



**GCE**

**History A**

Unit **Y142/01**: Britain 1900–1951

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.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

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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
	Blank Page
	Highlight
Off-page comment	
	Assertion
	Analysis
	Evaluation
	Explanation
	Factor
	Illustrates/Describes
	Irrelevant, a significant amount of material that does not answer the question
	Judgement
	Knowledge and understanding
	Provenance
	Simple comment
	Unclear
	View

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

Here is the mark scheme for this question paper.

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> <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</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
	<p>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.</p> <ul style="list-style-type: none"> <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>Mark Scheme Section B</b></p> <p><b>To what extent was the decline of the Liberal Party to 1924 the fault of David Lloyd George?</b></p> <p><b>In arguing that the decline of the Liberal Party was the fault of David Lloyd George (LG),</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> the split with Asquith in 1916 and the persistent division thereafter.</li> <li>• <b>Answers might discuss</b> the charge that LG lacked political ideology and made politics a matter of personality.</li> <li>• <b>Answers might consider</b> LG as tired after the exertions of WW1.</li> <li>• <b>Answers might discuss</b> the ‘LG Fund’ and charges of corruption (and the limited funds of the Liberals at elections).</li> <li>• <b>Answers might discuss</b> his wartime record, eg the introduction of conscription and government controls which compromised Liberal values of freedom of the individual.</li> </ul> <p><b>In arguing that other factors were important,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> the Liberals to have insufficient vision having exhausted themselves with the social reforms, 1906-14.</li> <li>• <b>Answers might consider</b> the post-war problems of a housing shortage, unemployment and industrial disputes.</li> <li>• <b>Answers might discuss</b> Liberals links with the Conservatives – (dominated by them and abandoned by them in 1922?).</li> <li>• <b>Answers might consider</b> the electoral system as a key factor given the results of the 1922 election.</li> <li>• <b>Answers might consider</b> the changes in Ireland which deprived the Liberals of the support of Irish MPs.</li> <li>• <b>Answers might consider</b> the negative impact of foreign affairs especially Britain’s involvement in Chanak.</li> <li>• <b>Answers might consider</b> the rise of the Labour Party.</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 extent to which the decline of the Liberal Party to 1924 was the fault of Lloyd George.</li> <li>• At higher Levels candidates might establish criteria against which to judge the extent that the decline was Lloyd George’s fault.</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>‘The social reforms of the Labour governments, 1945-1951, were based on socialist principles.’ How far do you agree?</b></p> <p><b>In arguing that the reforms were socialist in principle,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> the role of the State in organising social provision. The NHS as an example of State control might be discussed.</li> <li>• <b>Answers might discuss</b> the importance of State funding and the reliance on taxation from the ‘haves’ to the ‘have nots’.</li> <li>• <b>Answers might consider</b> the element of compulsion in the reforms, eg Friendly Societies were denied the right to administer sickness benefit.</li> <li>• <b>Answers might consider</b> that the reforms aimed at helping the working class and were based on the belief that working men will always be exploited, eg the National Insurance Act.</li> <li>• <b>Answers might discuss</b> the principle of accessibility, in that the reforms were for all irrespective of personal circumstance (eg free access to the NHS) and were designed to meet individual needs, eg the Family Allowance Act.</li> </ul> <p><b>In arguing that the reforms were not based on socialist principles,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might discuss</b> how the reforms addressed many of the issues raised in the Beveridge Report, 1942.</li> <li>• <b>Answers might consider</b> the reforms as social reconstruction, essential after WW2.</li> <li>• <b>Answers might discuss</b> how the reforms built on the measures of 1906-1914 ie the National Insurance Act of 1946 built on the Insurance Acts of 1911 and 1912.</li> <li>• <b>Answers might consider</b> that equality was not achieved: for example, the Education Act created a three tier system.</li> <li>• <b>Answers might consider</b> how all governments since 1951, even Tories, have supported the NHS and other measures, 1945-1951.</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 far the reforms were based on socialist principles.</li> <li>• At higher Levels candidates might establish criteria against which to judge socialist principles.</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>A02: 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 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> 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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