



**GCE**

**History A**

**Y111/01: Liberals, Conservatives and the Rise of Labour 1846-1918**

Advanced GCE

**Mark Scheme for November 2020**

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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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**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

## Section A

Question	Answer	Marks	Guidance
1	<p><b>Using these four sources in their historical context, assess how far they support the view that the ideas of new liberalism developed for political reasons.</b></p> <ul style="list-style-type: none"> <li>• <b>In discussing how far Source A does support the view,</b> answers might argue that the Liberals had a responsibility to deal with the social condition of the people, implying they had been elected for that purpose. Answers might argue that the author was concerned about the challenge from the ILP.</li> <li>• <b>In discussing how far Source A does not support the view,</b> answers might argue that the final clause indicates a genuine commitment to ‘rid the land of the wrongs that have oppressed those who labour in it’.</li> <li>• <b>In discussing the provenance of Source A,</b> answers might point out that Lloyd George, as a member of the government, had no reason to stress these concerns unless he was sincere in them. Answers might explain that LG was an advocate of social change and genuinely committed to improving the lot of the poor.</li> <li>• <b>In discussing the historical context of Source A,</b> answers might explain that the Liberals had won a landslide at the election in January 1906 and that they had a mandate to address pressing issues. Answers might point out that the ILP was growing in strength (29 seats in 1906).</li> <li>• <b>In discussing how far Source B does not support the view,</b> answers might explain that the disparities in the distribution of wealth and opportunity needed to be</li> </ul>	30	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At Level 5 and above, 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 descriptions in the levels mark scheme.</li> </ul>

	<p>addressed. Answers might say that new liberalism was a matter of social justice. Answers might argue that the ideas of new liberalism were intended to complete the process of emancipation (from State control).</p> <ul style="list-style-type: none"> <li>• <b>In discussing the provenance of Source B</b>, answers might argue that the Chancellor was a key figure in setting the agenda for the government. Answers might argue that it is a summary of the speech and may not be exactly what was said. Answers may argue that by speaking in public Asquith was making clear what the government stood for.</li> <li>• <b>In discussing the historical context of Source B</b>, answers might explain something of the inequalities in society. Answers might explain how the role of the State had been reduced by this time, for example, in the establishment of free trade.</li> <li>• <b>In discussing how far Source C does support the view</b>, answers might say the reputation of the Prime Minister would be assured. Answers might explain the House of Lords would support reform. Answers might point out that the benefits of change would include solid support to the Liberal government. Answers might also point out that new liberalism was needed to compete with Germany whose developing economic and military might were significant threats to Britain's world position.</li> <li>• <b>In discussing how far Source C does not support the view</b>, answers might say that concerns to improve the lot of the poor were the reason for new liberalism.</li> <li>• <b>In discussing the provenance of Source C</b>, answers might argue that Churchill regarded an improvement in the lot of the poor as necessary to improve the quality of the workforce. Answers might explain that the views expressed were private and may be sincere; however, the</li> </ul>		
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	<p>element of flattery included might be regarded as self-serving.</p> <ul style="list-style-type: none"> <li>• <b>In discussing the historical context of Source C</b>, answers might explain the basic conditions in place in Germany. Answers might comment on the position of the House of Lords; pensions were about to be started in 1909 but the Lords were to resist the budget to pay for them. Answers might explain that the winter of 1908 was particularly hard.</li> <li>• <b>In discussing how far Source D does support the view</b>, answers might point out that the author emphasises the desirability of ‘good social order’.</li> <li>• <b>In discussing how far Source D does not support the view</b>, answers might explain how the State had a responsibility to its workers. Answers might emphasise the rights of workers to work and have a living wage. Answers might argue new liberalism implies some regulation of the market to secure standards of living.</li> <li>• <b>In discussing the provenance of Source D</b>, answers might say that the author was an academic concerned to implement the theory.</li> <li>• <b>In discussing the historical context of Source D</b>, answers might refer to the measures introduced to improve the rights of trade unions. Answers might argue the Insurance Act of 1911 was consistent with the views expressed in the source.</li> </ul>		
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## Section B

Question	Answer	Marks	Guidance
2*	<p><b>How important was the role of Palmerston in the emergence of the Liberal Party?</b></p> <p><b>In arguing that Palmerston was very important,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> Palmerston’s ability in the House of Commons.</li> <li>• <b>Answers might explain</b> how the general public and the press were favourably inclined to Palmerston.</li> <li>• <b>Answers might argue</b> that, although a member of the Liberals, Palmerston himself was socially conservative and therefore was able to work with the Whig element of the party as well as Peelites and Radicals.</li> <li>• <b>Answers might consider</b> his management of foreign policy, with reference to (for example) how he transformed the situation in the Crimean War winning the plaudits of MPs and the public or how Palmerston helped the cause of Italian unification especially the support given to Garibaldi, who was hailed as a hero in England.</li> <li>• <b>Answers might assess</b> the shelling of Canton in 1856: although censured in parliament for this action, the Liberals won the election of 1857.</li> </ul> <p><b>In arguing that there were other important factors,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might argue</b> that economic prosperity of the times was credited to the Liberals.</li> <li>• <b>Answers might argue</b> that the Conservatives were weak having been split by the Corn Laws’ repeal and the loss of</li> </ul>	20	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At higher levels, candidates will focus on ‘How important?’ but at Level 4 may simply list factors.</li> <li>• At Level 5 and above, there will be judgements as to the importance of Palmerston’s role as compared to other factors or individuals.</li> <li>• At higher levels, candidates might establish criteria against which to judge the view.</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 to analyse and evaluate the sources, in line with descriptions in the levels mark scheme.</li> </ul>

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	<p>the Peelites. Moreover, the prosperity of agriculture exposed their predictions of gloom after the repeal of the Corn Laws as unfounded.</p> <ul style="list-style-type: none"> <li>• <b>Answers might explain</b> how the creation of the Liberal coalition (Party) in 1859 brought down Derby and allowed Palmerston to form another government.</li> <li>• <b>Answers might discuss</b> the roles of Gladstone and the radicals in the development of the Liberals.</li> </ul>		
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Question	Answer	Marks	Guidance
3*	<p><b>Assess the importance of the Reform Act of 1867.</b></p> <p><b>In arguing that the Reform Act was important,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might argue</b> that it enfranchised sections of the working class for the first time and virtually doubled the electorate.</li> <li>• <b>Answers might argue</b> that it showed the Conservative Party was capable of fundamental change.</li> <li>• <b>Answers might argue</b> that the reform opened the way to further reform.</li> <li>• <b>Answers might argue</b> that it encouraged both parties to reorganise to meet the challenges of a changed system and presaged the start of two-party politics.</li> <li>• <b>Answers might argue</b> that, as Robert Lowe said, “We must now educate our masters” and so there was a slew of educational and other reforms to win over, or consolidate, the support of the extended electorate.</li> </ul>	20	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At higher levels, candidates will focus on how the Reform was important but at Level 4 may simply list points.</li> <li>• At Level 5 and above, there will be judgements as to the importance of the Act.</li> <li>• At higher levels, candidates might establish criteria against which to judge the importance of the Act.</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 to analyse and evaluate the sources, in line with descriptions in the levels mark scheme.</li> </ul>



	<p><b>In arguing that the Reform Act was not very important, or that its significance has been exaggerated,</b></p> <ul style="list-style-type: none"><li>• <b>Answers might argue</b> that the property rights still prevailed as the criterion for participation in elections, and in urban areas the payment of rates as a qualification effectively disenfranchised many tenants.</li><li>• <b>Answers might argue</b> that the Act did not address problems such as bribery and the uneven distribution of seats.</li><li>• <b>Answers might argue</b> that the defeat of the Conservatives in the election of 1868 indicates that the Act did not benefit the Conservative Party as expected.</li></ul>		
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