



**General Certificate of Education  
June 2010**

**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 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.

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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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June 2010

**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 Liberal Party's reasons for introducing social welfare reforms from 1906. (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.**

Candidates will need to identify differences between the views of the two sources. For example:

- the focus of Source B is primarily on welfare reform, specifically for the elderly, the sick and children. These are the most vulnerable groups and therefore the ones that the Liberal Party must help. Source A is focused on the political imperative of ensuring that the ILP does not win the support of the 'working men of Britain'. Welfare reform is necessary in order to ensure the loyalty of the working classes

- Source B refers rather generally to the Liberal Government using its 'powers to establish universal standards of life and labour'. The Government has the power to enact the changes and it will use that power. Source A refers specifically to confronting the House of Lords should there be obstructionism there. This source almost predicts what was to come between 1909 and 1911. The implicit rationale in Source A, unlike Source B, is that the reforms will trigger a constitutional clash. It almost appears as if Lloyd George's primary rationale is based on constitutional confrontation
- Source B refers to the danger of some people linking welfare reform to socialism. This reference may be interpreted as an attack on the views of, and opposition from, Gladstonian Liberals and/or Conservatives. There is no reference to the opposition in Source A. The potential opposition is specifically defined in that source as the 'landlords, the brewers and the peers'. Source B is almost accepting the inevitability of divisions within the Liberal Party as a result of the plans while Source A acts as a rallying call aimed at uniting Liberals
- Source B focuses on the priority that must be given to children. The implicit rationale here is that children are the country's future. Source A focuses on the elderly as the target group to help. This implies that the rationale is about appealing to the electorate rather than preparing the next generation for work and the national efficiency associated with a healthy workforce.

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

- the Liberals had mixed motives for developing welfare reforms. There was a perceived political challenge from the growing Labour movement but there was also a real awareness of the need for greater national efficiency, particularly after the problems experienced during the Boer War
- these speeches were made within a day of each other. Candidates may suggest that there was a degree of coordination designed to focus on different criteria. This could explain the differing focuses in each source
- there was no absolute unity amongst the Liberals as far as these reforms were concerned. In 1906 it was the very early stages of 'New liberalism' and there was a need for those who were committed to it – Churchill and Lloyd George – to appeal to as wide a range of the party as possible. This could be done by emphasising different priorities.

To address 'how far', candidates should also indicate some similarity between the sources. For example:

- both sources emphasise the role of Liberalism as being one of addressing the social condition of the people, particularly in terms of poverty. Source B refers to this as 'the mission of the Liberal Party' while Source A emphasises the need to 'cope seriously with the social condition of the people'. The similarity lies in the fact that both see the urgency of the need for action by the Liberal Party
- both sources have an implicit acceptance that the state has a new role to play in the welfare of the most vulnerable. In both sources there is an implicit commitment to 'New Liberalism'.

In making a judgement about the degree of difference, candidates may conclude that the differences were largely cosmetic. It was a difference of focus rather than one on principle.

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**Question 1**

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

How successful, by 1914, had the Liberals been in fulfilling the aims of their welfare reforms? (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.**

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Candidates should be able to make a judgement by addressing the focus of the question and offering some balance of other factors or views. In 'how important' and 'how successful questions', the answer could be (but does not need to be) exclusively based on the focus of the question.

Candidates should use the sources as evidence in their answer.

Relevant material from the sources would include:

- **Source A** This refers to the targets the Liberal Party set itself for its term of office after 1906. It suggests a high level of determination to deliver reforms focused on dealing with poverty. The source identifies targets in terms of those who could obstruct the plans. Overall the source implies a degree of commitment that would be difficult to resist both from within and outside the Liberal Party
- **Source B** This same theme is present in this source. Reference to words like 'mission' suggest this. This source also focuses on the challenge from those who are not part of the 'New Liberal' thinking. It rallies support from within the Party and calls for unity and determination. Again there is an implicit suggestion that the reforms will succeed and the objectives underlying them will be fulfilled
- **Source C** This clearly offers an evaluation of the effectiveness of the reforms. Essentially it suggests that the reforms had very limited success and made little real difference to the issue of national poverty. The Party members had not been united under the banner of 'New Liberalism' and the quest for national efficiency and political advantage over the Labour movement had not been achieved.

From candidates' own knowledge:

Factors suggesting the reforms had achieved their aims might include:

- the confrontation with the major opposition groups was successful. Candidates may examine aspects of the constitutional crisis between 1909–1911 and suggest that opposition was skilfully dealt with
- all the areas that were focused on for reform were successfully targeted. The welfare reforms were carried through for children, the elderly and workers
- the foundations of a more developed system of welfare reform were laid not only in principle but also through specific legislation that was financed by the state
- the reforms were controlled and contained. The New Liberals did not sacrifice individualism on the altar of state control. The Liberal Party remained intact.

Factors which suggest the aims were not fulfilled:

- the impact of the reforms was limited. The Old Age pensions scheme offered very limited practical help to the elderly and there were numerous conditions set to actually receive the pension
- there was a high level of flexibility in the reforms, particularly those dealing with children. Local authorities were free to implement or not implement the reforms, such as those dealing with school meals
- the details in Source C could be easily expanded upon by candidates as a means of challenging the effectiveness of the reforms.



Good answers are likely to conclude that although the reforms appeared to be a success they were very limited. However in terms of what the Liberals set out to achieve, the reforms may be regarded as a real success.

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**Question 2**

- 03** Explain why the issue of 'Chinese slavery' in 1903 caused opposition to the Conservative Government. (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.**

Answers should include a range of reasons as to why the issue of Chinese slavery caused opposition to the Conservative Government.

Candidates might include some of the following factors:

- the labourers were housed into large camps. The close proximity of so many men together offended the moral sensitivity of many people in Britain
- there was a perception that the Chinese were being treated as 'slaves' in order to enable them to be exploited by the already rich gold mine owners
- working class people felt that their own economic opportunities were being taken by the use of such foreign labour.

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

- Milner's plan had already been overruled by Chamberlain at an earlier point. The government ignored this sound policy and pressed ahead with the scheme. The moral outrage of the general public had already been identified by Chamberlain
- memories were revived of the use of large concentration camps during the Boer War. The same type of camp was now being used in the same geographical area.

And some of the following short-term/immediate factors

- the political opposition were already able to challenge Conservative policy on a number of other current issues, e.g. the 1902 Education Act. This opposition context also fuelled attitudes towards the use of Chinese labour in South Africa
- trade unions warned working class voters against supporting the Conservatives because they would be treated in the same way as the Chinese. This was the opportunity to take immediate action to undermine the Conservatives.

To reach the higher levels, candidates will need to show the inter-relationship of the reasons given. For example they might place the events in the context of the problems faced during the Boer War and comment on the lack of thought in terms of the political outcomes of repeating the inhumanity experienced during that war. They may also develop the issue of political opposition to Conservative policies in general and note that the Chinese slavery issue was simply a further opportunity to attack the conservatives.

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**Question 2**

- 04** 'The Labour Party had become a significant political force by 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**

**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 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 Lib-Lab Pact of 1903 had formed the basis of the development of the Labour movement. It acted as a springboard for the political growth of the Party. It was major factor in enabling the movement to develop into a defined political party by 1906
- the Party had effective political leaders who were able to keep it united and enable it to develop support. Reference may be made here to Hardie, Henderson and MacDonald
- there are examples of the Labour Party's political influence which indicate its growing power base. Reference could be made to the 1906 Trade Dispute Act. Candidates may also examine the influence Labour had on the welfare reform programme developed by the Liberal Government between 1906 and 1911
- the Party was aided by the introduction of the payment of MPs in 1911. This effectively neutralised the damaging impact of the 1909 Osborne Judgement. The latter was finally removed in 1913 through the Trade Union Act.

Evidence which disagree(s) might include:

- the number of Labour MPs was fewer in 1914 than in 1906. The Party had not done well in the 1910 General Elections
- the 1910 elections had caused the Liberals to become dependent on the Irish nationalists. This undermined Labour's influence over the Liberals
- the Liberal reform programme was only marginally influenced by Labour. The Liberals had a strong enough majority at that point to promote their own policies without absolute dependency on Labour
- association with the industrial unrest of 1911 weakened the popular support of the Labour Party.

Good answers are likely to/may conclude that although the Labour Party had grown since 1906 it was, by 1914 still only a marginal force. Its opportunities had been undermined by the stronger power of the Irish nationalists and the influence they held over the Liberals.

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**Question 3**

- 05** Explain why a new coalition government was established in December 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 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.**

Answers should include a range of reasons as to why a new coalition government was established in December 1916.

Candidates might include some of the following factors:

- Lloyd George wanted to attain more political power for himself. He wanted to be Prime Minister and he saw his opportunity by December 1916. His personal political ambition was a key factor
- Lloyd George wanted a smaller group with responsibility for planning. He wanted an end to the slow and cumbersome Cabinet approach favoured by Asquith
- the aim was to return the running of the war into the hands of civilians and thereby prevent the social and political breakdown some predicted would follow repeated costly military blunders.

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

- the war effort was being undermined by the current structure. The key example of this was the 1915 shell scandal. The problems over the introduction of a system of national conscription also necessitated an alternative to the inadequate Asquith coalition
- the war had degenerated into a stalemate as 1915 had progressed. By 1916 there seemed to be no clear strategy in place that could accelerate a victory. Asquith's coalition appeared to offer only more of the same as the people of Britain became increasingly disillusioned.

And some of the following short-term/immediate factors

- Lloyd George gained the support of key individuals such as Bonar Law and Edward Carson
- there was a sense of urgency for change as other crises emerged. These included the 1916 Easter Rising and the shifts in the state of Irish nationalism
- Conservative ministers were, by December 1916, prepared to serve under Lloyd George. He had also secured the backing of about 100 Conservative, Labour and Liberal MPs.

To reach the higher levels, candidates will need to show the inter-relationship of the reasons given. For example, they might comment on the weaknesses of Asquith and the political ruthlessness of Lloyd George. He exploited a national crisis in order to advance his own career. However they may also suggest that the war was not being resolved and there was a popular support for change.

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**Question 3**

- 06** 'From the outbreak of war in 1914, until its end in 1918, the state succeeded in controlling all aspects of British society.'  
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.**

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



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

- candidates may consider the concept of total war and what the implications of this were for the expansion of state control. Total war was recognised and it could only be addressed effectively by increased state control
- DORA was key legislation that candidates may explore and illustrate the extent of the control imposed by the government
- the introduction of national conscription and the consequences for those who refused to accept it may be examined in order to illustrate the huge shift away from individualism during the course of the war
- the existence of a small wartime coalition also suggests a decline in democratic participation and therefore a further element of control.

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

- the dates are significant. Conscription was not introduced until 1916. Therefore candidates can challenge the idea that control existed from 1914
- there were a number of examples of industrial unrest in the form of strikes. The fact that this was possible limits the view that the state had complete control
- the shell crisis of 1915 suggests that the state did not have the control over the workforce that is suggested in to proposition in the question
- the labour force was free, to a large extent, to determine its own use. Workers made choices. They were not simply directed en masse into particular jobs, although some were.

Good answers are likely to/may conclude that the degree of control increased over time. They may challenge the view that it started in 1914 and remained constant throughout the war.