



GCE

History A

Y143/01: Britain 1930-1997

Advanced Subsidiary GCE

Mark Scheme for November 2020

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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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PREPARATION FOR MARKING ON-SCREEN

1. Make sure that you have accessed and completed the relevant and training packages for on-screen marking: *scoris assessor Online Training* and the *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the Instructions for On-Screen Marking and the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to scoris and mark the **required number** of practice responses and the **required number** of standardisation responses.

PREPARATION FOR PAPER BASED MARKING

1. Make sure that you have accessed and completed the relevant training for paper based marking.
2. Make sure that you have read and understood the Instructions for Specialist Marking and the mark scheme and the question paper for this unit.
3. Before the Standardisation meeting you must mark at least 10 scripts from several centres. Use **pencil** and follow the **mark scheme**. Bring these **marked scripts** to the meeting

MARKING INSTRUCTIONS – FOR MARKING ON-SCREEN AND FOR PAPER BASED MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the scoris 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the scoris messaging system, or by email.
5. Work crossed out:
 - a. where a candidate crosses out an answer and provides an alternative response, the crossed out response is not marked and gains no marks
 - b. if a candidate crosses out an answer to a whole question and makes no second attempt, and if the inclusion of the answer does not cause a rubric infringement, the assessor should attempt to mark the crossed out answer and award marks appropriately.

Crossed Out Responses

Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

Rubric Error Responses – Optional Questions

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will select the highest mark from those awarded. (The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)

Multiple Choice Question Responses

When a multiple choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate). When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.

Contradictory Responses

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

Short Answer Questions (requiring only a list by way of a response, usually worth only one mark per response)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. (The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)

Short Answer Questions (requiring a more developed response, worth two or more marks)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

Longer Answer Questions (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add a tick to confirm that the work has been seen.
7. Award No Response (NR) if:
 - there is nothing written in the answer space.

Award Zero '0' if:

- anything is written in the answer space and is not worthy of credit (this includes text and symbols).

Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.

8. The scoris **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.** If you have any questions or comments for your team leader, use the phone, the scoris messaging system, or e-mail.


For answers marked by levels of response:

- a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
- b. **To determine the mark within the level**, consider the following:

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

9. 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

10. Here are the subject specific instructions for this question paper

Subject specific marking instructions that apply across the whole question paper must appear here. These must be compatible with the OCR Marking Instructions above. Include here any instructions for marking when a candidate has infringed the rubric.

11. Here is the mark scheme for this question paper.

MARK SCHEME Section A

Question	Answer/Indicative content	Mark	Guidance
1	<p>How useful is Source C as evidence of the British government's attitude to Indian self-government?</p> <ul style="list-style-type: none"> • In discussing how Source C is useful, answers might consider that the British government's view, by implication of what Churchill says, is to grant self-government. • Answers might consider that it was written by Churchill who opposed the government view. • Answers might consider that it refers to the discussions between the Viceroy, Lord Irwin, and Gandhi. • Answers might consider that it claims those who oppose the view will face the displeasure of party whips. • Answers might consider that there were conciliatory talks in 1930 and 1931. • Answers might consider that the India Act was passed in 1935 which set up elected legislatures and increased the electorate. • Answers might consider that Churchill loved the Raj and had served in the army in India. • Answers might consider that Churchill objected to surrender to popular protest. • Answers might consider that Churchill believed that concessions would lead to full 	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.

2		<p>independence, so concessions should not be made.</p> <p>Using these three sources in their historical context, assess how far they support the view that Churchill was out of touch with British opinion on India in the 1930s.</p> <ul style="list-style-type: none"> • In discussing how Source A does not support the view, it could be argued that the writer supports Churchill, as does the Indian Empire Society. The writer says Churchill is a patriot. • In discussing the provenance of Source A, answers might consider that it was written by a member of the Indian Empire Society, a London-based group opposed to the moves towards Indian self-government. • In discussing the historical context of Source A, answers might consider that Gandhi had attended meetings in London in 1930 and 1931. • In discussing how Source B does support the view, answers might refer to the description Churchill gives of Gandhi. • In discussing the provenance of Source B, answers might consider that it is written by Churchill at the time of the London Conferences. • In discussing the historical context of Source B, answers might consider that Churchill objected to concessions to popular protest and believed in the Raj, the superiority of the white race and its right to rule. • In discussing how Source C does and does not support the view, answers might refer to 	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.
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3*		<p>support for his views leading to the threat of ban, but also the views of the main political parties which were opposed to Churchill.</p> <ul style="list-style-type: none"> • In discussing the provenance of Source C, answers might refer to it being written by a Churchill for a speech to the Indian Empire Society. • In discussing the historical context of Source C, answers might refer to Churchill's view of the Empire and how the Conservative party had been its upholders. <p>'Labour weakness was the most important reason for Conservative domination in the years from 1951 to 1964.' How far do you agree?</p> <p>In arguing that Labour weakness was the most important reason:</p> <ul style="list-style-type: none"> • Answers might consider the split within the party over nuclear disarmament, made clear at the 1960 Conference. • Answers might consider the disapproval of the left of the party to allowing Germany to rearm and join NATO. • Answers might consider the divisions over nationalization and Bevan's "In Place of Fear" speech in 1952. • Answers might consider the views and influence of the left of the party, notably Bevan, 	20	<ul style="list-style-type: none"> • No set answer is expected. • At Level 5 there will be judgement as to whether Labour weakness was the most important reason. • At higher Levels candidates might establish criteria against which to determine the most important reason. • 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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		<p>who wanted to extend the welfare state, public ownership and redistribution of wealth.</p> <ul style="list-style-type: none"> • Answers might consider the weakness of Labour election campaigns. • Answers might consider that Labour policies did not appeal to many in the middle class. • Answers might consider the attitude of Labour towards the EEC. • Answers might consider the leadership of Attlee and Gaitskell. <p>In arguing that Labour weakness was not the main reason:</p> <ul style="list-style-type: none"> • Answers might consider the rise in the standard of living. • Answers might consider the manipulation of the economy through budgets at times of elections. • Answers might consider the leadership of the Conservative party. • Answers might consider the high levels of employment until the 1960s. • Answers might consider that the Conservatives had better local organization and finance. • Answers might consider the unity of the Conservative party. • Answers might consider the Conservative promise to build 300,000 houses a year, whilst Labour had failed to deal with a post-war housing shortage. 		
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4*		<ul style="list-style-type: none"> • Answers might consider that the Conservatives were not associated with austerity. <p>How successful was Heath as leader of the Conservative party?</p> <p>In arguing that Heath was successful:</p> <ul style="list-style-type: none"> • Answers might consider his unexpected victory in the 1970 election. • Answers might consider that Heath appeared to be a modern figure. • Answers might consider that Heath took strong action against Enoch Powell. • Answers might consider that Heath had clear policies that appealed to the middle class. • Answers might consider Heath's successful application to join the EEC. • Answers might consider his modernisation of the party with 'Selsdon man'. <p>In arguing that the Heath was not successful:</p> <ul style="list-style-type: none"> • Answers might consider his failure to deal with union power, as with the miners. • Answers might consider the loss of the 1974 election. • Answers might consider his economic U turns over support for failing industries. • Answers might consider his failure to control inflation. • Answers might consider the failure of the Industrial Relations Act of 1971. 	20	<ul style="list-style-type: none"> • No set answer is expected. • At Level 5 there will be judgement as to how successful he was. • At higher Levels candidates might establish criteria against which to judge success. • 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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			<ul style="list-style-type: none">• Answers might consider his failure to modernise industrial relations after his promises.• Answers might consider his defeat to Thatcher.		
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Mark Scheme

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APPENDIX 1 – this contains a generic mark scheme grid

Use this space for a generic mark scheme grid that applies across the question paper, where applicable.

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APPENDIX 2 – this section contains additional subject specific information

Use this space if you have extensive subject specific information that is inappropriate to include elsewhere.

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