



**General Certificate of Education  
January 2012**

**AS History 1041**

**HIS2H**

**Unit 2H**

**Britain 1902–1918:**

**The Impact of New Liberalism**

**Final**

***Mark Scheme***

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the students' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of students' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this Mark Scheme are available to download from the AQA Website: [www.aqa.org.uk](http://www.aqa.org.uk)

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## Generic Introduction for AS

The AS History specification is based on the assessment objectives laid down in QCA's GCE History subject criteria and published in the AQA specification booklet. These cover the skills, knowledge and understanding which are expected of A Level students. Most questions address more than one objective since historical skills, which include knowledge and understanding, are usually deployed together. Consequently, the marking scheme which follows is a 'levels of response' scheme and assesses students' historical skills in the context of their knowledge and understanding of History.

The levels of response are a graduated recognition of how students have demonstrated their abilities in the Assessment Objectives. Students who predominantly address AO1(a) by writing narrative or description will perform at Level 1 or Level 2 depending on its relevance. Students who provide more explanation – (AO1(b), supported by the relevant selection of material, AO1(a)) – will perform at high Level 2 or low-mid Level 3 depending on how explicit they are in their response to the question. Students who provide explanation with evaluation, judgement and an awareness of historical interpretations will be addressing all 3 AOs (AO1(a); AO1(b); AO2(a) and (b) and will have access to the higher mark ranges. AO2(a) which requires the evaluation of source material is assessed in Unit 2.

Differentiation between Levels 3, 4 and 5 is judged according to the extent to which students meet this range of assessment objectives. At Level 3 the answers will show more characteristics of the AO1 objectives, although there should be elements of AO2. At Level 4, AO2 criteria, particularly an understanding of how the past has been interpreted, will be more in evidence and this will be even more dominant at Level 5. The demands on written communication, particularly the organisation of ideas and the use of specialist vocabulary also increase through the various levels so that a student performing at the highest AS level is already well prepared for the demands of A2.

## **CRITERIA FOR MARKING GCE HISTORY:**

### ***AS EXAMINATION PAPERS***

#### **General Guidance for Examiners (to accompany Level Descriptors)**

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##### **Deciding on a level and the award of marks within a level**

It is of vital importance that examiners familiarise themselves with the generic mark scheme and apply it consistently, as directed by the Principal Examiner, in order to facilitate comparability across options.

The indicative mark scheme for each paper is designed to illustrate some of the material that students might refer to (knowledge) and some of the approaches and ideas they might develop (skills). It is not, however, prescriptive and should only be used to exemplify the generic mark scheme.

When applying the generic mark scheme, examiners will constantly need to exercise judgement to decide which level fits an answer best. Few essays will display all the characteristics of a level, so deciding the most appropriate will always be the first task.

Each level has a range of marks and for an essay which has a strong correlation with the level descriptors the middle mark should be given. However, when an answer has some of the characteristics of the level above or below, or seems stronger or weaker on comparison with many other students' responses to the same question, the mark will need to be adjusted up or down.

When deciding on the mark within a level, the following criteria should be considered *in relation to the level descriptors*. Students should never be doubly penalised. If a student with poor communication skills has been placed in Level 2, he or she should not be moved to the bottom of the level on the basis of the poor quality of written communication. On the other hand, a student with similarly poor skills, whose work otherwise matched the criteria for Level 4 should be adjusted downwards within the level.

Criteria for deciding marks within a level:

- The accuracy of factual information
- The level of detail
- The depth and precision displayed
- The quality of links and arguments
- The quality of written communication (grammar, spelling, punctuation and legibility; an appropriate form and style of writing; clear and coherent organisation of ideas, including the use of specialist vocabulary)
- Appropriate references to historical interpretation and debate
- The conclusion

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January 2012

**GCE AS History Unit 2: Historical Issues: Periods of Change**

**HIS2H: Britain, 1902–1918: The Impact of New Liberalism**

**Question 1**

**01** Use **Sources A** and **B** and your own knowledge.

Explain how far the views in **Source B** differ from those in **Source A** in relation to the campaign to achieve the vote for women. (12 marks)

*Target: AO2(a)*

**Levels Mark Scheme**

Nothing written worthy of credit.	<b>0</b>
<b>L1:</b> Answers will <b>either</b> briefly paraphrase/describe the content of the two sources <b>or</b> identify simple comparison(s) between the sources. Skills of written communication will be weak.	<b>1-2</b>
<b>L2:</b> Responses will compare the views expressed in the two sources and identify some differences and/or similarities. There may be some limited own knowledge. Answers will be coherent but weakly expressed.	<b>3-6</b>
<b>L3:</b> Responses will compare the views expressed in the two sources, identifying differences <b>and</b> similarities and using own knowledge to explain and evaluate these. Answers will, for the most part, be clearly expressed.	<b>7-9</b>
<b>L4:</b> Responses will make a developed comparison between the views expressed in the two sources and will apply own knowledge to evaluate and to demonstrate a good contextual understanding. Answers will, for the most part, show good skills of written communication.	<b>10-12</b>

**Indicative content**

**Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the levels scheme.**

Students will need to identify differences between the two sources. For example:

- Source B regards any man who would not actively support the movement as an enemy. Source A is much more controlled and appeals to men for their support. This view of the relationship between men and the movement is based much more on persuasion than confrontation, which is the position taken in Source B
- Source B is focused on direct action and militancy. It refers to the abandonment of anything 'ladylike'. Source A adopts the view that the movement's greatest asset is

inspiration, love and courage on the part of women. There is the suggestion that ladylike approaches are relevant to success

- Source B says that there was ‘immensely large public opinion’ supporting the movement. Source A is much more focused on emphasising the drive to increase support, thus suggesting that support was somewhat limited. Recruitment of supporters is more important than militancy in winning the vote.

Students will need to apply their own knowledge of context to explain these differences. They might, for example, refer to:

- the centrality of the Pankhursts’ leadership. Mrs Pankhurst, or Christabel when Mrs Pankhurst was on tour or in prison, were the driving force in the movement and they took it into ever increasing levels of direct action and militancy
- the WSPU was originally a family group. This resulted in its somewhat informal operation. As the group expanded, for example with the financial backing of Fred and Emmeline Pethick-Lawrence, this increasingly led to friction over tactics – (The Pethick-Lawrences were expelled by the Pankhursts in 1912, partly due to disagreements about tactics)
- the lack of a formal constitution, meant that the WSPU could change tactics more easily, at the instruction of the Pankhursts
- some evidence suggests that the WSPU were frequently led by the grassroots, which resulted in varied methods of campaigning (for example the boycott of the 1911 census and the actions of Emily Davison in 1911 and 1913)
- the government had made very few steps towards any meaningful moves towards enfranchising women. It was partly through a sense of growing frustration with the Liberals that the Suffragettes moved away from more peaceful and persuasive tactics.

To address ‘how far’, students should also indicate some similarity between the sources. For example:

- Source A clearly sees the campaign as a conflict, e.g. ‘fighting’. Source B talks about waging war on anyone who does not support the cause. Therefore both sources have a view of the campaign as a struggle
- there is a commitment in both sources to recognising the importance of having popular support across the country. Source B refers to calling upon the public to ‘demand that the government give women the vote’. Similarly, Source A refers to going ‘into every town and village’ to gain support.

In making judgement about the degree of differences, students may conclude that the fundamental objective was shared but the Pankhurst factor moved the movement towards much more radical actions than some of the movement’s supporters favoured. This created some divisions ultimately.

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**Question 1**

**02** Use **Sources A, B and C** and your own knowledge.

How far, in the years to 1914, did militant tactics undermine the campaign for female suffrage?  
(24 marks)

*Target: AO1(b), AO2(a), AO2(b)*

**Levels Mark Scheme**

- Nothing written worthy of credit. **0**
- L1:** Answers may be based on sources or on own knowledge alone, or they may comprise an undeveloped mixture of the two. They may contain some descriptive material which is only loosely linked to the focus of the question or they may address only a part of the question. Alternatively, there may be some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **1-6**
- L2:** Answers may be based on sources or on own knowledge alone, or they may contain a mixture of the two. They may be almost entirely descriptive with few explicit links to the focus of the question. Alternatively, they may contain some explicit comment with relevant but limited support. They will display limited understanding of differing historical interpretations. Answers will be coherent but weakly expressed and/or poorly structured. **7-11**
- L3:** Answers will show a developed understanding of the demands of the question using evidence from **both** the sources **and** own knowledge. They will provide some assessment backed by relevant and appropriately selected evidence, but they will lack depth and/or balance. There will be some understanding of varying historical interpretations. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **12-16**
- L4:** Answers will show explicit understanding of the demands of the question. They will develop a balanced argument backed by a good range of appropriately selected evidence from the sources and own knowledge, and a good understanding of historical interpretations. Answers will, for the most part, show organisation and good skills of written communication. **17-21**
- L5:** Answers will be well-focused and closely argued. The arguments will be supported by precisely selected evidence from the sources and own knowledge, incorporating well-developed understanding of historical interpretations and debate. Answers will, for the most part, be carefully organised and fluently written, using appropriate vocabulary. **22-24**

**Indicative content**

**Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.**

Students should be able to make a judgement by addressing the focus of the question and offering some balance of other factors or views.

Students should use the sources as evidence in their answer.

Relevant material from the sources would include:

- **Source A:** Suggests that a non-violent approach is more effective than militancy
- **Source B:** There is no suggestion that militancy damaged the campaign. This was written in 1914 and suggests a resolve to continue with what must be a successful strategy.
- **Source C:** There is clear evidence that militancy undoubtedly damaged the prospect of moves towards female suffrage. However there is also the suggestion that militancy was not the primary factor.

From students' own knowledge:

Factors suggesting militant tactics undermined the campaign for female suffrage might include:

- many of the male voting population regarded militancy as unacceptable. This had a negative political outcome in terms of exerting popular pressure on the government
- it was politically unacceptable for the Government to submit to this form of terrorism, particularly in view of the unstable context of the period in terms of Ireland and industrial unrest
- many viewed the violence as unlawful but also associated all suffrage action with militancy
- militancy alienated a number of Liberal and Labour MPs, who felt it unreasonable to attack them at by-elections, rather than attacking the anti-suffragist Conservatives.

Factors suggesting militancy caused only a limited amount of damage might include:

- there was support politically. Even Asquith was not fundamentally ideologically opposed to female suffrage
- from 1912 the non-militant element of the movement assumed greater prominence
- splits within the WSPU weakened its overall impact and also the impact of its militancy
- many MPs were already highly sympathetic to female suffrage
- issues of party politics hindered female suffrage, e.g. Asquith did not want to lose the Irish nationalist vote, the Conservative backbenchers feared that women voting Conservative would be outnumbered by working-class men.

Good answers may conclude that the impact of militancy was relatively limited in terms of the damage it caused to the suffrage movement as a whole. There was widespread support for the movement despite the extremism of a relative minority.

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**Question 2**

- 03** Explain why Chamberlain's campaign for tariff reform was damaging to the Conservative Party in the years 1902 to 1906. (12 marks)

*Target: AO1(a), AO1(b)*

**Levels Mark Scheme**

- Nothing written worthy of credit. **0**
- L1:** Answers will contain either some descriptive material which is only loosely linked to the focus of the question or some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. The response will be limited in development and skills of written communication will be weak. **1-2**
- L2:** Answers will demonstrate some knowledge and understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they will provide some explanations backed by evidence that is limited in range and/or depth. Answers will be coherent but weakly expressed and/or poorly structured. **3-6**
- L3:** Answers will demonstrate good understanding of the demands of the question providing relevant explanations backed by appropriately selected information, although this may not be full or comprehensive. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **7-9**
- L4:** Answers will be well-focused, identifying a range of specific explanations, backed by precise evidence and demonstrating good understanding of the connections and links between events/issues. Answers will, for the most part, be well-written and organised. **10-12**

**Indicative content**

**Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.**

Answers should include a range of reasons as to why Chamberlain's tariff reform campaign was politically damaging to the Conservatives.

Students might include some of the following factors:

- import tariffs would cause food prices to rise. This prospect split the Conservatives because many were sensitive to maintaining the working class vote. This was the social class most likely to be hit by food price rises
- tariffs united the Liberals in opposition. They were divided at this point
- the campaign alienated the trade unions and their influence was considerable amongst the working class electorate.

*OR* Students may refer to some of the following long-term factors:

- many Unionists were long standing supporters of free trade, the target of tariff reform

- Chamberlain linked tariff reform to the bigger issues of imperial preference and the economic integration of the empire. This was unacceptable to many Unionists who had opposed such unification over a long period.

And some of the following short-term/immediate factors:

- the Lib-Lab Pact emerged in 1903, at the height of the tariff reform controversy
- Chamberlain established the Tariff Reform League in 1903. This gave his opposition to free trade a sense of permanency and thereby strengthened the divisions amongst the Unionists.

To reach higher levels, students will need to show the inter-relationship of the reasons given. For example, they might emphasise the political opportunities that the tariff reform issue offered to the Conservatives' political opponents. Tariff reform did as much to strengthen the Liberals as it did to weaken the Conservatives.

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**Question 2**

**04** 'The welfare reforms introduced in the years 1906 to 1911 were primarily motivated by New Liberalism.'

Explain why you agree or disagree with this view. (24 marks)

*Target: AO1(a), AO1(b), AO2(b)*

**Levels Mark Scheme**

- Nothing written worthy of credit. **0**
- L1:** Answers may **either** contain some descriptive material which is only loosely linked to the focus of the question **or** they may address only a limited part of the period of the question. Alternatively, there may be some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **1-6**
- L2:** Answers will show some understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they may contain some explicit comment with relevant but limited support. They will display limited understanding of differing historical interpretations. Answers will be coherent but weakly expressed and/or poorly structured. **7-11**
- L3:** Answers will show a developed understanding of the demands of the question. They will provide some assessment, backed by relevant and appropriately selected evidence, but they will lack depth and/or balance. There will be some understanding of varying historical interpretations. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **12-16**
- L4:** Answers will show explicit understanding of the demands of the question. They will develop a balanced argument backed by a good range of appropriately selected evidence and a good understanding of historical interpretations. Answers will, for the most part, show organisation and good skills of written communication. **17-21**
- L5:** Answers will be well-focused and closely argued. The arguments will be supported by precisely selected evidence leading to a relevant conclusion/judgement, incorporating well-developed understanding of historical interpretations and debate. Answers will, for the most part, be carefully organised and fluently written, using appropriate vocabulary. **22-24**

**Indicative content**

**Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.**

Students should be able to make a judgement by balancing evidence which supports the view given against that which does not.

Evidence which agree(s) might include:

- the philosophical base of New Liberalism dictated that social reform was necessary in order for the individual to achieve freedom
- Leading figures in the Liberal Party were followers of New Liberalism, e.g. Lloyd George and Winston Churchill
- a strong evidence base existed which supported the philosophical foundations of New Liberalism. This came through the work of Rowntree, for example
- New Liberalism recognised that limited social reform would be a positive step towards preserving much of the status quo. New Liberalism did not require revolutionary change, rather it was a form of conservatism and many Liberal MPs recognised this in their support for social welfare reform.

Evidence which disagree(s) might include:

- many Liberals, but particularly Lloyd George and Churchill, saw social reform as a political survival mechanism. The Conservatives had mooted such reform before their disastrous defeat in the 1906 General Election
- the rise of the newly emerging Labour Party emphasised the need to court the working classes and the newly enfranchised urban voters
- the quest for national efficiency, particularly in view of the Boer War and the rising challenge from the USA, Japan and Germany, acted as a purely pragmatic factor. Britain needed to compete and some degree of social reform would facilitate this
- there was a growing moral awareness that the state could not simply ignore the plight of the vulnerable. This followed the research and campaigns of individuals, for example Booth and Rowntree.

Good answers may conclude that although New Liberalism was a significant factor, it was limited within the cabinet, supported mainly by Lloyd George and Churchill. The overriding issue was one of political survival and national efficiency.

**Question 3**

**05** Explain why Lloyd George became Prime Minister in 1916. (12 marks)

*Target: AO1(a), AO1(b)*

**Levels Mark Scheme**

- Nothing written worthy of credit. **0**
- L1:** Answers will contain either some descriptive material which is only loosely linked to the focus of the question or some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. The response will be limited in development and skills of written communication will be weak. **1-2**
- L2:** Answers will demonstrate some knowledge and understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they will provide some explanations backed by evidence that is limited in range and/or depth. Answers will be coherent but weakly expressed and/or poorly structured. **3-6**
- L3:** Answers will demonstrate good understanding of the demands of the question providing relevant explanations backed by appropriately selected information, although this may not be full or comprehensive. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **7-9**
- L4:** Answers will be well-focused, identifying a range of specific explanations, backed by precise evidence and demonstrating good understanding of the connections and links between events/issues. Answers will, for the most part, be well-written and organised. **10-12**

**Indicative content**

**Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.**

Answers should include a range of reasons as to why the First World War weakened the Liberal party.

Students might include some of the following factors:

- many Liberals rejected the notion of enhanced state control. It went against their concept of individual liberty
- the war gave Lloyd George the opportunity he had waited for to fulfil his own political ambitions regardless of party interests
- the war opened opportunities for the Labour Party to begin to establish its role as a leading political force. The Lib-Lab Pact came to an end.

*OR* Students may refer to some of the following long-term factors:

- the war offered opportunities for instability in Ireland and this deepened the political crisis the Liberals faced

- Dangerfield argues that the decline had deepened in the period 1911–1914.

And some of the following short-term/immediate factors:

- the war exposed Asquith's limitations as a leader and this opened the way for Lloyd George to manipulate the creation of a coalition which turned out to strengthen the Conservatives at the expense of the Liberals
- the Conservative ministers did not remain loyal to Asquith
- Asquith himself could have blocked Lloyd George, but he refused to serve under Law, or anyone else.

To reach higher levels, students will need to show the inter-relationship of the reasons given. For example, they might suggest that the war simply acted as a further factor deepening the Liberal decline. They may suggest that the real culprit was not the war at all, but rather the political ambition of Lloyd George.

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**Question 3**

- 06** 'The Government succeeded in ensuring that the British people were fully involved in the war effort in the years 1914 to 1918.'  
Explain why you agree or disagree with this view. (24 marks)

*Target: AO1(a), AO1(b), AO2(b)*

**Levels Mark Scheme**

- Nothing written worthy of credit. **0**
- L1:** Answers may **either** contain some descriptive material which is only loosely linked to the focus of the question **or** they may address only a limited part of the period of the question. Alternatively, there may be some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **1-6**
- L2:** Answers will show some understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they may contain some explicit comment with relevant but limited support. They will display limited understanding of differing historical interpretations. Answers will be coherent but weakly expressed and/or poorly structured. **7-11**
- L3:** Answers will show a developed understanding of the demands of the question. They will provide some assessment, backed by relevant and appropriately selected evidence, but they will lack depth and/or balance. There will be some understanding of varying historical interpretations. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **12-16**
- L4:** Answers will show explicit understanding of the demands of the question. They will develop a balanced argument backed by a good range of appropriately selected evidence and a good understanding of historical interpretations. Answers will, for the most part, show organisation and good skills of written communication. **17-21**
- L5:** Answers will be well-focused and closely argued. The arguments will be supported by precisely selected evidence leading to a relevant conclusion/judgement, incorporating well-developed understanding of historical interpretations and debate. Answers will, for the most part, be carefully organised and fluently written, using appropriate vocabulary. **22-24**

**Indicative content**

**Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.**

Students should be able to make a judgement by balancing points which agree with the view that the Government succeeded in ensuring that the British people were fully involved in the war effort during the First World War, with those who were not fully involved.

Points/factors/evidence which agree(s) might include:

- DORA acted as a powerful legislative tool enabling the state to compel British citizens to contribute positively to the war effort
- military conscription was introduced in order to ensure sufficient troop numbers
- suffrage militancy stopped and the campaign became compliant in the war effort
- the labour force was mobilised and this ensured that essential production levels were maintained.

Points/factors/evidence which disagree(s) might include:

- the 1916 Easter uprising occurred in Ireland. The Government had failed to marshal loyalty amongst all the Irish population
- rationing increasingly acted as a negative factor in popular support for the war
- the number of volunteers for the military drastically reduced from 1915. There was a growing reluctance amongst men to commit themselves to a 'patriotic war'
- strikes broke out. There was considerable industrial unrest.

Good answers may conclude that there was a rising tide of opposition to the controls the Government sought to impose. The notion that there was total support for total war is inaccurate.

### **Converting marks into UMS marks**

Convert raw marks into marks on the Uniform Mark Scale (UMS) by using the link below.

**UMS conversion calculator:** [www.aqa.org.uk/umsconversion](http://www.aqa.org.uk/umsconversion)