

**GCE**

**History A**

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

Advanced GCE

**Mark Scheme for June 2019**

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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
<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
<b>?</b>	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 contribution of women to the war effort was the main argument used to justify female suffrage.</b></p> <ul style="list-style-type: none"> <li>• <b>In discussing how far Source A does support the view,</b> answers might show how the vote is to be based on those who served in the war, stressing the services of women in the war to industry, munitions and agriculture as well as in encouraging their husbands and sons to join the forces.</li> <li>• <b>In discussing the provenance of Source A,</b> answers might argue that the views expressed represent those of 20 societies and, that, as the memo was for Asquith for whom the successful prosecution of the war was a priority, it is unsurprising that it emphasises the contribution of women to the war effort.</li> <li>• <b>In discussing the historical context of Source A,</b> answers might explain how it was difficult to distinguish between the rights of servicemen and women to vote given that by 4<sup>th</sup> August the Battle of the Somme was being fought for which a massive build-up of munitions had been required and in which the scale of casualties drew attention to the plight of women whose husbands and sons they were.</li> <li>• <b>In discussing how far Source B does not support the view,</b> answers might explain that not to enfranchise women would be dangerous to the State, unjust to women and that, although giving women the vote might result in things of which the author disapproves, that would be no different to the past.</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>

	<ul style="list-style-type: none"> <li>• <b>In discussing the provenance of Source B</b>, answers might argue that the arguments were not representative of Conservatives as the majority opposed enfranchising women, but the author was sincere in his views as he was motivated to write to his party leader.</li> <li>• <b>In discussing the historical context of Source B</b>, answers might discuss the debate about enfranchising fighting men and its implications for women. Answers might explain that the concerns expressed about women’s interests being denied accords with the experience of women before 1914.</li> <li>• <b>In discussing how far Source C does support the view</b>, answers might focus on the opening rhetorical question which implies the contribution of women to the war effort was a factor in his support for female franchise.</li> <li>• <b>In discussing how far Source C does not support the view</b>, answers point out it was both the question of women’s labour when the war was over and Asquith’s belief that now the vote could be granted without the accusation of ‘yielding to violence’.</li> <li>• <b>In discussing the provenance of Source C</b>, answers might consider a range of factors determining Asquith’s change of heart (e.g. the problem of reconstruction, the opportunity to gain electorally if he enfranchised women, the pressure he was under to declare his position on the issue).</li> <li>• <b>In discussing the historical context of Source C</b>, answers might explain that the main concern about reconstruction was the impact of the return of servicemen on the jobs women had done during the war and might reference the decision of the WSPU to halt their campaign of violence at the start, and for the duration, of the war.</li> </ul>		<p><b>In light of the typographical error on the paper the following should be applied to the evaluation of Source C. Any approach will be seen as valid. Candidates who evaluate Asquith as either the former or current Prime Minister will be equally credited. Candidates who do not use the provenance of C will also be able to reach Level 6 providing they fully evaluate the other 3 sources and also apply contextual knowledge to Source C.</b></p>
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	<ul style="list-style-type: none"> <li>• <b>In discussing how far Source D does not support the view</b>, answers might point out that the author explicitly states that she had been instructed to make it clear that women munitions workers did not expect the vote as a reward for wartime services but because they wanted to play their part in reconstruction.</li> <li>• <b>In discussing the provenance of Source D</b>, answers might explain the view expressed was that of suffrage societies. Answers might point out that the meeting with Asquith was after he had declared himself in favour of female suffrage largely because of reconstruction so it is unsurprising that the women agreed with him on this.</li> <li>• <b>In discussing the historical context of Source D</b>, answers might refer to how government aimed to restrict the female franchise to those over 30 (explains the last sentence). Answers might explain the ‘reconstruction proposals’ referred to and explain the reasons trade unions opposed retaining women in industry and government had to be mindful of this.</li> </ul>		
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## Section B

Question	Answer	Marks	Guidance
2*	To what extent did the domestic reforms of Gladstone’s first	20	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> </ul>

	<p><b>ministry establish equality of opportunity in Britain?</b></p> <p><b>In arguing that Gladstone’s first ministry established equality of opportunity in Britain:</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might argue</b> that the Civil Service Act (1871) allowed open competition for positions.</li> <li>• <b>Answers might argue</b> that the reforms of the army, including the abolition of the purchase of a commission, were egalitarian.</li> <li>• <b>Answers might assess</b> the impact of the University Tests Act of 1871.</li> <li>• <b>Answers might</b> consider the Education Act of 1870 as opening opportunity by reducing the influence of the Church in schooling.</li> <li>• <b>Answers might assess</b> the Irish Land Act as, in part, an attempt to redress the balance between the landlord and his tenants.</li> <li>• <b>Answers might discuss</b> the reforms of the judiciary.</li> </ul> <p><b>In arguing that the reforms of Gladstone’s first ministry did not achieve equality of opportunity:</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might analyse</b> the shortcomings of the reforms, for example, the fact that merit was not the criteria by which access to the Foreign Office was achieved or that the reforms of the judiciary were more to do with efficiency than equality.</li> <li>• <b>Answers might consider</b> the trade union legislation of the period which denied the right to picket.</li> <li>• <b>Answers might argue</b> that the Licensing Act of 1872 was a denial of people’s rights to meet when and where they wanted to.</li> <li>• <b>Answers might consider</b> the financial policies of the</li> </ul>		<ul style="list-style-type: none"> <li>• At higher levels, candidates will focus on ‘to what extent?’ but at Level 4 may simply list factors.</li> <li>• At Level 5 and above, there will be judgements as to the substance of Gladstone’s reforms.</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>ministry which did little if anything to tackle the problems of the gap in the distribution of wealth.</p> <ul style="list-style-type: none"> <li>• <b>Answers might argue</b> that Gladstone did not address the issues of public health and housing (though he established commissions whose findings Disraeli was to implement).</li> </ul>		
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Question	Answer	Marks	Guidance
3*	<p><b>'The Conservative Party dominated domestic politics, 1885-1902.' How far do you agree?</b></p> <p><b>In support of the view that the Conservative Party was dominant:</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might state</b> the fact that they were in power for most of the period with analysis of the election results of 1895 and 1900.</li> <li>• <b>Answers might discuss</b> the effectiveness of Lord Salisbury as leader of the Party.</li> <li>• <b>Answers might refer</b> to their widespread popularity based, to a large extent, on an imperialist foreign policy.</li> <li>• <b>Answers might argue</b> that the Liberals were divided by the debate over 'new Liberalism'.</li> <li>• <b>Answers might consider</b> the fading powers of Gladstone.</li> <li>• <b>Answers might consider</b> how the party appealed to the growing middle class whose influence reinforced and widened their power base beyond that of the landowning classes.</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 far' but at Level 4 may simply list factors.</li> <li>• At Level 5 and above, there will be judgements as to the extent of Conservative Party dominance.</li> <li>• At higher levels, candidates might establish criteria against which to judge the dominance of the Conservative Party.</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 Conservatives were not as dominant as may appear to have been the case:</b></p> <ul style="list-style-type: none"><li>• <b>Answers might argue</b> that the Liberals formed a government in 1886 and 1892-95.</li><li>• <b>Answers might argue</b> that Gladstone remained an immense political figure.</li><li>• <b>Answers might argue</b> that the government lost credibility during the Boer War.</li><li>• <b>Answers might argue</b> that the Education Act of 1902, which provided funding for Anglican schools, angered non-conformists who turned to the Liberals.</li><li>• <b>Answers might argue</b> that the Conservatives failed to strengthen their support amongst the working class especially with the start of the ILP.</li></ul>		
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**OCR (Oxford Cambridge and RSA Examinations)**  
**The Triangle Building**  
**Shaftesbury Road**  
**Cambridge**  
**CB2 8EA**

**OCR Customer Contact Centre**

**Education and Learning**

Telephone: 01223 553998

Facsimile: 01223 552627

Email: [general.qualifications@ocr.org.uk](mailto:general.qualifications@ocr.org.uk)

[www.ocr.org.uk](http://www.ocr.org.uk)

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Facsimile: 01223 552553

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