



General Certificate of Education

AS History 1041

Unit 2: HIS2H

Britain, 1902–1918:

The Impact of New Liberalism

Mark Scheme

2009 examination - June series

This mark scheme uses the [new numbering system](#) which is being introduced for examinations from June 2010

The specimen assessment materials are provided to give centres a reasonable idea of the general shape and character of the planned question papers and mark schemes in advance of the operational exams.

Further copies of this Mark Scheme are available to download from the AQA Website: www.aqa.org.uk

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Set and published by the Assessment and Qualifications Alliance.

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 candidates. 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 candidates' historical skills in the context of their knowledge and understanding of History.

The levels of response are a graduated recognition of how candidates have demonstrated their abilities in the Assessment Objectives. Candidates who predominantly address AO1(a) by writing narrative or description will perform at Level 1 or Level 2 depending on its relevance. Candidates 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. Candidates 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 candidates 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 candidate 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)

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 candidates 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 candidates' 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*. Candidates should never be doubly penalised. If a candidate 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 candidate 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

Specimen Mark Scheme for examinations in June 2010 onwards

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 Suffragette militancy. (12 marks)

Target: AO2(a)

Levels Mark Scheme

- | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| Nothing written worthy of credit. | 0 |
| L1: Answers will either briefly paraphrase/describe the content of the two sources or identify simple comparison(s) between the sources. Skills of written communication will be weak. | 1-2 |
| L2: 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. | 3-6 |
| L3: Responses will compare the views expressed in the two sources, identifying differences and similarities and using own knowledge to explain and evaluate these. Answers will, for the most part, be clearly expressed. | 7-9 |
| L4 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. | 10-12 |

Indicative content

- Source A presents militancy as a totally serious political tactic. Mrs Pankhurst appears to be rousing her audience to commit acts of violence to the point where the Suffragettes are perceived as revolutionaries. The source is almost presenting the movement as political freedom fighters. Source B attempts to belittle the revolutionary fervour of the Suffragettes. It refers to the idea of the movement as one of 'childishness disguised as revolution'.
- Source A itemises the methods that Suffragettes could use to display their militancy. Although this does show the use of violence as a form of terrorism it also develops the idea of legitimate political campaigning. Source B presents a much narrower perception of Suffragette methods. This has the Suffragettes carrying out only acts of vandalism. There is no mention of the range of methods in the Suffragette arsenal.
- Source A presents the movement as an organised and coordinated one with a hard core of political activists who plan actions of militancy. Source B gives the impression of the

movement as a disorganised body of *ad hoc* supporters. There is no suggestion of any kind of coordinated action or long-term strategy being in place to ensure the continued programme of militancy.

- Source A does not suggest any specific class base to the membership. The movement is presented as socially open-ended. Source B specifically refers to 'middle-class damsels', suggesting the acts of militancy are carried out by women with time on their hands and who want a little excitement.

Similarities:

- both sources implicitly accept the validity of political activism, and even revolution. Both implicitly regard political militancy as a legitimate form of protest
- both accept that damaging property is a keystone of Suffragette militancy (by 1912).

Candidates may consider the development of militancy. They may refer to the non-militant phase and why this developed into more aggressive forms of protest; certainly by 1912 the nature of Suffragette leadership and organisation may be considered. Mrs Pankhurst led the movement almost as a dictator. The movement was organised and it was large. The social structure of the movement may be considered, especially in terms of the ability of working-class women to join and become activists. Source A is inviting women to play whatever role they can contribute towards fighting the cause.

Question 1

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

How important was the militancy of the Suffragettes in preventing women winning the right to vote before the outbreak of the First World War? (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

Source A suggests that the Suffragettes were not interested in being a benign protest group. Direct action is at the heart of Source A and candidates may use the content to suggest that many Liberal MPs would not offer their support to what was seen as a terrorist group and particularly one that was targeting Liberal anti-suffrage MPs. Equally candidates may suggest that the non-terrorist element of the Suffragette movement, which was designed to maintain anti-liberal electoral campaigns, would attract some support from the political opponents of the Liberals.

Source B illustrates the position of many MPs in that it rejects violence and any form of terrorism but tacitly accepts the idea that change is needed. There was considerable support across parties for women receiving the vote but the use of militancy undermined this to some extent. Source C is clearly focused on the impact of militancy. It refers to the impact of militancy on the liberal government and the hardening of opposition to the Suffragette cause through the increased use of aggressive militancy. It also refers to the impact of militancy on the wider electorate and the national press. The unions are 'indifferent' and the Labour Party does not offer clear support until 1914.

Candidates may use their own knowledge to suggest that there was considerable support for the cause of women's suffrage, certainly up to 1911, amongst many MPs. Suffragette terrorism not only failed to win the vote, but also alienated public opinion. The militancy was taking place in the wider context of industrial unrest and the possibility of civil war in Ireland. No government could submit to political violence in this context. The terrorists were few in number and attacked 'soft' targets rather than economically important ones. This diminished their influence and added to the negative perception. Candidates may refer to Suffragette mythology which sanitises the militancy and presents the Suffragettes as the victims. Suffragette propaganda may be examined.

Candidates may offer other factors in explaining the delay in granting female suffrage. Lack of Parliamentary time in the face of an extensive timetable may have been a factor. The Liberals were under pressure by 1910 and were reluctant to do anything that might benefit the Conservatives. There was political indecision on the nature and extent of female suffrage, particularly since not all men had the vote before 1914. Political incompetence over the Plural Voting Bill also slowed down change. After 1909 there was public opposition to the militancy from the NUWSS and growing concern at dictatorial leadership of the Pankhursts.

Question 2

- 03** Explain why the Liberal Party achieved a landslide victory in the 1906 General Election. (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

- Candidates may argue that both Churchill and Lloyd George played a role. They were vociferous opponents of Balfour in the House of Commons and exploited the growing divide within the Conservative Party over free trade.
- The election had been, primarily, one about voting over free trade. The Liberal Party appeared, to the electorate, to be united and clear on its free-trade position. Chamberlain argued in favour of tariff reform and said that it would strengthen the economy and create jobs. Chamberlain came into direct conflict with the Conservative Chancellor, C T Ritchie. The Conservative Party became fundamentally divided. Balfour failed to heal or manage the division. A leading Liberal Unionist, Lord Hartington had resigned from the Conservative government in 1903 over free trade and this move served to reinforce the unity within the Liberal Party.
- The prospect of more expensive food because of protectionist trade policies pushed the newly formed Labour movement into the arms of the liberals. This Lib-Lab alliance strengthened Liberal victory.
- Some political analysts suggest that the large number of voters who had not cast a vote in 1900 now did so. These floaters chose to vote Liberal in 1906 and this was significant in its contribution to the massive increase in the number of Liberal candidates returned. Candidates may consider the impact of the first-past-the-post voting system.
- Conservative Party organisation was weak in this election. About 27 seats were captured by the Liberals without any opposition.

- The Conservatives failed to hold on to their traditional working class voters in the North West and the South East of England. This was partly due to the prospect of more expensive food but also due to the Taff Vale affair. In addition the Conservatives had failed to establish a record for helping the unemployed. The 1905 Unemployed Workmen Act had had little practical impact. Overall the Conservative had failed to show commitment towards social reform. The 1902 Education Act also galvanised the nonconformists in their opposition to the support given to Church Schools.
- Liberal policies outlined during the election campaign touched every section of the voting public. Each social class or interest group was satisfied by Liberal policies committed to free trade, repealing the 1902 Education Act and the 1904 Licensing Act.

Question 2

- 04** 'The constitutional crisis in the years 1909 to 1911 strengthened the Liberal Party.'
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

The crisis centred on the Lords rejection of the Liberal budget of 1909. The House of Lords was perceived as having an in-built Conservative majority which could be used to undermine the Liberal reform programme and the spending on naval development. Bringing the Lords under greater constitutional control could be seen as a very focused way to strengthen the Liberals and their government. Some may argue that this was precisely Lloyd George's intent by imposing such a range of additional taxation on the rich. The crisis put great pressure on the Conservatives, which in turn may be viewed as a means of strengthening the Liberals. If Balfour allowed the Budget to go through then it would appear to be defeatist in the eyes of the electorate and, more importantly, it would have split his own party. To challenge it could lead to electorate defeat as the Conservatives could be portrayed as the party of the landed gentry working against the interests of the national majority. Despite this, the General Election held in January 1910 resulted in Liberals = 275 seats and Unionists = 273 seats – the Liberals now become more dependent upon the Irish Home Rule Party and the Labour Party for their hold on power. Candidates may develop a link between the constitutional crisis and the outcome of the election by suggesting the crisis damaged the Liberals or that the damage had already been done before 1910. The Home Rule issue became a fundamental element of the crisis. The Liberals depended on the Irish and therefore they had to support Home Rule. This dependency was restated in December 1910 General Election. The Parliament Bill successfully went through in August 1911. The Conservatives had been badly damaged and Balfour resigned as leader in November 1911. The crisis had not removed the fundamental problems of the trade unions and industrial unrest, the Suffragettes or the Irish Question. Candidates may make effective reference to these issues between 1911 and 1914.

Question 3

05 Explain why Britain formed the *Entente Cordiale* with France. (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

- Germany was increasingly seen as a threat to Britain, especially with the prospect of an expansion in the German navy. Candidates can examine the range and nature of German foreign policy at the turn of the century and link this to possible threats. They could, for example, consider the planned expansion of the German navy, the attempts to develop a German influence in the Middle East and the overall significance of policy of Weltpolitik.
- Problems in the Far East between Russia and Japan were perceived as having the capacity to draw into conflict both Britain and France. Britain had an alliance with Japan while the French were allied to the Russians. Continuing disputes over influence in Manchuria moved Russia and Japan closer to conflict. In February 1904 this led to the outbreak of the Russo-Japanese War, which created an added sense of urgency to British and French thinking on some form of entente.
- Problems in Morocco also suggested that conflict between Britain and France might develop. The Entente Cordial settled Anglo-French colonial difficulties in North Africa. Relations in North Africa were normalised when the agreement established Britain's dominance in Egypt and France's in Morocco.
- Overall the agreement was a further step in the process of developing a diplomatic revolution and the restructuring of Britain's international relations in the light of German developments. This process of change had begun in 1902.

Question 3

- 06** 'Sir Edward Grey did too little in response to Germany's threats to international peace in the period between December 1905 and July 1914.'
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

It was quickly apparent that Germany posed the greatest threat to European peace and the interests of Britain. Grey acknowledged this when he commented, 'if the German navy becomes superior to ours, the German army can conquer this country'. The result was a naval arms race which Grey endorsed. Just prior to the First World War, Britain was spending 62% of its military expenditure on naval expansion. Candidates can establish Grey's commitment to British and European peace and security.

Grey inherited a new direction in foreign policy after the Entente Cordial was set up. The question that surrounds Grey is why he did not convert this informal cooperation into a full blown military alliance that would act as a deterrent towards Germany? Did his failure to do so have a significant impact on Germany's aggression leading the outbreak of the First World War?

Candidates may argue that Grey was constrained by Liberal neutralists and disarmers. Grey failed to develop a military alliance with France and this inevitably reassured the Germans. There was no certainty that Britain would enter a war to support the French. Despite this Grey's support for the Entente was reinforced at the Algeciras Conference, 1906. In 1907 Russia was brought into the Entente system. Candidates may explore the significance of this and its impact on Germany. Grey has been criticised for trying to maintain peace through negotiations. Others suggest that he failed to establish a defined and decisive policy to deter Germany. Candidates need to explore the events of July 1914 and the weeks leading up to the declaration of war.