



**GCE**

**History A**

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

Advanced GCE

**Mark Scheme for Autumn 2021**

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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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## 1. Annotations

Annotation	Meaning of annotation
<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

## 2. Subject Specific Marking Instructions

Question	Answer	Mark	Guidance
1	<p><b>Using these four sources in their historical context, assess how far they support the view that Churchill was successful in managing relations with other wartime leaders.</b></p> <ul style="list-style-type: none"> <li>• <b>In discussing how Source A does support the view</b>, answers might refer to Cadogan’s comment that Churchill and Stalin made contact and got on, and also that conditions for a good relationship had been established.</li> <li>• <b>In discussing the provenance of Source A</b>, answers might consider that it is from the diary of a senior diplomat who witnessed the meeting.</li> <li>• <b>In discussing the historical context of Source A</b>, answers might consider that Churchill was angered by Stalin’s criticism in 1942 of the failure of Britain to invade Europe, and there might be mention of the Tehran meeting.</li> <li>• <b>In discussing how Source B does not support the view</b>, answers might refer to Churchill’s harsh words towards De Gaulle and the scorn shown towards him.</li> <li>• <b>In discussing the provenance of Source B</b>, answers might consider that it was from the memoirs of De Gaulle.</li> <li>• <b>In discussing the historical context of Source B</b>, answers might consider French views of Britain over the retreat and Dunkirk. Additionally, answers might consider that neither Churchill nor Roosevelt viewed De Gaulle as the natural leader of post-war France.</li> <li>• <b>In discussing how Source C does not support the view</b>, answers might refer to the private</li> </ul>	30	<p>The indicative content lists features of the period studied that relate to the question set.  <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 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>

		<p>meeting between Stalin and Roosevelt that excluded Britain. There might also be reference to Stalin's attitude over British colonies in the Far East.</p> <ul style="list-style-type: none"> <li>• <b>In discussing the provenance of Source C,</b> answers might consider that it is from the diary of Churchill's doctor.</li> <li>• <b>In discussing the historical context of Source C,</b> answers might refer to Roosevelt's put downs at Tehran and that the other leaders were not as easily influenced by his view of the war.</li> <li>• <b>In discussing how Source D does support the view,</b> answers might refer to Churchill's praise of Roosevelt and their joint achievement with the Atlantic Charter.</li> <li>• <b>In discussing the provenance of Source D,</b> answers might refer to it being written by Churchill just after Roosevelt's death.</li> <li>• <b>In discussing the historical context of Source D,</b> answers might comment on the disagreements over strategy, American pressure for an invasion, but agreements over free elections in Eastern Europe.</li> </ul>		
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2*	<p><b>How successful were Conservative economic policies during the period from 1951 to 1964?</b></p> <p><b>In arguing that it was a success:</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> that they were able to use economic policy to help win elections.</li> <li>• <b>Answers might consider</b> that it was successful in allowing increased spending on the NHS.</li> <li>• <b>Answers might consider</b> the policies around credit and housing which improved the standard of living.</li> <li>• <b>Answers might consider</b> that they gained from the recovery following the Korean War and the ending of austerity.</li> <li>• <b>Answers might consider</b> that unemployment remained low in the 1950s.</li> <li>• <b>Answers might consider</b> that the policy was a success as living standards rose.</li> </ul> <p><b>In arguing that it was not successful</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> that the period has been described as one of stagflation.</li> <li>• <b>Answers might consider</b> that their policies slowed down recovery and growth and increased the deficit.</li> <li>• <b>Answers might consider</b> that there was not enough investment in major industries such as textiles and shipbuilding.</li> <li>• <b>Answers might consider</b> that they did not invest sufficiently in industrial research.</li> <li>• <b>Answers might consider</b> that growth was less than elsewhere in Europe.</li> <li>• <b>Answers might consider</b> the problems of unemployment and inflation. Unemployment rose in the 1960s.</li> <li>• <b>Answers might consider</b> that success was based on borrowing and consumer credit which was</li> </ul>	<p><b>20</b></p> <p>The indicative content lists features of the period studied that relate to the question set.</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 <b>up the extent to which economic policies were successful</b>; but at Level 4, may simply list reasons/factors success.</li> <li>• At Level 5 there will be judgement as to how successful economic policy was.</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 descriptions in the levels mark scheme.</li> </ul>
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3*		<p>dangerous.</p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> that there was no overall policy and the government simply responded to events with stop-go policies.</li> <li>• <b>Answers might consider</b> that they failed to create a strong economic base.</li> </ul> <p><b>Assess the reasons why Thatcher won the 1979 election.</b></p> <p><b>In arguing that it was due to the failing of Labour:</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> the impact of the Winter of Discontent.</li> <li>• <b>Answers might consider</b> the failings of Labour's economic policies with inflation and unemployment.</li> <li>• <b>Answers might consider</b> the power of the Unions, which were viewed as 'over-mighty', particularly among the middle class.</li> <li>• <b>Answers might consider</b> that Labour had remained in power only because of the Lib-Lab Pact.</li> <li>• <b>Answers might consider</b> the failure of Healey's policies to limit pay rises.</li> <li>• <b>Answers might consider</b> the number of strikes, petrol shortages.</li> <li>• <b>Answers might consider</b> the leadership of Callaghan and his comment about 'What crisis'.</li> <li>• <b>Answers might consider</b> the treatment of minority parties over devolution.</li> <li>• <b>Answers might consider</b> Labour's low morale.</li> <li>• <b>Answers might consider</b> electoral slogan 'Labour isn't working'.</li> <li>• <b>Answers might consider</b> the Labour party's drift to the left.</li> </ul>	20	<p>The indicative content lists features of the period studied that relate to the question set.</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 the relative reasons; but at Level 4, may simply list reasons.</li> <li>• At Level 5 there will be judgement as to the most important factor.</li> <li>• At higher Levels candidates might establish criteria against which to the most important factor.</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>
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		<p><b>In arguing that there were other reasons:</b></p> <ul style="list-style-type: none"><li>• <b>Answers might consider</b> the appeal of Thatcher.</li><li>• <b>Answers might consider</b> that the collapse of the Liberal vote in the Midlands and south helped the Conservatives gain seats.</li><li>• <b>Answers might consider</b> that many Liberal voters blamed their party for keeping Labour in power.</li><li>• <b>Answers might consider</b> the success of the Conservatives in London, the south and Midlands where 40 seats changed hands.</li><li>• <b>Answers might consider</b> the views of the middle class.</li><li>• <b>Answers might consider</b> that the Conservatives represented a return to traditional standards which had slipped.</li><li>• <b>Answers might consider</b> Conservative policies.</li></ul>		
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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> 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.
<b>Level 5</b> 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.
<b>Level 4</b> 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.
<b>Level 3</b> 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.
<b>Level 2</b> 6–10 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> 1–5 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.

	<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> 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.
<b>Level 5</b> 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.
<b>Level 4</b> 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.
<b>Level 3</b> 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. The information has some relevance and is presented with limited structure. The information is supported by limited evidence.
<b>Level 2</b> 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.
<b>Level 1</b> 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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