



## **General Certificate of Education**

# **AS History 1041**

**Unit 2: HIS2H**

**Britain 1902–1918:**

**The Impact of New Liberalism**

## **Mark Scheme**

*2010 examination – January series*

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 candidates' 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 candidates' 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 candidates' 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 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)**

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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 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

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January 2010

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

**HIS2H: Britain, 1902–1918**

**Question 1**

- (a) Explain how far the views in **Source B** differ from those in **Source A** in relation to the attitudes of Irish nationalists. (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 candidates 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.**

Differences:

- Source B demands complete independence for Ireland. Ireland must be a 'sovereign independent state.' There is no reference to complete independence in Source A. The opening sentence of this source emphasises that everything that is 'purely Irish' should be controlled by the Irish. Redmond refers to 'self government' rather than sovereign independence. Redmond's support for limited independence through Home Rule is clear in Source A compared with the very different demands in Source B
- Source B is a call to arms amongst Irish nationalists. The second half of the final sentence adequately shows this. The statement is made during the armed Easter Rising. Source A on the other hand rejects violence, 'there are other means at our

hands.’ One emphasises non-violent, constitutional attitudes amongst nationalists while the other emphasises violent struggle

- Source B suggests that nationalists have foreign allies in their campaign for independence and that they have accepted this. They are referred to as ‘gallant allies in Europe’. Source A makes no such references to external support. It presents the struggle for Home Rule as a purely domestic and internal affair.

Similarities:

- both sources regard nationalism as part of an Irishman’s duty. Source B expresses this in terms of summoning Ireland’s ‘children to her flag’ while Source A refers to it as a ‘sacred duty’
- Source B promotes the idea of violent struggle as the route to independence. Source A shows a degree of restrained agreement when Redmond suggests that he understands the use of force. He says such ‘resistance would be absolutely justified.’

Candidates may explore the changes that developed in Irish nationalist attitudes before the First World War. They may consider the emphasis on Home Rule adopted by Redmond but also the development of Sinn Fein and more extremist and radical groups, particularly those by James Connolly. Candidates could develop detail illustrating differing positions within the nationalist camp and the growing reluctance to remain attached to Redmond’s political position. This became increasingly evident up to 1914.

- (b) How important was the impact of war in the development of Irish nationalism in the years 1914 to 1918? (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 candidates 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.**

Candidates may use the sources to suggest:

- Source A illustrates the approach adopted by the political leadership of Irish nationalism before the outbreak of the war. This source underlines the non-violent and

purely constitutional focus taken before the war and acts as a useful balance to the position which developed once the war started and particularly after the Eastern Rising. Candidates may use the source to suggest that but for the outbreak of war the shift in the nationalist approach may not have developed and Redmond's dominance may not have been challenged to any extent

- Source B is placed in the middle of the war. Candidates may suggest that the nature of Irish nationalism has changed dramatically from what it had been before the war. References to foreign aid could be focused upon and developed by candidates through their own knowledge
- this source offers considerable detail for candidates. Links may be made with both Source C and B in terms of the shift in approach to nationalism and the new political power base that Redmond's nationalists had been left with.

Candidates could use their own knowledge to develop detail in Source C. Reference could be made to the increase in Britain's military presence in Ireland which contributed to the feeling amongst Irishmen that Britain did not trust them. Nevertheless the war did not immediately shift nationalism onto a more radical path. There was considerable support amongst Redmond's group and the Irish in general. Redmond's strategy of supporting Irish troops and their use on behalf of Britain abroad was a dangerous one that the war had facilitated and one that began to undermine his position in Ireland. This was further undermined with the creation of a coalition government in 1915. Candidates may explore the Easter Rising, particularly Britain's response to it and the consequences of that response for nationalism in Ireland. Reference may be made to British government policy towards Home Rule and the issue of Ulster from 1917. The 1918 General Election result may be analysed in terms of the context of the war and developments since its outbreak.



**Question 2**

- (a) Explain why the Liberal Party formed an electoral pact with the Labour Representation Committee (LRC) in 1903. (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 candidates 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.**

- There was a fear in some constituencies that if there was a three way contest the LRC and the Liberals might split the anti-Conservative vote and thereby allow the Conservatives to win. To this extent the pact was a purely practical arrangement designed to undermine possible Conservative successes and so damage their dominance of British politics at the turn of the twentieth century
- there was sufficient political consensus between the LRC and the Liberals to enable the Liberals to form a pact. The LRC was not regarded as revolutionary or socialistic and there was considerable common ground between it and many within the Liberal Party
- this consensus may be developed in more detail by referring to the joint opposition the groups showed towards protectionism and the 1902 Education Act
- the Liberals reasoned that there were elements of the LRC's policies which would appeal to working class Conservative voters. By promoting the LRC in some constituencies the working class Conservative vote might shift away from the Conservatives. The Liberals felt the LRC would have a better chance of achieving this

than they would. Again, the target motive in the pact was to damage the Conservatives and thus advantage the Liberals

- there was a financial motive in the pact. Contesting fewer seats would enable the Liberals to either fight a General Election at less cost or focus their election spending more effectively.

- (b) 'Balfour's leadership was responsible for the decline in the power of the Conservative Party in the years 1902 to 1906.'  
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 candidates 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.**

Balfour's leadership:

- some historians argue that Balfour was too cautious and often failed to offer decisive leadership. This could be illustrated through his failure to adopt a firm position on Chamberlain's tariff reform programme. His efforts to preserve party unity appeared to achieve the opposite

- he made some strategic errors. He resigned without asking for a General election. The King appointed the Liberal leader, Campbell-Bannerman and then an election was called for January 1906. Balfour had also hoped to exploit the apparent divisions within the Liberal party on Home Rule. This failed
- his aloofness and apparent lack of interest in national affairs have been emphasised by historians. He failed to inspire both his own party and the nation at large
- he failed to attract industrial working class support sufficiently. This was particularly significant at a time when the Labour movement was developing in its infancy. He failed to reverse the Taff Vale judgement and the 1905 Unemployed Workmen Act proved to be inadequate. These failings by Balfour further distanced the industrial working class from the Unionists
- he endorsed measures that lost the Unionists core support. The impact of the 1902 Education Act is a clear example of this which candidates could evaluate.

Other factors:

- a key factor is the split in the Unionist movement caused by Chamberlain's commitment to an imperial preference tariff system that may have led to economic integration within the Empire
- candidates may develop the above point and consider the details of the division and its significance through the defections to the Liberal Party, e.g. Churchill, the creation of the Tariff Reform league and the Unionist Free Food League
- the Liberal party was united in its opposition to tariff reform and this was well in tune with popular public opinion on the eve of a General Election by early 1906
- politically damaging incidents accelerated a negative public perception of the Unionists. The Chinese slavery issue was one such example
- candidates may also refer to the impact of the 1903 Lib-Lab Pact.'

**Question 3**

- (a) Explain why the House of Lords rejected the People's Budget in 1909. (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**
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- 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**

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- The Lords reflected the wealthier elements of British society. It was this group that felt its interests were under greatest threat from the People's Budget. This would come not only through the tax increases proposed in the Budget but also through the plan to set up a Development Commission designed to carry out a land valuation for new taxation on land
- there was considerable opposition outside the House of Lords. This came from some Liberals, the Irish nationalists and the brewing industry. This additional opposition further encouraged the Lords to go ahead with their own opposition
- the Lords regarded the Budget as the basis for a social revolution. There was a certainty that the Budget was the first step in Lloyd George's plan to undermine the power of the landed aristocracy, the traditional ruling class in Britain
- the Lords knew that they had the constitutional power to veto the Budget, even though traditionally this had never been done previously. They also knew that the principal opponents of the Liberals, the Conservatives, dominated the House of Lords.

- (b) The Liberals introduced social reforms in the years 1906 to 1911 in order to strengthen their own political power.' (24 marks)

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

### Levels Mark Scheme

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### Indicative content

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Liberal political power:

- there was an increasing threat from the rise of the Labour movement. By targeting the most socially deprived groups, the poor, children and the elderly, the Liberals aimed to appeal to the wider working class vote that may otherwise have been attracted towards the Labour movement. This was particularly significant in view of the strengthening relations between the trade unions and the Labour movement

- the Liberals also wanted to seize the initiative from the Conservatives by developing a welfare reform programme before they could. There was considerable support for welfare reforms amongst the Conservatives and the Liberals needed to take their opportunity to steal a march on them while they had the chance in office
- key individuals were fiercely ambitious and regarded social and welfare reforms as the primary opportunity to influence their own status within the Liberal party and to advance that group nationally. This in turn would ultimately strengthen their aims of high political office. Individuals such as Lloyd George and Churchill may be seen to fall into this mind set.

Other factors:

- there was an actual need for reform given the research material that emerged from studies by individuals such as Rowntree and Booth
- Lloyd George was a committed radical reformer
- the impact of New Liberalism is central as a factor influencing the social and welfare reforms. Candidates could explore the significance of New Liberalism in some detail as part of their assessment
- there was a genuine recognition that national efficiency could not be achieved unless there was some significant state interventionism.

Candidates may suggest that the groups targeted for reforms had limited electoral value. Equally they may comment on the limited impact of the reforms and suggest that they were essentially cosmetic and therefore primarily a political tactic rather than a true commitment to develop meaningful welfare programmes over the long term.