

GCE

History A

Unit **Y143/01**: Britain c. 1930–1997

Advanced Subsidiary GCE **H105**

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

Here are the subject specific instructions for this question paper

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

Section A

Question	Answer	Marks	Guidance
1	<p>Use your knowledge of Churchill's abilities to assess how useful Source C is as evidence of Churchill's success in negotiating the terms of the Atlantic Charter.</p> <ul style="list-style-type: none"> • In discussing how Source C is useful, answers might consider that his proposed changes to the Atlantic Charter are accepted by Roosevelt. • Answers might consider that Source C is positive in its view about Churchill's success, but balance that against the fact he wrote it. • Answers might consider that Churchill claims the substance and spirit of the Charter was a British production. • Answers might consider that Churchill claims he was able to explain and persuade the President why he could not accept his suggestions. • Answers might consider that Churchill claims the President was impressed. 	10	<ul style="list-style-type: none"> • No set answer is expected • 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 • 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.

Question	Answer	Marks	Guidance
2	<p>Using these three sources in their historical context, assess how far they support the view that Churchill was the dominant force in his wartime relationship with President Roosevelt.</p> <ul style="list-style-type: none"> • In discussing how Source A does not support the view, answers might refer to the President's claim that they are not in the war just to help Britain and that Britain is not the senior partner. • In discussing the provenance of Source A, answer might consider that it was written by Roosevelt's son and his father would need to assure people that he was involving America for other reasons than protecting British interests. • In discussing the historical context of Source A, answers might consider that it was written about a period when Britain had persuaded the US not to implement Operation Sledgehammer and the US had agreed to a joint campaign in North Africa, and the British strategy to invade Sicily and Italy. • In discussing how Source B does not support the view, answers might refer to it commenting on Roosevelt's shunning of a private meeting with Churchill, but instead meeting Stalin • In discussing the provenance of Source B, answers might consider that it is written by Churchill's personal doctor in a diary and would therefore be free to comment on Churchill's attitude. • In discussing the historical context of Source B, answers might consider that Germany had poured troops into the Balkans and Italy which had tied down forces, causing Roosevelt to feel he had been driven in the wrong direction. • In discussing how Source C does support the view, answers might refer to Churchill's claim that the Charter was a British product and that Roosevelt backed down over changes, accepting Churchill's wording. 	20	<ul style="list-style-type: none"> • No set answer is expected. • At level 5 there will be judgement about the issue in the question • To be valid judgements, they must be supported by accurate and relevant material. • 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.

Question	Answer	Marks	Guidance
	<ul style="list-style-type: none"> • In discussing the provenance of Source C, answers might refer to it being written by Churchill after the War and his aim of portraying himself in a good light. • In discussing the historical context of Source C, answers might refer to US concerns that Britain might secret deal with Stalin and that Britain accepted free trade hoping it would not have to be put into practice, putting in arrangements to protect British relations with the Empire. 		
3	<p>Assess the reasons for Conservative decline in the period from 1959 to 1964</p> <ul style="list-style-type: none"> • In arguing that the main reason for the decline was the economic situation, answers might consider the rise in unemployment. • Answers might consider the lack of an economic strategy. • Answers might consider that the industrial growth rate lagged behind Europe. • Answers might consider that stagflation meant there was not a consistently performing economy. • Answers might consider that the government was more concerned with short-term measures to win elections. • Answers might consider that inflation and the trade gap damaged the economy. • In arguing that there were other reasons it might be argued that scandals damaged confidence in the party. • Answers might consider the replacement of Macmillan by Home. • Answers might consider the feeling that the party was out of touch. • Answers might consider the revival of Labour under the younger and more charismatic Wilson. • Answers might consider the extent to which a new youth culture did not align with the Conservatives. • Answers might consider the failure of the Conservatives to deal with social issues such as immigration and race riots. 	20	<ul style="list-style-type: none"> • No set answer is expected. • At Level 5 there will be judgement as to the importance of the reasons. • At higher Levels candidates might establish criteria against which to judge the reasons. • 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	Marks	Guidance
4*	<p>The most important reason for Thatcher's fall was the poll tax crisis.' How far do you agree?</p> <ul style="list-style-type: none"> • In arguing that the poll tax crisis was the most important reason, answers might consider the scale of anger it generated. • Answers might consider that it generated opposition within the Conservative party, particularly among one-nation Conservatives. • Answers might consider that the tax hit the poorest the hardest. • Answers might consider that the tax added to the disaffection felt by many, seen in the riots of the 1980s. • Answers might consider there was opposition across the political spectrum. • Answers might consider the cost of collection, and capping, which led to cutting services. • Answers might consider the impact of its withdrawal. • In arguing that the poll tax was not the most important reason, answers might argue that the rebellion over Europe and the actions of Howe were the cause of her fall. • Answers might consider the impact of the economic recession. • Answers might consider that Thatcher was losing her political skill and that many Conservatives felt they would not win the next election under her leadership. • Answers might consider losses in by-elections in 1989 and 1990. • Answers might consider the impact of opinion polls. 	20	<ul style="list-style-type: none"> • No set answer is expected. • At Level 5 there will be judgement as to the importance of the poll tax crisis. • At higher Levels candidates might establish criteria against which to judge the reasons. • 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.

APPENDIX 1 – this contains a generic mark scheme grid

	<i>AO2: Analyse and evaluate appropriate source materials, primary and/or contemporary to the period, within its historical context.</i>
	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]
Level 5 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.
Level 4 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.
Level 3 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.
Level 2 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.
Level 1 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>
	Generic mark scheme for Section A, Question 2: How far do the three sources support the view? [20]
Level 5 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 the issue in the question. There may be some imbalance in the analysis between use of provenance and use of knowledge.
Level 4 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.
Level 3 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.
Level 2 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.
Level 1 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>
	Generic mark scheme for Section B, Questions 3 and 4: Essay [20]
Level 5 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.
Level 4 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.
Level 3 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.
Level 2 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.
Level 1 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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