

**GCE**

**History A**

**Unit : Y111/01 Liberals, Conservatives and the Rise of Labour  
1846 - 1918**

Advanced GCE

**Mark Scheme for June 2017**

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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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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   |

Here are the subject specific instructions for this question paper

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

## MARK SCHEME Section A

| Question | Answer/Indicative content  | Mark | Guidance  |
|----------|--|------|---|
| 1        | <p><b>Using these four sources in their historical context, assess how far they support the view that relations between the Government and the workforce were cordial during the First World War.</b></p> <ul style="list-style-type: none"> <li>• <b>In discussing how far Source A supports the view that relations were cordial</b>, answers might refer to the approach made by Lloyd George to the workers in Liverpool in appealing to them to cooperate rather than simply imposing changes to union practices.</li> <li>• <b>In discussing the provenance of Source A</b>, answers might emphasise the fact that Lloyd George addressed the workers personally as an indication of good relations between him and the work force. Some may stress the imperative of cooperation with the workers given LGs responsibility as Minister of Munitions. Answers may point out that whilst the source shows LG was prepared to work with the unions it does not indicate what the response of the workers was to his overtures.</li> <li>• <b>In discussing the historical context of Source A</b>, answers might refer to the munitions shortage of the time, the fact that workers had proved their patriotism in volunteering in large numbers to serve in the forces. Answers might also refer to the agreement reached between the unions and the</li> </ul> | 30   | <ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At Level 5 and above 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> |

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|  |  | <p>Government in 1915 to minimise the risk of industrial disputes.</p> <ul style="list-style-type: none"> <li>• <b>In discussing how far Source B does and does not support the view that relations were cordial,</b> answers might highlight the ‘industrial truce’ agreed between the unions and the Government as evidence of cordial relations. However, answers might also point out that the workers were angry that they had lost their ‘liberties’ and the relations between the ‘ruling class’ and the workers were poor as the former ‘enslave’ the latter.</li> <li>• <b>In discussing the provenance of Source B,</b> answers might identify the author as left wing by his vocabulary and the disdain for shown for Government and the unions for co-operating with it. Answers might argue that AJ Cook was not typical of the miners as a whole given the large numbers who volunteered to serve. Some may point out that the author was to be one of the leaders of the miners’ strike of 1926 as proof of his militancy.</li> <li>• <b>In discussing the historical context of Source B,</b> answers might point out that enthusiasm for the war was beginning to wane by the Spring of 1916, that demands on workers were increasing at a time of rising prices and that unrest within industry was growing.</li> <li>• <b>In discussing how far Source C does not support the view that relations were cordial,</b> answers might point out that workers were unhappy with their pay and the loss of the differential between the skilled and unskilled. Answers might highlight the ‘lack of confidence’ there was in the</li> </ul> |  |  |
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|  |  | <p>Government and the fact that strike action was necessary to force the resolution of disputes.</p> <ul style="list-style-type: none"> <li>• <b>In discussing the provenance of Source C,</b> answers might point out that there were another 10 complaints. Answers might suggest that the grievances were more likely those of the skilled workers whose position is clearly highlighted in (2) and implicit in (3) and to some extent in (4) as skilled workers were reluctant to strike. Answers might point out that relations between Government and workers must have been less than cordial for an enquiry to be set up.</li> <li>• <b>In discussing the historical context of Source C,</b> answers might emphasise the difficulties at home with the food shortages caused by the intensity of the U-boat activity. Answers might also refer to the introduction of conscription which caused further disillusionment. Answers might provide details about the extent of the industrial unrest which formed the backdrop to this source.</li> <li>• <b>In discussing how far Source D does and does not support the view,</b> answers might point out that wages were increased substantially. Answers might refer to the concession made to members of the ASE in terms of military service and the leniency with which they were treated following the strike of 1917. Answers might argue that these measures were divisive and the implication is that the special treatment of the miners and the ASE caused resentment amongst other workers.</li> <li>• <b>In discussing the provenance of Source D,</b> answers might consider the views expressed to be</li> </ul> |  |  |
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| 2* |  | <p>those of a Conservative who was less inclined to favour concessions to workers than the two Liberal ministers he might be inclined to instinctively oppose. Answers might, however, argue that as someone who served in the Ministry of Labour the author had first-hand knowledge of relations between Government and the workers.</p> <ul style="list-style-type: none"><li>• <b>In discussing the historical context of Source D,</b> answers might refer to the record of Churchill and Lloyd George as Ministers of Munitions. Answers might indicate that by February 1918 after also four years of war relations between the Government and the workers were increasingly strained. Answers might point out that some workers were more important than others – miners and engineers – which explains why they were treated more generously than others.</li></ul> | 20 |  |
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|  |  | <p><b>Mark Scheme Section B</b></p> <p><b>‘Problems of leadership were the main reason for the weakness of the Conservative Party, 1846-1865.’ How far do you agree?</b></p> <p><b>In arguing that problems of leadership were the main reason,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might argue</b> that Derby was in the House of Lords.</li> <li>• <b>Answers might argue</b> that Derby was reluctant to take the helm and lacked drive or initiative.</li> <li>• <b>Answers might argue</b> that leadership in the Commons was confused: neither Bentinck nor Disraeli were ideal.</li> <li>• <b>Answers might refer</b> to the insipid administrations of 1852 and 1858-9 (few ministers of talent/experience).</li> <li>• <b>Answers might highlight</b> the financial incompetence of the Conservatives in power i.e. Disraeli’s Budget of 1852.</li> </ul> <p><b>In arguing that other factors were important,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might stress</b> the division with the Peelites since 1846.</li> <li>• <b>Answers might point out</b> the electoral weakness of the Conservatives in terms of seats won and their reliance on the landed classes.</li> <li>• <b>Answers might discuss</b> the problem of trade policy: the Conservatives were wedded to protectionism in a period when free trade (including corn) was extended.</li> <li>• <b>Answers might emphasise</b> the economic prosperity of the period. For agriculture, this was a golden age of high farming and industry and railways expanded.</li> </ul> | <ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At higher levels, candidates will focus on ‘How far?’ but at Level 4 may simply list factors.</li> <li>• At Level 5 and above, there will be judgements as to the relative importance of the extent of leadership.</li> <li>• At higher levels, candidates might establish criteria against which to judge leadership.</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> |
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| 3* |  | <ul style="list-style-type: none"> <li>• <b>Answers might highlight</b> the dominance of Palmerston.</li> </ul> <p><b>Gladstone's Second Ministry was 'a Government of troubles rather than triumphs.' How far do you agree?</b></p> <p><b>In arguing that the Ministry was one of 'troubles',</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might stress</b> the problems of Ireland. <ul style="list-style-type: none"> <li>❖ The land war</li> <li>❖ The National League</li> <li>❖ The Phoenix Park Murders</li> <li>❖ The Kilmainham Jail Treaty</li> <li>❖ Parnell and the Nationalists.</li> </ul> </li> <li>• <b>Answers might discuss</b> the defeat of Majuba Hill in South Africa.</li> <li>• <b>Answers might assess</b> intervention in Egypt and, later, Sudan and the impact of the death of Gordon.</li> <li>• <b>Answers might refer</b> to the Bradlaugh Affair.</li> <li>• <b>Answers might discuss</b> the tension between the Whig and radical wings of the party (Chamberlain's Radical Programme).</li> </ul> <p><b>In arguing that Gladstone enjoyed some triumphs,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might refer</b> to the Second Irish Land Act, 1882.</li> <li>• <b>Answers might regard</b> Gladstone's victory at Tel-el-Kebir as a triumph in defending Britain's interests in the Suez Canal.</li> <li>• <b>Answers might refer</b> to the Corrupt Practices Act, 1883.</li> <li>• <b>Answers might discuss</b> the Third Reform Act, 1884.</li> </ul> | 20 | <ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At higher levels, candidates will focus on 'how far?' but at Level 4 may simply list factors.</li> <li>• At Level 5 and above, there will be judgements as to the balance between troubles and triumphs.</li> <li>• At higher levels, candidates might establish criteria against which to judge the record of Gladstone's Government.</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> |
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|  |  |  | <ul style="list-style-type: none"><li>• <b>Answers might assess</b> Gladstone's dominance of the House of Commons.</li><li>• <b>Answers might argue</b> the election of 1885 was a triumph.</li></ul> |  |  |
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APPENDIX 1 – this contains the generic mark scheme grids.

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|                                  | <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: 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 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><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.<br>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.<br>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.<br>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.<br>The information has some relevance and is presented with limited structure. The information is supported by limited evidence. |
| <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.<br>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.<br>Relevant knowledge is limited, generalised and poorly used; attempts at argument are no more than assertion.<br>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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