



GCE

History A

**Y111/01: British period study and enquiry: Liberals,
Conservatives and the rise of Labour 1846-1918**

A Level

Mark Scheme for June 2024

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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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MARKING INSTRUCTIONS

PREPARATION FOR MARKING

RM ASSESSOR

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor Assessor Online Training*; *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood 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 (“scripts”) and the **number of required** standardisation responses.

YOU MUST MARK 5 PRACTICE AND 6 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

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 RM Assessor 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 RM Assessor 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 RM Assessor **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 RM Assessor messaging system, or e-mail.
9. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.
10. For answers marked by levels of response:
 - a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
 - b. **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

11. Annotations

Annotation	Meaning
	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

Y111/01

Mark Scheme

June 2024

Annotation	Meaning
S	Synthesis
E	Continuity/Change

Question			Answer	Mark	Guidance
1			<p>‘The development of the Labour Party during the period from 1893 to 1914 was dependent on the support of the Trade Unions.’</p> <p>Use the four sources in their historical context to assess how far they support this view.</p> <ul style="list-style-type: none"> In discussing how far Source A does not support the view, answers might argue that ‘union leaders’ opposed the formation of the ILP and the formation of the ILP was due to the energy of Keir Hardie. In discussing the provenance of Source A, answers might argue that these views were those of someone closely involved in the development of the Labour Party, and that the author had the benefit of hindsight with which to assess the early years of the ILP. In discussing the historical context of Source A, answers might discuss the political attitudes of some Socialists and labour leaders and the character and work of Hardie between 1893 and 1900. In discussing how far Source B does support the view, answers might explain how the Trade Unions at the conference backed the creation of the LRC and that Trade Unionists were in the majority in the LRC. In discussing the provenance of Source B, answers might argue that the author was an ILP activist but might discuss the strengths and weaknesses of an autobiography written 34 years after the event. 	30	<p>The indicative content lists features of the period studied that relate to the question set. <u>Neither significance nor relative importance are attributed to the features listed.</u></p> <p>The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</p> <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. 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 the descriptions in the levels mark scheme.

Question			Answer	Mark	Guidance
			<ul style="list-style-type: none"> • In discussing the historical context of Source B, answers might explain that the TU members represented at this conference was only a fraction of the total TU membership (25%) and might discuss the moderation of TUs and their willingness for the Labour group to work with other parties, which led to the pact with the Liberals in 1903 and the breakthrough for Labour in the 1906 election. • In discussing how far Source C does support the view, answers might discuss the increasing numbers of trade unionists affiliated to the LRC. • In discussing how far Source C does not support the view, answers might argue that the impact of the Taff Vale judgement was responsible for workers turning to Labour. • In discussing the provenance of Source C, answers might argue that the author was a TU delegate likely to stress the support of TUs, and that the newspaper was supportive of TUs as many of its staff were leading trade unionists. • In discussing the historical context of Source C, answers might discuss the details of the Taff Vale Case. • In discussing how far Source D does support the view, answers might argue that the Labour Party had the support of the bulk of Trade Unionists, and might discuss the effect of propaganda. • In discussing how far Source D does not support the view, answers might argue that trade unionists' sympathies lay with the Liberal Party. 		

Question			Answer	Mark	Guidance
			<ul style="list-style-type: none"> • In discussing the provenance of Source D, answers might point out that these were the views of a critic but views were expressed in a diary so may have been sincere, and that the assessment is balanced. • In discussing the historical context of Source D, answers might explain the policies of the Fabian Society, as well as considering the electoral record of the Labour Party from 1906 to 1914 and assessing the validity of the claims made about politicians. 		

Question			Answer	Mark	Guidance
2*			<p>The repeal of the Corn Laws impacted the Whigs more than the Peelites and Conservatives in the period from 1846 to 1859.</p> <p>How far do you agree?</p> <p>In arguing that repeal impacted the Whig Party more than the Peelites and Conservatives,</p> <ul style="list-style-type: none"> • Answers might argue that Repeal gave the Whigs an identity – they were regarded as the party of free trade • Answers might discuss how the Whigs were propelled into office with Russell as PM • Answers might discuss Gladstone's budgets of the 1850s • Answers might discuss how ties with Radicals and Peelites developed after 1846, in particular how this fusion gradually led to the emergence of the Liberal Party 	20	<p>The indicative content lists features of the period studied that relate to the question set. <u>Neither significance nor relative importance are attributed to the features listed.</u></p> <p>The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</p> <ul style="list-style-type: none"> • No set answer is expected. • At higher levels, candidates will focus on weighing up the extent of change but at Level 4, may simply list examples. • At Level 5 and above there will be judgement as to the degree of change as opposed to continuity. • At higher levels candidates might establish criteria against which to judge the degree of change.

Question			Answer	Mark	Guidance
			<ul style="list-style-type: none"> • Answers might discuss the decline in influence of the old, aristocratic Whigs <p>In arguing that repeal impacted the Peelites and Conservatives more than the Whigs,</p> <ul style="list-style-type: none"> • Answers might argue, the Conservative party lost most of its talented members who withdrew support from the party and formed their own group, the Peelites • Answers might argue, the repeal split the Conservative party • Answers might argue, the Conservatives were not strong enough to win elections, forming only two short-lived ministries in 1852 and 1858 • Answers might argue, many Peelites supported the Whig governments and helped keep them in office until 1852 • Answers might argue, the Peelites did not join the Whigs in a coalition so remained out of office • Answers might argue, that after 1852 the issue of protection declined and the Conservatives began to reunite, but the Peelites would not serve under Derby • Answers might argue, the influence of the Peelites was short-lived as by 1857 they numbered about 25 MPs and after 1859 had a negligible impact • Answers might argue, the Peelites played a role in the formation of the Liberal party in 1859 		<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 as the basis for analysis and evaluation, in line with the descriptions in the levels mark scheme.

Question			Answer	Mark	Guidance
3*			<p>‘Disraeli’s position on constitutional reform was the main reason he was mistrusted.’</p> <p>How far do you agree?</p> <p>In arguing that Disraeli’s position on constitutional reform was the main reason he was mistrusted,</p> <ul style="list-style-type: none"> • Answers might argue he had opposed reform and then changed his mind in the late 1850s • Answers might argue his motives for supporting reform were largely ‘to dish the Whigs’ • Answers might discuss the limited measures he proposed in 1859 • Answers might discuss how the details of the Second Reform Act were designed to serve Conservative interests and preserve the support of traditional Tories for him • Answers might discuss the view that Disraeli was merely bending to public demand for reform • Answers might argue that he showed no interest in the subject after 1867 <p>In arguing that there were other relevant factors,</p> <ul style="list-style-type: none"> • Answers might discuss Disraeli’s role in the defeat of Peel • Answers might discuss his social status and that he was not of the aristocracy • Answers might discuss his writing of novels • Answers might discuss the reaction to his social reforms of 1874-80 • Answers might discuss how his foreign policy created mistrust 	20	<p>The indicative content lists features of the period studied that relate to the question set. Both features that support the hypothesis and features that challenge the hypothesis are detailed.</p> <p><u>Neither significance nor relative importance are attributed to the features listed.</u></p> <p>The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</p> <ul style="list-style-type: none"> • No set answer is expected. • At higher levels, candidates will focus on weighing up the importance of electoral reform but at Level 4, may simply list reasons for mistrust and other factors. • At Level 5 and above there will be judgement as to the relative importance the electoral reform issue. • At higher levels candidates might establish criteria against which to judge that importance. • 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.

APPENDIX 1 – this contains a generic mark scheme grid

	<i>AO2: 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 generalized 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.
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.

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