

# **History B**

Advanced Subsidiary GCE

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

## **Mark Scheme for January 2012**

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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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Any enquiries about publications should be addressed to:

OCR Publications  
PO Box 5050  
Annesley  
NOTTINGHAM  
NG15 0DL

Telephone: 0870 770 6622  
Facsimile: 01223 552610  
E-mail: [publications@ocr.org.uk](mailto:publications@ocr.org.uk)

**Generic Mark Scheme for Unit F981**

Maximum mark: 50

Each question is marked out of 25.

Allocation of marks within the Unit:

|         | <b>AO1 Knowledge and Understanding</b> |
|---------|--|
| 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:

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

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

| Question |     | Answer   | Marks | Guidance   |
|----------|-----|--|-------|--|
| 1        | (a) | <p>Key content for this question may include:</p> <ul style="list-style-type: none"> <li>• The relative stability of the political classes and structure during the royal minority</li> <li>• The actions of the king in displaying excessive generosity and mis-using royal patronage; the alienation of crown lands and the focus on the establishment of Eton College and King's College, Cambridge</li> <li>• The king's personality and Henry's suitability for his role</li> <li>• Military setbacks in France culminating in the loss of Lancastrian Normandy in 1450 and the rivalry of the Duke of York and the Beaufort Dukes of Somerset, which spilled over into the English court</li> </ul>  | 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"> <li>• Explanation of the intentions of the king himself and his key advisers: in marrying Margaret of Anjou in 1445; in removing York from command in Normandy in 1447, for example</li> <li>• Explanation of the actions of 'over mighty subjects' such as the Beauforts and Richard Duke of York in advancing their own causes and those of their supporters</li> <li>• Explanation of contemporary ideas of kingship and rule, lordship and service</li> </ul> |
|          | (b) | <p>Key content for this question may include:</p> <ul style="list-style-type: none"> <li>• The impact of Henry's favouritism of the Beaufort and Suffolk factions on the one hand and disfavour to York on the other for English military control in Normandy and factionalism at home</li> <li>• Suffolk himself: his connections with the Beaufort faction and rivalry with the Duke of York during Henry's French campaigns</li> <li>• Suffolk's key role in negotiating the marriage of Henry VI and Margaret of Anjou and the secret clause returning Anjou and Maine to France</li> <li>• Continued royal patronage of and support for Suffolk (elevated to a dukedom in 1448) until he could no longer escape censure for losses in France</li> </ul> | 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"> <li>• Consideration of ideas of patronage, military and political service, reward and favour – in terms of land, titles and status</li> <li>• Explanation of the intentions of the key figures, not least the King and his wife in supporting Suffolk to the bitter end</li> <li>• Explanation of the actions of Suffolk and those of his opponents and their consequences for Lancastrian France and for England</li> </ul>                                      |

| Question |     | Answer   | Marks | Guidance  |
|----------|-----|--|-------|---|
| 2        | (a) | <p>Key content for this question may include:</p> <ul style="list-style-type: none"> <li>• Triggers for the Battle of St Albans in 1455 which might include York's exclusion from the Great Council at Leicester</li> <li>• The recovery of the king's health in 1454 and resumption of direct control of patronage and favour, to the disadvantage of York</li> <li>• Continuing factional rivalry between York and Somerset, spilling over from tensions within Lancastrian France and exacerbated by the loss of Normandy and, in 1453, Gascony</li> <li>• Long-standing factional rivalries and noble unrest, in evidence since the King's assumption of his majority in 1437</li> </ul> | 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"> <li>• Explanation of the possible intentions of key players including Margaret of Anjou, the King himself, the Duke of York: self-interest? dynastic stability and continuity?</li> <li>• Explanation of the actions of key players in a changing dynastic and political context: battle avoidance? (St Albans was more a skirmish than a proper battle); a struggle for control of the King himself</li> <li>• Explanation of contemporary ideas of justice, kingship, dynastic service and loyalty, and consideration of the circumstances in which loyalties could be cast aside</li> </ul> |
|          | (b) | <p>Key content for this question may include:</p> <ul style="list-style-type: none"> <li>• Margaret's role as the doughty champion of her husband, Henry VI against real or imagined threats to his crown, for example her marshalling of support for the Lancastrian cause after her husband's capture at St Albans in 1455</li> <li>• The military leadership which Margaret herself had to display, for example at Tewkesbury in 1471 where she was defeated</li> <li>• Her exile in France and contacts with Louis XI gave her a base of operations from which to challenge, with Warwick's help, for the restoration of Henry VI to the English crown in 1470</li> </ul>                | 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"> <li>• Explanation of Margaret's likely intentions in her dealings with political rivals and allies</li> <li>• Explanation of Margaret's actions at key moments</li> <li>• Explanation of contemporary views of nationality, patronage, service, loyalty and rebellion</li> </ul>   |

| Question | Answer  | Marks | Guidance  |
|----------|---|-------|---|
| 3 (a)    | <p>Key content for this question may include:</p> <ul style="list-style-type: none"> <li>• Privy Council pressure, for example in the 1560s and the actions of Peter Wentworth in demanding free speech in order that the marriage question be discussed</li> <li>• The dynastic position of Elizabeth, highlighted by for example her near death from smallpox in 1563; who should succeed her?</li> <li>• The religious angle to the marriage question, evident from as early as 1558 with Philip II but running through much of the reign</li> <li>• Elizabeth's many suitors imposed their own pressure for their own reasons: responses might include Dudley, Anjou, Eric of Sweden and their proponents, among others</li> </ul>  | 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"> <li>• Explanation of the respective motivations of Elizabeth and her Privy Council, MPs and others who expected and anticipated marriage; was this pressure continuous?</li> <li>• Explanations of Elizabeth's actions regarding her religious settlement of England, or her support for Dutch rebels, or her actions in relation to Mary Stuart can all be linked to the marriage question</li> <li>• Explanation of ideas of queenship and succession, of attitudes towards marriage and love may all be considered in the context of complex foreign relations</li> </ul> |
| (b)      | <p>Key content for this question may include:</p> <ul style="list-style-type: none"> <li>• Consideration of whether there was at any point a conscious 'refusal' of a potential husband for personal or political reasons</li> <li>• Responses may consider the diplomatic, political and military contexts of England's relations with France and Spain in particular which had a major bearing on Elizabeth's attitude to marriage; was 'refusal' evident only later in her reign?</li> <li>• Responses may consider the various suitors considered likely candidates, English and foreign, for example Robert Dudley, Eric of Sweden, the Duke of Anjou and Phillip II of Spain and the particular circumstances and contexts which made such a match difficult or impossible</li> <li>• Elizabeth's personal views on marriage itself, particular claimants and the national interest, so far as they can be known</li> </ul> | 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"> <li>• Consideration of the respective motivations of Elizabeth and her suitors and consideration of how and why these may have changed over the long period in which the marriage question was active</li> <li>• Explanation of Elizabeth's actions, for example in allowing protracted negotiations with the French regarding a possible marriage to a Valois prince in order to secure improved Anglo-French relations</li> <li>• Explanations of attitudes towards love, marriage, succession, loyalty and service</li> </ul>   |

| Question |     | Answer   | Marks | Guidance   |
|----------|-----|--|-------|--|
| 4        | (a) | <p>Key content for this question may include:</p> <ul style="list-style-type: none"> <li>the changing economic and diplomatic circumstances of the 1570s and post-1585 which made necessary heavier burdens of poor relief for the parishes; harvest failures in 1595 – 7 in particular</li> <li>key causal factors including harvest failures and economic pressures, together with demographic pressures</li> <li>Problems experienced at a local level by JPs attempting to distinguish between the deserving and undeserving poor; evidential issues surrounding the 'increase': in numbers, or awareness, or both?</li> </ul> | 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"> <li>Explanation of contemporary beliefs and attitudes about poverty, charity, begging, crime and punishment</li> <li>Explanation of Elizabeth's likely intentions in wishing to control vagrancy and to address the continuing difficulties and hardships caused by economic and demographic pressures</li> <li>Explanation of the actions of MPs in approving the passage of the 1601 legislation</li> </ul> |
|          | (b) | <p>Key content for this question may include:</p> <ul style="list-style-type: none"> <li>A limited understanding of the causes of poverty (eg harvest failures, price inflation and population pressures)</li> <li>Moral concerns with the poor, prompted by Christian faith</li> <li>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</li> <li>Legislation in for example 1563, 1572 and 1598 to punish vagabonds and relieve the poor</li> </ul>   | 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"> <li>Explanation of how and why attitudes varied geographically (eg London) and socially</li> <li>Consideration of actions taken at a local and national level to reduce poverty and vagrancy</li> <li>Explanation of contemporary attitudes to poverty, faith, crime and punishment across Elizabeth's reign: did attitudes 'harden'?</li> </ul>  |

| Question |     | Answer  | Marks | Guidance  |
|----------|-----|---|-------|---|
| 5        | (a) | <p>Key content for this question may include:</p> <ul style="list-style-type: none"> <li>• The Trade Disputes Act of 1906, protecting unions from legal claims for damages and allowing peaceful picketing, a landmark success</li> <li>• The Taff Vale case of 1901 and its damaging judgement for trade unions</li> <li>• The emergence of 'new unionism' and the widespread support for the London Dockers' Strike of 1899</li> <li>• The creation in 1900 of the Labour Representation Committee, with TUC backing</li> </ul>   | 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"> <li>• Explanation of the actions of trade union leaders such as Tillet and Mann and of other key players such as Keir Hardie</li> <li>• Consideration of the opposition to the activities of trade unions from employers, politicians and press and why this may have been the case</li> <li>• Explanation of attitudes towards 'model' and 'new' unionism, towards socialism and towards the political dimension of trade unions' activities</li> </ul>                     |
|          | (b) | <p>Key content for this question may include:</p> <ul style="list-style-type: none"> <li>• consideration may be given to 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;</li> <li>• the common aim was to increase working-class representation in Parliament</li> <li>• responses may consider the pivotal role played by Keir Hardie in establishing the LRC</li> <li>• consideration may be given to a political context which had hitherto seen little support for the ILP nationally, for example in the 1895 General Election</li> </ul> | 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"> <li>• Explanation of the possible intentions of Hardie, Hyndman and the Fabian leadership, among others</li> <li>• 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</li> <li>• Explanation of contemporary ideas about and attitudes towards working-class representation locally and nationally, and towards social reform</li> </ul> |

| Question |     | Answer  | Marks | Guidance   |
|----------|-----|---|-------|--|
| 6        | (a) | <p>Key content for this question may include:</p> <ul style="list-style-type: none"> <li>• The creation of the WSPU in 1903 and the opposition in some quarters to suffragette actions and attitudes</li> <li>• Ideas associated with 'separate spheres' of influence</li> <li>• The argument that the suffrage needed to be extended to all men over 21 before it could be granted to women</li> <li>• Political objections to the vote (would women vote Tory?) from Liberals and others; a changing political context marked, for example, by the Conciliation Bills of 1910 and 1911</li> </ul>   | 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"> <li>• Explanation of the possible intentions of Asquith and other leading opponents of female suffrage, including women, and how these attitudes changed over time, especially during World War One.</li> <li>• Explanation of the actions of Emmeline Pankhurst and others and why these actions caused resistance and opposition</li> <li>• Explanation of contemporary ideas about women, the franchise, democracy and the family</li> </ul> |
|          | (b) | <p>Key content for this question may include:</p> <ul style="list-style-type: none"> <li>• Consideration of the trigger of the need to re-enfranchise many men who had lost the right to vote because of war service overseas</li> <li>• Consideration of the importance of women's war work in a variety of areas which advanced their claims for the right to have a say in national affairs</li> <li>• The pre-war context of changing sympathies among Liberal leaders which were making the female franchise more rather than less likely</li> <li>• The state of affairs which had seen prolonged suffragist and suffragette campaigning, not to mention women voting in local and other elections</li> </ul> | 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"> <li>• Explanation of the intentions of Lloyd George and his Coalition Government in pushing through this legislation</li> <li>• Explanation of the actions of leading political players such as Bonar Law, Lloyd George and others</li> <li>• Explanation of contemporary ideas about and attitudes towards women, voting, World War I and the family</li> </ul>  |

| Question |     | Answer   | Marks | Guidance   |
|----------|-----|--|-------|--|
| 7        | (a) | <p>Key content for this question may include:</p> <ul style="list-style-type: none"> <li>• Consideration of whether there was indeed a consensus among all for this entire period: some groups did not share in it consistently, eg the House of Lords opposed some aspects of nationalisation</li> <li>• Pre-1945 demonstrations of consensus which were carried forward, especially the Beveridge Report (1942) and R.A. Butler's 1944 Education Act</li> <li>• The scale of Labour's 1945 victory (393 – 213) and the widespread appeal of a party seeking to implement progressive measures of social and industrial reform</li> <li>• Attlee's role in holding his party together and supervising the passage of consensual legislation such as the National Insurance Act and the National Health Act, both in 1946</li> </ul> | 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"> <li>• Explanation of the possible intentions of Bevan (Health), Cripps (Chancellor from 1947), Morrison (Leader of the House of Commons) and Attlee in pushing through legislation on nationalisation, health care and national insurance and much else</li> <li>• Explanation of the actions of the Labour Governments (NB a General Election in 1950)</li> <li>• Explanation of contemporary ideas about and attitudes towards the sick, poor, homeless and unemployed</li> </ul> |
|          | (b) | <p>Key content for this question may include:</p> <ul style="list-style-type: none"> <li>• Consideration of the role of the British Medical Association and the opposition of some doctors and the reasons for it</li> <li>• Fears about the extended role of government and fears of state control over medicine and health</li> <li>• Opposition on the grounds of cost, eventually realised when Gaitskell introduced some charges in 1951, prompting Bevan's resignation</li> </ul>  | 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"> <li>• Explanation of the possible intentions of both opponents and supporters of the NHS on for example cost, ideological or political grounds</li> <li>• Explanation of the actions and reactions of the opponents to Bevan</li> <li>• Explanation of contemporary ideas about Beveridge's '5 Giants' and attitudes to illness, medical care, welfare for all and 'safety net' procedures</li> </ul>   |

| Question |     | Answer  | Marks | Guidance   |
|----------|-----|---|-------|--|
| 8        | (a) | <p>Key content for this question may include:</p> <ul style="list-style-type: none"> <li>• The balance of payments deficit which caused Callaghan (Chancellor) to borrow from the IMF</li> <li>• A loss of confidence in sterling among some foreign financiers which prompted a devaluation of the pound against the dollar in November 1967</li> <li>• Dock strikes in 1966 and 1967 harmed exports and damaged international confidence in Wilson's economic management</li> <li>• New Chancellor Jenkins could not prevent a rise in unemployment; there was also serious violence in Northern Ireland from 1969</li> </ul>   | 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"> <li>• Explanation of the possible intentions of Wilson and Callaghan in their initial rejection of and later supervision of devaluation</li> <li>• Explanation of the actions of Wilson and his ministers</li> <li>• Explanation of contemporary ideas about the role of the government in devaluing currency and 'squeezing' the economy by cutting spending while raising taxation</li> </ul>   |
|          | (b) | <p>Key content for this question may include:</p> <ul style="list-style-type: none"> <li>• Consideration of the attractiveness of the Conservatives under Heath, promising to end 'stop go' economics and to implement 'Selsdon' policies under likely Chancellor McLeod</li> <li>• Consideration 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</li> <li>• Heath's sacking of Enoch Powell in 1968 over immigration and apparent toughness when faced with political challenges; some commentators also detect a last-minute swing to the Conservatives prompted by Powell's reigniting of the immigration issue</li> </ul> | 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"> <li>• Explanation of the attitudes of voters to the respective parties: was this an anti-Labour vote after 6 years in office or a vote for change under the relatively new Conservative leader Heath?</li> <li>• Explanation of the state of affairs which had seen difficult economic conditions and harsh financial realities for Labour since 1966 in particular</li> <li>• Explanation of contemporary ideas about immigration, the economy, strikes and social justice – in education, Northern Ireland and Rhodesia, for example</li> </ul> |

**OCR (Oxford Cambridge and RSA Examinations)**  
1 Hills Road  
Cambridge  
CB1 2EU

**OCR Customer Contact Centre**

**Education and Learning**

Telephone: 01223 553998

Facsimile: 01223 552627

Email: [general.qualifications@ocr.org.uk](mailto:general.qualifications@ocr.org.uk)

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