

**History B**

Advanced Subsidiary GCE

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

**Mark Scheme for January 2013**

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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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**Subject-specific Marking Instructions**

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:

Question		Answer	Marks	Guidance
1	(a)	<p>Key content for this question may include:</p> <ul style="list-style-type: none"> <li>• Internal divisions within the English camp, typified by a rivalry between the Duke of York and the Duke of Somerset, Edmund Beaufort, which affected not just their own possessions and claims within Normandy and France but the military campaigns against the resurgent French</li> <li>• The fitness of Henry VI to govern, in the sense that he showed little interest in or aptitude for war according to some contemporary reports</li> <li>• The role of Queen Margaret of Anjou and her allies, particularly Somerset and the Duke of Suffolk, in persuading Henry VI to recall and banish the Duke of York; likewise the unpopular consequences of secretly surrendering Maine to the French.</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 ideas of loyalty and treason; views about the status resulting from the tenure of land and about military service abroad. Why were these features of life in Lancastrian France so valued when held and so much missed when removed?</li> <li>• An explanation of the actions of the key players in the drama: the Duke of Suffolk, John Talbot, Earl of Shrewsbury, Henry VI and Margaret of Anjou, the Dukes of York and Somerset</li> <li>• Consideration of the military, economic and cultural significance of Normandy and Aquitaine, among other French possessions, to the English crown and people, as evidenced by the sense of treason and betrayal expressed during Jack Cade's Rebellion in 1450.</li> </ul>
	(b)	<p>Key content for this question may include:</p> <ul style="list-style-type: none"> <li>• The fitness of Henry VI to govern as a consequence of the first bout of illness which struck him in August 1453 and which lasted for some eighteen months</li> <li>• The related power vacuum and rivalries between 'over mighty subjects', notably York and Beaufort but also, for example, the Percy-Neville dispute which led to the emergence of factionalism at the heart of the royal court</li> <li>• The establishment of a protectorate in 1454 led by Richard of York in the teeth of opposition from Queen Margaret of Anjou and her supporters; the reversal of fortunes which occurred on Henry's recovery as a catalyst to military action.</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 ideas of loyalty, treason and service—to the crown or the protector or regent?</li> <li>• An explanation of the actions of the key players in the drama: Henry VI and Margaret of Anjou, York and Neville supporters, and Somerset, in particular</li> <li>• Consideration of the intentions of the key players in the drama: self interest? the continuity of Lancastrian rule? the good of the nation?</li> </ul>

Question		Answer	Marks	Guidance
2	(a)	<p>Key content for this question may include:</p> <ul style="list-style-type: none"> <li>Evidence of factional struggles might include the celebrated conflicts between York and Beaufort, or Percy and Neville, or Courtenay and Bonville, to take only a few of many examples; later, the actions of Warwick under Edward IV and Buckingham under Richard III</li> <li>Consideration of the sporadic fitness of Henry VI to rule his kingdom and offer 'good governance' and control of his nobles; likewise the struggles of Edward IV and Richard III to offer good lordship and patronage without fatally compromising their control of their courts and resources</li> <li>The role of rival powers in fomenting and supporting factionalism, for example Scotland in providing a Lancastrian safe haven; likewise the rivalries of Burgundy and France played out against the backdrop and, indeed, within the court politics of Edward.</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 ideas of kingship, service, patronage and treason</li> <li>An explanation of the actions of those at the heart of factional politics: those of York and Somerset, Buckingham, Warwick and many others</li> <li>Consideration of the intentions of those involved in these major and long-lasting late fifteenth-century factional struggles, both honourable and dishonourable; the role of marriage in cementing ties or stirring enmities; the importance of land and inheritance; questions of short-term gain balanced against the long-term interests of individuals and their retinues.</li> </ul>
	(b)	<p>Key content for this question may include:</p> <ul style="list-style-type: none"> <li>Explanation of the impact of the fighting on urban and rural life, both beneficially and harmfully, for example on ports and on London</li> <li>Consideration of the opportunities offered by patronage and service for promotion and advancement in a retinue or court – or for imprisonment and disinheritance for the defeated or exiled</li> <li>Consideration of the broader cultural impact of conflict: as reflected in the Paston Letters, for example. Some focus on the term 'serious' in the question can be rewarded.</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 ideas about civil war and justifications for rebellion: a disaster for the body politic, or a necessary evil to rid the crown of bad counsel?</li> <li>An explanation of the actions of some of those who profited from rapid social and political advancement eg Warwick, and Richard, Duke of Gloucester</li> <li>Consideration of the wider social impact of fighting: on the soldiers themselves, on peasants and on churchmen.</li> </ul>

Question		Answer	Marks	Guidance
3	(a)	<p>Key content for this question may include:</p> <p>Consideration of the respective concerns of Elizabeth and Philip regarding domestic and foreign security, succession and threats of or actual rebellions</p> <p>The context of faith: Catholic and Protestant divisions and rivalries; the context of Philip's marriage to Mary I and proposal of marriage to Elizabeth; Philip's attempts to prevent the papal excommunication of Elizabeth; the execution of Mary Queen of Scots in 1587</p> <p>The wider diplomatic and political context which saw Elizabeth supporting Dutch rebels (Treaty of Nonsuch in 1585); the context of difficult relations at times with France under Henry IV and with Scotland</p> <p>The changing technology of naval warfare and the tactical considerations which each side hoped to deploy to advantage, for example the ambitious plan to rendezvous with land troops in the Netherlands.</p>	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 actions of Philip II and of Elizabeth in diplomacy and war over many years, to include longer-term approaches but also focussing especially on 'triggers' leading to the launch of the Armada itself</li> <li>• Consideration of the changing intentions of each ruler in relation not just to peace or war but, for example to commercial considerations and to exploration and piracy</li> <li>• Consideration of contemporary attitudes to the Spanish question held by Elizabeth and attitudes to England and her overseas interests held by Philip. Did attitudes 'harden'?</li> </ul>
	(b)	<p>Key content for this question may include:</p> <ul style="list-style-type: none"> <li>• The context of the Religious Settlement of 1559 and the 'middle way' pursued by the crown in respect of theology and observance</li> <li>• The Revolt of the Earls in 1569 and the papal bull of 1570 which excommunicated Elizabeth and the new circumstances which these events generated</li> <li>• The actions of Archbishop Whitgift in banishing Jesuits and Catholic priests and the changing context produced by, for example, revolt in the Netherlands, the execution of Mary Queen of Scots and by the Armada of 1588. How did the nature of the threat, or perceptions of it, change?</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 changing beliefs held by Catholics, Jesuits and by Protestants and by attitudes towards these groups</li> <li>• Explanation of royal and Privy Council attitudes and intentions towards Jesuits and other Catholics (eg views held by Cecil)</li> <li>• Explanation of the actions of key figures such as Whitgift, Cecil, Elizabeth herself in repressing the Jesuits and monitoring Catholic households.</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 political necessity or desirability of works of art: were they just good publicity, or were they actively propagandist?; the economic circumstances which enabled the production of such works and how and why these preconditions might have changed across a long reign</li> <li>• The extent of royal and noble patronage and commission of the arts in the broadest sense</li> <li>• Content may include literature, including Spenser, and drama, including Marlowe and Shakespeare, as well as portrait painting (candidates may refer to specific Elizabethan portraits such as the Armada Portrait); they may reference architecture and music eg Thomas Tallis and William Byrd; there may be discussion of celebrated miniaturists eg Hilliard.</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 possible intentions of artists, authors, patrons and commissioners of works of art in producing works</li> <li>• Explanation of the actions of patrons and artists: why that kind of work, and why then?</li> <li>• Exploration of contemporary ideas about monarchy, power, femininity and masculinity and glory.</li> </ul>
	(b)	<p>Key content for this question may include:</p> <ul style="list-style-type: none"> <li>• Discussion of Spenser's <i>Faerie Queen</i> and its dedication to Elizabeth; content may include analysis of some of the great portraits eg the Rainbow Portrait or the Ditchley Portrait</li> <li>• Explanation of the difficult political context of the final years of Elizabeth's reign—sometimes called a 'second reign': the deaths of key advisers eg Burghley, the emergence of new political figures in the Privy Council eg Robert Cecil</li> <li>• Explanation of the degree to which the 'cult' was officially sponsored; how far were works of art subject to censorship and control?</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 possible intentions of Elizabeth and her advisers in controlling and manipulating imagery and propaganda for domestic and external consumption: to ensure the security of the dynasty? as a proactive measure to discourage rebellion?</li> <li>• Explanation of the actions of key writers, artists, politicians and playwrights</li> <li>• Explanation of contemporary ideas and beliefs about monarchy, power, the person of the Queen, patronage and commission.</li> </ul>

Question		Answer	Marks	Guidance
5	(a)	<p>Key content for this question may include:</p> <ul style="list-style-type: none"> <li>• Discussion of the economic and political contexts for the emergence and development of popular Socialism, including links to trade union demands for improved pay, conditions and the eight-hour day, typified by the matchgirls' strike of 1888 and the dock strike of 1889</li> <li>• Explanation of the influence in the 1890s and 1900s of socialism whether moderate (eg the Fabian Society) or more militant (eg Hyndman's SDF) and its attraction to mainly middle class members; likewise consideration of the influence of socialist and union leaders such as Annie Besant and Keir Hardie</li> <li>• Such causal factors as, for example, the ferment of ideas within Britain, France and Germany which contributed to the discussion and refinement of strands of socialist thinking; consideration may also be given to the growing awareness of failings in working-class health, housing and working conditions.</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 some socialist and union leaders, politicians and thinkers in offering Socialist ideas and opinions: self-interest? humanitarian impulses? a concern for the 'common weal'?</li> <li>• Explanation of the actions of Hardie and other leaders and of the actions of their critics and opponents</li> <li>• Discussion of contemporary ideas about the role of government at both local and national levels; the role of philanthropy; the influences of French syndicalism and of German socialism; the balance of negative views, in some cases, towards capitalism as against positive views towards workers, their families and the poor.</li> </ul>



Question	Answer	Marks	Guidance
(b)	<p>Key content for this question may include:</p> <ul style="list-style-type: none"> <li>• Explanation of political manifestations of the Socialist movement, which might include candidates' discussion of the attitude and policies of the two main parties towards trade unions, with the 1901 Taff Vale case a landmark; likewise their reactions to the formation of the ILP in 1893 and the LRC in 1900</li> <li>• Consideration of the impact of the movement on the Conservative Party's leadership (Salisbury, Balfour) and policies or potential policies eg Joseph Chamberlain's Tariff Reform agenda and its focus on welfare spending</li> <li>• Consideration of the impact of the movement on the Liberals, whether 'Old' or 'New' as manifested for example in the Lib-Lab pact of 1903; the role which the growing Socialist and labour movement may have played in helping bring about the 1906 Liberal election victory and the subsequent passage of the Trades Disputes Act of that year.</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 possible intentions of the parties in relation to Socialist thought and practice: hostile, benign, or uninterested?</li> <li>• Explanation of the actions and policies of Conservatives, Labour and the LRC (later Labour Party) and of critics and supporters of Socialism which might include the courts, newspapers and public opinion</li> <li>• Exploration of contemporary ideas about unionism, socialism, justice and law; likewise the international dimension of Socialism and its associations with syndicalism and anarchism.</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 imperial context of an empire which included the symbolically and strategically vital South Africa as a British colonial possession; the ambition, expressed in some quarters, of creating a 'red map' linking Cairo to the Cape</li> <li>• The impact of the forced conversion of Boer republics into British colonies, in particular with regard to the treatment of civilians in concentration camps; the scandal provoked by the 'methods of barbarism'; likewise the scandal of recruits unfit to serve in the Second Boer War, particularly from urban areas</li> <li>• The political gains for Campbell-Bannerman and the Liberal Party at the expense of the Conservatives of Salisbury and then Balfour; the context of Joseph Chamberlain and Tariff Reform and of the 1903 Lib-Lab Pact; the 1906 Liberal Party election victory and the role of imperial issues in the campaign</li> </ul>	25	<p>Approaches adopted by candidates may include:</p> <ul style="list-style-type: none"> <li>• Consideration of complex contemporary attitudes towards imperialism, positive and negative</li> <li>• Explanation of the actions of leading figures such as Henry Campbell-Bannerman, Balfour and Chamberlain</li> <li>• Exploration of contemporary ideas about warfare and conquest, the treatment of civilians in poverty and hardship at home and within the Empire</li> </ul>

Question	Answer	Marks	Guidance
(b)	<p>Key content for this question may include:</p> <ul style="list-style-type: none"> <li>• Consideration of the changing social and political circumstances in which the 1906 campaign was fought and, in particular, growing demands for institutional and social reform</li> <li>• Explanation of the actions and policies of Balfour, perhaps looking at the impact of the 1902 Education Act and its impact, and the key question of Tariff Reform and relations between Balfour and Joseph Chamberlain after 1903</li> <li>• The relative weightings in terms of explaining the result of 1906 of Liberal strengths and Conservative weaknesses—was this, after all, a ‘landslide’?</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 possible intentions of Joseph Chamberlain in launching Tariff Reform; likewise the motivations of Balfour and other leading Conservatives in the period of Balfour’s premiership from 1902 onwards</li> <li>• Explanation of the actions of leading Liberals such as Campbell-Bannerman and of prominent Conservatives over key issues such as their attitude towards, for example, the LRC, the trade union movement and ‘new liberalism’</li> <li>• Explanation of contemporary ideas about, for example reform of the House of Lords, Home Rule, free trade and social reform.</li> </ul>

Question		Answer	Marks	Guidance
7	(a)	<p>Key content for this question may include:</p> <ul style="list-style-type: none"> <li>• Explanation of the struggles between the Labour government and the trade union movement over, for example, 'In Place of Strife'</li> <li>• The context of 'The Troubles' from 1969 in Northern Ireland</li> <li>• Consideration of the trade deficit inherited from the previous government and the impact this had on plans for education and technology spending to honour election pledges; borrowings from the IMF</li> <li>• The devaluation of 'the pound in your pocket' in 1967 by Chancellor of the Exchequer James Callaghan and the reasons for it; its consequences financially, economically and politically</li> <li>• The wider context of the Arab-Israeli War of 1967 and the closure of the Suez Canal and the prices and incomes policy which this helped to trigger.</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 possible intentions of Wilson and Callaghan in their initial rejection of, and later acceptance and explanation of, devaluation</li> <li>• Explanations of the actions of Chancellors Callaghan and then Jenkins in response to rising unemployment</li> <li>• Explanation of contemporary expectations of government in relation to prices and incomes policy; ideas about 'squeezing' the economy by cutting spending and raising taxation.</li> </ul>
	(b)	<p>Key content for this question may include:</p> <ul style="list-style-type: none"> <li>• The broader social and political context of race relations under previous Conservative and Labour governments</li> <li>• The particular circumstances of Labour's Race Relations Act of 1968, the 'rivers of blood' speech and Powell's thorny relationship with his party leader, Edward Heath during his spell in the Shadow Cabinet</li> <li>• Powell's previous roles as Shadow Defence Secretary from 1965-6 and his opposition to the arrival of Kenyan Asians in 1967.</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>• Explanations of the possible motives and intentions of Powell himself in making the speech</li> <li>• Explanation of the actions and reactions of Heath and from both political opponents and supporters of the speech</li> <li>• Explanation of contemporary attitudes towards immigration, race and unemployment.</li> </ul>

Question		Answer	Marks	Guidance
8	(a)	<p>Key content for this question may include:</p> <ul style="list-style-type: none"> <li>• A context of bombings and damage to the economy of Northern Ireland—eg ‘the Battle of the Bogside’ in Derry in 1969; likewise violence towards the Catholic community in Belfast in 1969 and 1970</li> <li>• the policies of the Northern Ireland Prime Minister, Brian Faulkner and his Stormont government</li> <li>• Consideration of the traditionally close ties between the Conservative and Unionist parties</li> <li>• The re-emergence of a growing ‘Provisional’ IRA and its aims of overturning the Partition of Ireland of 1922 and the establishment of a united Ireland.</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 possible intentions of key parties to the decision, namely Heath himself and Brian Faulkner; the attitudes and reactions of eg Ian Paisley</li> <li>• Explanations of the actions of those key parties—why internment, and why then?</li> <li>• Exploration of contemporary ideas about justice, independence and methods of political and social protest.</li> </ul>
	(b)	<p>Key content for this question may include:</p> <ul style="list-style-type: none"> <li>• The international oil crisis, petrol shortages and the ‘three day week’ which replaced the ‘Selsdon Man’ ideas which accompanied Heath’s election in 1970; ‘Who Governs Britain?’</li> <li>• Explanation of the industrial strife which characterised this government’s period in office and its impact on the election, embodied in the failings of the Industrial Relations Act; the roles of electrical supply workers and of the miners in helping to bring down the Heath government</li> <li>• The appeal of Wilson and the Labour Party on the one hand (for example his promise of a referendum on Britain’s membership of the EEC) and Jeremy Thorpe’s Liberals on the other which saw an inconclusive election result in February 1974, leading eventually to a minority Labour government and a second General Election in October 1974.</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 possible intentions of Heath, Wilson and Thorpe</li> <li>• Explanation of voters’ actions: were they punishing the Conservatives more than they were rewarding Labour?</li> <li>• Exploration of contemporary ideas about ‘Who Governs Britain?’; attitudes towards industrial action, the economy and ideas of social justice.</li> </ul>

## APPENDIX 1

	Marks	AO1 Knowledge and Understanding
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: 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>

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