

**GCE**

**History A**

Unit **Y143/01**: Britain 1930–1997

Advanced Subsidiary GCE **H105**

**Mark Scheme for June 2016**

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

Annotation	Meaning of annotation
<b>BP</b>	Blank Page
	Highlight
Off-page comment	
<b>A</b>	Assertion
<b>AN</b>	Analysis
<b>EVAL</b>	Evaluation
<b>EXP</b>	Explanation
<b>F</b>	Factor
<b>ILL</b>	Illustrates/Describes
<b>IRRL</b>	Irrelevant, a significant amount of material that does not answer the question
<b>J</b>	Judgement
<b>KU</b>	Knowledge and understanding
<b>P</b>	Provenance
<b>SC</b>	Simple comment
	Unclear
<b>V</b>	View

2. Use the following indicative content mark scheme in conjunction with the generic levels of response in the Appendix

Here is the mark scheme for this question paper.

**MARK SCHEME Section A**

Question	Answer/Indicative content	Mark	Guidance
1	<p><b>Use your knowledge of events of 1939-1940 to assess how useful Source A is as evidence for British military failings at the start of the war.</b></p> <p><b>In discussing how Source A is useful,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> that it expresses fears and disquiet about the performance of British forces in Norway, noting that it was a catalogue of failures.</li> <li>• <b>Answers might consider</b> that Source A takes a wholly negative view of the performance of the British military and the impression it will have given to its allies.</li> <li>• <b>Answers might consider</b> the provenance of Source which is from Churchill's book, <i>The Gathering Storm</i>, published after the War, but he was in a position to know the reaction.</li> <li>• <b>Answers might consider</b> the tone of the language used, the dramatic effect of the early comments and some might consider that the focus of the passage is on Churchill and his survival.</li> <li>• <b>Answers might consider</b> that it does not refer to other events between the declaration of war and Norway.</li> </ul>	10	<ul style="list-style-type: none"> <li>• No set answer is expected</li> <li>• The answer must assess utility for the issue specified. Analysis and evaluation of utility for other issues is not required and should not be credited</li> <li>• Knowledge must not be credited in isolation, it should only be credited where it is used to analyse and evaluate the source, in line with descriptions in the levels mark scheme.</li> </ul>

Question	Answer/Indicative content	Mark	Guidance
2	<p><b>Using these three sources in their historical context, assess how far they support the view that Churchill became Prime Minister in 1940 only because of parliament's doubts about Chamberlain's leadership.</b></p> <ul style="list-style-type: none"> <li>• <b>In discussing how Source A does or does not support the view</b>, answers might refer the suggestion that events should have damaged Churchill's reputation.</li> <li>• <b>In discussing the provenance of Source A</b>, answer might consider that it was written after the War by Churchill looking back at events, so has the benefit of hindsight.</li> <li>• <b>In discussing the historical context of Source A</b>, answers might consider the context of the Norway campaign and that Churchill had begun by defending the government and how the debate turned into an attack on ministerial decisions.</li> <li>• <b>In discussing how Source B does or does not support the view</b>, answers might refer to the comment about the drive against Chamberlain and how Churchill needs a rest, but is still a popular hero.</li> <li>• <b>In discussing the provenance of Source B</b>, answers might consider the position of Kennedy and the access he would have to information through political contacts and how that information might affect his view.</li> <li>• <b>In discussing the historical context of Source B</b>, answers might consider that Churchill had initiated the failed campaign, but had at least been active in opposing Hitler, whereas Chamberlain appeared inactive.</li> <li>• <b>In discussing how Source C does or does not support the view</b>, answers might refer to Amery's attack on Chamberlain and call for him to go.</li> <li>• <b>In discussing the provenance of Source C</b>, answers might refer to the fact it is a record of Amery's speech that helped to bring down Chamberlain.</li> </ul>	20	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At Level 5 there will be judgement about the issue in the question.</li> <li>• To be valid judgements they must be supported by accurate and relevant material.</li> <li>• Knowledge must not be credited in isolation, it should only be credited where it is used to analyse and evaluate the sources, in line with the descriptions in the levels mark scheme.</li> </ul>

Question	Answer/Indicative content	Mark	Guidance
	<ul style="list-style-type: none"><li>• <b>In discussing the historical context of Source C</b>, answers might refer to the fact that at the start Amery had no intention of bringing down Chamberlain, who actually won the debate, and how Labour took advantage of the criticism to force a vote. It might also refer to Churchill's increased reputation despite taking blame for the failure. There might be reference to Chamberlain being unwell and feelings in the Conservative party that a new leader was needed.</li></ul>		

Question	Answer/Indicative content	Mark	Guidance
3*	<p><b>Mark Scheme Section B</b></p> <p><b>‘The strength of Conservative leadership was the most important reason for their domination in the years from 1951 to 1964.’ How far do you agree?</b></p> <p><b>In arguing that the strength of Conservative leadership was the most important reason,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> the popular appeal of Churchill as a war hero and Macmillan and his image of ‘Supermac’.</li> <li>• <b>Answers might compare</b> the leadership of the Conservative party with that of Labour.</li> <li>• <b>Answers might consider</b> the appointments Macmillan made, such as Butler.</li> </ul> <p><b>In arguing that it was other factors,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> the weakness of both Eden (over Suez) and Home.</li> <li>• <b>Answers might consider</b> other factors such as economic prosperity and the rise in living standards, with issues such as a ‘property owning democracy’.</li> <li>• <b>Answers might consider</b> the liberal social measures of Butler as Home Secretary.</li> <li>• <b>Answers might consider</b> the weaknesses and divisions in the Labour party, over nuclear weapons.</li> </ul>	20	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At Level 5 there will be judgement as to the relative importance of the reasons.</li> <li>• At higher levels candidates might establish criteria against which to judge the importance of the reason.</li> <li>• To be valid judgements, claims must be supported by relevant and accurate material. If not they are assertions.</li> <li>• Knowledge must not be credited in isolation. It should only be credited where it is used as the basis for analysis and evaluation, in line with the descriptions in the mark scheme.</li> </ul>

Question	Answer/Indicative content	Mark	Guidance
4*	<p><b>How successfully did the Labour governments in the period 1964-1979 deal with the problems they faced?</b></p> <p><b>In considering the successes of the Labour governments,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> the success of the social reforms, such as Race Relations, Abortion, Abolition of Death Penalty, The Open University.</li> <li>• <b>Answers might consider</b> the success of the 1968 Immigration Act in responding to racial violence.</li> <li>• <b>Answers might consider</b> the survival of the government after 1974 despite only a small majority.</li> <li>• <b>Answers might consider</b> the EEC referendum and the unity it brought to the Labour party.</li> </ul> <p><b>In arguing that it was not successful,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> the economic and industrial problems Labour faced with declining industries and later rising oil prices with resultant rising unemployment.</li> <li>• <b>Answers might consider</b> the financial problems, inflation and devaluation and loans from the IMF.</li> <li>• <b>Answers might consider</b> the problems of Labour's relationship with the Trade Unions, in particular the Winter of Discontent which led to their fall in 1979, the growing number of strikes.</li> </ul> <p><b>Answers might consider</b> the failure of Labour to gain entry to the EEC.</p>	20	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At Level 5 there will be judgement as to how successfully they dealt with problems.</li> <li>• At higher Levels candidates might establish criteria against which to judge extent of success.</li> <li>• To be valid judgements, claims must be supported by relevant and accurate material. If not, they are assertions.</li> <li>• Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.</li> </ul>



APPENDIX 1 – this contains the generic mark scheme grids

	<i>A02: Analyse and evaluate appropriate source materials, primary and/or contemporary to the period, within its historical context.</i>
	<b>Generic mark scheme for Section A, Question 1: Use your knowledge of [specified historical context] to assess how useful Source [...] is as evidence of.... [10]</b>
<b>Level 5</b> 9–10 marks	The answer has a good focus on the question. The source is evaluated, using both provenance and relevant knowledge of the historical context that is specified in the question, in order to engage with the source and reach a supported analysis of its utility as evidence for the issue in the question.
<b>Level 4</b> 7–8 marks	The answer is mostly focused on the question. The source is evaluated, using both provenance and generally relevant knowledge of the historical context that is specified in the question, in order to engage with the source and produce an analysis of its utility as evidence for the issue in the question. The use of provenance may not be developed.
<b>Level 3</b> 5–6 marks	The answer is partially focused on the question. There is partial evaluation of the source, with use of some knowledge of the historical context that is specified in the question, in order to engage with the source and produce a partial analysis of its utility as evidence for the issue in the question.
<b>Level 2</b> 3–4 marks	The answer has only limited focus on the question. There is a generalised evaluation of the source, with use of limited knowledge of the historical context that is specified in the question, in order to engage with the source and produce a basic analysis of its utility as evidence for the issue in the question.
<b>Level 1</b> 1–2 marks	This answer is on the wider topic area, but not on the detail of the question. There is a very basic evaluation of the source, with very limited use of very generalised knowledge of historical context that is specified in the question, in order to engage with the source in a very limited way to attempt a very simple analysis of its utility. This analysis may primarily take the form of drawing information from the source, and it will be considered more as evidence for the wider topic area than the specific issue in the question.
0 marks	No evidence of understanding or reference to the source.

	<i>AO2: Analyse and evaluate appropriate source materials, primary and/or contemporary to the period, within its historical context.</i>
	<b>Generic mark scheme for Section A, Question 2: How far do the three sources support the view? [20]</b>
<b>Level 5</b> 17–20 marks	The answer has a good focus on the question. The sources are evaluated, using both provenance and relevant knowledge of their historical context, in order to engage with the sources and reach a supported analysis of them in relation to the issue in the question. There may be some imbalance in the analysis between use of provenance and use of knowledge.
<b>Level 4</b> 13–16 marks	The answer is mostly focused on the question. The sources are evaluated, using both provenance and generally relevant knowledge of their historical context, in order to engage with the sources and produce an analysis of them in relation to the question. The use of provenance may not be developed.
<b>Level 3</b> 9–12 marks	The answer is partially focused on the question. There is partial evaluation of the sources, with use of some knowledge of their historical context, in order to engage with the sources and produce a partial analysis of them in relation to the question.
<b>Level 2</b> 5–8 marks	The answer has only limited focus on the question. Evaluation of the sources is very general. There is limited use of generalised knowledge of historical context to engage with the sources and produce a basic analysis of them in relation to the question.
<b>Level 1</b> 1–4 marks	This answer is on the wider topic area, but not on the detail of the question. The sources are evaluated in a very basic way, primarily being used as a source of information with understanding of them being only partial. A very generalised knowledge of historical context is used in a very limited way to engage with the sources and to attempt a very simple analysis of them in relation to the
0 marks	No evidence of understanding or reference to the sources.

	<i>AO1: 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.</i>
	<b>Generic mark scheme for Section B, Questions 3 and 4: Essay [20]</b>
<b>Level 5</b> 17–20 marks	There is a mostly consistent focus on the question. Generally accurate and detailed knowledge and understanding is demonstrated through most of the answer and is evaluated and analysed in order to reach substantiated judgements, but these are not consistently well-developed. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and in the most part substantiated.
<b>Level 4</b> 13–16 marks	The question is generally addressed. Generally accurate and sometimes detailed knowledge and understanding is demonstrated through most of the answer with evaluation and some analysis, and this is used appropriately to support the judgements that are made. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported
<b>Level 3</b> 9–12 marks	The question is partially addressed. There is demonstration of some relevant knowledge and understanding, which is evaluated and analysed in parts of the answer, but in places knowledge is imparted rather than being used. The analysis is appropriately linked to the judgements made, though the way in which it supports the judgements may not always be made explicit. The information has some relevance and is presented with limited structure. The information is supported by limited evidence.
<b>Level 2</b> 5–8 marks	The focus is more on the topic than the specific demands of the question. Knowledge and understanding is limited and not well used, with only limited evaluation and analysis, which is only sometimes linked appropriately to the judgements made. The information has some relevance, but is communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.
<b>Level 1</b> 1–4 marks	The answer relates to the topic but not the specific question. The answer contains only very limited relevant knowledge which is evaluated and analysed in a very limited way. Judgements are unsupported and are not linked to analysis. Relevant knowledge is limited, generalised and poorly used; attempts at argument are no more than assertion. Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence.
0 marks	No evidence of understanding and no demonstration of any relevant knowledge.

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