

GCE

History A

Unit **Y142/01**: Britain 1900–1951

Advanced Subsidiary GCE **H105**

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
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

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>Use your knowledge of the origins and development of the Labour Party from 1893 to 1914 to assess how useful Source B is as an explanation of the advantages to the Labour Party of an electoral pact with the Liberal Party.</p> <p>In discussing how Source B is useful,</p> <ul style="list-style-type: none"> • Answers might consider that it explains that ‘some employers of labour’, who were Liberals, nonetheless, sympathised with the objectives of the LRC. • Answers might consider that Source B also claims that there were few ‘individuals of the Liberal Party’ who did not sympathise with ‘the principles of the LRC’. • Answers might consider that the members of the LRC are ‘men who have voted with the Liberal Party in the past’. • Answers might consider the claim that the LRC would be defeated without the support of the Liberal Party. • Answers might consider the provenance of Source B as the views of someone with knowledge of the political context and especially the internal affairs of the Liberal Party. The authoress was trying to help Herbert Gladstone by clarifying the arguments about a pact at a time when it was under discussion. • Answers which consider the advantages of the 	10	<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.

2		<p style="text-align: center;">pact to the Liberal Party only, can reach a maximum of L2.</p> <p>Using these three sources in their historical context, assess how far they support the view that the weakness of the Labour Party before 1914 was due to its association with the Liberal Party.</p> <ul style="list-style-type: none"> • In discussing how Source A does or does not support the view, answers might consider that the author believes that association with the Liberal Party would undermine the position of Labour MPs as they would be tainted by supporting a party that represented groups whose interests were contrary to those of the workers who Labour defended. Effectively, Labour MPs would forfeit their independence of action. • In discussing the provenance of Source A answers might stress that the author played a major part in the formation of the LRC and might have been expected to be wary of links with the Liberals. Also, candidates might argue that he is talking with only limited experience as an MP (a year). • In discussing the historical context of Source A, answers might refer to the election of two other ILP MPs in 1892 who veered towards the Liberal Party. Also, since 1885, when 11 labour men sat in the Commons, they did so as Liberals. • In discussing how Source B does or does not support the view, answers might argue that the LRC would be weakened as the Liberals would 	20	<ul style="list-style-type: none"> • No set answer is expected. • At Level 5 there will be judgement about the issue in the question. • To be valid judgements they must be supported by accurate and relevant material. • 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.
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		<p>exploit the influence of the LRC over one million men and its money. However, it might be argued that the LRC benefitted as so many employers and Liberal politicians supported labour and that without a pact with the Liberals the LRC would be defeated.</p> <ul style="list-style-type: none"> • In discussing the provenance of Source B, answers might discuss the veracity of the claims made about the extent of support for labour within the ranks of the Liberal party. Further, it might be argued that if a Liberal perceived a pact to be advantageous to the Liberal Party that, by implication, weakened the Labour Party. • In discussing the historical context of Source B, answers might refer to the way Liberals and LRC for a while had been in agreement on some issues (opposition to the Boer War). Further, labour men were being elected in by-elections so by March 1903 Gladstone (Chief Whip) had been in negotiation with MacDonald. Further, agreement was reached between the two in August 1903 and, candidates might argue, shows that the LRC must have regarded it as in their interests (a free hand in 30 constituencies at the next election foremost among them). • In discussing how Source C does or does not support the view, answers might argue that the Labour Party was weakened by links with the Liberals as MacDonald appeared ready to switch sides. It might be argued that Jowett's resolution implies the Labour Party had been too close to the Liberals and needed to assert its independence (cross reference to Source A might be made). 		
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		<p>Candidates might regard the growth of trade unions as a positive strength for the Labour Party.</p> <ul style="list-style-type: none">• In discussing the provenance of Source C, answers might argue that Webb was a committed socialist who had no sympathy for the association with the Liberals. Furthermore, as an intellectual, candidates might argue that she was less practical in her approach to the realities of politics than others. However, with knowledge of the development of the Labour Party over 21 years she was in a position to take stock.• In discussing the historical context of Source C, answers might refer to the electoral history of the Labour Party from 1893 to 1914. Answers might refer to the major issues of 1914 to explain the apparent weakness of the leadership and the sense of frustration evident in her comments. For example, the industrial unrest of the years 1912-14, the debates over trade union law and the introduction of 'welfare' reforms designed to improve the lot of workers.		
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3*		<p>Mark Scheme Section B</p> <p>‘The main reason for the failure of the British Union of Fascists was its dependence on Oswald Mosley.’ How far do you agree?</p> <p>In arguing that Mosley was the reason for failure,</p> <ul style="list-style-type: none"> • Answers might discuss how his dominance deprived the BUF with a separate identity of its own. • Answers might discuss how Mosley record of changing political allegiance (a Conservative, an Independent, a Labour MP, a Fabian) undermined his credibility: he was perceived as an opportunist. • Answers might assess Mosley’s contempt for Parliament which forfeited him popular support. • Answers might discuss his direct mimicry of Mussolini and his style of leadership which alienated public opinion and made him a figure of fun. • Answers might assess how far his personal wealth and aristocratic connections limited his appeal. <p>In arguing that other factors were important,</p> <ul style="list-style-type: none"> • Answers might consider the lack of any figures in the BUF with any ability and appeal. • Answers might discuss the racism of the BUF. They might link this to the latent violence of the BUF which was demonstrated in the Battle of Cable Street in Oct. 1936. • Answers might discuss the stability and strength of the British political system. • Answers might assess the lack of public support: they made some gains in local elections but they never had the chance to fight a general election. • Answers might assess the lack of press support (only the Daily Mirror and Daily Mail showed any 	20	<ul style="list-style-type: none"> • No set answer is expected. • At Level 5 there will be judgement as to the relative importance of Mosley as a factor in the failure of the BUF. • At higher levels candidates might establish criteria against which to judge the importance of reasons. • 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 as the basis for analysis and evaluation, in line with the descriptions in the levels mark scheme.
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4*		<p>sympathy).</p> <ul style="list-style-type: none"> • Answers might discuss the limited programme of policies of the BUF. <p>‘Poor leadership by the T U C was the most important reason for the failure of the General Strike in 1926.’ How far do you agree?</p> <p>In arguing that poor leadership by the TUC explains the failure of the General Strike,</p> <ul style="list-style-type: none"> • Answers might discuss how the TUC was effectively bounced into a strike: pressure from the Miners’ Federation, the Daily Mail affair. • Answers might discuss how negotiations with the government to prevent a strike were fumbled by the TUC). • Answers might assess the reluctance of the TUC leaders for a strike: no preparations. • Answers might discuss the fact that not all workers were called out. • Answers might assess the significance of the TUC allowing the Daily Herald to go on strike. • Answers might discuss the way the TUC ended the strike (duped by Samuel, refusal of miners to accept defeat). <p>In arguing that other factors were important,</p> <ul style="list-style-type: none"> • Answers might consider the reluctance of the Labour Party to support the strike. • Answers might discuss the role of the BBC. • Answers might discuss the lack of public support for the strike especially from the middle class and their efforts to ensure services and the economy continued to function. • Answers might assess the lack of solidarity amongst the working class/trades unions. 	20	<ul style="list-style-type: none"> • No set answer is expected. • At Level 5 there will be judgement as to the relative importance of poor leadership. • At higher levels candidates might establish criteria against which to judge the importance of factors. • 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 as the basis for analysis and evaluation, in line with the descriptions in the levels mark scheme.
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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>
	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]
Level 5 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.
Level 4 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.
Level 3 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.
Level 2 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.
Level 1 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>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 2: How far do the three sources support the view? [20]
Level 5 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.
Level 4 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.
Level 3 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.
Level 2 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.
Level 1 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 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 3 and 4: Essay [20]
Level 5 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.
Level 4 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 by some evidence.
Level 3 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.
Level 2 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.
Level 1 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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