



A Level History

Y112/01 Britain 1900-1951

MARK SCHEME

Duration: 1 hour and 30 minutes

MAXIMUM MARK 50

PREPARATION FOR MARKING ON-SCREEN

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *scoris assessor Online Training* and the *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the Instructions for On-Screen Marking and the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to RM Assessor and mark the **required number** of practice responses and the **required number** of standardisation responses.

MARKING INSTRUCTIONS – FOR MARKING ON-SCREEN AND FOR PAPER BASED MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the scoris 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the scoris messaging system, or by email.
5. **Crossed Out Responses**
Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

Rubric Error Responses – Optional Questions

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will select the highest mark from those awarded. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

Multiple Choice Question Responses

When a multiple choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).

When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.

Contradictory Responses

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

Short Answer Questions (requiring only a list by way of a response, usually worth only **one mark per response**)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

Short Answer Questions (requiring a more developed response, worth **two or more marks**)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

Longer Answer Questions (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add a tick to confirm that the work has been seen.

7. Award No Response (NR) if:

- there is nothing written in the answer space

Award Zero '0' if:

- anything is written in the answer space and is not worthy of credit (this includes text and symbols).

Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts

8. The scoris **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.** If you have any questions or comments for your team leader, use the phone, the scoris messaging system, or e-mail.

9. For answers marked by levels of response:
- To determine the level** – start at the highest level and work down until you reach the level that matches the answer
 - To determine the mark within the level**, consider the following:

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

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

Annotation	Meaning of annotation
BP	Blank Page
	Highlight
Off-page comment	
A	Assertion
AN	Analysis
EVAL	Evaluation
EXP	Explanation
F	Factor
ILL	Illustrates/Describes
IRRL	Irrelevant, a significant amount of material that does not answer the question

J	Judgement
KU	Knowledge and understanding
P	Provenance
SC	Simple comment
	Unclear
V	View

11. 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.

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

MARK SCHEME Section A

Question	Answer/Indicative content	Mark	Guidance
1	<p>Using these four sources in their historical context, assess how far they support the view that the Budget of 1909 was a device to force a constitutional clash with the House of Lords.</p> <ul style="list-style-type: none"> • In discussing how far Source A does not support the view that the Budget was a device, answers might refer to the need for taxes to pay for pensions, unemployment and sickness. Answers might point out that the taxes were aimed at the rich because they were not paying their ‘fair share of taxation’. Answers might refer to the last line of the source which makes it clear that the Budget was intended to spread the burden of taxation with no hint of a hidden agenda. • In discussing the provenance of Source A, answers might point out LGs commitment to welfare reform of the sort mentioned in the source. Answers might emphasise LG’s long term commitment to greater equality. Answers might argue that LG was unlikely to admit to an alternative purpose in public. • In discussing the historical context of Source A, answers might refer to the introduction of Old Age Pension on 1st January 1909 and the need to pay for them. Answers might refer to the intention of the 	30	<ul style="list-style-type: none"> • No set answer is expected • The answer must assess utility for the issue specified. Analysis and evaluation of utility for other issues is not required and should not be credited • 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 descriptions in the levels mark scheme.

		<p>Liberals to introduce insurance for workers which they did in 1911 and 1912. Answers might assess the details of the taxes in the Budget.</p> <ul style="list-style-type: none"> • In discussing how far Source B does support the view that the Budget was a device, answers might refer to the rejection of the Budget in the Lords as an indication that the Budget certainly antagonised the Lords, suggesting that its contents were bound to provoke the Second Chamber. Answers might emphasise the last sentence which explicitly charges the Government of having a long term plan to challenge the Lords of which the Budget was merely a part. • In discussing the provenance of Source B, answers might question the objectivity of <i>The Times</i> which tended to support the Conservative Party which was dominant in the House of Lords. Answers might argue that the House of Lords explained their opposition to the Budget as the exercise of their right to disguise their defence of self-interest. • In discussing the historical context of Source B, answers might discuss the constitutional rights of the Lords to check bills. Answers might assess the claim that the Liberals had ‘pursued a policy of destroying the power of the House of Lords’ and the history of relations between the Government and the Lords since 1906. • In discussing how far Source C does not support the view that the Budget was a device, answers might refer to the string of measures rejected in the House of Lords since 1906 to indicate that the 		
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		<p>Budget was simply one of many measures on which the wishes of the elective House had been frustrated. Answers might allude to the ‘system of false balances and loaded dice’ to argue that clashes between the houses was inevitable. Answers might emphasise the claim that it was the Lords rather than the Commons which ‘provoked the challenge’ especially in choosing to reject a finance bill.</p> <ul style="list-style-type: none"> • In discussing the provenance of Source C, answers might argue that it was unsurprising that Asquith blamed the Lords for the confrontation as it justified calling an election. Answers might suggest that the source hints at some support for the view that the Budget was a device as Asquith says ‘we welcome it (the challenge)’. • In discussing the historical context of Source C, answers might elaborate on some of the measures referred to in the source to confirm the claim that the Lords were obstructionist. Answers might refer to the election result of 1906 and the scope of the Liberal majority which lent weight to Asquith’s sense of frustration. Answers might explain the charge made by LG that the House of Lords were ‘Mr Balfour’s poodle’. • In discussing how far Source D does support the view that the Budget was a device, answers might point out that the author explicitly accuses the Government of ‘manoeuvred the House of Lords’ and that, since 1906, they have been intent on ‘making war against the constitution’. Answers might stress the claim that the Budget was 		
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<p>2*</p>		<p>extraordinary in the measures it contained and as such, an implicit indication of the alternative agenda of the Liberals.</p> <ul style="list-style-type: none"> • In discussing the provenance of Source D, answers might refer to the attitudes revealed in the source as typical of the ‘diehards’ who were not prepared to concede anything in their defence of the long-standing role of the Lords. Answers might assess the strength of ‘ancient tradition’. Answers might regard the position adopted as consistent with the nature of party rivalry. • In discussing the historical context of Source D, answers might refer to the passage of the Parliament Bill through Parliament – the two elections of 1910, the threat of George V to appoint new peers and the nature of the debate. Answers might provide details about the division of the Conservative Party on the Bill. Answers might discuss whether the terms of the Act were consistent with the charge that the Liberals were set on ‘making was on the constitution’. <p>“Calmness in a crisis was the most important aspect of Baldwin’s leadership of the Conservative party and as prime minister.’ How far do you agree?</p> <ul style="list-style-type: none"> • In arguing that Baldwin was calm, answers might refer to the crisis that he faced on assuming the leadership of the party and PM in May 1923. • Answers might discuss his handling of the General Strike. 	<p>20</p>	<ul style="list-style-type: none"> • No set answer is expected. • At higher levels, candidates will focus on ‘most important’ but at Level 4 may simply list factors. • At Level 5 and above, there will be judgements as to the relative importance of the extent of Baldwin’s calmness. • At higher levels, candidates might establish criteria against which to judge Baldwin’s leadership. • To be valid judgements, claims must be supported by
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<p>3*</p>		<ul style="list-style-type: none"> • Answers might discuss his role in the National Government of 1931, the challenge he faced from his party in doing so and the crisis of the Depression. • Answers might discuss the Abdication Crisis of 1936. • Answers might generalise about the reassurance of his studied ‘masterly inactivity’, his soft-spoken voice and pipe-smoking unflappability. <p>• In arguing that calmness was not the most important aspect of his leadership, answers might discuss his preference for compromise and conciliation.</p> <ul style="list-style-type: none"> • Answers might point out how he always put national before party interest. • Answers might discuss his generosity and concern for the less well off. • Answers might discuss the wisdom of his delegation of responsibility: he allowed others to dominate in fields of economics and foreign affairs in which he less competent. • Answers might stress his flexibility, moving away from a policy of trade tariffs, for example. <p>‘MacDonald betrayed the Labour Party during his second ministry, 1929-31.’ How far do you agree?</p> <ul style="list-style-type: none"> • In arguing that MacDonald betrayed the Labour Party, answers might argue that he failed to implement the programme (‘Labour and the Nation’) adopted in 1928. • Answers might argue that the composition of the 	<p>20</p>	<p>relevant and accurate material. If not, they are assertions.</p> <ul style="list-style-type: none"> • 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 descriptions in the levels mark scheme. <ul style="list-style-type: none"> • No set answer is expected. • At higher levels, candidates will focus on question of betrayal but at Level 4 may simply list factors. • At Level 5 and above, there will be judgements as to the extent, or otherwise, of MacDonald’s betrayal. • At higher levels, candidates might establish criteria
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		<p>Cabinet was conservative and denied places to the left-wing.</p> <ul style="list-style-type: none"> • Answers might discuss the failure to raise the school leaving age or to reform the Trades Disputes Act. • Answers might discuss the rise of unemployment. • Answers might discuss Snowden’s balanced budgeting. • Answers might focus the financial crisis of 1931 and the cuts to unemployment benefit. • Answers might discuss the refusal of MacDonald to resign and, instead, to form a National Government with the Liberals and Conservatives. <ul style="list-style-type: none"> • In arguing that MacDonald did not betray the Labour Party, answers might argue that the government was a minority one and MacDonald was obliged to dilute the more radical points of the Labour platform. • Answers might argue that some positives reforms were made in housing, the length of the working day, London transport and agriculture. • Answers might argue that the appointment of the first female Cabinet minister was important. • Answers may argue that in foreign affairs disarmament and reconciliation were in line with Labour principles. • Answers might argue that after 1931 the Labour Party was able to redefine itself. 		<p>against which to judge the reasons for the relative importance of different factors in the debate.</p> <ul style="list-style-type: none"> • To be valid judgements, claims must be supported by relevant and accurate material. If not, they are assertions. • 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 descriptions in the levels mark scheme.
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APPENDIX 1 – this contains a generic mark scheme grid

	<i>A02: Analyse and evaluate appropriate source materials, primary and/or contemporary to the period, within its historical context.</i>
	Generic mark scheme for Section A, Question 1: How far do the four sources support the view? [30]
Level 6 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.
Level 5 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.
Level 4 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.
Level 3 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.
Level 2 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.
Level 1 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>
	Generic mark scheme for Section B, Questions 2 and 3: Essay [20]
Level 6 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.
Level 5 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.
Level 4 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.
Level 3 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.
Level 2 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.
Level 1 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.

