



Oxford Cambridge and RSA

**...day June 20XX – Morning/Afternoon**

**A Level History A**

**Unit Y111 Liberals, Conservatives and the Rise of Labour 1846–1918**

**MARK SCHEME**

**Duration:** 1 hour 30 minutes

**MAXIMUM MARK 50**

**This document consists of 16 pages**

**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 **required number** of standardisation responses.

YOU MUST MARK 10 PRACTICE AND 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

**TRADITIONAL**

Before the Standardisation meeting you must mark at least 10 scripts from several centres. For this preliminary marking you should use **pencil** and follow the **mark scheme**. Bring these **marked scripts** to the meeting.

**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 50% 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, email or via the scoris messaging system.

5. Work crossed out:
  - a. where a candidate crosses out an answer and provides an alternative response, the crossed out response is not marked and gains no marks
  - b. if a candidate crosses out an answer to a whole question and makes no second attempt, and if the inclusion of the answer does not cause a rubric infringement, the assessor should attempt to mark the crossed out answer and award marks appropriately.
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. There is a NR (No Response) option. Award NR (No Response)
  - if there is nothing written at all in the answer space
  - OR if there is a comment which does not in any way relate to the question (e.g. 'can't do', 'don't know')
  - OR if there is a mark (e.g. a dash, a question mark) which isn't an attempt at the question.Note: Award 0 marks – for an attempt that earns no credit (including copying out the question).
8. 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.
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

## 12. Subject-specific Marking Instructions

### INTRODUCTION

Your first task as an Examiner is to become thoroughly familiar with the material on which the examination depends. This material includes:

- the specification, especially the assessment objectives
- the question paper and its rubrics
- the mark scheme.

You should ensure that you have copies of these materials.

You should ensure also that you are familiar with the administrative procedures related to the marking process. These are set out in the OCR booklet **Instructions for Examiners**. If you are examining for the first time, please read carefully **Appendix 5 Introduction to Script Marking: Notes for New Examiners**.

Please ask for help or guidance whenever you need it. Your first point of contact is your Team Leader.

**USING THE MARK SCHEME**

Please study this Mark Scheme carefully. The Mark Scheme is an integral part of the process that begins with the setting of the question paper and ends with the awarding of grades. Question papers and Mark Schemes are developed in association with each other so that issues of differentiation and positive achievement can be addressed from the very start.

This Mark Scheme is a working document; it is not exhaustive; it does not provide 'correct' answers. The Mark Scheme can only provide 'best guesses' about how the question will work out, and it is subject to revision after we have looked at a wide range of scripts.

The Examiners' Standardisation Meeting will ensure that the Mark Scheme covers the range of candidates' responses to the questions, and that all Examiners understand and apply the Mark Scheme in the same way. The Mark Scheme will be discussed and amended at the meeting, and administrative procedures will be confirmed. Co-ordination scripts will be issued at the meeting to exemplify aspects of candidates' responses and achievements; the co-ordination scripts then become part of this Mark Scheme.

Before the Standardisation Meeting, you should read and mark in pencil a number of scripts, in order to gain an impression of the range of responses and achievement that may be expected.

Please read carefully all the scripts in your allocation and make every effort to look positively for achievement throughout the ability range. Always be prepared to use the full range of marks.

**INFORMATION AND INSTRUCTIONS FOR EXAMINERS**

- 1 The co-ordination scripts provide you with *examples* of the standard of each band. The marks awarded for these scripts will have been agreed by the Team Leaders and will be discussed fully at the Examiners' Co-ordination Meeting.
- 2 The specific task-related indicative content for each question will help you to understand how the band descriptors may be applied. However, this indicative content does not constitute the mark scheme: it is material that candidates might use, grouped according to each assessment objective tested by the question. It is hoped that candidates will respond to questions in a variety of ways. Rigid demands for 'what must be a good answer' would lead to a distorted assessment.
- 3 Candidates' answers must be relevant to the question. Beware of prepared answers that do not show the candidate's thought and which have not been adapted to the thrust of the question. Beware also of answers where candidates attempt to reproduce interpretations and concepts that they have been taught but have only partially understood.

	<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.
<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.

Question	Answer	Marks	Guidance
1	<p><b>Using these four sources in their historical context, assess how far they support the view that Asquith should bear the responsibility for splitting the Liberal Party in 1916.</b></p> <ul style="list-style-type: none"> <li>• <b>In discussing Source A</b>, answers might point to lack of leadership, Asquith reluctantly accepting outside pressure for a coalition and the PM being old and worried indicating that his weakness brought about a split. However the source also says he was still popular indicating that he was not to blame for not standing down and provoking a split.</li> <li>• <b>In discussing the provenance of Source A</b>, answers might discuss that this is 1915 and pre-dates more heavy loss of life in the Somme. The writer as a radical Liberal might not have been in sympathy with the leadership and the candour of a diary allows unsympathetic words like ‘old and worried’ and ‘flung himself on our mercy.’</li> <li>• <b>In discussing the historical context of Source A</b>, answers might argue that by 1915 the shell shortage and criticisms of leadership had forced Asquith into a coalition, showing weakness that was ultimately to lead to a split.</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>

Question	Answer	Marks	Guidance
	<ul style="list-style-type: none"> <li>• <b>In discussing Source B</b>, answers could explain that Asquith was not able to keep his cabinet together and could be seen as responsible for the future split. Lloyd George is not seen as a contender and is not responsible here. It could be seen that wartime problems had become too great.</li> <li>• <b>In discussing the provenance of Source B</b>, answers might comment on the use of contemporary evidence that there was ‘conversation’ in Liberal circles on the weaknesses of Asquith’s leadership and the problems he faced.</li> <li>• <b>In discussing the historical context of Source B</b>, answers might argue that Liberal unwillingness to face conscription and Asquith’s failure to see that hard decisions had to be made by this time in the war showed his unsuitability for wartime office</li> <li>• <b>In discussing Source C</b>, answers might show the responsibility for the split seems to be Lloyd George’s intrigue with the Conservatives.</li> <li>• <b>In discussing the provenance of Source C</b>, answers might comment on Asquith’s obviously resentful tone in a private letter in which he could show more vulnerability than in a public speech. This might indicate a certain weakness and justify Lloyd George’s actions.</li> </ul>		

Question	Answer	Marks	Guidance
	<ul style="list-style-type: none"> <li>• <b>In discussing the historical context of Source C</b>, answers might question whether Asquith is being unrealistic to say that Lloyd George, a successful and dynamic minister does not inspire trust and whether the heavy losses of 1916 really support the view of Asquith that he has loyalty.</li> <li>• <b>In discussing Source D</b>, answers might show Lloyd George being responsible by working with Bonar Law in refusing to accept the proposed war committee. However, there is also reference to Asquith's weakness.</li> <li>• <b>In discussing the provenance of Source D</b>, answers might point to the relationship between the author and Lloyd George – even if he is responsible for the split it is seen as necessary given Asquith's weakness, not part of Lloyd George's disloyalty and ambition.</li> <li>• <b>In discussing the historical context of Source D</b>, answers might argue that by this stage in the war a stronger leadership was necessary and that Lloyd George's had shown this. However, knowledge of Lloyd George's personality might suggest that there was also a strong element of personal ambition, not mentioned here.</li> </ul>		

Question	Answer	Marks	Guidance
2*	<p><b>Assess the reasons for the emergence of the Liberal party by 1868.</b></p> <ul style="list-style-type: none"> <li>• <b>In arguing that it was the appeal of liberal ideas and politicians</b>, answers might consider the roles of Gladstone and radical leaders, such as Bright.</li> <li>• Answers might consider the importance of issues such as Free Trade and Parliamentary Reform.</li> <li>• Answers might consider the importance of Palmerston, particularly his foreign policy and attitudes to Italian Unification, but also his death in 1865.</li> <li>• Answers might consider the role of the press and middle class influence over public opinion in the industrial towns, which was frequently liberal.</li> <li>• <b>In arguing that it was other factors</b>, answers might consider the role of the Peelites and the split within the Conservative party.</li> <li>• Answers might consider the role of Disraeli, both in supporting protection and his failure as Chancellor, in comparison to the administrative skills of Gladstone.</li> <li>• Answers might consider the importance of the non-conformists.</li> <li>• Answers might consider the inability of radical elements in Parliament to develop a party grouping separate from the Whigs.</li> </ul>	20	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At higher levels, candidates will focus on the relative importance of the factors, but at Level 4 may simply list the reasons.</li> <li>• At Level 5 and above there will be judgement as to the relative importance of the reasons.</li> <li>• At higher levels candidates might establish criteria against which to judge the 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 as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.</li> </ul>

Question	Answer	Marks	Guidance
3*	<p><b>How successful was Gladstone's first ministry?</b></p> <ul style="list-style-type: none"> <li>• <b>In arguing that his ministry was successful</b>, answers might consider the number of liberal reforms introduced that brought about meritocracy and administrative reform.</li> <li>• Answers might consider that the ministry was able to bring about the disestablishment of the Church in Ireland and completed a programme of religious liberalism that gave non-Anglicans virtually full legal equality.</li> <li>• Answers might consider that the ministry removed unjustified privilege.</li> <li>• Answers might argue that it began to reform the electoral system.</li> <li>• <b>In arguing that it was not successful</b>, answers might consider the loss of non-conformist support following the Education Act.</li> <li>• Answers might consider that some of the reforms offended powerful interests, such as the brewers with the Licensing Act, which was also seen to go against liberty.</li> <li>• Answers might consider whether the government had run out of steam by 1873.</li> <li>• Answers might consider the impact of legislation on Trade Unions.</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 successful', but at Level 4 may simply list the successes or failures.</li> <li>• At Level 5 and above, there will be judgement as to the relative success of his domestic policy.</li> <li>• At higher levels, candidates might establish criteria against which to judge the 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 descriptions in the levels mark scheme.</li> </ul>

**Assessment Objectives (AO) Grid**

<b>Question</b>	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>	<b>Total</b>
<b>1</b>		30		<b>30</b>
<b>2/3</b>	20			<b>20</b>
<b>Totals</b>	<b>20</b>	<b>30</b>		<b>50</b>

## Summary of updates

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Date	Version	Change
November 2020	0.13	Updated copyright acknowledgements.