

## **GCE**

### **History A**

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

Advanced GCE

#### **2021 Mark Scheme (DRAFT)**

This is a DRAFT mark scheme. It has not been used for marking as this paper did not receive any entries in the series it was scheduled for. It is therefore possible that not all valid approaches to a question may be captured in this version. You should give credit to such responses when marking learner's work.

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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**

<b>Annotation</b>	<b>Meaning of annotation</b>
<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

## Subject Specific Marking Instructions

Question	Answer	Marks	Guidance
1	<p><b>Using these four sources in their historical context, assess how far they support the view that the well-being of children was the main aim of education and young people’s reforms during the period from 1902 to 1918.</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 evidence suggests other aims.</li> <li>• <b>In discussing how far Source A does not support the view</b>, answers might argue that the aim was for secondary schools to support other institutions such as technical institutions. Answers might argue that the priority was to establish a system that would enable Britain to compete with America and Germany.</li> <li>• <b>In discussing the provenance of Source A</b>, answers might point out that the PM was trying to bolster support for the bill.</li> <li>• <b>In discussing the historical context of Source A</b>, answers might explain that secondary education was optional at the time. Answers might explain the economic strength of the USA and Germany.</li> <li>• <b>In discussing how far Source B does support the view</b>, answers might explain that the author complains that the health of children in London was a concern.</li> <li>• <b>In discussing how far Source B does not support the view</b>, answers might explain that the priority was, in fact, to increase the efficiency of the person as a worker and a citizen.</li> </ul>	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 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>

	<ul style="list-style-type: none"> <li>• <b>In discussing the provenance of Source B,</b> answers might argue that as the author was a medical inspector.</li> <li>• <b>In discussing the historical context of Source B,</b> answers might explain something of the details of the Education Act of 1902. Answers might explain that, only 5% had a basic schooling, despite the Act, as family incomes were low and work was more important than education for many. There might also be reference to the 1906 act that provided free school meals for needy children.</li> <li>• <b>In discussing how far Source C does support the view,</b> answers might argue that children needed protection from a range of dangerous situations</li> <li>• <b>In discussing the provenance of Source C.</b> Answers might argue it was a Police notice and its purpose was to warn parents and tobacconists of the new penalties.</li> <li>• <b>In discussing the historical context of Source C,</b> answers might explain that , despite the weaknesses, the Children’s Charter was the first time any government had intervened so dramatically.</li> <li>• <b>In discussing how far Source D does support the view,</b> answers might point out that equality of educational opportunity is specifically mentioned as the aim of the Act. Answers might stress the compulsory leaving age as a measure that affected everyone. Answers might explain that the Act aimed to provide for the handicapped. Answers might explain that the provision of the best teachers was in line with providing equality of opportunity. Answers might see the process of consultation as a way of achieving equality of opportunity.</li> <li>• <b>In discussing how far Source D does not</b></li> </ul>		
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	<p><b>support the view</b>, answers might explain that there was a political aim to strengthen democracy (implying that educated electorate was necessary). Answers might say education reform was needed to make good the losses of war. Answers might argue that one of the reasons for setting a minimum leaving age was to reduce child labour.</p> <ul style="list-style-type: none"><li>• <b>In discussing the provenance of Source D</b>, answers might say that the author, as a member of the Rowntree Trust, was committed to improving the lot of the disadvantaged.</li><li>• <b>In discussing the historical context of Source D</b>, answers might comment on the ravages of war and the need for renewal. Answers might make a link with the pledge to make England a home for heroes. Answers may refer to some of the findings of the Rowntree Trust to highlight the need for reform.</li></ul>		
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Question	Answer	Marks	Guidance
2*	<p><b>‘The repeal of the Corn Laws was the main reason for the weakness of the Conservative Party during the period from 1846 to 1866.’ How far do you agree?</b></p> <ul style="list-style-type: none"> <li>• <b>In arguing that the repeal of the Corn Laws was the main reason for the weakness of the Conservative Party</b>, answers might argue that the party split and remained divided for 20 years.</li> <li>• Answers might argue that the Conservatives lacked leadership as a result of repeal. Peel was the dominant force (till his death in 1850) and, thereafter, Derby and Disraeli, but none was trusted enough to unite the party.</li> <li>• Answers may argue that the Peelites (or free traders) supported the Whigs and helped keep the Conservatives out of office.</li> <li>• Answers might argue that repeal alienated the larger landowners whose support was crucial to the party.</li> <li>• <b>In arguing that other reasons explain the weakness of the Conservative Party</b>,</li> <li>• Answers might analyse the economic prosperity of the period which resulted in support for the Liberals.</li> <li>• Answers might discuss the influence and leadership of Palmerston and especially his successful foreign policies.</li> <li>• Answers might emphasise the emergence of the Liberal Party with the merger of the Whigs, Radical and Peelites.</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 ‘how far’ but at Level 4 may simply list factors.</li> <li>• At Level 5 and above, there will be judgements as to the reasons for weakness.</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>

Question	Answer	Marks	Guidance
3*	<p><b>Assess the reasons for Gladstone’s popularity amongst the working class.</b></p> <ul style="list-style-type: none"> <li>• <b>In arguing that Gladstone was popular amongst the working class</b>, answers might state that he was affectionately known as ‘the People’s William’.</li> <li>• Answers might consider the legislation of 1871, giving trade unions legal status and protection of funds.</li> <li>• Answers might argue that the introduction of elementary schools gave working class children, especially girls, a chance of education.</li> <li>• Answers might argue that he made service in the Army more attractive by abolishing flogging and restructuring the system of battalions.</li> <li>• Answers may argue that Gladstone’s support of free trade (repeal of the Corn Laws and other measures when Chancellor) benefitted the working class.</li> <li>• <b>In arguing that Gladstone was not popular amongst the working class</b>, answers might argue that Gladstone upheld the law against picketing.</li> <li>• Answers might discuss the popular reaction to the death of Gordon at Khartoum.</li> <li>• Answers might discuss foreign policy: the Russian breach of the Black Sea treaty, the settlement of the Alabama incident and his stance on the Bulgarian Horrors.</li> <li>• Answers might explain that the Licensing Act of 1872 was unpopular and a contributory cause of the Liberal defeat in 1874.</li> <li>• Answers might argue that he did not tackle social issues such as housing and public health, leaving</li> </ul>	20	<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 higher levels, candidates will focus on ‘assessing the reasons’ but at Level 4 may simply list factors.</li> <li>• At Level 5 and above, there will be judgements as to the importance of different reasons.</li> <li>• At higher levels, candidates might establish criteria against which to judge the importance of different reasons.</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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APPENDIX 1 – this contains a generic mark scheme grid

	<i>A02: 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.
<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 entirely relevant and substantiated.
<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 most part substantiated.
<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 some evidence.
<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. The information has some relevance and is presented with limited structure. The information is supported by limited evidence.
<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 and the relationship to the evidence may not be clear.
<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. 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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