

AS LEVEL

Examiners' report

HISTORY A

H105

For first teaching in 2015

Y143/01 Summer 2022 series

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Introduction

Our examiners' reports are produced to offer constructive feedback on candidates' performance in the examinations. They provide useful guidance for future candidates.

The reports will include a general commentary on candidates' performance, identify technical aspects examined in the questions and highlight good performance and where performance could be improved. A selection of candidate answers are also provided. The reports will also explain aspects which caused difficulty and why the difficulties arose, whether through a lack of knowledge, poor examination technique, or any other identifiable and explainable reason.

Where overall performance on a question/question part was considered good, with no particular areas to highlight, these questions have not been included in the report.

A full copy of the question paper and the mark scheme can be downloaded from OCR.

Advance Information for Summer 2022 assessments

To support student revision, advance information was published about the focus of exams for Summer 2022 assessments. Advance information was available for most GCSE, AS and A Level subjects, Core Maths, FSMQ, and Cambridge Nationals Information Technologies. You can find more information on our [website](#).

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Paper Y143/01 series overview

Y143 is one of a number of British Period study and Enquiry units. Each unit has two elements: a period study and an enquiry. The Enquiry element either precedes or continues the period study so as to provide increased coherence and coverage of the chosen period of British History. The Period study element of the component group is assessed by essays, with two set from different key topics and candidates are required to answer one. In the Enquiry element candidates are required to critically use three sources. The first question requires candidates to consider the utility of one source in relation to an issue and the second question requires candidates to use all three sources in their historical context to assess the validity of a view. In both questions, candidates are required to explain the source or sources in relation to the question and apply both contextual knowledge and consider the provenance of the sources in order to reach a judgement based on the sources on the issue in the question.

Candidates who did well on this paper generally did the following:	Candidates who did less well on this paper generally did the following:
<ul style="list-style-type: none"> • used contextual knowledge and provenance to evaluate the sources used in Question 1 and Question 2 • came to an overall judgement on the strength of sources in relation to the question in Question 2 • compared the importance of factors in the essay question • made a valid judgement in line with the arguments made in the essay questions. 	<ul style="list-style-type: none"> • did not use contextual knowledge and/or provenance in Question 1 and Question 2 • tended to describe the sources in Question 1 and Question 2 • wrote descriptive essay questions which were topic-based rather than sharply focused • did not grasp the requirements of the essay questions on the paper.

Section A overview

The Enquiry section in this unit examines Churchill's diplomatic relations with the other major powers during World War Two. The two questions require candidates to critically assess evidence and reach judgements. The critical evaluation of sources is the central theme in this section with all marks given against AO2.

Question 1

- 1 How useful is Source C as evidence of Churchill's support for the invasion of France in 1944? **[10]**

Many candidates were able to explain how Churchill was demonstrating his support for the invasion of France in 1944 by dismissing what he noted was the "legend" in the USA that in fact he had wanted an invasion of the Balkans and the eastern Mediterranean. Many candidates were able to discuss the contextual background of Churchill's desire to protect the empire and most mentioned the invasion of Italy. Some were able to discuss the conferences where Churchill had dismissed the invasion of France after the failure of the Dieppe invasion in 1942. The best candidates could recount the discussions at the Washington Conference as a challenge to Churchill's statement here. For some candidates there was a discussion of content and provenance or content and contextual knowledge which meant many responses were placed in Level 3. For Level 4 both content and provenance needed to be discussed. Those candidates who were able to discuss provenance focused their evaluation of the date of Churchill's book, although some candidates thought this was in fact a speech which meant their evaluation was unconvincing. Only the best responses came to a concluding judgement and this is required for Level 5 marks.

Exemplar 1 demonstrates both contextual knowledge and stock provenance being used to support the analysis in order to reach Level 4. Some of the comments on provenance are undeveloped hence the response did not reach the top band.

Misconception



A number of students noted that Source C was a speech by Churchill. Candidates should read the information in the source steer carefully and make sure they use the details to the best effect. This was in fact from a book written by Churchill in 1952.

Exemplar 1

1		
		<p>Source C is written by Churchill in 1952. It is a retrospective account of his. He had argued delaying an invasion of Northern France as the British forces were ill-equipped to tackle Nazi Germany forces. The source states that he "wanted" "Operation Overlord" launched in "May or June 1944" so provides useful evidence for Churchill's support for the invasion of France in 1944.</p> <p>Although one could argue it is written in hindsight and Churchill may be trying to make himself sound good, the facts documented in history support the sea. Churchill persuaded Stalin and Roosevelt to delay an invasion of Northern France and instead concentrated on the Mediterranean strategy of invading North Africa, Sicily and Italy, according to Churchill Europe "Soft underbelly". The invasion of Northern France would occur later when German forces were weakened by air strikes by British and U.S. Air Force and by Russian forces in the East.</p>

Question 2

- 2 Using these three sources in their historical context, assess how far they support the view that there were serious divisions between the wartime leaders over military strategy by the time of the Tehran Conference in 1943. [20]

Almost all candidates found the question accessible and were able to produce a generally well-focused response. To access the highest level on this question candidates need to explain the three sources in relation to the question, use both contextual knowledge and provenance and reach a judgement, in light of the evaluation, as to whether the sources support or challenge the view. The three sources dealt with a number of views on divisions between the wartime leaders over military strategy by the time of the Tehran Conference in 1943. Most were able to demonstrate that A showed that Lord Alanbrooke blamed American intransigence in terms of the Mediterranean strategy as being responsible for this division. Many pointed out that as this was written in his personal diary then these were his honest and innermost thoughts but fewer were able to precisely note who he was and the importance of his military expertise.

In B some candidates demonstrated good knowledge of Tehran Conference and the issues discussed but a more significant number focused on the details in the source of Churchill being apparently sidelined by Roosevelt and Stalin. Most were able to make valid points about this source coming from a Churchill's personal doctor, although fewer had any specific information on him and his knowledge of key events.

In C most candidates were able to point out Churchill was attempting to deflect the opinion that he had tried to prevent the invasion of France and a number were able to use contextual knowledge of the Washington Conference, the failure at Dieppe and the invasion of Sicily as challenging what Churchill was saying here. Provenance was generally well-handled with valid points about the date of the source, the purpose of the book and even Churchill's own domestic political position used to evaluate the source.

The best responses were able to explain the sources and evaluate using context and provenance but many candidates who ignored either contextual knowledge or provenance were confined to Level 3 or below. Exemplar 2 demonstrates a high level response where the candidate has used contextual knowledge and provenance skilfully to reach a supported judgement and so was placed in Level 5.

Assessment for learning



Candidates must evaluate the sources using both contextual knowledge and provenance in order to achieve Level 4 and above in this question.

Exemplar 2

2)	<p>Source A is a candid account of Churchill's General Brooke's frustration regarding lack of American commitment towards a Mediterranean campaign and Britain's reluctance to push for it. To a large extent it ^{supporting} supports the view that there were divisions between wartime leaders. The validity ^{accuracy} of the source seems is accurate when it says that there was 'a desire to avoid commitment of the Americans', this was a large reason for the campaign in the Mediterranean the with Churchill wanting to wage something that would 'command their admiration and respect'. However,</p>
	<p>reluctancy on the part of America is is less accurate considering the time in which it was written. The 1st and 2nd Washington conferences ¹⁹⁴² had been ^{acquired} a promise from America that they would not promise the is no there would not be a rapid invasion of France. Indeed, in the very month the source was written America had agreed to Operation Torch (invasion of Northern France). As a leading general Brooke was desirous ^{desirous} to avoid any conflict that would result in an invasion ^{huge casualties} (such as an invasion of France) leading him to support the Mediterranean campaign. His failure up until El Alamein in October 1942 was likely trying to be justified by Brooke in this source by blaming it on the American lack of commitment. This shows ^{shows} that</p>

Source B describes the close ties that as of 1943 had formed between Stalin and Roosevelt, pushing Churchill, and his obsession with Imperialism and a Mediterranean campaign, out. These two the first of these reasons for disunity between Churchill and the other war-time leaders ('self government' for the empire) was certainly a key factor in the changing relationships of the leaders. Roosevelt had argued from the start that he wasn't fighting for Britain's 'archaic, medieval empire'. The second reason

(~~A~~ invading France) was also instrumental in the ~~a~~ cool relations with Churchill; Stalin had pressed this at their first meeting in August 1944, as Russia was losing 10,000 troops a day compared to Britain's ^{fighting} Mediterranean campaign). This the source is therefore accurate in what it cites as the main reasons for divisions ^{between} the leaders. As an apologetic, eye witness, his doctor had no vested interest or motives, ~~in fact~~ ^{in fact} additionally by reporting something which portrays Churchill as isolated ~~in~~ ^{on} the ~~world~~ ^{world} stage he is showing that he is not conforming to any biased loyalties but speaking ~~as~~ ^{as} frankly and reliably. This gives the source's view that Churchill was increasingly the cause of tension, greater credibility.

Although by trying to justify the ~~the~~ rift he ~~caused~~ ^{caused} in relations between the leaders, in source C Churchill is indirectly ~~a~~ ^{demonstrating} that - regardless of motives - there was evident

division between him and Roosevelt. It gives evidence for why Roosevelt drifted from Churchill, ~~it~~ because he 'prevented the cross Channel invasion'. This was seen both at the ~~last~~ ~~was~~ 1943 Quebec conference and 1943 Tehran conference where Roosevelt began to see the British actions in the Mediterranean as increasingly peripheral, losing

respect for them as opposed to Russia who were facing the brunt of the German attack (e.g. the battle of Stalingrad). ~~It is noted~~ The reliability of this view is decreased by the fact that, written post war Churchill was likely trying to patch up the holes in his 'war hero' status. However, having attended 18 conferences and travelled 110 000 miles by 1943, Churchill's ~~was~~ insider knowledge of the relationship increases the credibility of this source.

In conclusion the sources with the highest level of reliability due to their ~~proven~~ ~~provenance~~ ~~source~~ B mainly as well as source A present the view that as the war dragged on America began to sever itself from Britain and drift towards Stalin, showing the deep divisions that were present the reasons (British imperialism and Mediterranean campaign) are given further credibility by the unbiased ~~or~~ apologetic nature of ~~the~~ source B and the high level of ^{insider} knowledge in both source B and A.

Section B overview

Two essays are set, each from a different key topic. Here the candidates are asked to examine Mrs Thatcher's domestic policies and Britain's position in the world after World War Two. The questions set require candidates to analyse causes and consequences of major historical issues.

Question 3

3* 'Thatcher's domestic policies were mostly successful.' How far do you agree?

[20]

This was the most popular of the essay questions and was answered by the vast majority of candidates. Most could examine a range of domestic policies, including the 'right to buy' scheme, economic policies, the poll tax, privatisation, the reduction of income tax and educational changes. Candidates were able to balance successes against less successful policies with most using the introduction of the poll tax and rising unemployment to argue a counter-view. A few candidates included material on foreign policy including the successes in the Falklands conflict but unfortunately this went beyond the scope of the question. The best responses came to a valid concluding judgement as noted in Exemplar 3 which rounded off a good Level 5 response. Many responses were well-balanced and contained a mixture of analysis and contextual support.

Exemplar 3

		In conclusion, Thatcher's domestic policies were mostly unsuccessful as the poll tax was not paid by many people, deindustrialisation , shown by the 1 million Scots who didn't pay it, de-industrialisation caused huge anger and almost a war between the government and the miners for two years as shown by the battle of Orgreave where 123 were injured and monetarism caused a spike in unemployment of over 1 million people in the over the course of 3 years. Thatcher's poll tax was her greatest domestic policy failure as it not only wasn't paid by many people so didn't benefit the government but
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3		it also caused social unrest and
		many riots as shown by the Trefalgar
		riot in March 1990.

Question 4

4* To what extent did Britain lose its influence in the world in the period after 1951?

[20]

There were fewer responses to this question. Candidates who did well on this question were able to discuss a range of ideas suggesting that although Britain lost influence because of dependency on the USA, failure in the Suez crisis, the loss of its empire and problems being accepted into the EEC, it remained influential on the UN Security Council; it participated successfully in several wars including the Korean War, the Falklands War and the Gulf War, retained influence through the Commonwealth and also looked at the relationship between individuals including Mrs Thatcher and President Reagan which encouraged cooperation between Britain and the USA.

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