

GCE

History A

Unit **Y113/01**: Britain 1930 - 1997

Advanced GCE

Mark Scheme for June 2018

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

Section A

Question	Answer/Indicative content	Mark	Guidance
1	<p>Using these four sources in their historical context, assess how far they support the view that Churchill was a great wartime leader.</p> <ul style="list-style-type: none"> • In discussing how Source A does support the view, answers might refer to the morale boosting nature of the speech and his call for victory. • In discussing the provenance of Source A, answer might consider that it was a speech by Churchill, whose purpose was to rally parliament and the nation. It was at the start of the war and does not consider the whole period. • In discussing the historical context of Source A, answers might consider that it was made at time of national crisis, when leadership was needed and that he was determined to continue the war, despite all the difficulties Britain faced. • In discussing how Source B does not support the view, answers might refer to it commenting on Churchill combining the office of PM and Minister of Defence and suggests that his judgements on military matters have been misguided. • In discussing the provenance of Source B, answers might consider that it is written by a critic of Churchill. • In discussing the historical context of Source B, answers might consider that in 1942 there had been few military victories and that Churchill had made some bad military decisions, as with the defence of Calais. • In discussing how Source C does not support the view, answers might refer to the disasters that 	30	<ul style="list-style-type: none"> • No set answer is expected. • At Level 5 and above there will be judgement about the issue in the question. • To be valid judgements, they must be supported by accurate and relevant material. • At Level 4 and below answers may be simply a list of which sources support or challenge the view in the question. • 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 descriptors in the levels mark scheme.

Question	Answer/Indicative content	Mark	Guidance
	<p>Churchill has been involved in.</p> <ul style="list-style-type: none"> • In discussing the provenance of Source C, answers might refer to it being the private views of Alanbrooke, who knew Churchill well. • In discussing the historical context of Source C, answers might refer to the public support that Churchill had, often through his speeches, his flamboyance and energy. • In discussing how Source D does support the view, answers might refer to his inspirational leadership and energy. • In discussing the provenance of Source D, answers might consider that Jacob worked closely with Churchill, but this was written much later. • In discussing the historical context of Source D, answers might consider that Churchill was energetic in his travels to conferences, in the hours he worked – often unsociable - and his expectation of others. 		

Question	Answer/Indicative content	Mark	Guidance
2	<p>'The Labour governments of 1964-70 and 1974-9 failed to solve the problems they faced.' How far do you agree?</p> <ul style="list-style-type: none"> • In arguing that they failed to solve the problems they faced, answers might consider the economic record of the governments. • Answers might consider that the rate of inflation did not slow. • Answers might consider that unemployment was higher, especially during the second Labour government. • Answers might consider that Britain's relative decline continued. • Answers might consider the failure to deal with the power of the Unions. • Answers might consider cutbacks in government investment and its impact. • Answers might consider the need for an IMF loan. • Answers might consider the continued problem of stagflation. • Answers might consider the Winter of Discontent. • In arguing that they did solve the problems they faced, it might be argued that they passed a considerable number of social reforms which transformed and modernized society. • Answers might consider their race relations policy. • Answers might consider the expansion of education, which provided opportunities for more people. • Answers might consider the ending of the Miners Strike. 	20	<ul style="list-style-type: none"> • No set answer is expected. • At higher Levels candidates might establish criteria against which to judge failure. • At Level 5 and above there will be judgement as to whether Labour solved the problems it faced or not but at Level 4 may simply list the successes and failures. • To be valid judgements, claims must be supported by relevant and accurate material. If not, they are assertions. • 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.

Question	Answer/Indicative content	Mark	Guidance
3	<p>How successfully did Britain deal with decolonisation?</p> <ul style="list-style-type: none"> • In arguing that Britain was successful, answers might argue that Britain was able to move from Empire to Commonwealth. • Answers might consider the recognition of Macmillan of the need for change. • Answers might consider the transfer of power in Ghana. • Answers might consider the successful defeat of the Malayan insurrection. • Answers might consider the number of former colonies who joined the Commonwealth. • Answers might consider the number of Commonwealth troops who fought in the Korean War. • In arguing that Britain was not successful, answers might consider the violent resistance to colonialism in Kenya. • Answers might consider the problem of controlling anti-colonial protest in Egypt and Cyprus. • Answers might consider the failure in uniting adjacent territories to make them economically and politically stronger. • Answers might consider long term failure in Nigeria, which led to civil war. • Answers might consider the haste with which Britain withdrew and its failure to deal with racial divisions. • Answers might consider that majority rule was not accepted in Rhodesia. 	20	<ul style="list-style-type: none"> • No set answer is expected. • At higher Levels candidates might establish criteria against which to judge success. • At Level 5 there will be judgement as to whether Britain dealt with decolonisation successfully or not but at Level 4 may simply list the successes and failures. • To be valid judgements, claims must be supported by relevant and accurate material. If not, they are assertions. • 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.

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