

GCE

History A

Unit Y112/01: Britain 1900 - 1951

Advanced GCE

Mark Scheme for June 2018

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.


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 2018

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

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 Liberals to introduce insurance for workers which they did in 1911 and 1912. Answers might assess the details of the taxes in the Budget. 	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.

Question	Answer/Indicative content	Mark	Guidance
	<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 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 		

Question	Answer/Indicative content	Mark	Guidance
	<p>‘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 extraordinary in the measures it contained and as such, an implicit indication of the alternative agenda of the Liberals. • 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. 		

Question	Answer/Indicative content	Mark	Guidance
	<ul style="list-style-type: none">• 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’.		

Question	Answer/Indicative content	Mark	Guidance
2*	<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. • 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. • In arguing that calmness was not the most important aspect of his leadership, answers might discuss his preference for compromise and conciliation. • 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. 	20	<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 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.

Question	Answer/Indicative content	Mark	Guidance
3*	<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 Cabinet was conservative and denied places to the left-wing. • 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. • 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. 	20	<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 against which to judge the reasons for the relative importance of different factors in the debate. • 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.

OCR (Oxford Cambridge and RSA Examinations)
The Triangle Building
Shaftesbury Road
Cambridge
CB2 8EA

OCR Customer Contact Centre

Education and Learning

Telephone: 01223 553998

Facsimile: 01223 552627

Email: general.qualifications@ocr.org.uk

www.ocr.org.uk

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored

Oxford Cambridge and RSA Examinations
is a Company Limited by Guarantee
Registered in England
Registered Office; The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA
Registered Company Number: 3484466
OCR is an exempt Charity

OCR (Oxford Cambridge and RSA Examinations)
Head office
Telephone: 01223 552552
Facsimile: 01223 552553

© OCR 2018

