith and loyalty to one's ruler or conscience
	(b)	<p>Key content for this question may include:</p> <ul style="list-style-type: none"> Explanation of the state of affairs which saw the issue of the legality of Elizabeth's rule (Henry VIII's marriage to Anne Boleyn meant that some Catholics rejected Elizabeth and supported Mary Stuart's claim to be rightful heir to the English throne) diminish in importance due to Elizabeth's longevity Explanation of the acceptance by some Catholics of the settlement and the efforts made in the Royal Injunctions to demonstrate continuity in religious observance 	25	<p>No set answer is looked for but candidates will need to address the question.</p> <p>Approaches adopted by candidates may include:</p> <ul style="list-style-type: none"> Consideration of the respective motivations of Elizabeth and her Privy Council in championing a moderate settlement and refusing to take consistently harsh measures against Catholics Consideration of Elizabeth's actions in relation to Mary Queen of Scots, or to fines for non-attendance at services, for example Explanation of ideas of queenship and faith may be

Question		Answer	Marks	Guidance
		<ul style="list-style-type: none"> Explanation of Elizabeth's forceful actions in pursuing seminary priests and taking actions against open declarations of support for the papacy; the changing circumstances which saw the reduction in the external threat from Spain and France Did the Catholic threat indeed 'gradually diminish' by 1603? 		considered in the context of complex foreign relations
4	(a)	<p>Key content for this question may include:</p> <ul style="list-style-type: none"> Explanation of the state of affairs which saw rising inflation, harvest failures and population pressures making some labourers landless, for example Explanation of the nature of vagrancy, difficulties for contemporaries and historians in identifying and classifying the poor, and discussion of local and regional variations in the incidence of poverty Explanation of the context for the legislation in, for example, 1563, 1572 and 1598 designed to punish vagabonds and relieve the poor 	25	<p>No set answer is looked for but candidates will need to address the question.</p> <p>Approaches adopted by candidates may include:</p> <ul style="list-style-type: none"> Consideration of the actions taken at national and local level which may have contributed to a growing problem and of actions taken to reduce the scale and severity of the problem Consideration of the intentions of the overseers of the poor, magistrates and farmers in implementing poor law legislation and reducing local threats to law and order Explanation of contemporary attitudes to poverty, faith, crime and punishment across Elizabeth's reign: did attitudes 'harden'?
	(b)	<p>Key content for this question may include:</p> <ul style="list-style-type: none"> Explanation of the limited understanding of the causes of poverty (e.g. harvest failures, price inflation and population pressures in sixteenth-century England) Explanation of the moral concerns with the poor, prompted by Christian faith 	25	<p>No set answer is looked for but candidates will need to address the question.</p> <p>Approaches adopted by candidates may include:</p> <ul style="list-style-type: none"> Consideration of how and why attitudes varied geographically (e.g. London) and socially – towards the impotent poor, the able bodied poor, and the idle poor Consideration of actions taken at a local and national

Question		Answer	Marks	Guidance
		<ul style="list-style-type: none"> Explanation of a fear of an uprising at a local level which may have prompted individual or collective relief and support, especially following the Rising in the North Legislation in for example 1563, 1572 and 1598 to punish vagabonds and relieve the poor 		<ul style="list-style-type: none"> level to reduce poverty Explanation of contemporary attitudes to poverty, faith, crime and punishment across Elizabeth's reign: did attitudes indeed change during Elizabeth's reign?
5	(a)	<p>Key content for this question may include:</p> <ul style="list-style-type: none"> Explanation of the circumstances surrounding the decision in the Taff Vale case of 1901 and its damaging judgement for trade unions Explanation of the circumstances surrounding the Trade Disputes Act of 1906, protecting unions from legal claims for damages and allowing peaceful picketing, a landmark success Explanation of the emergence of 'new unionism' and the widespread support for the London Dockers' Strike of 1899 	25	<p>No set answer is looked for but candidates will need to address the question.</p> <p>Approaches adopted by candidates may include:</p> <ul style="list-style-type: none"> Consideration of the actions of important trade union leaders such as Tillet and Mann and of other key players such as Keir Hardie Consideration of the opposition to the activities of trade unions from employers, politicians and press and why this may have been the case Explanation of attitudes towards 'model' and 'new' unionism, towards socialism and towards the political dimension of trade unions' activities
	(b)	<p>Key content for this question may include:</p> <ul style="list-style-type: none"> Explanation of the circumstances surrounding the participation of the SDF (at first), the Fabian Society and the Independent Labour Party in the creation of the LRC, with Ramsay MacDonald as its Secretary; Explanation of the common aim of an increased working-class representation in Parliament Explanation of the pivotal role played by Keir Hardie in establishing the LRC and of a political context 	25	<p>No set answer is looked for but candidates will need to address the question.</p> <p>Approaches adopted by candidates may include:</p> <ul style="list-style-type: none"> Consideration of the possible intentions of Hardie, Hyndman and the Fabian leadership, among others Consideration of the actions of leading socialists, trade unionists and ILP supporters in offering a political alternative at Westminster to Salisbury's Conservatives or the Liberals

Question		Answer	Marks	Guidance
		which had hitherto seen little support for the ILP nationally, for example in the 1895 General Election		<ul style="list-style-type: none"> Explanation of contemporary ideas about and attitudes towards working-class representation locally and nationally, and towards social reform
6	(a)	<p>Key content for this question may include:</p> <ul style="list-style-type: none"> Explanation of the role and reputation of Asquith as war leader, e.g. the 'shells scandal' and the creation of a coalition wartime government; relations with French, Haig and other WW1 generals Explanation of the circumstances in which Lloyd George's career advanced: his success as Minister of Munitions, his resignation from the government and the subsequent popular campaign for his advancement; the resignation of Asquith in December 1916 Explanation of the weaknesses which contributed to a loss of political and personal confidence in Asquith as PM and wartime leader; conversely, the personal qualities which Lloyd George possessed, or was thought to possess, which made him a strong candidate for the role of Prime Minister 	25	<p>No set answer is looked for but candidates will need to address the question.</p> <p>Approaches adopted by candidates may include:</p> <ul style="list-style-type: none"> Explanations of the possible intentions of Lloyd George himself and of some of his leading campaigners on all sides and in the press in advancing his claims Explanations of the actions of Asquith and of Lloyd George and other key players Explanation of contemporary ideas about wartime leadership, patronage, government powers and control of the armed forces and its leaders
	(b)	<p>Key content for this question may include</p> <ul style="list-style-type: none"> Explanation of the circumstances surrounding the political difficulties which the government had faced since 1918 over Ireland, public spending cuts and the 'honours scandal' 	25	<p>No set answer is looked for but candidates will need to address the question.</p> <p>Approaches adopted by candidates may include:</p> <ul style="list-style-type: none"> Explanation of the possible motives of leading and backbench Conservatives in breaking away from the

Question		Answer	Marks	Guidance
		<ul style="list-style-type: none"> Explanation of the immediate triggers for the fall of Lloyd George's coalition in the famous Carlton Club meeting where backbench Tories accepted Baldwin's view that the coalition should end Explanation of the split within the Liberal Party: Asquith's Independent Liberals emerged, and the consequences of this Did the Coalition Government indeed fail to 'live up to expectations'? 		<p>post-1918 coalition</p> <ul style="list-style-type: none"> Explanation of the actions of other leading players such as Bonar Law, Lloyd George and others Explanation of contemporary ideas about and attitudes towards 'presidential leadership', social reform and public spending
7	(a)	<p>Key content for this question may include:</p> <ul style="list-style-type: none"> Explanation of the circumstances surrounding the election itself and Churchill's allegations about Attlee's proposed socialist dictatorship; Labour's positive campaign built around proposed housing reforms and nationalisation Explanation of the Labour Party's commitment to the Beveridge proposals of 1942 and the introduction of a Welfare State Explanation of the state of affairs surrounding Conservative unpopularity (appeasement) and the complexities of the position of Churchill, seen as a hero by some but as unsuitable for peacetime leadership by others 	25	<p>No set answer is looked for but candidates will need to address the question.</p> <p>Approaches adopted by candidates may include:</p> <ul style="list-style-type: none"> Consideration of the intentions of Attlee, Bevan and other leading Labour politicians in proposing major social and economic reforms post-1945 Consideration of the actions of Morrison and Bevin as part of the wartime coalition government Consideration of contemporary ideas of collective action, socialism and consensus
	(b)	<p>Key content for this question may include:</p> <ul style="list-style-type: none"> Explanation of the circumstances surrounding the 	25	<p>No set answer is looked for but candidates will need to address the question.</p>

Question		Answer	Marks	Guidance
		<p>granting of independence and the desire to avoid widespread conflict and ethnic violence in the face of strong nationalist claims; the state of affairs regarding partition and why it came about</p> <ul style="list-style-type: none"> • Explanation of the efforts to find a compromise agreement between Nehru and Gandhi on the one hand and Jinnah on the other; the role of Mountbatten in proposing a solution • Explanation of the Labour Government's commitments and policies in relation to India and how these had been formulated during and since WW2 		<p>Approaches adopted by candidates may include:</p> <ul style="list-style-type: none"> • Consideration of the intentions of the prominent players in the independence campaign and decision: Gandhi, Mountbatten, Jinnah and Nehru • Consideration of the actions of the leading politicians and figures involved in the controversy • Considerations of contemporary ideas about nationalism, faith and political accountability
8	(a)	<p>Key content for this question may include:</p> <ul style="list-style-type: none"> • Explanation of the financial and economic circumstances regarding the balance of payments deficit which caused Callaghan (Chancellor) to borrow from the IMF • Explanation of the loss of confidence in sterling among some foreign financiers which prompted a devaluation of the pound against the dollar in November 1967 • Explanation of the dock strikes in 1966 and 1967 which harmed exports and damaged international confidence in Wilson's economic management 	25	<p>No set answer is looked for but candidates will need to address the question.</p> <p>Approaches adopted by candidates may include:</p> <ul style="list-style-type: none"> • Explanation of the possible intentions of Wilson and Callaghan in their initial rejection of and later supervision of devaluation • Explanation of the actions of Wilson and his ministers and why initial popularity (a resounding election victory in 1966) was overturned by Heath in 1970; why was economic stability so difficult to attain and retain? • Explanation of contemporary ideas about the role of the government in devaluing currency and 'squeezing' the economy by cutting spending while raising taxation
	(b)	<p>Key content for this question may include:</p> <ul style="list-style-type: none"> • Explanation of the attractiveness of the Conservatives under Heath, promising to end 'stop 	25	<p>No set answer is looked for but candidates will need to address the question.</p> <p>Approaches adopted by candidates may include:</p> <ul style="list-style-type: none"> • Consideration of the attitudes of voters to the

Question	Answer	Marks	Guidance
	<p>go' economics and to implement 'Selsdon' policies under likely Chancellor McLeod</p> <ul style="list-style-type: none"> • Explanation of Labour's unpopular policies on taxation, prices and wages and the contractions of some major industries which had seen unemployment rise sharply by 1970 and which helped lead to defeat in 1970 despite opinion poll predictions of victory; some focus might reasonably be expected on the term 'unexpected' • Explanation of Heath's sacking of Enoch Powell in 1968 over immigration and apparent toughness when faced with political challenges; some commentators also detected a last-minute swing to the Conservatives prompted by Powell's reigniting of the immigration issue 		<p>respective parties: was this an anti-Labour vote after six years in office or a vote for change under the relatively new Conservative leader Heath?</p> <ul style="list-style-type: none"> • Consideration of the state of affairs which had seen difficult economic conditions and harsh financial realities for Labour since 1966 in particular • Consideration of contemporary ideas about immigration, the economy, strikes and social justice – in education, Northern Ireland and Rhodesia, for example

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