GCE

History A

Y113/01: Britain 1930-1997

A Level

Mark Scheme for June 2024

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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.

MARKING INSTRUCTIONS

PREPARATION FOR MARKING
RM ASSESSOR

1.   Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor 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 RM Assessor and mark the **required number** of practice responses ("scripts") and the **number of required** standardisation responses.

        YOU MUST MARK 5 PRACTICE AND 6 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

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 RM Assessor 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 RM Assessor messaging system, or by email.

5.   **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 RM Assessor **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 RM Assessor 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
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

Annotation	Meaning
S	Synthesis
C	Continuity/Change

Question			Answer	Mark	Guidance
1			**'Churchill was best suited to be Prime Minister in 1940.'** **Use these four sources in their historical context to assess how far they support this view.** • **In discussing how Source A does not support the view,** answers might consider that it suggests Churchill needs a rest and is overdoing it • **In discussing the provenance of Source A**, answers might consider that it was written by a journalist in a diary • **In discussing the historical context of Source A**, answers might consider Chamberlain had attempted to appease Hitler and that his failure had led to a loss of support • **In discussing how Source B does support the view,** answers might consider that many were turning against Halifax and that Boothby considers Churchill's appointment inevitable • **In discussing the provenance of Source B,** answers might consider that Boothby was a friend of Churchill and that this was in a letter to him • **In discussing the historical context of Source B,** answers might consider that Halifax was in the Lords and that this would make it difficult for him to be PM, particularly during a time of war.	30	The indicative content lists features of the period studied that relate to the question set. **Neither significance nor relative importance are attributed to the features listed.** The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set. • 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. • 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 the descriptions in the levels mark scheme.

Question			Answer	Mark	Guidance
			• **In discussing how Source C does and does not support the view,** answers might suggest that Chamberlain preferred Halifax and felt Churchill undermined discussions with Labour, but that Halifax said his position in the Lords made his appointment difficult • **In discussing he provenance of Source C,** answers might consider that it was written by Churchill in 1948 • **In discussing the historical context of Source C,** answers might consider the relationship between Churchill and Chamberlain as the former had been very critical of Chamberlain's policy of appeasement • **In discussing how Source D does support the view,** answers might consider that Churchill's reputation had risen since 1939 • **In discussing the provenance of Source D,** answers might consider that it was written by a former cabinet minister who resigned over Munich • **In discussing the historical context of Source D,** answers might consider the speech of Leo Amery to the Commons that brought Chamberlain down.		

Question			Answer	Mark	Guidance
2*			**Assess the impact of scandals on the Conservative governments of 1951-1964.** **In arguing that the scandals had a significant impact on the government:** • **Answers might consider** that the Vassal scandal suggested the government was not in control of its departments • **Answers might consider** that the Philby defection showed a failure to spot a traitor in the heart of the establishment • **Answers** might consider that the Argyll divorce case implicated two government ministers • **Answers might consider** that Macmillan's willingness to believe Profumo's original denial suggested he was losing his political grip • **Answers might consider** that the Profumo affair weakened the Conservative claim to lead the nation and that the Macmillan government was outmoded • **Answers might consider** that with Macmillan weary and unwell the Profumo affair led to his resignation **In arguing that the impact of the scandals was limited:** • **Answers might consider** that the scandals did not result in the Conservative defeat in 1964	20	The indicative content lists features of the period studied that relate to the question set. **Neither significance nor relative importance are attributed to the features listed.** The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set. • No set answer is expected. • At higher levels, candidates will focus on weighing up the impact of the scandals but at Level 4, may simply list reasons/factors for the impact. • **At Level 5 and above there will be judgement as to the significance of the scandals on the governments. However, candidates who compare the impact of scandals on the governments with the impact of other factors will be credited accordingly.** • At higher levels candidates might establish criteria against which to judge the impact. • 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 the descriptions in the levels mark scheme.

Question				Answer	Mark	Guidance
				• **Answers might consider** that the scandals were not the direct fault of the government • **Answers might consider** that the scandals reflected more on the institutions than the government • **Answers might consider** that it was the way in which Home replaced Macmillan that had a bigger impact on the Conservatives • **Answers might consider** that the scandals were only really evident from 1963 • **Answers might consider** that other issues, such as the Night of the Long Knives of 1962 had a greater impact		

Question			Answer	Mark	Guidance
3*			**'Heath's Conservative government was more successful in dealing with the Trade Unions than the Labour governments of 1964-1979.'** **How far do you agree?** **In arguing that the Conservative government of Heath was more successful:** • **Answers might consider** Barber's decision to lift restrictions on wage bargaining • **Answers might consider** that the Heath government provided aid to 'lame-duck' industries • **Answers might consider** Heath's appeal to the unions for co-operation • **Answers might consider** Labour's abandonment of 'In Place of Strife' • **Answers might consider** the damage caused by strikes under Labour, the seamen's strike of 1966 led to devaluation • **Answers might consider** the impact of the 'Winter of discontent' and the number of strikes under Callaghan • **Answers might consider** the wage demands of unions under Wilson and Callaghan **In arguing that Labour was more successful:** • **Answers might consider** the U-turns made under Heath	20	The indicative content lists features of the period studied that relate to the question set. Both features that support the hypothesis and features that challenge the hypothesis are detailed. **Neither significance nor relative importance are attributed to the features listed.** The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set. • No set answer is expected. • At higher levels, candidates will focus on weighing up who was more successful; but at Level 4, may simply list reasons/factors for union disquiet and the governments' responses. • At Level 5 and above there will be judgement as to who was more successful. • 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 the descriptions in the levels mark scheme.

Question				Answer	Mark	Guidance
				• **Answers might consider** the Three-Day week and Miners' strike under Heath • **Answers might consider** the failure of the 1971 Industrial Relations Act • **Answers might consider** that Labour had a plan for long-term reform in 1967 • **Answers might consider** Union attitudes towards Heath's government and the desire of some to bring him down • **Answers might consider** Labour's decision to accept a 29% pay rise for the miners		

APPENDIX 1 – this contains a generic mark scheme grid

	AO2: Analyse and evaluate appropriate source materials, primary and/or contemporary to the period, within its historical context.
	Generic mark scheme for Section A, Question 1: How far do the four sources support the view? [30]
Level 6 26–30 marks	The answer has a very good focus on the question throughout. The sources are fully evaluated, using both provenance and detailed and accurate knowledge of their historical context in a balanced way, in order to engage with the sources and reach a convincing, fully supported analysis of them in relation to the issue in the question.
Level 5 21–25 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.
Level 4 16–20 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 11–15 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 6–10 marks	The answer has only limited focus on the question. Evaluation of the sources is very general. There is limited use of generalized knowledge of historical context to engage with the sources and produce a basic analysis of them in relation to the question.
Level 1 1–5 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.

	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.*
	Generic mark scheme for Section B, Questions 2 and 3: Essay [20]
Level 6 **17–20** **marks**	There is a consistent focus on the question throughout the answer. Accurate and detailed knowledge and understanding is demonstrated throughout the answer and is consistently evaluated and analysed in order to reach substantiated, developed and sustained judgements. There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.
Level 5 **13–16** **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 **10–12** **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 **7–9** **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.
Level 2 **4–6** **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 **1–3** **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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