

Teacher Resource Bank

GCE History

Candidate Exemplar Work (June 2009):

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



The following responses are not 'model' answers, nor are they indicative of specific overall grades, but are intended to illustrate the application of the mark scheme for this unit. These responses should be read in conjunction with the HIS2H Question Paper, Sources Booklet and Mark Scheme.

Copies of the paper and are available from e-AQA or the AQA History Department.

E-mail: history@aqa.org.uk

AQA GCE History Teacher Resource Bank Commentaries on June 2009 AS answers

General Introduction by the Chief Examiner

The first June examination series for the new AS specification saw some excellent examples of well prepared candidates who were able to demonstrate their breadth of knowledge and depth of understanding by addressing the questions set directly and efficiently. Sadly, it also suggested that, whilst some candidates knew the material quite well, they struggled to apply it successfully to the questions asked. At the lowest end, there were, of course, some candidates whose knowledge let them down, but even these might have been able to achieve more highly had they thought more carefully about each question's demands.

The importance of timing for both Units needs to be stressed. In Unit 1 candidates should allow themselves approximately 12 minutes for the first part question and 25 minutes for the second. In Unit 2, they could spend 15 minutes on the first part question and 30 minutes on the second, but they are likely to need slightly longer for the source question. Good time keeping is essential in any examination. No matter how successful the answer to the first part question, an incomplete second part question will always mean a loss of marks (notes receive limited credit).

These commentaries are intended to help teachers and candidates to understand the demands of each question type and consequently to encourage students to perform at the highest level of which they are capable. Please note that errors relating to Quality of Written Communication (of spelling, syntax, etc.) have been reproduced without correction. Please note that the AQA convention for question numbering will be changing as from the June 2010 examination papers. Examples of the new format for question papers can be found elsewhere in the Teacher Resource Bank.

Unit 1

The first part of each question in Unit 1 (those questions labelled 01, 03 and 05 in the new numbering style from June 2010) asks candidates to 'explain why' an event, issue or development came about. The best candidates answered this question, not only with a selection of reasons (and a minimum of three well-explained reasons was expected for Level 3/4), but also by showing how those reasons linked together. This is essential to meet Level 4 criteria and can be achieved by prioritising, differentiating between the long and short-term factors, or showing how different categories of reasons, such as political, social and religious inter-link. It is not, however, enough to simply assert that the links exist – they also needed explaining.

Candidates who only performed at Level 2 often wrote too descriptively, whilst many achieved a good Level 3 by offering a range of relevant and clearly explained reasons but failing to make any links between them. As the exemplars demonstrate, answers did not need to be long but they had to be effectively focused and directed to achieve good marks.

The second part of each question (those questions labelled 02, 04 and 06 in the new numbering style) asked for a response to a question beginning 'how far, how important or how successful'. Each question stem invited candidates to offer a balanced response and this was the key to an award at high Level 3, 4 or 5. Most answers which achieved only a Level 2 or a low/mid-Level 3 mark contained too much description, were excessively one-sided or lacked depth and precision in their use of examples. Some candidates also failed to address the full question set, often

by ignoring starting or finishing dates. To achieve the higher levels, candidates needed to balance one side against another. For example, a question asking how far 'X' contributed to 'Y' demanded a consideration of the importance of other factors which also contributed to 'Y'. Sometimes questions, particularly 'how important' questions (e.g. how important was 'X' in bringing about 'Y?'), could be balanced by considering the ways in which 'X' was important as opposed to the ways in which it was not, rather than introducing 'other factors'; either approach was equally legitimate. The crucial test of an answer was, therefore, the degree to which the candidate was able to argue the issue and how well that argument was supported by accurate and precise evidence. The best answers at Level 5 managed to sustain a focus and convey convincing individual judgement.

Unit 2

The first part of question 1 (labelled 01 in the new numbering style from June 2010) asks students how far the views in two given sources (A and B) differ, in relation to a given topic. Perhaps the most common error was to waste time writing a paragraph or more about the source content before addressing differences. Levels were awarded according to how well candidates identified and explained differences of **view**. This was not simply an exercise in source comprehension, so such answers received an award of only Level 1/2. Contrasting 'views' required students to go beyond the mere words of the sources or their omissions, and to assess 'how far' the sources differed required some awareness of the degree of **similarity** they contained. To meet the full demands of the question and obtain an award at high level 3/4, candidates also needed to introduce some contextual own knowledge to explain the differences and similarities identified – possibly (but not necessarily) referring to provenance when it helped the explanation, and, more often, explaining references in the sources and drawing on their contextual knowledge to account for differing views.

In the second part of question 1 (labelled 02 in the new numbering) candidates were asked to answer a question beginning 'how far, how important or how successful' with reference to the sources as well as their own knowledge. The best answers to these questions maintained a balanced argument (as explained for Unit 1 above) and the information given in the sources was used in support of that argument. Poorer answers tried to address the sources separately – at the beginning or end of the answer, or sometimes as an asterisked afterthought. Those who omitted them altogether could not obtain more than top Level 2. Whilst the main criteria for the higher levels was the degree of argument, the precision of the evidence and the judgement conveyed, in addition to these, good source use could ensure that students were placed higher in a level than those who used the sources in a perfunctory way. Source use needed to be explicit, and the best candidates appreciated that Source C was provided to give further ideas and/or information that was of direct relevance to this question.

In questions 2 and 3 (03/04 and 05/06 in the new numbering) candidates were asked to respond to an 'explain why' question – on which comments will be found under the Unit 1 commentary above – and a short, provocative quotation about which they were invited to explain why they agreed or disagreed. The demands here were similar to those for the second part of Unit 1 (b) questions. In adopting a view about the quotation, candidates were expected to examine the opposing arguments in order to reach a balanced judgement on the extent of their agreement/disagreement.

Sally Waller Chief Examiner December 2009

GCE History HIS2H: Britain, 1902–1918: The Impact of the New Liberalism

Responses to June 2009 Questions

Candidate 1

- 1 (a) Explain how far the views in **Source B** differ from those in **Source A** in relation to Suffragette militancy. (12 marks)

The sources differ greatly with the use of militancy and its effectiveness for the suffragettes campaign. In source A the speech is made by the radical Emmeline Pankhurst the leader of the WSPU urging militancy in all forms to the government until they get their principles right whereas Source B is from the sensible minded Labour MP Ramsay MacDonald who sympathises with their cause but knows militancy disguised as a revolution will achieve nothing.

Source A is explaining the WSPU's terror campaign to force the government to listen to their pleas for the right to vote. The aim is to threaten the government into submission by using militancy to achieve the rights for universal suffrage they believe they deserve however in a time when still some men are unable to vote the idea carries little meaning. Source B explains how by being militant the government will never take them seriously and never meet their needs. Ramsay Macdonald in relation to militancy describes it as "Childishness disguised as revolution" and "simply silly and provocative". Those who truly care for the case would demonstrate peacefully to show women deserve the vote, not foolish middle class women who think breaking windows will achieve anything.

Source B is from one of the few MPs who sympathise with the cause and take it seriously but know the disgraceful antics of the militant suffragettes described in source A will fault the cause of the sensible women who truly deserve the vote.

Principal Examiner's Comments

The first paragraph identifies a clear difference between the views through the recognition that one urges extreme action whilst the other opposes it. At the end of this paragraph there is a subtle but clear reference to the fact that Source B also acknowledges some support for the direct action and this constitutes a similarity in the views. Some contextual own knowledge is included through the reference to limitations on universal male suffrage. Source B reinforces the differences by developing the importance of non-violent change. The answer identifies both similarities and differences and places these in the context of relevant own knowledge and in doing so suggests good understanding of the period and the topic. Level 4 – 11 marks.

Candidate 2

- 1 (a) Explain how far the views in **Source B** differ from those in **Source A** in relation to Suffragette militancy. (12 marks)

Source A is from a speech by Emmeline Pankhurst, one of the important figures and leaders of the suffragette campaign. Source B is comments made by a labour Mp so the the views shouwed in both sources are bound to have differences.

One of the differences between the 2 sources is Emmeline is trying to inspire women to be violent against the government and source B is just the labour mps views of the suffragette campaign so the language used in source A is stronger. Another difference in the two sources is source A clearly agrees with the militancy maybe because in 1912 the suffragettes were frustrated by the lack of government co-operation to give women the vote. Whilst Source B disagrees with the suffragette militancy which corresponds with the general parliament view of the time that the militancy is childish and foolish and made the government even more distant to agreement with the suffragette.

The similarity between the two is Source A agrees with the cause of the suffragette militancy and Source B also appears to do so to a less extent but the labour party was more keen to give women the vote than the in power liberal party.

Both sources agree on the cause of the suffragette militancy but don't agree with the means of the suffragette militancy.

Principal Examiner's Comments

The answer attempts to suggest both similarities and differences but these are not clearly defined. The second paragraph opens with an undeveloped and generalised difference in the views. Later in the paragraph this difference becomes more developed and there is relevant, but limited, contextual detail and some reference to source content. The attempt to suggest a similarity between the views is made in the penultimate paragraph. Its lack of development limits its clarity as a similarity. Although this response appears to have characteristics compatible with level 3 it is more heavily weighted with level 2 qualities but may legitimately be placed at the top of Level 2. Level 2 – 6 marks.

Candidate 3

- 1 (b) How important was the militancy of the Suffragettes in preventing women winning the right to vote before the outbreak of the First World War? (24 marks)

Source B and C would suggest that the militancy of the Suffragettes was what prevented women winning votes until the outbreak of the first war, source A otherwise.

Source B suggests that politicians saw the women to show "childishness" and be "silly and provocative", for politicians such as the anti-women suffrage PM Asquith, the womens actions only helped to confirm some of his reasons against the vote, being that women were too emotional and not very rational. Their behaviour didn't do anything to disprove this.

Source C agree that the militancy was very important because “increasingly militant tactics” resulted in the Liberals “hardening its resistance” as can be seen by the ‘Cat and Mouse Act’ of 1913 which showed little sympathy towards the women who were making a political stance.

Source A however disagrees and saw the “expressing your militancy” as raising awareness. Therefore speeding up the process by making it a current issue. This argument can be accepted because the peaceful suffragists had much less impact on awareness before 1903 when the suffragettes was first established.

This increase of awareness through militancy “failed to convince the majority of voters, namely British men” source C says, this would support the argument that militancy was important in preventing getting the vote because if the electorate were unimpressed the parties didn’t really need to listen. The public were pushed away by extremist acts such as when Emily Davidson flung herself under the Kings Horse at the Derby in 1913, being killed. Not only were men turned away but also many women who thought the extremes they were going to were too much. Source B saw them as “foolish” and “going out with little hammers in their hands”. There is always the claim that if women hadn’t increased militancy tactics then they could have had the law in 1913 because, votes were incorporated in a Bill in 1912, but because it changed the nature of the Bill it was taken out, but would have probably been tried again, suggesting that the militancy of the women was very important in stopping this.

However another reason other than the militancy that is important in preventing the women getting the vote is mentioned in source B. As the suffragettes are called “foolish middle-class damsels”, part of the reason Asquith didn’t want to give the vote was his own hostilities. He didn’t want women to have the vote because he was worried it would significantly increase the number of middle class voters who would vote conservative, if he was to give the vote to women householders, therefore he was worried he would lose his party’s place in government.

Overall although the suffragettes did help raise awareness – the result of this was alienating people, as source A says their constant “attack on property” not forgetting the attacking of MPs led to MPs turning away from introducing the right to vote. For example Lloyd George was a keen supporter but they lost his support by targetting him and his home was badly damaged in a bomb blast. However there were also other non-militancy reasons such as Asquith’s personal hostilities against the repercussions of giving women the vote on his party and on society as a whole as it would disrupt women’s roles as stay at home mothers, while the man played the more political part.

Principal Examiner’s Comments

The answer quickly addresses the sources in order to extract relevant detail. There is an emphasis on the negative elements of pre-war militancy and this is clearly drawn from the sources. Some contextual detail is included to reinforce the views in the sources. The answer offers an interpretation of the view in source A. It suggests that militancy was about raising popular awareness and acted as a necessary and positive force. The answer integrates the source content with the candidate’s own relevant contextual knowledge. Some balanced comments are well developed using both the sources and the candidate’s own knowledge. This is clearly apparent through the links between Asquith’s opposition and the content of source B which refers to the middle class base of the Suffragette movement and its political implications for the Liberal Party. The conclusion gathers the ideas and

underlines the candidate's depth of understanding. Level 5 – 24 marks.

Candidate 4

- 1 (b) How important was the militancy of the Suffragettes in preventing women winning the right to vote before the outbreak of the First World War?
(24 marks)

It was very important, because the Liberal government were not going to give into the bullying tactics. But in 1913 at a race event where the king's horse was racing a woman from the suffragette was killed by the horse.

It is unclear whether she was pushed, she did it purposely or whether she was trying to put a banner on the king's horse. But the government were still not going to give in.

As source C explains that they 'failed to calm the Liberal government' so the government had to harden its resistance. Source B MacDonald says that working country women 'who really cared for the vote would come to London'. He shows the women that not every woman cares and that they will not give in to 'childishness disguised as a revolution.' And that these 'window-breaking expeditions' is that they are simply silly and provocative'. This backs up source C when it says that they 'failed' to convince the majority of voters who were 'mainly men'. These women were smashing their windows. Why would they want them smashing up their livelihood.

In 1912 Emmeline Pankhurst chained herself to the rails outside Downing Street and went on hunger strike. Many other women in prison went on hunger strike and this led to force feeding, this gave the women some sympathy. This is not what the government wanted so the Cat & Mouse Act of the 1900's gave the women in a bad state of starvation to be freed then re-captured when they had recovered.

As source C says the press were 'unanimously hostile', so they did not have the backing of the main influence in Britain

But in 1914 only the 'small' Labour Party actually included votes for women in its manifesto'.

So the militancy carried out did not bring any votes to the women and turned a lot of men against them in getting the vote. So the women's violence did not do them any favours in winning the vote.

Principal Examiner's Comments

The answer begins with narrative detail based on Emily Davison. It acts as an example of militancy but stands as purely factual detail. The answer then outlines some content from sources B and C. This is descriptive and lacks any clear explanatory linkage to the specific question. More descriptive detail is then developed in order to illustrate the nature of suffragette militancy. There is a relevant conclusion but this lacks development. The answer refers to both the sources and the candidate's own knowledge but is heavily weighted towards descriptive albeit relevant, detail. This approach places it into level 2 and given the detail it warrants the top of that level. Level 2 – 11 marks.

Candidate 5

- 2 (a) Explain why the Liberal Party achieved a landslide victory in the 1906 General Election. (12 marks)

There were several reasons for the landslide victory in the 1906 election by the liberal party as they had campaigned hard for the election.

Part of the reason for the winning of the election was due to the fact that the conservative party had been in power for a long time and people wanted a change in government. Also Lord Salisbury had stepped down and Balfour had taken his place as prime minister, many people were not happy with Balfour as prime minister. In 1905 Balfour stepped down as prime minister, even though the election was not due for another year.

The liberal government had formed a lib-lab pact in 1904 to ensure that they won as many MPs as possible, which increased their chances in the election.

The conservatives had thought that the issue of Home Rule for Ireland would cause the liberal many problems in the election as they were split over the issue. However the Liberals used the conservatives split over tariff reform to their advantage, campaigning with the slogan 'Big loaf little loaf' which meant that if people voted for the conservatives then people would only be able to afford a little loaf but if they voted for liberal they would get a big loaf as they would not impose tariffs on the people.

The liberal government also illustrated dominance as the conservatives had introduced acts which had made many people angry, such as the 1902 Education Act and the 1904 licensing act.

In conclusion the people were angry with the conservative government and wanted a change in power and the liberals gave them that, this was shown in the landslide election.

Principal Examiner's Comments

The answer begins with an attempt to explain the victory rather than its 'landslide' characteristics. Reference is made to the unpopularity of Balfour but there is no supporting evidence or linkage to the question developed. The Lib-Lab Pact is touched upon in a rather general manner. The key factor tariff reform and its impact on the electoral consequences for Conservatives is developed and explained. This is further linked to the Liberals popularity by 1906. Unpopular Conservative legislation is also explained as a factor. Overall the answer develops a number of factors and demonstrates good understanding of the key issues. The links between the factors are not fully developed and this restricts the reward to Level 3 – 8 marks.

Candidate 6

- 2 (b) 'The constitutional crisis in the years 1909 to 1911 strengthened the Liberal Party.'

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

The constitutional crisis led to a major reform of the House of Lords, which had restricted powers, they could not amend or reject financial bills and could only amend or reject other Bills, three times in one parliamentary sitting. It changed British politics as it meant the Conservatives could no longer permanently control British Politics.

In some ways it strengthened the liberal party as they could now get any reform they wanted through the House of Lords, this was an enormous advantage for them as they were no longer limited on the nature of the reforms they could pass.

It showed that they could beat the conservatives and House of Lords as the public still voted for them.

It did however have a negative impact on the liberal party as they lost their overwhelming majority in the House of Commons. This meant they became reliant on the Irish Nationalists for their support. Although they were not that reliant on them because the Irish Nationalists wanted the Home Rule bill passed and even if the liberals decided not to do this they would have probably still supported them as they had no alternative. Although this was not a problem as the liberals were in favour of Irish Home Rule.

Other factors affecting the liberal party in these years were more challenging than this. The labour party was growing in this time and although was not that much of an issue in terms of electoral terms then, it would eventually overtake them and become the only viable opposition to the conservatives.

The Constitutional crisis was overall bad for the liberal party as it made them very reliant on the Irish Nationalists and as they had already pushed most of their reforms through the House of Lords and they had no other legislation apart from the Home Rule Bill which would otherwise have not passed through the House of Lords.

The issue of women's suffrage was problematic for the labour party as issues like force feeding women embarrassed the government.

Other factors affecting the government was syndicalism, this was a militaristic form of trade unionism. It viewed itself as the most democratic form so should take over the government in a violent revolution.

Principal Examiner's Comments

The answer shows an understanding of the impact of the Parliament Act and how this limited the powers of the House of Lords and therefore strengthened the ability of the Liberal Party to carry through its legislative program. The answer establishes some balance as it links the collapse of the strong Liberal majority in the House of Commons to the period of the crisis. This is placed in the context of some clear understanding of the importance of the Irish Nationalists. This reliance is further developed and commented on in terms of the weakening effect on the Liberals. The limited strength of the Liberals during this period is also considered

in terms of the rise of the Labour movement, and difficult political issues such as suffragette campaigns. Overall the answer displays a clear degree of understanding and balance based on a range of focused detail. These characteristics place it firmly into Level 4 – 19 marks.