



**...day June 20XX – Morning/Afternoon**  
**AS Level History A**  
**Unit Y143 Britain 1930–1997**

**MARK SCHEME**

**Duration:** 1 hour 30 minutes

**MAXIMUM MARK 50**

**MARKING INSTRUCTIONS****PREPARATION FOR MARKING****SCORIS**

1. Make sure that you have accessed and completed the relevant training packages for on–screen marking: *scoris assessor Online Training*; *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood 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 (“scripts”) and the **required number** of standardisation responses.

YOU MUST MARK 10 PRACTICE AND 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

**TRADITIONAL**

Before the Standardisation meeting you must mark at least 10 scripts from several centres. For this preliminary marking you should use **pencil** and follow the **mark scheme**. Bring these **marked scripts** to the meeting.

**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 50% 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, email or via the scoris messaging system.

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.
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. There is a NR (No Response) option. Award NR (No Response)
  - if there is nothing written at all in the answer space
  - OR if there is a comment which does not in any way relate to the question (e.g. 'can't do', 'don't know')
  - OR if there is a mark (e.g. a dash, a question mark) which isn't an attempt at the question.Note: Award 0 marks – for an attempt that earns no credit (including copying out the question).
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.
9. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.
10. 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

### 11. Annotations

Annotation	Meaning

## 12. Subject-specific Marking Instructions

### INTRODUCTION

Your first task as an Examiner is to become thoroughly familiar with the material on which the examination depends. This material includes:

- the specification, especially the assessment objectives
- the question paper and its rubrics
- the mark scheme.

You should ensure that you have copies of these materials.

You should ensure also that you are familiar with the administrative procedures related to the marking process. These are set out in the OCR booklet **Instructions for Examiners**. If you are examining for the first time, please read carefully **Appendix 5 Introduction to Script Marking: Notes for New Examiners**.

Please ask for help or guidance whenever you need it. Your first point of contact is your Team Leader.

**USING THE MARK SCHEME**

Please study this Mark Scheme carefully. The Mark Scheme is an integral part of the process that begins with the setting of the question paper and ends with the awarding of grades. Question papers and Mark Schemes are developed in association with each other so that issues of differentiation and positive achievement can be addressed from the very start.

This Mark Scheme is a working document; it is not exhaustive; it does not provide 'correct' answers. The Mark Scheme can only provide 'best guesses' about how the question will work out, and it is subject to revision after we have looked at a wide range of scripts.

The Examiners' Standardisation Meeting will ensure that the Mark Scheme covers the range of candidates' responses to the questions, and that all Examiners understand and apply the Mark Scheme in the same way. The Mark Scheme will be discussed and amended at the meeting, and administrative procedures will be confirmed. Co-ordination scripts will be issued at the meeting to exemplify aspects of candidates' responses and achievements; the co-ordination scripts then become part of this Mark Scheme.

Before the Standardisation Meeting, you should read and mark in pencil a number of scripts, in order to gain an impression of the range of responses and achievement that may be expected.

Please read carefully all the scripts in your allocation and make every effort to look positively for achievement throughout the ability range. Always be prepared to use the full range of marks.

**INFORMATION AND INSTRUCTIONS FOR EXAMINERS**

- 1 The co-ordination scripts provide you with *examples* of the standard of each band. The marks awarded for these scripts will have been agreed by the Team Leaders and will be discussed fully at the Examiners' Co-ordination Meeting.
- 2 The specific task-related indicative content for each question will help you to understand how the band descriptors may be applied. However, this indicative content does not constitute the mark scheme: it is material that candidates might use, grouped according to each assessment objective tested by the question. It is hoped that candidates will respond to questions in a variety of ways and will give original and at times unexpected interpretations of texts. Rigid demands for 'what must be a good answer' would lead to a distorted assessment.
- 3 Candidates' answers must be relevant to the question. Beware of prepared answers that do not show the candidate's thought and which have not been adapted to the thrust of the question. Beware also of answers where candidates attempt to reproduce interpretations and concepts that they have been taught but have only partially understood.

	<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 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 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.

Question	Answer	Marks	Guidance
1	<p><b>Use your knowledge of rearmament in the 1930s to assess how useful Source B is as evidence for the weakness of Britain's armed forces in the 1930s.</b></p> <ul style="list-style-type: none"> <li>• <b>In discussing how Source B is useful</b>, answers might consider that the Chiefs of Staff thought that there was not a time which could be foreseen in which Britain's defence, including her air force, would have been strong enough to defend British interests against Germany.</li> <li>• Answers might consider that Source B does not see the state of Britain's armed forces as empowering active diplomacy to restrain Germany, but forcing Britain to make concessions.</li> <li>• Answers might consider the provenance of Source B as it does not have the benefit of hindsight about the value of air power in the war.</li> <li>• Answers might consider that B does consider the wider responsibilities of Britain in terms of the Empire.</li> <li>• Answers might consider that the military chiefs were doing their job in warning the government about the actual situation; they were in a position to know the state of the armed forces, but may have been cautious.</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 sources, in line with descriptions in the levels mark scheme.</li> </ul>

Question	Answer	Marks	Guidance
2	<p><b>Using these three sources in their historical context, assess the view that Churchill was proposing unrealistic policies with regard to gaining international support against Hitler in the 1930s.</b></p> <ul style="list-style-type: none"> <li>• <b>In discussing Source A</b>, answers might argue that there are so many 'ifs' that the view is unrealistic – it depends on Britain building air power, acting jointly with France and the League of Nations and 'all the states of Europe' acting together.</li> <li>• <b>In discussing the provenance of Source A</b>, answers might point to this being a view taken in hindsight when the grand Alliance had been successful and that Churchill was justifying his own opposition to government policy.</li> <li>• <b>In discussing the historical context of Source A</b>, answers might argue that financial restraints and public opinion would have made rearmament difficult; that the League had shown weakness, e.g. in 1931 and 1935; that 'all the states of Europe' would have had to include the USSR, then in turmoil, and France, then deeply divided.</li> <li>• <b>In discussing Source B</b>, answers might show that Churchill was unrealistic, as the military leaders were urging reducing enemies and pointing out the limitations of taking action because of worldwide responsibilities.</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>

Question	Answer	Marks	Guidance
	<ul style="list-style-type: none"> <li>• <b>In discussing the provenance of Source B</b>, answers might comment on the problems caused by years of military reduction (much initiated by Churchill himself), the habitual caution of military leaders, but refer to them having more accurate information than Churchill.</li> <li>• <b>In discussing the historical context of Source B</b>, answers might comment on the problems caused by years of military reduction (much initiated by Churchill himself), and the real dangers from Japan and Italy as well as the build-up of arms by Hitler supporting this view.</li> <li>• <b>In discussing Source C</b>, answers might argue that it shows Churchill is being unrealistic in that the Prime Minister has consulted experts and had considered the alternative to Appeasement carefully.</li> <li>• <b>In discussing the provenance of Source C</b>, answers might argue that Chamberlain is being candid in a private letter that there is a case for another policy and that he has a genuine belief in its being realistic. However, given his firm belief in his own policy, this is a justification that can be questioned.</li> </ul>		

Question	Answer	Marks	Guidance
	<p><b>In discussing the historical context of Source C,</b> answers might argue that either it does confirm Churchill as being unrealistic – there was service advice and the context for a Grand Alliance was unfavourable; however, the defeatist attitude that there was nothing that France or Britain could do is not supported by the French alliance with the USSR, large French forces, a large Czech army and the lack of confidence in German military leaders of sustaining a war.</p>		

Question	Answer	Marks	Guidance
3*	<p><b>‘The most important reason for Conservative political domination in the period from 1979 to 1997 was the weakness of the Labour party.’ How far do you agree?</b></p> <ul style="list-style-type: none"> <li>• <b>In arguing that the weakness of the Labour party was the most important reason</b>, answers might consider the divisions within the party, particularly issues such as Militant Tendency and the breakaway of the SDP.</li> <li>• Answers might consider the Labour party’s attitude towards nuclear disarmament, particularly under Michael Foot.</li> <li>• Answers might consider the weakness of the leadership of Michael Foot and the election manifesto described as the longest suicide note in history.</li> <li>• Answers might consider the Labour party’s strong links with the Unions and the contribution of this to industrial strife, which led to many no longer seeing Labour as a party of government.</li> <li>• <b>In arguing that there were other reasons</b>, answers might consider the leadership of Thatcher and the strong leadership provided over issues such as the Falklands and the Miners’ Strike.</li> <li>• Answers might consider the appeal of popular capitalism with the selling of shares.</li> <li>• Answers might suggest that the popular appeal of Major in his election campaign of 1997 helped win an unexpected victory.</li> </ul>	20	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At Level 5 there will be judgement.</li> <li>• At higher levels candidates might establish criteria against which to judge the importance of the factors.</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>

Question	Answer	Marks	Guidance
4*	<p><b>Assess the reasons for the changing attitudes of British governments towards Europe in the period from 1951 to 1997.</b></p> <ul style="list-style-type: none"> <li>• <b>In arguing that the Empire was an important factor</b>, answers might argue that, with the loss of Empire, Britain needed to improve its relations with Europe for trade.</li> <li>• Answers might consider the role of the USA in encouraging Britain to seek closer relations with Europe, particularly as it had opposed Britain's imperial position.</li> <li>• Answers might consider the impact of the Suez crisis on Britain's position in the world.</li> <li>• Answers might consider that at the end of the Second World War many still wanted to uphold the Empire and it was only when that was no longer realistic because of costs and nationalism that attitudes changed.</li> <li>• <b>In arguing that it was economic factors</b>, answers might consider the economic growth of Europe in the 1950s and contrast that with Britain.</li> <li>• Answers might consider the changing attitudes of the Conservative party, particularly the roles of Macmillan and Heath.</li> <li>• Answers might suggest that Britain had always had close relations with Europe and had been involved in various developments at the end of the war, but did not want to join the EEC at the start because of concerns about the Empire and its place.</li> </ul>	20	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At Level 5 there will be judgement.</li> <li>• At higher levels candidates might establish criteria against which to judge the importance of the reasons.</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>



## Assessment Objectives (AO) Grid

Question	AO1	AO2	AO3	Total
1		10		10
2		20		20
3/4	20			20
<b>Totals</b>	<b>20</b>	<b>30</b>		<b>50</b>

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Mark Scheme

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## Summary of updates

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Date	Version	Change
November 2020	0.16	Updated copyright acknowledgements.