



**GCE**

**History A**

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

A Level

**Mark Scheme for June 2025**

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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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Y113/01

Mark Scheme  
**MARKING INSTRUCTIONS**

June 2025

**PREPARATION FOR MARKING  
RM ASSESSOR**

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

**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, email or via the RM Assessor messaging system.
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 the annotation 'SEEN' to confirm that the work has been seen and mark any responses using the annotations in section 11.

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 is not an attempt at the question.

Note: Award 0 marks – for an attempt that earns no credit (including copying out the question).

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.**

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: Not applicable in F501

**To determine the level** – start at the highest level and work down until you reach the level that matches the answer

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

| Question |  |  | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Mark | Guidance                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|----------|--|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1        |  |  | <p><b>‘Churchill was out of touch with British opinion on India in the 1930s.’</b></p> <p><b>Use these four sources in their historical context to assess how far they support this view.</b></p> <ul style="list-style-type: none"> <li><b>In discussing how Source A does not support the view</b>, it suggests that there was support for his view and that he still had influence.</li> <li><b>In discussing the provenance of Source A</b>, answers might consider that it was written by a member of the Indian Empire Society and therefore likely to support Churchill’s view.</li> <li><b>In discussing the historical context of Source A</b>, answers might consider that Churchill saw India as the jewel in the crown of the empire and that Britain’s greatness depended on it and he was opposed to greater independence.</li> <li><b>In discussing how Source B does not support the view</b>, it suggests that many in the Conservative party agree with him.</li> <li><b>In discussing the provenance of Source B</b>, answers might consider that many in the Conservative party were pro-Empire.</li> <li><b>In discussing the historical context of Source B</b>, answers might consider that his increasingly extreme public statements did turn even moderate Conservatives against his view.</li> </ul> | 30   | <p>The indicative content lists features of the period studied that relate to the question set.<br/> <b><u>Neither significance nor relative importance are attributed to the features listed.</u></b></p> <p>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.</p> <ul style="list-style-type: none"> <li><b>No set answer is expected.</b></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>At Level 4 and below, answers may be simply a list of which sources support or challenge the view in the question.</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 the descriptions in the levels mark scheme.</li> </ul> |

| Question |  |  | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Mark | Guidance |
|----------|--|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|----------|
|          |  |  | <ul style="list-style-type: none"> <li>• <b>In discussing how Source C does support the view</b>, it suggests that Baldwin was willing to resign and fight a by-election over it.</li> <li>• <b>In discussing the provenance of Source C</b>, answers might consider that this is a speech to Parliament designed to rally his party.</li> <li>• <b>In discussing the historical context of Source C</b>, answers might consider that later, in 1934, in trying to make Hoare, the Secretary for India resign, Churchill threatened to shatter Conservative party unity, winning only ridicule and distrust from the leadership.</li> <li>• <b>In discussing how Source D does support the view</b>, it suggests that Churchill believes all the main political parties were opposed to his view.</li> <li>• <b>In discussing the provenance of Source D</b>, answers might consider that it is a speech from Churchill who explains the challenges he and his supporters faced.</li> <li>• <b>In discussing the historical context of Source D</b>, answers might consider that by 1933 Britain announced its intention of allowing greater self-government to India and in 1935 the Government of India act was passed</li> </ul> |      |          |

| Question |  |  | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Mark | Guidance                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|----------|--|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2*       |  |  | <p><b>How successful was Wilson as leader of the Labour party in the period from 1964 to 1976?</b></p> <p><b>In arguing that Wilson was successful:</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> his electoral success in 1964, 1966 and 1974.</li> <li>• <b>Answers might consider</b> Wilson was able to unite the party after divisions.</li> <li>• <b>Answers might consider</b> that Wilson appeared to personify a new, progressive Britain and ‘the white heat of technology’.</li> <li>• <b>Answers might consider</b> the success of his policy of compromise and pragmatism over ideology so that he was acceptable to both wings of the party.</li> <li>• <b>Answers might consider</b> his success in modernising Labour’s image.</li> <li>• <b>Answers might consider</b> his management of the party over the European referendum.</li> </ul> <p><b>In arguing that Wilson was not successful:</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> the failure of Wilson’s economic policies.</li> <li>• <b>Answers might consider</b> his problematic relationship with the Trade Unions.</li> <li>• <b>Answers might consider</b> he allowed his cabinet to quarrel.</li> <li>• <b>Answers might consider</b> the loss of the 1970 election.</li> </ul> | 20   | <p>The indicative content lists features of the period studied that relate to the question set.<br/> <b><u>Neither significance nor relative importance are attributed to the features listed.</u></b></p> <p>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.</p> <ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At higher levels, candidates will focus on weighing up success and failure; but at Level 4, may simply list success and failures .</li> <li>• At Level 5 and above there will be judgement as to how successful</li> <li>• At higher levels candidates might establish criteria against which to judge success.</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 the descriptions in the levels mark scheme.</li> </ul> <ul style="list-style-type: none"> <li>• <b>In this question if candidates deal with Wilson as PM only, a ceiling of a L4 mark should be applied.</b></li> <li>• <b>In dealing with his leadership of the Labour party candidates may discuss Wilson’s popularity, managing party divisions, relationships with Trade Unions and electoral victories.</b></li> </ul> |

| Question |  |  | Answer                                                                                                                                                                                                                                                                  | Mark | Guidance |
|----------|--|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|----------|
|          |  |  | <ul style="list-style-type: none"> <li><b>Answers might consider</b> the drift to the left in the Labour party during the period in opposition.</li> <li><b>Answers might consider</b> Wilson's inability to prevent divisions within the party over Europe.</li> </ul> |      |          |

| Question |  |  | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Mark | Guidance                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|----------|--|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3*       |  |  | <p><b>'Thatcher's policies towards the miners caused more unrest than any other of her policies.'</b></p> <p><b>How far do you agree?</b></p> <p><b>In arguing that her policies towards the miners were the most important cause of unrest:</b></p> <ul style="list-style-type: none"> <li><b>Answers might consider</b> the impact of her economic policies on the mining industries and the unrest that accompanied closures, mentioning the scenes at Orgreave colliery, known as the battle of Orgreave, 6000 pickets against 7000 police, it resulted in 93 arrests, 51 strikers and 72 policemen injured.</li> <li><b>Answers might consider</b> the dispute lasted a year.</li> <li><b>Answers might consider</b> the attacks on police by pickets.</li> <li><b>Answers might consider</b> the use of 'flying pickets.'</li> </ul> | 20   | <p>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.</p> <p><b><u>Neither significance nor relative importance are attributed to the features listed.</u></b></p> <p>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.</p> <ul style="list-style-type: none"> <li>No set answer is expected.</li> <li>At higher levels, candidates will focus on weighing up a range of causes of unrest; but at Level 4, may simply list reasons/factors for unrest.</li> <li>At Level 5 and above there will be judgement as to which was the most important cause.</li> <li>At higher levels candidates might establish criteria against which to judge the causes.</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</li> </ul> |

| Question |  |  | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Mark | Guidance                                                                                    |
|----------|--|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|---------------------------------------------------------------------------------------------|
|          |  |  | <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> the number of pits closed and the impact on communities in Yorkshire, Durham and south Wales.</li> <li>• <b>Answers might consider</b> that some social commentators believed the unrest stimulated a general lawlessness in Britain, evidenced by city riots in 1985.</li> <li>• <b>Answers might consider</b> the bitterness among mining communities over closures and the lack of support they received from other unions.</li> <li>• <b>Answers might consider</b> the role of Arthur Scargill in organising resistance.</li> </ul> <p><b>In arguing that other causes of unrest were more important:</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> the impact of employment Acts which reduced the power of the Unions.</li> <li>• <b>Answers might consider</b> the impact of the move from direct to indirect taxation as it hit the poor.</li> <li>• <b>Answers might consider</b> the political unrest in Northern Ireland and its impact on the mainland.</li> <li>• <b>Answers might consider</b> that rising unemployment was to blame for the unrest.</li> <li>• <b>Answers might consider</b> the Toxteth riots which followed a lack of investment and urban decline.</li> </ul> |      | basis for analysis and evaluation, in line with the descriptions in the levels mark scheme. |

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| Question |  |  | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Mark | Guidance |
|----------|--|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|----------|
|          |  |  | <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> the growth of cardboard cities and the criticisms from Church of England bishops.</li> <li>• <b>Answers might consider</b> the riots that followed the introduction of the Poll tax.</li> <li>• <b>Answers might consider</b> the Brixton riots and disturbances in other major cities.</li> <li>• <b>Answers might consider</b> the disquiet caused by reforms to the NHS which some saw as a move to privatisation.</li> <li>• <b>Answers might consider</b> the disquiet caused by the education reforms.</li> </ul> |      |          |

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>                                                                                                                                                                                                                                                                            |
|                                  | <b>Generic mark scheme for Section A, Question 1: How far do the four sources support the view? [30]</b>                                                                                                                                                                                                                                                                                                            |
| <b>Level 6</b><br>26–30<br>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.                                                                       |
| <b>Level 5</b><br>21–25<br>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.                                                  |
| <b>Level 4</b><br>16–20<br>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><br>11–15<br>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><br>6–10<br>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.                                                                                                                                                      |
| <b>Level 1</b><br>1–5<br>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.                                                                                                                                                                                                                                                                                                                                                           |

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|                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                  | <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 2 and 3: Essay [20]</b>                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Level 6</b><br>17–20<br>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.                            |
| <b>Level 5</b><br>13–16<br>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><br>10–12<br>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><br>7–9<br>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.                                                                                                |
| <b>Level 2</b><br>4–6<br>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><br>1–3<br>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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