



**GCE**

**History A**

**Y112/01: British period study and enquiry: Britain 1900-1951**

A Level

**Mark Scheme for June 2022**

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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  
SCORIS**

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *scoris 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 scoris 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 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

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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.

- 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.
- 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.*
- For answers marked by levels of response: Not applicable in F501
  - 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

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## 11. Annotations

Annotation	Meaning of annotation
<b>BP</b>	Blank Page
	Highlight
Off-page comment	
<b>A</b>	Assertion
<b>AN</b>	Analysis
<b>EVAL</b>	Evaluation
<b>EXP</b>	Explanation
<b>F</b>	Factor
<b>ILL</b>	Illustrates/Describes
<b>IRRL</b>	Irrelevant, a significant amount of material that does not answer the question
<b>J</b>	Judgement
<b>KU</b>	Knowledge and understanding
<b>P</b>	Provenance
<b>SC</b>	Simple comment
	Unclear
<b>V</b>	View

## 12. Subject Specific Marking Instructions

Question	Answer	Mark	Guidance
1	<p><b>Using these four sources in their historical context, assess how far they support the view that low wages were the main cause of the industrial unrest in the years from 1910 to 1914.</b></p> <p><b>In discussing how far Source A does support the view,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might argue</b> that the effect of inadequate wages was poverty and that the employment of non-union labour depressed wages.</li> </ul> <p><b>In discussing how far Source A does not support the view,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might argue</b> that unrest was motivated by the desire to uphold trade union principles.</li> <li>• <b>Answers might emphasise</b> the two disputes referred to as motivated by these principles.</li> </ul> <p><b>In discussing the provenance of Source A,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might argue</b> that the report is an analysis by the Board of Trade intended for internal government use.</li> </ul> <p><b>In discussing the historical context of Source A,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might provide</b> details about wages in various industries</li> <li>• <b>Answers might discuss</b> the problems of union recognition with some employers.</li> <li>• <b>Answers might provide</b> details about the two disputes mentioned.</li> </ul> <p><b>In discussing how far Source B does support the view,</b></p>	30	<p>The indicative content lists features of the period studied that relate to the question set.</p> <p><b><u>Neither significance nor relative importance are attributed to the features listed.</u></b></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"> <li>• No set answer is expected.</li> <li>• At Level 5 there will be judgement about the issue in the question.</li> <li>• To be valid judgements they must be supported by accurate and relevant material.</li> <li>• At Level 4 and below, answers may be simply a list of which sources support or challenge the view in the question.</li> <li>• 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.</li> </ul>

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	<ul style="list-style-type: none"> <li>• <b>Answers might argue</b> that it provides details about the levels of poverty.</li> <li>• <b>Answers might argue</b> that the problem of poverty had worsened, with the</li> <li>• <b>Answers might discuss</b> the increase in the cost of living and the decline in real wages implied.</li> <li>• <b>Answers might argue</b> that reforms (as mentioned) did not lessen poverty.</li> </ul> <p><b>In discussing the provenance of Source B,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might argue</b> that a Labour MP may make such claims for political reasons but that the evidence provided is attributed to the Board of Trade.</li> </ul> <p><b>In discussing the historical context of Source B,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might discuss</b> the findings of Rowntree, Booth and other investigators of poverty.</li> <li>• <b>Answers might discuss</b> the positive and negative effects of the introduction of old age pensions.</li> <li>• <b>Answers might discuss</b> how the two measures of insurance worked and their impact.</li> </ul> <p><b>In discussing how far Source C does not support the view,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might argue</b> that the motivation for the unrest was primarily political.</li> <li>• <b>Answers might argue</b> that unrest was a way of trying to ferment revolution (reference to the social system on trial, criticism of the governing people and revolutionary force).</li> <li>• <b>Answers might discuss</b> the 'unprecedented' and anarchic nature of the unrest ('strikes for no defined ends at all').</li> </ul>		



Question	Answer	Mark	Guidance
	<p><b>In discussing the provenance of Source C,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might point</b> out that this is the opinion of a layman rather than an expert, a unionist or politician.</li> <li>• <b>Answers might argue</b> that, despite the above, the author lived through the unrest he describes and his views were plausible, not least because of the context.</li> </ul> <p><b>In discussing the historical context of Source C,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might discuss</b> the influence of socialist theory and the impact of syndicalism.</li> <li>• <b>Answers might discuss</b> the nature of the leadership of unions and those involved in the unrest.</li> <li>• <b>Answers might discuss</b> the competence of experienced politicians and men of influence to manage the unrest.</li> </ul> <p><b>In discussing how far Source D does not support the view,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might argue</b> that Syndicalism was the main reason for industrial unrest.</li> <li>• <b>Answers might argue</b> that unrest was driven by a desire to enhance and strengthen the power of trade unions in industry and in society.</li> </ul> <p><b>In discussing the provenance of Source D,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might point out</b> that these were the views of academics who had investigated the causes of the unrest.</li> <li>• <b>Answers might argue</b> that, despite this, the subjective views of the authors are revealed in the approach they advocate trade unions should adopt.</li> </ul> <p><b>In discussing the historical context of Source D,</b></p>		

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2*	<ul style="list-style-type: none"> <li>• <b>Answers might discuss</b> Syndicalism.</li> <li>• <b>Answers might assess</b> the extent of the unrest over the previous four years.</li> <li>• <b>Answers might discuss</b> the radicalism of many trade union leaders.</li> <li>• <b>Answers might discuss</b> the practicalities of the ideas expressed given the relationship between union leaders and the owners of industry.</li> </ul> <p><b>‘Poor leadership within the trade union movement was the main reason for the failure of the General Strike of 1926.’ How far do you agree?</b></p> <p><b>In arguing that poor leadership of the trade union movement was the main reason,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might discuss</b> the intransigence and belligerent approach of the Miners’ Federation led by AJ Cook.</li> <li>• <b>Answers might argue</b> that some unions refused to strike (textiles and distributive trades).</li> <li>• <b>Answers might discuss</b> the reluctance of the TUC General Council to support a strike.</li> <li>• <b>Answers might argue</b> the TUC was wrong to allow the Daily Herald, a sympathetic newspaper, to go <b>on strike</b>.</li> <li>• <b>Answers might explain</b> how the TUC were duped by Sir Herbert Samuel in talks with him to settle the dispute.</li> <li>• <b>Answers might discuss</b> how leaders of different unions went back to work without co-ordination with the miners.</li> </ul>	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><b><u>Neither significance nor relative importance are attributed to the features listed.</u></b></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"> <li>• No set answer is expected.</li> <li>• At higher levels, candidates will focus on weighing up the impact of poor leadership, but at Level 4, may simply list factors.</li> <li>• At Level 5 and above there will be judgement as to the relative significance of the different factors.</li> <li>• At higher levels candidates might establish criteria against which to judge ‘failure’.</li> <li>• To be valid judgements, claims must be supported by relevant and accurate material. If not, they are assertions.</li> <li>• 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.</li> </ul>

Question	Answer	Mark	Guidance
3*	<p><b>In arguing that other reasons were important,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might discuss</b> the unity of the Cabinet and their refusal to give way.</li> <li>• <b>Answers might discuss</b> the propaganda battle between the British Gazette (edited by Churchill) and the British Worker representing the unions.</li> <li>• <b>Answers might discuss</b> the role of the BBC.</li> <li>• <b>Answers might explain</b> how services and supplies were maintained.</li> <li>• <b>Answers might discuss</b> the position of the Labour Party and MacDonald's reluctance to support it.</li> <li>• <b>Answers might discuss</b> how the middle class and those in rural communities opposed the strike.</li> </ul> <p><b>How successful were the domestic policies of Labour Governments in the period from 1945 to 1951?</b></p> <p><b>In arguing that their policies were successful,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might discuss</b> the nationalisation of the coal, railways, electricity and gas industries.</li> <li>• <b>Answers might discuss</b> the introduction of the National Health Service.</li> <li>• <b>Answers might discuss</b> the reforms in the benefits system.</li> <li>• <b>Answers might discuss</b> the reform of education.</li> <li>• <b>Answers might discuss</b> the attempts made to stabilise farming with the formalisation of subsidies.</li> <li>• <b>Answers might discuss</b> the reforms of trade union law, for example, the repeal of the 1927 Trades Disputes Act.</li> </ul> <p><b>In arguing that their policies were unsuccessful,</b></p>	20	<p>The indicative content lists features of the period studied that relate to the question set.  <b><u>Neither significance nor relative importance are attributed to the features listed.</u></b>  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"> <li>• No set answer is expected.</li> <li>• At higher levels, candidates will focus on 'How successful' but at Level 4 may simply list policies.</li> <li>• At Level 5 and above, there will be judgements as to the degree of success achieved.</li> <li>• At higher levels, candidates might establish criteria against which to judge 'success'.</li> <li>• To be valid judgements, claims must be supported by relevant and accurate material. If not, they are assertions.</li> <li>• 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.</li> </ul>

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	<ul style="list-style-type: none"> <li>• <b>Answers might discuss</b> the problems in satisfying the demand for coal especially in the harsh winter, 1946-7.</li> <li>• <b>Answers might discuss</b> the limited reform of the steel industry.</li> <li>• <b>Answers might discuss</b> the problems arising from the opposition of doctors to the NHS.</li> <li>• <b>Answers may discuss</b> the costs of government policies and the results in terms of increased debt and devaluation.</li> <li>• <b>Answers might discuss</b> the difficulties in reaching targets and the relative failure of planning.</li> <li>• <b>Answers might discuss</b> the burdens on workers in terms of increased working hours and continued rationing.</li> </ul>		

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>
	<b>Generic mark scheme for Section A, Question 1: How far do the four sources support the view? [30]</b>
<b>Level 6</b> 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.
<b>Level 5</b> 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.

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<b>Level 4</b> 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.
<b>Level 3</b> 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.
<b>Level 2</b> 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.
<b>Level 1</b> 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>
	<b>Generic mark scheme for Section B, Questions 2 and 3: Essay [20]</b>
<b>Level 6</b> 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 <u>entirely relevant and substantiated</u> .
<b>Level 5</b> 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 <u>most part substantiated</u> .
<b>Level 4</b> 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 <u>some evidence</u> .
<b>Level 3</b> 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. <u>The information has some relevance and is presented with limited structure. The information is supported by limited evidence.</u>
<b>Level 2</b> 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 <u>and the relationship to the evidence may not be clear.</u>
<b>Level 1</b> 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. <u>Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence.</u>
0 marks	No evidence of understanding and no demonstration of any relevant knowledge.

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