

**GCE**

**History A**

Unit **Y143/01**: Britain 1930–1997

Advanced Subsidiary GCE **H105**

**Mark Scheme for June 2017**

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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 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

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

## MARK SCHEME Section A

Question	Answer/Indicative content	Mark	Guidance
1	<p><b>Use your knowledge of the events of 1940 to assess how useful Source A is as evidence for Britain's military position at the time.</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 the BEF has been evacuated from northern France.</li> <li>• <b>Answers might consider</b> that Source A adopts a balanced view of the situation commenting on both tension and resolve.</li> <li>• <b>Answers might consider</b> that the Source refers to depression.</li> <li>• <b>Answers might consider</b> that it refers to the weak military position by referring to Britain 'fighting alone', which shows little confidence in French forces who were still fighting.</li> <li>• <b>Answers might consider</b> that the Source consider only the immediate aftermath of Dunkirk and does not consider other military disasters of 1940 or later success with the Battle of Britain.</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>

2		<p><b>Using these three sources in their historical context, assess how far they support the view that Churchill's speeches had a positive effect on morale in Britain.</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 to the mixed reaction that his speech after Dunkirk aroused, mentioning both depression and resolve. Answers might consider the different regional reactions.</li> <li>• <b>In discussing the provenance of Source A</b>, answer might consider that it was written by a government department whose job it was to report the truth.</li> <li>• <b>In discussing the historical context of Source A</b>, answers might consider that it was written after the evacuation of some 300,000 troops from the beaches of Dunkirk and that France was about to fall.</li> <li>• <b>In discussing how Source B does or does not support the view</b>, answers might refer to it commenting on the effectiveness of the speech in the Commons, but not when broadcast.</li> <li>• <b>In discussing the provenance of Source B</b>, answers might consider that it is written by an MP who was a supporter of Churchill and would have heard the speeches.</li> <li>• <b>In discussing the historical context of Source B</b>, answers might consider that Churchill did not personally broadcast the speeches and that between 14 July and 11 September he did not address the nation, perhaps suggesting impact was already seen as limited.</li> <li>• <b>In discussing how Source C does or does not support the view</b>, answers might refer to Churchill's ability to raise morale and often ignore facts.</li> <li>• <b>In discussing the provenance of Source C</b>,</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 descriptions in the levels mark scheme.</li> </ul>
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			<p>answers might refer to it being written by one of Churchill's critics.</p> <ul style="list-style-type: none"><li>• <b>In discussing the historical context of Source C,</b> answers might refer to the power of Churchill's oratory and refer to some of his speeches, although some might comment on the Ministry of Information comment that the leadership's appeal did not register..</li></ul>		
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3*		<p><b>Mark Scheme Section B</b></p> <p><b>How successful were Thatcher's social and economic policies?</b></p> <p><b>In arguing that Thatcher's social and economic policies were successful,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> her success at bringing down inflation.</li> <li>• <b>Answers might consider</b> that privatization improved performance, competition, lowered prices and offered choice.</li> <li>• <b>Answers might consider</b> that deregulation improved the position of the City of London.</li> <li>• <b>Answers might consider</b> that privatization gave people the opportunity to own shares and have an interest in the success of the economy.</li> <li>• <b>Answers might consider</b> the sale of council houses and the opportunity to buy.</li> <li>• <b>Answers might consider</b> the financial discipline applied to the NHS.</li> <li>• <b>Answers might consider</b> that she made the miners realise that much of the industry was unsustainable.</li> <li>• <b>Answers might consider</b> her success in reducing union power.</li> </ul> <p><b>In arguing that her social and economic policies were not successful,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> that the economic gains from oil and not Thatcher's policies.</li> <li>• <b>Answers might consider</b> that public utilities were run for profit and not in the interests of customers.</li> <li>• <b>Answers might consider</b> that deregulation encouraged a 'get rich quick' culture, which contrasted with prospects for the unemployed.</li> <li>• <b>Answers might consider</b> the social cost of the</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 whether the policies were successful or not.</li> <li>• At higher Levels candidates might establish criteria against which to judge 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>
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4*		<p>economic policies, with rising unemployment and its impact on communities.</p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> the decline in manufacturing.</li> <li>• <b>Answers might consider</b> the rising value of the pound, making exports dearer.</li> <li>• <b>Answers might consider</b> that profit rather than patient care was the concern of the NHS.</li> </ul> <p><b>How far did Britain maintain its position as a major power in the period from 1951 to 1997?</b></p> <p><b>In arguing that Britain did maintain its position as a major power,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might argue</b> that Britain retained its position in the UN as a permanent member of the Security Council.</li> <li>• <b>Answers might consider</b> that Britain possessed a nuclear deterrent.</li> <li>• <b>Answers might consider</b> that Britain was involved in a number of international crises.</li> <li>• <b>Answers might consider</b> Britain was able to win the Falklands conflict.</li> <li>• <b>Answers might consider</b> the close relationship with the USA allowed Britain to retain its status.</li> <li>• <b>Answers might consider</b> Britain's membership of NATO and the EU</li> </ul> <p><b>In arguing that Britain did not retain its status,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> the loss of Empire.</li> <li>• <b>Answers might consider</b> the Suez crisis.</li> <li>• <b>Answers might consider</b> that in the relationship with US the US was dominant and often ignored Britain.</li> <li>• <b>Answers might consider</b> that the USSR often</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 whether Britain did maintain its position or not.</li> <li>• At higher Levels candidates might establish criteria against which to judge major power.</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>
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			<p>ignored Britain.</p> <ul style="list-style-type: none"><li>• <b>Answers might consider</b> that Britain's role and influence in Europe has been limited.</li></ul>		
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APPENDIX 1 – this contains the generic mark scheme grids

	<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 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>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 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 question.
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 by some evidence.
<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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