



**General Certificate of Education
June 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 events which all examiners participate in and is the scheme which was used by them in this examination. The standardisation process 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 standardisation each examiner analyses a number of students' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, examiners encounter unusual answers which have not been raised 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

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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)

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

June 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 1906 General Election. (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

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 views of the two sources. For example:

- Source B suggests that the Lib-Lab pact enabled the Liberals to win the election. Source A suggests that a range of unpopular Conservative policies lost them the election
- Source B indicates the emergence of the Labour Party as the political force representing the working classes. Source A is focused entirely on Conservative policies and makes no priority of the development of a new political movement that successfully challenged them in the election

- Source B does not regard Conservative policies as being significant. There is a reference to policies in terms of working class traditional compliance. Source A itemises policies, particularly those that had a direct impact on the working class, e.g. the Chinese slavery issue and tariff reform
- Source A suggests that groups other than the working class were responsible for the result. The reference to the 1902 Education Act implicitly suggests a significant non-conformist factor. Source B is focused much more directly on the role of the working classes.

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

- the Liberals and the Labour movement did form a political pact and this was a significant factor in the Conservative defeat
- the Labour movement was making major headways into the working class electorate. Its political impact was, however, limited even with the advantage of the Pact with the Liberals
- although there was a growing sense of class consciousness the wider electorate found many Conservative policies had had a negative impact on them. This was particularly evident for the non-conformists and their religious and moral stance.

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

- both sources suggest that the working classes abandoned the Conservatives. Source B does this explicitly through the reference that the working classes either had their own students or allied with the Liberals in order to defeat the Conservatives. Source A refers to this idea indirectly through the reference to the idea that the Conservatives were seen as a party representing the interests of the rich minority.

In making a judgement about the degree of difference, students may conclude that the really significant factor was the political management of the Lib-Lab Pact. This alliance may be linked to the unpopular policies and together this almost guaranteed an electoral defeat for the Conservatives in 1906.

Question 1**02** Use **Sources A, B and C** and your own knowledge.

How far was the political decline of the Conservatives in the years 1902 to 1906 due to their failure to keep the support of the working classes? (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. 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.

Students should use the sources as evidence in their answer.

Relevant material from the sources would include:

- **Source A:** This source suggests a multi causal process underlying the decline. It also suggests a commonality about the causes. The overall priority was the popular perception that the Conservatives were protecting a small elite of rich people. This supports the view proposed in the question but it does not fully focus on merely the working classes.
- **Source B:** This source is more directly focused on the role of the working class in the decline of the Conservatives. It makes it clear that the working class have opted to develop their own policy base rather than comply with traditional Conservative policies.
- **Source C:** This widens the range of factors which undermined the Conservatives. There is clear reference to the existence of support from the Irish as well as the strong position of unity with which the Liberals entered the campaign. There is a useful reference to the Conservative failure to hold on to the 'political centre'. This could be used effectively by students to establish a balanced response to this question.

From students' own knowledge:

Factors suggesting the loss of significant working class support was a primary factor in the gradual decline of the Conservatives between 1902 and 1906 might include:

- the working class represented the largest electoral group. This became particularly significant when the LRC came into existence and the political left formed a pact with the Liberals
- the Conservatives alienated many working class voters and potential supporters throughout the period 1902 to 1906. The Taff Vale judgement, the Chinese slavery issue and tariff reform were crucial factors in this alienation process
- the Conservatives failed to develop welfare reform proposals which would appeal to the working class, particularly during the crucial period of the early development of more defined class based politics.

Factors suggesting that working class support was necessary but that it was not, in itself, sufficient to explain the decline of the Conservatives during this period might include:

- many of the electorate were not members of the working class. The non-conformists rejected the Conservatives because of the 1902 Education Act, which they regarded as funding faith schools through the rates
- the Liberal Party was largely united during this period and was able to systematically challenge the Conservatives, particularly from 1903. This enabled the party to strengthen its political position throughout the period 1902 to 1906
- the Conservative Party was split throughout the period. Issues such as tariff reform and the divisive contribution of Chamberlain only served to weaken the Conservatives throughout the period.

Good answers may conclude that the Conservatives were the architects of their own decline. The Party did almost nothing to ensure the loyalty of its working class supporters. This occurred within the context of an ever stronger political rival, the Liberals.

Question 2

03 Explain why the Liberal Government introduced Old Age Pensions. (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 Liberal government introduced the Old Age Pensions Act in 1908.

Students might include some of the following factors:

- it was consistent with their development of 'New liberalism'
- it was perceived as a politically popular move and one that might reinforce the political strength of the Liberals amongst those of the electorate who might begin to favour the political left and the Labour movement
- it was a central element of the welfare programme the Liberals were seeking to introduce, along with reforms linked to children and the workers
- it was a means of capitalising on the landslide victory over the Conservatives. There was a fear that the Conservatives might develop such legislation if they came into power in the near future
- it was a response to Bismarkian social policy, which included old age pensions.

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

- it was a political response to the work of Rowntree and others and the conclusions reached about poverty and the poverty line
- it was an attempt to contribute to a more efficient system of relief for the elderly poor as an alternative to entering the workhouse system.

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

- there was some pressure from the newly emerging Labour movement, which was still in a political alliance with the Liberals
- this was a calculated prelude to the 1909 budget and the political crisis that was anticipated would follow from it.

To reach higher levels, students will need to show the inter-relationship of the reasons given. For example, they might link the social and political motives.

Question 2

- 04** 'The constitutional crisis of 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

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 agrees might include:

- the crisis damaged the Conservatives. The Party split into a series of groups. The Unionists were undoubtedly weakened through the divisions revealed by the crisis
- Balfour made the decision to resign. Many historians argue that this failed to resolve the internal divisions within the Unionist movement and this in turn strengthened the Liberals
- the crisis enabled the Liberals to achieve a remarkable political victory over the Unionist dominated Lords, with the passing of the 1911 Parliament Act
- the victory enhanced the personal political reputations of Asquith and Lloyd George
- the Liberals were able to press ahead with their programme of reform.

Evidence which disagrees might include:

- Balfour's resignation is seen by some historians as a benefit to the Unionists in that by 1914, under Bonar Law, the party had restored unity. Overall the crisis is perceived as having a positive outcome for the political opponents of the Liberals
- although the Parliament Act restrained the Lords by imposing a delaying power and ultimate power retained by the Commons it still enabled the Lords to interrupt Liberal legislation up to 1914
- the crisis cost the Liberals their overall majority in Parliament because it forced a general election which left the Liberals dependent on the Irish Nationalists and the Labour Party
- the Liberals were forced to address the issue of Home Rule, a political crisis in itself
- according to Dangerfield, the decline of the Liberals accelerated from 1910. The quarrel with the House of Lords was one factor which contributed to the decline of Liberalism following the Great War.

Good answers may conclude that the crisis did generate some political advantages for the Liberals but that the negative outcomes for the Party as whole far outweighed these apparent gains from the crisis.

Question 3

05 Explain why Britain competed in a naval arms race with Germany from 1905. (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 Britain became involved in a naval arms race with Germany from 1905.

Students might include some of the following factors:

- it was a response to Germany's naval expansion programme. This was perceived as an integral part of Germany's ambition to become a global power (Weltpolitik). This inevitably posed a threat to Britain's global 'superpower' status
- Britain had a relatively small standing army and this had to be compensated for by the expansion of her naval power, especially in view of Britain's scattered global empire and its associated vulnerability
- in order to counter any possible invasion attempt by Germany as its naval power grew, it was necessary to develop the British navy as a defensive force
- the 1904 entente with France, and later with Russia, underlined the reality that Britain and Germany would not achieve the status of allies – which had seemed like a 'natural' outcome at one point

- reference may be made to the reforms developed by Fisher.

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

- in 1912 there was a further acceleration of Germany's naval expansion. This was part of Germany's unwillingness to accept a pro-British proposal to establish a ratio on ships which retained Britain's superiority
- Media pressure – 'We want eight and we won't wait'.

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

- the *Dreadnought* class made all other warships obsolete, therefore they had to be replaced, particularly as Germany developed a similar quality of vessel.

To reach higher levels, students will need to show the inter-relationship of the reasons given. For example, they might connect the nature of an arms race with other factors that stimulated it, particularly the media pressure and the diplomacy that linked Britain to France. In effect the map of European diplomacy had changed and the nations of Europe were becoming increasingly polarised and the naval arms race was a manifestation of this process.

Question 3

06 'Lloyd George was only interested in his own political advancement in the years 1914 to 1916.'

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 Lloyd George was driven by political ambition as opposed to the idea that his own personal political advancement played only a secondary role in his actions from the outbreak of the war until his appointment as Prime Minister.

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

- Lloyd George knew that by accepting the Premiership in December 1916 he would drive a wedge between sections of the Liberal Party and create a rift that may never be healed. He was willing to take this risk in order to advance his own political status
- he accepted the fact that he was the only Liberal represented on the 5 member War Cabinet. This significantly opened political opportunities for his own party's political opponents, especially the Conservatives but also the Labour Party
- some historians argue that he was a political opportunist who was not really committed to his party
- his commitment to the war effort may be interpreted as really the actions of a self serving individual who wanted to exploit the war in order to make the people see him as an outstanding leader who was willing to put the nation above party. He had an ulterior motive in his apparent commitment to victory.

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

- Asquith was a weak and indecisive leader and his removal from a position of power was a necessary act of political sacrifice rather than a piece of political opportunism undertaken for Lloyd George's own political gain
- Lloyd George made no attempt to engineer a political coup during the period 1914–1915. He remained loyal to the Liberal leadership
- Lloyd George's commitment to the war effort and victory for Britain overrode any considerations for his own personal advancement. This is particularly evident through his success in bringing the shell shortage to an end. He was focused on this role as Minister of Munitions rather than political gain for himself.

Good answers may conclude that Lloyd George was a political opportunist but ultimately he was committed to victory and this could not be achieved while Asquith ran the war machine.

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