

GCE

History A

Unit **Y142/01**: Britain 1900–1951

Advanced Subsidiary GCE **H105**

Mark Scheme for June 2018

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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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These are the annotations, (including abbreviations), including those used in scoris, which are used when marking

Annotation	Meaning of annotation
	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

Here are the subject specific instructions for this question paper

Use the following indicative content mark scheme in conjunction with the generic levels of response in the Appendix.

Question	Answer	Marks	Guidance
1	<p>Use your knowledge of the Coalition of 1915, to assess how useful Source A is as an explanation for the formation of the Coalition.</p> <ul style="list-style-type: none"> • In discussing how Source A is useful, answers might consider that Asquith faced a possible vote of no confidence. • Answers might consider that Coalition was necessary at a time when national safety was imperilled. • Answers might consider that the Coalition had been created suddenly as ‘within a week a wholly new situation had been revealed’. • Answers might consider the vagueness of the text in that Asquith could not reveal the truth of the situation so the details of the threat are not clear. • Answers might consider the provenance of Source A as the recollections of one MP yet the points made are stated without judgement and, though a radical who might be expected to be critical of Asquith, he acknowledges the support there was for Asquith within the party. 	10	<ul style="list-style-type: none"> • No set answer is expected • The answer must assess the utility for the issue specified. Analysis and evaluation of utility for other issues is not required and should not be credited. • 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.

Question	Answer	Marks	Guidance
2	<p>Using these three sources in their historical context, assess how far they support the view that unity within the Coalition of 1915 was impossible.</p> <ul style="list-style-type: none"> • In discussing how Source A does or does not support the view, answers might consider that Coalition was ‘inevitable’ and that Asquith was given overwhelming support at the meeting which implies that there was nothing impossible about forming the Coalition. However, it might be argued that unity was impossible to maintain given the admission that the Conservatives were ‘bitter enemies’. • In discussing the provenance of Source A answers might consider the date of the source: the Coalition was only just being formed so the author was not in a position to know whether unity would be achieved. He merely presents a speculative implication about the likely chances of unity. • In discussing the historical context of Source A, answers might explain the crisis in the war and the political pressure on Asquith as a result. The Gallipoli campaign was a disaster and there was a shortage of munitions. Further, theoretically, there was an election the following year and Asquith needed to strengthen his position. • In discussing how Source B does or does not support the view, answers might argue that the Coalition was very divided on the issue of conscription. Various Tories were threatening to leave though Balfour and Long were loyal. Even Churchill and Lloyd George were prepared to leave the Coalition and McKenna and Harcourt were not prepared to back Asquith. Henderson was threatening to resign. Further, it appears that personal ambition undermined unity in the Cabinet (Chamberlain, Lloyd George and Churchill all had personal motives for leaving). 	20	<ul style="list-style-type: none"> • No set answer is expected. • As Level 5 and above there will be judgement as to whether unity within the coalition was impossible. • 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 descriptions in the levels mark scheme.

Question	Answer	Marks	Guidance
	<ul style="list-style-type: none"> • In discussing the provenance of Source B, answers might consider the fact that the source reveals disunity on one issue only – conscription. It does not comment on views within the Cabinet on a range of other concerns. As a member of the Cabinet the author was in a position to know the position of his colleagues. • In discussing the historical context of Source B, answers might refer to the fact that Churchill was responsible for the Gallipoli campaign, that Lloyd George had ambitions to be leader as transpired in 1916. Answers may also point out that despite the division evident in October 1915 the Coalition continued for over another year. • In discussing how Source C does or does not support the view, answers might argue that this challenges the view that unity was impossible. Instead, Asquith is portrayed as a man who forsook party advantage, who appeased old opponents and conceded on trade policy in order to ‘ensure unity’. In both the Liberal government and the Coalition government, Asquith is said to have dedicated himself to the national interest. • In discussing the provenance of Source C, answers might argue that the remarks made are not entirely reliable given the points made in Source B and the fact that Lloyd George unseated Asquith in December 1916. Answers might consider the motives of Lloyd George, writing in the twilight of his career, to present himself as a generous man. • In discussing the historical context of Source C, answers might consider Asquith’s war record from the start of the war to December 1916. In addition, Asquith’s management of the Cabinet might be assessed and consideration taken of how he coped with the pressure of leadership during difficult times. 		

Question	Answer	Marks	Guidance
3*	<p>The National Government, 1931-39, restored the economy.’ How far do you agree?</p> <p>In arguing that the National Government restored the economy,</p> <ul style="list-style-type: none"> • Answers might assess the significance of various indices: unemployment (down 1 million 1931-39), real wages rose, there was an expansion of retail and consumerism. • Answers might discuss the housing boom of the 1930s in part based on the Housing Acts of 1933 and 1935. • Answers might consider the spread of the National Grid. • Answers might discuss the establishment of four Special Areas with government subsidy designed to attract businesses. • Answers might assess the emergence of new industries. • Answers might discuss how there were improvements in communications: co-ordination of rail systems in London, Imperial Airways expanded and road regulations were codified. • Answers might discuss the significance of the rationalisation of business organisation and the trend to amalgamation. <p>In arguing that the National Government did not restore the economy,</p> <ul style="list-style-type: none"> • Answers might discuss the continued decline of staple industries like shipping, coal, cotton, iron. • Answers might discuss the parlous state of British farming. • Answers might assess the regional variations and the emergence of the North-South divide. Reference might be made to the Jarrow March of 1936 to illustrate this. • Answers might consider the resort to protectionism in agriculture and other sectors as a negative policy. • Answers might discuss the effects of cuts in public expenditure. • Answers might discuss the importance of the recovery in world trade as a major factor in the improvement of the economy. 	20	<ul style="list-style-type: none"> • No set answer is expected. • At Level 5 there will be judgement as to how far the National Government was successful. • At higher Levels candidates might establish criteria against which to judge success. • To be valid, judgements 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 descriptions in the levels mark scheme.

Question	Answer	Marks	Guidance
4*	<p>‘Of all the domestic problems caused by war, 1939-45, rationing had the most impact.’ How far do you agree?</p> <p>In arguing that rationing had the most impact,</p> <ul style="list-style-type: none"> • Answers might discuss how rationing was a consistent feature of life from January 1940 and was extended throughout the war to include more and more commodities. • Answers might discuss how rationing affected everyone. • Answers might assess the impact rationing had on morale. • Answers might consider the extent of propaganda dedicated to impressing on the public the need for rationing. • Answers might assess the extent of the black market as an indication of the importance of rationing. <p>In arguing that other problems were as important or more important,</p> <ul style="list-style-type: none"> • Answers might consider the positive effects of rationing: united people, improved diets, encouraged thrift and reduced waste. • Answers might assess the effect of bombing including the London Blitz but most of the country’s main urban areas: deaths, loss of housing, damage to factories, terror (V1s, V2s). • Answers might discuss the impact of the evacuation of children (1939-40 and 1944). • Answers might assess the impact on industrial relations: strike action increased during the war. • Answers might consider the problems of conscription. • Answers might assess the economic problems of supplying munitions, etc. for the armed forces. • Answers might consider the financial demands of war. 	20	<ul style="list-style-type: none"> • No set answer is expected. • At Level 5 there will be judgement on whether rationing did have the most impact. • At higher Levels candidates might establish criteria against which to judge the relative significance of different factors. • To be valid, judgements 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 descriptions in the levels mark scheme.

APPENDIX 1

	<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: Use your knowledge of [specified historical context] to assess how useful Source [...] is as evidence of.... [10]
Level 5 9–10 marks	The answer has a good focus on the question. The source is evaluated, using both provenance and relevant knowledge of the historical context that is specified in the question, in order to engage with the source and reach a supported analysis of its utility as evidence for the issue in the question.
Level 4 7–8 marks	The answer is mostly focused on the question. The source is evaluated, using both provenance and generally relevant knowledge of the historical context that is specified in the question, in order to engage with the source and produce an analysis of its utility as evidence for the issue in the question. The use of provenance may not be developed.
Level 3 5–6 marks	The answer is partially focused on the question. There is partial evaluation of the source, with use of some knowledge of the historical context that is specified in the question, in order to engage with the source and produce a partial analysis of its utility as evidence for the issue in the question.
Level 2 3–4 marks	The answer has only limited focus on the question. There is a generalised evaluation of the source, with use of limited knowledge of the historical context that is specified in the question, in order to engage with the source and produce a basic analysis of its utility as evidence for the issue in the question.
Level 1 1–2 marks	This answer is on the wider topic area, but not on the detail of the question. There is a very basic evaluation of the source, with very limited use of very generalised knowledge of historical context that is specified in the question, in order to engage with the source in a very limited way to attempt a very simple analysis of its utility. This analysis may primarily take the form of drawing information from the source, and it will be considered more as evidence for the wider topic area than the specific issue in the question.
0 marks	No evidence of understanding or reference to the source.

	<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 2: How far do the three sources support the view? [20]
Level 5 17–20 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 13–16 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 9–12 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 5–8 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.
Level 1 1–4 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 3 and 4: Essay [20]
Level 5 17–20 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 13–16 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 9–12 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.
Level 2 5–8 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 1–4 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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