



GCE

History A

Y112/01: Britain 1900-1951

Advanced GCE

Mark Scheme for June 2019

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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.

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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

Section A

Question	Answer	Marks	Guidance
1	<p>Using these four sources in their historical context, assess how far they support the view that the contribution of women to the war effort was the main argument used to justify female suffrage.</p> <ul style="list-style-type: none"> • In discussing how far Source A does support the view, answers might show how the vote is to be based on those who served in the war, stressing the services of women in the war to industry, munitions and agriculture as well as in encouraging their husbands and sons to join the forces. • In discussing the provenance of Source A, answers might argue that the views expressed represent those of 20 societies and, that, as the memo was for Asquith for whom the successful prosecution of the war was a priority, it is unsurprising that it emphasises the contribution of women to the war effort. • In discussing the historical context of Source A, answers might explain how it was difficult to distinguish between the rights of servicemen and women to vote given that by 4th August the Battle of the Somme was being fought for which a massive build-up of munitions had been required and in which the scale of casualties drew attention to the plight of women whose husbands and sons they were. • In discussing how far Source B does not support the view, answers might explain that not to enfranchise women would be dangerous to the State, unjust to women and that, although giving women the vote might result in things of which the author disapproves, that would be no different to the past. 	30	<ul style="list-style-type: none"> • No set answer is expected. • At Level 5 and above, there will be judgement about the issue in the question. • To be valid judgements they must be supported by accurate and relevant material. • At Level 4 and below, answers may be simply a list of which sources support or challenge the view in the question. • 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"> • In discussing the provenance of Source B, answers might argue that the arguments were not representative of Conservatives as the majority opposed enfranchising women, but the author was sincere in his views as he was motivated to write to his party leader. • In discussing the historical context of Source B, answers might discuss the debate about enfranchising fighting men and its implications for women. Answers might explain that the concerns expressed about women’s interests being denied accords with the experience of women before 1914. • In discussing how far Source C does support the view, answers might focus on the opening rhetorical question which implies the contribution of women to the war effort was a factor in his support for female franchise. • In discussing how far Source C does not support the view, answers point out it was both the question of women’s labour when the war was over and Asquith’s belief that now the vote could be granted without the accusation of ‘yielding to violence’. • In discussing the provenance of Source C, answers might consider a range of factors determining Asquith’s change of heart (e.g. the problem of reconstruction, the opportunity to gain electorally if he enfranchised women, the pressure he was under to declare his position on the issue). • In discussing the historical context of Source C, answers might explain that the main concern about reconstruction was the impact of the return of servicemen on the jobs women had done during the war and might reference the decision of the WSPU to halt their campaign of violence at the start, and for the duration, of the war. 		<p>In light of the typographical error on the paper the following should be applied to the evaluation of Source C. Any approach will be seen as valid. Candidates who evaluate Asquith as either the former or current Prime Minister will be equally credited.</p> <p>Candidates who do not use the provenance of C will also be able to reach Level 6 providing they fully evaluate the other 3 sources and also apply contextual knowledge to Source C.</p>
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	<ul style="list-style-type: none"> • In discussing how far Source D does not support the view, answers might point out that the author explicitly states that she had been instructed to make it clear that women munitions workers did not expect the vote as a reward for wartime services but because they wanted to play their part in reconstruction. • In discussing the provenance of Source D, answers might explain the view expressed was that of suffrage societies. Answers might point out that the meeting with Asquith was after he had declared himself in favour of female suffrage largely because of reconstruction so it is unsurprising that the women agreed with him on this. • In discussing the historical context of Source D, answers might refer to how government aimed to restrict the female franchise to those over 30 (explains the last sentence). Answers might explain the ‘reconstruction proposals’ referred to and explain the reasons trade unions opposed retaining women in industry and government had to be mindful of this. 		
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Section B

Question	Answer	Marks	Guidance
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2*	<p>To what extent was the National Government, 1931-40, dominated by the Conservative Party?</p> <ul style="list-style-type: none"> • In arguing that the National Government was dominated by the Conservative Party • Answers might refer to the majority of Conservatives in the Commons (470 MPs after 1931, 387 after 1935). • Answers might argue that MacDonald lacked authority and after 1935 Baldwin and Chamberlain were in post. • Answers might explain how the Cabinet comprised mildly progressive Conservatives by the end of the period. • Answers might discuss how the resolution of the 1936 Abdication Crisis benefitted the Conservatives. • Answers might explain how the policy of appeasement associated with Chamberlain won popular appeal. • Answers might argue that restrictions on unemployment benefits etc were a reflection of Conservative influence. • Answers might discuss the influence of Churchill from the outbreak of war to the point he became PM. • In arguing that the Conservatives did not dominate the National Government, answers might point out that the Cabinet remained cross party in complexion and spirit, for example, departments headed by Conservatives tolerated a degree of state intervention. • Answers might discuss the high degree of cross party co-operation at all levels of government • Answers might emphasise the united response to the extremism of the 1930s on the left and right. • Answers might discuss the successful implementation of the India Act of 1935 despite the opposition of the more traditional elements of the Conservative Party. 	20	<ul style="list-style-type: none"> • No set answer is expected. • At higher levels, candidates will focus on 'to what extent' but at Level 4 may simply list factors. • At Level 5 and above, there will be judgements as to the relative dominance of the Conservatives. • At higher levels, candidates might establish criteria against which to judge the dominance of the Conservatives. • 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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Question	Answer	Marks	Guidance
3*	<p>‘The victory of the Labour Party in the 1945 election was unexpected.’ How far do you agree?</p> <p>In arguing that the victory was unexpected,</p> <ul style="list-style-type: none"> • Answers might argue that Churchill and the Conservatives had widespread support during the war. • Answers might argue that Churchill’s leadership during the war was widely respected. • Answers might argue that the Conservatives had supported Coalition plans to address domestic issues like housing, education and jobs after the war. • Answers might argue that the Conservative Party was united, organised and financially sound (conditions essential to fight a campaign). • Answers might argue that the Labour Party lacked charismatic figures. • Answers might explain that the swing to Labour was almost unprecedented and, therefore, unexpected. <p>In arguing that the victory was not unexpected,</p> <ul style="list-style-type: none"> • Answers might argue that Attlee had been Churchill’s deputy and Labour’s support of the coalition earned them credit for the defeat of Germany. • Answers might explain that the Conservatives were held responsible for the failure to rearm before 1939 and the setbacks of 1939-41. • Answers might argue that Labour’s agenda chimed with an increasingly socialist outlook amongst the people (the war had triggered a sense of egalitarianism). • Answers may argue that public opinion during the war shifted to the left as shown in polling evidence and electoral contests during the war won by Labour. 	20	<ul style="list-style-type: none"> • No set answer is expected. • At higher levels, candidates will focus on ‘unexpected’ but at Level 4 may simply list factors. • At Level 5 and above, there will be judgements as to the relative importance of Labour strengths compared to Conservative weaknesses. • At higher levels, candidates might establish criteria against which to judge the reasons for the Labour victory. • 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.

	<ul style="list-style-type: none">• Answers might argue that the Labour Party was more active during the war, holding their annual conference, for example, which the Conservatives did not.• Answers might stress the hardships of war (bombing, rationing) and a desire for a new start in peacetime.• Answers might argue that Churchill's age, belligerency and outlook made him unsuitable for a period of reform and reconstruction.		
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