



**GCE**

**History A**

Unit **Y141/01**: Liberals, Conservatives and the Rise of Labour  
1846–1918

Advanced Subsidiary GCE **H105**

**Mark Scheme for June 2016**

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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. These are the annotations, (including abbreviations), including those used in scoris, which are used when marking

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. Use the following indicative content mark scheme in conjunction with the generic levels of response in the Appendix

3. Here is the mark scheme for this question paper.

**MARK SCHEME Section A**

Question	Answer	Marks	Guidance
1	<p><b>Use your knowledge of the issue of women’s suffrage 1900-1914 to assess how useful Source A is as an explanation for the militancy of the Suffragettes.</b></p> <p><b>In discussing how Source A is useful:</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> that it explains that the militancy of the WSPU was borne of frustration: with ‘forty fruitless years’.</li> <li>• <b>Answers might consider</b> that Source A argues women were ‘forced into a revolution’ and that responsibility for this was ‘the Government’ which tried to silence women’s protest in a variety of ways which might be identified.</li> <li>• <b>Answers might consider</b> the provenance of Source A as the newspaper was a propaganda organ for the WSPU and the editorial was intended to attract support and embolden activists.</li> <li>• <b>Answers might consider</b> the defence of WSPU tactics by claiming they were ‘called upon to wage (war) in the name of liberty and justice’ as an attempt to assume the moral high ground.</li> <li>• <b>Answers might consider</b> that Source A highlights the determination and optimism in fighting ‘unflinchingly to the very end’.</li> </ul>	10	<ul style="list-style-type: none"> <li>• No set answer is expected</li> <li>• The answer must assess the utility for the issue specified. Analysis and evaluation of utility for other issues is not required and should not be credited.</li> <li>• Knowledge must not be credited in isolation, it should only be credited where it is used to analyse and evaluate the source, in line with the descriptions in the levels mark scheme.</li> </ul>

Question	Answer	Marks	Guidance
2	<p><b>Using these three sources in their historical context, assess how far they support the view that the Liberal Government was united in its opposition to votes for women before 1914.</b></p> <ul style="list-style-type: none"> <li>• <b>In discussing how Source A does or does not support the view</b>, answers might consider that the Government is criticised throughout: women ‘were flung out’ of public meetings and ‘the police were ordered to kidnap women’. In addition, their actions explain why women ‘have been forced into a ‘revolution’. In doing so the impression is that the Government was united in its opposition.</li> <li>• <b>In discussing the provenance of Source A</b> answers might comment on the blanket reference to the Government which fails to acknowledge the differences between ministers, which could be developed with cross reference to Sources B and C.</li> <li>• <b>In discussing the historical context of Source A</b>, answers might elaborate on the activities of the suffragists and the political developments of the previous ‘forty fruitless years’ as they affected women. Some might provide further examples of militancy.</li> <li>• <b>In discussing how Source B does or does not support the view</b> answers might argue that the thrust of this account indicates that three members of the Government - Lloyd George, Churchill and Grey - supported the suffrage campaign. In response to Scott’s advice that ‘the suffrage campaign (should) be pressed on’ Lloyd George appears to have agreed. There is no indication that the Liberals were united against votes for women.</li> <li>• <b>In discussing the provenance of Source B</b>, answers might discuss the veracity and reliability of an account which includes recollections of views that were expressed in conversation. Further, answers might claim that Source B is as much if not more about the views of Scott, an MP, rather than the Government though the assertion that ‘we are fighting for the suffrage’ implies such a distinction to be artificial. The interests of the author as a newspaper proprietor might be discussed.</li> </ul>	20	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At Level 5 there will be judgement about the issue in the question.</li> <li>• To be valid judgements they must be supported by accurate and relevant material.</li> <li>• Knowledge must not be credited in isolation, it should only be credited where it is used to analyse and evaluate the sources, in line with the descriptions in the levels mark scheme.</li> </ul>

Question	Answer	Marks	Guidance
	<ul style="list-style-type: none"> <li>• <b>In discussing the historical context of Source B</b>, answers might refer to the decision of the Liberals to drop the Conciliation Bill earlier in the year and the introduction of a new Reform Bill designed to give more men the vote which enraged the WSPU who restarted its campaign of violence. Candidates might elaborate on how such violence influenced the public to test the assumption made in the Source about popular views of the WSPU.</li> <li>• <b>In discussing how Source C does or does not support the view</b>, answers might argue that Asquith was clearly opposed to votes for women but that ‘a considerable majority of my colleagues think differently’, suggesting that the Cabinet was not united one way or the other. On the other hand, Asquith asserts that Government policy was ‘the result of the deliberations of the Cabinet as a whole by which it is the duty of all members to abide’, which suggests a united position was adopted.</li> <li>• <b>In discussing the provenance of Source C</b>, answers might argue that Asquith tailored his comments to resonate with the position of the NLOWS. However, answers might also stress his admission about the contrary views of his colleagues suggests he was being frank about the position of the Cabinet. Cross reference to Source B would allow candidates to name Churchill, Grey and Lloyd George as examples.</li> <li>• <b>In discussing the historical context of Source C</b>, answers might refer to the Government policy of force feeding that was adopted in 1909. Some answers might discuss this as proof that the Cabinet was united in its opposition to votes for women, but others might argue that it was more an expression of opposition to the violence of the WSPU rather than votes for women as such. The arson attack on the house of Lloyd George might be discussed. This line of argument might be linked to the content of Source C about the division within the Cabinet.</li> </ul>		

Question	Answer	Marks	Guidance
3*	<p><b>'The influence of Gladstone was the most important reason for the emergence of the Liberal Party by 1868'. How far do you agree?</b></p> <p><b>In arguing why Gladstone was the most important reason for the emergence of the Liberal Party,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> his commitment to free trade with reference to his support for the repeal of the Corn Laws and his record as Chancellor, under Aberdeen (1852-5) and Palmerston (1859-65).</li> <li>• <b>Answers might consider</b> Gladstone's religious convictions and moral standards as providing leadership and inspiration.</li> <li>• <b>Answers might consider</b> Gladstone's support for parliamentary reform (proposed the Reform Bill of 1866).</li> <li>• <b>Answers might consider</b> his belief in enterprise, personal endeavour and thrift and the steps he took to reduce income tax, to control spending and reform administration which chimed with the principles of the middle class.</li> </ul> <p><b>In arguing why other factors were important,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> the role of Palmerston: he had enormous popularity, his death allowed Gladstone to become leader.</li> <li>• <b>Answers might consider</b> the Radicals such as Bright and Mill who did much to bring Radicals together and encouraged unity with the Liberals.</li> <li>• <b>Answers might consider</b> how the Tory party was weakened by the split of 1846 and subsequent developments.</li> <li>• <b>Answers might consider</b> the role of the press in widening public debate beyond the interests of the landed classes and openly promoting the Liberals.</li> <li>• <b>Answers might consider</b> the increasing involvement of the working class with the Liberals and the support of organisations.</li> </ul>	20	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At Level 5 there will be judgement as to the relative importance of the reasons.</li> <li>• At higher Levels candidates might establish criteria against which to judge the importance of the reason.</li> <li>• To be valid judgements, claims must be supported by relevant and accurate material. If not, they are assertions.</li> <li>• Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.</li> </ul>

Question	Answer	Marks	Guidance
4*	<p><b>How successful was Disraeli in defending British interests abroad in the period, 1874-80?</b></p> <p><b>In arguing that Disraeli was successful,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> a range of issues in foreign and imperial policy and the degree to which British interests were defended.</li> <li>• <b>Answers might consider</b> Disraeli to have been successful in defending British interests in India with the purchase of the Suez Canal shares and by making Victoria Empress of India.</li> <li>• <b>Answers might consider</b> Disraeli's role in the Balkan Crisis of 1877-78 including the Berlin Conference. Britain's traditional interest in maintaining Turkey as a bulwark against Russian influence was upheld and British interests in the Mediterranean were strengthened with the acquisition of Cyprus.</li> </ul> <p><b>In arguing that Disraeli's foreign policy was less successful in defending Britain's interests,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might discuss</b> the negative aspects of the policies mentioned above: did the involvement in Suez merely create other problems and was intervention in the Balkans a regressive step given the weakness of Turkey?</li> <li>• <b>Answers might discuss</b> the difficulties experienced in Afghanistan with the crisis in Kabul. However, although British officials were murdered it might be argued that British interests were upheld in checking Russian influence in Afghanistan and that 'failure' was exaggerated by Gladstone in his Midlothian campaign.</li> <li>• <b>Answers might consider</b> events in South Africa as less than successful. British forces were humiliated at Rorke's Drift and Isandhlwana but they later defeated the Zulus at Ulundi and in doing so retained British influence in the area.</li> </ul>	20	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At Level 5 there will be judgement as to how successful Disraeli was in defending British interests.</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>



APPENDIX 1 – this contains the generic mark scheme grids

	<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: Use your knowledge of [specified historical context] to assess how useful Source [...] is as evidence of.... [10]</b>
<b>Level 5</b> 9–10 marks	The answer has a good focus on the question. The source is evaluated, using both provenance and relevant knowledge of the historical context that is specified in the question, in order to engage with the source and reach a supported analysis of its utility as evidence for the issue in the question.
<b>Level 4</b> 7–8 marks	The answer is mostly focused on the question. The source is evaluated, using both provenance and generally relevant knowledge of the historical context that is specified in the question, in order to engage with the source and produce an analysis of its utility as evidence for the issue in the question. The use of provenance may not be developed.
<b>Level 3</b> 5–6 marks	The answer is partially focused on the question. There is partial evaluation of the source, with use of some knowledge of the historical context that is specified in the question, in order to engage with the source and produce a partial analysis of its utility as evidence for the issue in the question.
<b>Level 2</b> 3–4 marks	The answer has only limited focus on the question. There is a generalised evaluation of the source, with use of limited knowledge of the historical context that is specified in the question, in order to engage with the source and produce a basic analysis of its utility as evidence for the issue in the question.
<b>Level 1</b> 1–2 marks	This answer is on the wider topic area, but not on the detail of the question. There is a very basic evaluation of the source, with very limited use of very generalised knowledge of historical context that is specified in the question, in order to engage with the source in a very limited way to attempt a very simple analysis of its utility. This analysis may primarily take the form of drawing information from the source, and it will be considered more as evidence for the wider topic area than the specific issue in the question.
0 marks	No evidence of understanding or reference to the source.

	<i>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 2: How far do the three sources support the view? [20]</b>
<b>Level 5</b> 17–20 marks	The answer has a good focus on the question. The sources are evaluated, using both provenance and relevant knowledge of their historical context, in order to engage with the sources and reach a supported analysis of them in relation the issue in the question. There may be some imbalance in the analysis between use of provenance and use of knowledge.
<b>Level 4</b> 13–16 marks	The answer is mostly focused on the question. The sources are evaluated, using both provenance and generally relevant knowledge of their historical context, in order to engage with the sources and produce an analysis of them in relation to the question. The use of provenance may not be developed.
<b>Level 3</b> 9–12 marks	The answer is partially focused on the question. There is partial evaluation of the sources, with use of some knowledge of their historical context, in order to engage with the sources and produce a partial analysis of them in relation to the question.
<b>Level 2</b> 5–8 marks	The answer has only limited focus on the question. Evaluation of the sources is very general. There is limited use of generalised knowledge of historical context to engage with the sources and produce a basic analysis of them in relation to the question.
<b>Level 1</b> 1–4 marks	This answer is on the wider topic area, but not on the detail of the question. The sources are evaluated in a very basic way, primarily being used as a source of information with understanding of them being only partial. A very generalised knowledge of historical context is used in a very limited way to engage with the sources and to attempt a very simple analysis of them in relation to the
0 marks	No evidence of understanding or reference to the sources.

	<i>AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.</i>
	<b>Generic mark scheme for Section B, Questions 3 and 4: Essay [20]</b>
<b>Level 5</b> 17–20 marks	There is a mostly consistent focus on the question. Generally accurate and detailed knowledge and understanding is demonstrated through most of the answer and is evaluated and analysed in order to reach substantiated judgements, but these are not consistently well-developed. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and in the most part substantiated.
<b>Level 4</b> 13–16 marks	The question is generally addressed. Generally accurate and sometimes detailed knowledge and understanding is demonstrated through most of the answer with evaluation and some analysis, and this is used appropriately to support the judgements that are made. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported
<b>Level 3</b> 9–12 marks	The question is partially addressed. There is demonstration of some relevant knowledge and understanding, which is evaluated and analysed in parts of the answer, but in places knowledge is imparted rather than being used. The analysis is appropriately linked to the judgements made, though the way in which it supports the judgements may not always be made explicit. The information has some relevance and is presented with limited structure. The information is supported by limited evidence.
<b>Level 2</b> 5–8 marks	The focus is more on the topic than the specific demands of the question. Knowledge and understanding is limited and not well used, with only limited evaluation and analysis, which is only sometimes linked appropriately to the judgements made. The information has some relevance, but is communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.
<b>Level 1</b> 1–4 marks	The answer relates to the topic but not the specific question. The answer contains only very limited relevant knowledge which is evaluated and analysed in a very limited way. Judgements are unsupported and are not linked to analysis. Relevant knowledge is limited, generalised and poorly used; attempts at argument are no more than assertion. Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence.
0 marks	No evidence of understanding and no demonstration of any relevant knowledge.

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