

**GCE**

**History A**

Unit : Y112/01 Britain 1900 - 1951

Advanced GCE

**Mark Scheme for June 2017**

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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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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>

		<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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		<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>		
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2*		<p><b>Mark Scheme Section B</b></p> <p><b>‘Ramsey MacDonald’s first ministry was too short-lived to have achieved anything substantial.’ How far do you agree?</b></p> <p><b>In arguing that the ministry was too short-lived,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might point out</b> that the ministry lasted only nine months.</li> <li>• <b>Answers might argue</b> that Labour had the support of the Liberals (hoping to curb any radical measures) so the ministry might have lasted longer and done more.</li> <li>• <b>Answers might argue</b> that ministers were inexperienced and needed more time to effect change.</li> <li>• <b>Answers might argue</b> that it did not have time to deal with the crisis of the Zinoviev Letter (four days before the election in October 1924).</li> </ul> <p><b>In arguing that despite its brevity, the ministry achieved substantial things,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might argue</b> that they proved Labour had the courage to govern and in difficult circumstances (a minority government).</li> <li>• <b>Answers might argue</b> that the Wheatley Housing Act was important in stimulating the building of council houses.</li> <li>• <b>Answers might argue</b> that Labour grappled with the difficult problems of unemployment benefits and education.</li> <li>• <b>Answers might argue</b> that MacDonald was</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 achievements of the government.</li> <li>• At higher levels, candidates might establish criteria against which to judge the success of the 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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3*		<p>instrumental in drafting the Geneva Protocol.</p> <ul style="list-style-type: none"> <li>• <b>Answers might argue</b> that Labour hosted a conference in London which helped solve the reparations issue.</li> <li>• <b>Answers might argue</b> that in the election of October 1924 Labour increased its share of the popular vote.</li> </ul> <p><b>How successful were government policies in dealing with economic problems in the 1930s?</b></p> <p><b>In arguing that government policies were successful,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might refer</b> to the reduction in unemployment.</li> <li>• <b>Answers might discuss</b> the extent of house building and the multiplier effect on other industries.</li> <li>• <b>Answers might assess</b> the extent to which service industries expanded.</li> <li>• <b>Answers might discuss</b> the effectiveness of the ‘special regions’ that were established.</li> <li>• <b>Answers might discuss</b> the improvement in real wages.</li> <li>• <b>Answers might comment</b> on the growth of consumer industries, itself a reflection of improved living standards.</li> <li>• <b>Answers might discuss</b> the increased use of electricity with the National Grid.</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 successful? but at Level 4 may simply list factors.</li> <li>• At Level 5 and above, there will be judgements as to the relative success of government policies.</li> <li>• At higher levels, candidates might establish criteria against which to judge the success of government policies.</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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		<p><b>In arguing that government policies were unsuccessful,</b></p> <ul style="list-style-type: none"><li>• <b>Answers might discuss</b> how policy was largely deflationary especially in the early 1930s.</li><li>• <b>Answers might discuss</b> the regional variations: the North, South divide and the differences between areas of staple industry and others.</li><li>• <b>Answers might ascribe</b> recovery to the improvement in world trade rather than government policy as such.</li><li>• <b>Answers might discuss</b> the variation in standards of living with poverty in some areas (Jarrow March) and prosperity in others (Home Counties).</li></ul>		
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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: 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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