



General Certificate of Education

AS History

Unit 2: HIS2H

Britain, 1902–1918: The Impact of New Liberalism

Specimen Mark Scheme

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

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 candidates. Most questions address more than one objective since historical skills, which include knowledge and understanding, are usually deployed together. Consequently, the marking scheme which follows is a 'levels of response' scheme and assesses candidates' historical skills in the context of their knowledge and understanding of History.

The levels of response are a graduated recognition of how candidates have demonstrated their abilities in the Assessment Objectives. Candidates who predominantly address AO1(a) by writing narrative or description will perform at Level 1 or Level 2 depending on its relevance. Candidates who provide more explanation – (AO1(b), supported by the relevant selection of material, AO1(a)) – will perform at high Level 2 or low-mid Level 3 depending on how explicit they are in their response to the question. Candidates who provide explanation with evaluation, judgement and an awareness of historical interpretations will be addressing all 3 AOs (AO1(a); AO1(b); AO2(a) and (b) and will have access to the higher mark ranges. AO2(a) which requires the evaluation of source material is assessed in Unit 2.

Differentiation between Levels 3, 4 and 5 is judged according to the extent to which candidates meet this range of assessment objectives. At Level 3 the answers will show more characteristics of the AO1 objectives, although there should be elements of AO2. At Level 4, AO2 criteria, particularly an understanding of how the past has been interpreted, will be more in evidence and this will be even more dominant at Level 5. The demands on written communication, particularly the organisation of ideas and the use of specialist vocabulary also increase through the various levels so that a candidate performing at the highest AS level is already well prepared for the demands of A2.

CRITERIA FOR MARKING GCE HISTORY:**AS EXAMINATION PAPERS****General Guidance for Examiners (to accompany Level Descriptors)**

Deciding on a level and the award of marks within a level

It is of vital importance that examiners familiarise themselves with the generic mark scheme and apply it consistently, as directed by the Principal Examiner, in order to facilitate comparability across options.

The indicative mark scheme for each paper is designed to illustrate some of the material that candidates might refer to (knowledge) and some of the approaches and ideas they might develop (skills). It is not, however, prescriptive and should only be used to exemplify the generic mark scheme.

When applying the generic mark scheme, examiners will constantly need to exercise judgement to decide which level fits an answer best. Few essays will display all the characteristics of a level, so deciding the most appropriate will always be the first task.

Each level has a range of marks and for an essay which has a strong correlation with the level descriptors the middle mark should be given. However, when an answer has some of the characteristics of the level above or below, or seems stronger or weaker on comparison with many other candidates' responses to the same question, the mark will need to be adjusted up or down.

When deciding on the mark within a level, the following criteria should be considered *in relation to the level descriptors*. Candidates should never be doubly penalised. If a candidate with poor communication skills has been placed in Level 2, he or she should not be moved to the bottom of the level on the basis of the poor quality of written communication. On the other hand, a candidate with similarly poor skills, whose work otherwise matched the criteria for Level 4 should be adjusted downwards within the level.

Criteria for deciding marks within a level:

- The accuracy of factual information
- The level of detail
- The depth and precision displayed
- The quality of links and arguments
- The quality of written communication (grammar, spelling, punctuation and legibility; an appropriate form and style of writing; clear and coherent organisation of ideas, including the use of specialist vocabulary)
- Appropriate references to historical interpretation and debate
- The conclusion

Specimen Mark Scheme**GCE AS History Unit 2: Historical Issues: Periods of Change****HIS2H: Britain, 1902–1918: The Impact of New Liberalism****Question 1**

- (a) 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 impact of the suffragette movement in winning support for votes for women. (12 marks)

Target: AO2(a)

- 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. **0-2**
- 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

Answers should be aware of the differences between the two sources. **Source A** argues that the Pankhursts 'enjoyed enormous success as propagandists and as fund raisers', as well as drawing attention to their 'ability to win publicity and provoke more participation in the campaign', whereas **Source B** finds little positive about the campaigns, arguing they 'delayed the vote'. They also did not win positive publicity as they actually provided a diversion. Finally **Source B** suggests violent attacks on the suffragettes who could not safely get on a soapbox in Hyde Park, whereas **Source A** suggests that positive publicity had been won.

However, there are similarities. Both sources agree that the impact of the campaigns were negative, with **Source A** arguing that they 'largely failed to make an impact on the government' and **Source B** arguing that they 'delayed the winning of the vote after 1908'.

(b) Use **Sources A, B** and **C** and your own knowledge.

How far was the suffragette campaign the most important challenge to the Liberal government, within Britain, in the years 1910 to 1914? (24 marks)

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

- 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. **0-6**
- 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

Evidence that the suffragettes were the most important challenge:

- Success in winning publicity, fundraising and provoking participation in the campaign (**Source A**). The Hunger Strikes and the negative publicity generated by the Cat and Mouse Act were damaging to the Liberal government.
- Militant actions of suffragettes included 'letter burnings, window smashings and arson' (**Source B**), Emily Davison's actions, attacks on Lloyd George, vandalism of golf courses etc.

However

- The impact on the government has been questioned (**Sources A and B**) and violence cost the campaign support, seen in the reaction to the Conciliation Bill of 1911 which passed its first reading and the 1912 Conciliation Bill and Dickinson's Bill which were rejected. Lansbury also lost the Bow and Bromley by-election.

Evidence of other challenges:

- The rise of the Labour Party and the transfer of political and financial backing of the unions from the Liberals to Labour.
- The challenges of the Trades Union movement, including syndicalism, strikes and the possibility of a general strike led by the Triple Alliance.
- The failure to solve the Irish Question and the danger of civil war in Ireland, with the Liberal dependency on the Irish nationalists for their Westminster majority after 1910, with the encouragement offered to Unionists by the Conservative Party, the development of extreme nationalist groups like Sinn Fein, and in **Source C**, the formation and arming of the Ulster Volunteers and the Nationalist Volunteers and the fear that the government would not be able to use force to restore control following the mutiny at the Curragh.

Question 2

- (a) Explain why Britain emerged from the policy of 'Splendid Isolation' in the years 1902 to 1914. (12 marks)

Target: AO1(a), AO1(b)

- 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. **0-2**
- 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

- The Anglo-Japanese Alliance was signed in 1902. It was Britain's first peace time alliance, in recognition of the scale of the global threat to Britain and the fact that Britain sat outside the two armed camps in Europe.
- In 1904 Britain concluded the Entente Cordiale with France, a backward looking agreement that aimed to resolve existing colonial disputes. This was not an alliance.
- The Russo-Japanese war highlighted the dangers of alliances as Britain could have found herself at war with Russia's ally France in support of her ally Japan.
- In 1906 military discussions between Britain and France began.
- The Anglo-Russian Agreement of 1907 sought to solve colonial disputes. It did not create a 'Triple Entente', nor was it an alliance. It did however accelerate the process by which Britain joined one of the two alliances.
- The 1912 Anglo-French Naval Agreement morally allied Britain to France as Britain agreed to defend the Channel, and therefore the northern French coast, from Germany in return for the French navy protecting British interests in the Mediterranean.
- All of these measures contributed to Britain's declaration of war on Germany on 4 August, the final action that illustrates Britain's withdrawal from Splendid Isolation.

- (b) 'Britain went to war in August 1914 because the government was committed to supporting France.'

Explain why you agree or disagree with this statement.

(24 marks)

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

- 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. **0-6**
- 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
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the most part, be carefully organised and fluently written, using appropriate vocabulary.

22-24

Indicative content

Evidence that Britain did go to war because the government was committed to supporting France:

- The 1904 Entente was backward looking, but it had begun a moral obligation to France that would be difficult to ignore without the loss of international prestige.
- The Anglo-French Naval Agreement committed Britain to defend the Channel and the French coast from the German navy; to ignore the agreement would be equally morally bankrupt, as well as exposing British possessions in the Mediterranean.
- The French Foreign Minister certainly believed Britain had an obligation to support France, reminding Britain of its position when he pronounced: 'We are waiting to hear if the word "honour" should be removed from the English language.'

Evidence that Britain went to war for other reasons:

- Britain's instinct was to remain neutral and Grey tried to organize an international conference. The invasion of Belgium by Germany, however, led to an ultimatum to withdraw and war when Germany ignored the warning.
- The 1839 Treaty of London committed Britain to defend the neutrality of Belgium. The reasons for guaranteeing Belgium in 1839 were still relevant in 1914. The deep water harbour at Antwerp was a potential base for invasion of Britain.
- German domination of Europe would threaten British economic and strategic interests in Europe.
- Germany was clearly a threat to Britain; her development of a navy was seen as a luxury, whereas to Britain it was a necessity; and German aggression in Imperial affairs, for example in Morocco in 1905–1906 and 1911, needed to be opposed.
- The declaration of war was consistent with Britain's long-term foreign policies: to maintain a balance of power in Europe and to ensure Belgium was independent.

Judgement may take the form of arguing that Britain was morally obligated to France, but that Belgium provided an issue to unite the governing Liberal Party and public opinion.

Question 3

- (a) Explain why the Parliament Act was passed in 1911. (12 marks)

Target: AO1(a), AO1(b)

- 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. **0-2**
- 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

- The Parliament Act was passed to limit the power of the House of Lords which had obstructed Liberal policy and acted as a Conservative opposition – ‘Mr Balfour’s poodle’.
- Between 1906 and 1908 the Lords had rejected several Liberal bills, including an Education Bill, the Plural Voting Bill and a Licensing Bill.
- In 1909 the Lords had rejected the budget. This broke the 250-year convention that the Lords would not interfere with money bills.
- The January 1910 election had been fought on the issue of ‘Peers versus People’ and the success of the Liberals and their allies (the Irish Nationalists and Labour) gave them a mandate for reform. However, the Liberals had lost their majority.
- In return for supporting the budget, the Irish Nationalists insisted on reform of the House of Lords to prevent them blocking Irish Home Rule.
- In April 1910 the Commons passed the Parliament Bill and the budget – but the Lords’ rejection forced the issue.
- The Lords rejected the bill again in November 1910 and the King agreed to create new peers if the Liberals won another election.
- The Liberal victory in December 1910 was followed by the Bill passing the Commons again.
- The Lords passed the bill in July 1911 after the ‘Hedgers’ outvoted the ‘Ditchers’.

(b) ‘The Liberal social reforms of 1906 to 1914 created a welfare state.’
Explain why you agree or disagree with this statement. **(24 marks)**

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

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. **0-6**

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

- A welfare state can be defined as one where ‘services are provided at an optimum standard for the whole population’ (Hay).

Evidence that a welfare state was created:

- Old Age Pensions were established as a right, school meals were made compulsory by the 1910 act.
- The principle of state intervention was established in both social and economic fields.
- Genuine commitment to those who could not help themselves – children and the old.
- The principle of the use of taxation to alleviate social suffering was established by the 1909 People’s Budget which aimed to raise the £8-10 million needed for Old Age Pensions.
- The principle of progressive taxation was established – super tax, incremental income tax, land tax, death duties.
- It is unreasonable to judge the Liberal reforms by the standards of post-1945 Britain. The Liberals opened a door that was very difficult to close, by changing perceptions, establishing principles and creating expectations. Ironically, they may have been responsible for this unintentionally, given their range of motives for reform. This does not however undermine the significance. The achievement of Attlee’s post-war Labour government would have been impossible without the Liberals’ foundations.

Evidence that a welfare state was not created:

- Measures were not compulsory – LEAs allowed to raise money for school meals, but this only affected 158 000 school children until a second Act made it compulsory; medical inspections were infrequent, inadequate and advice was not followed; 8½ Hours Act was frequently ignored by employers and miners; Labour Exchanges were not compulsory as it was debated whether the state should interfere in the job market.
- Measures were not inclusive – Old Age Pensions only at 70+, means tested, excluded felons, undeserving; Part II of National Insurance. (Unemployment) only covered 2.5 million; minimum wages were only for sweated trades and only affected 200 000; only miners affected by 8½ hours Act.
- Minimum standards – Old Age Pensioners received only 5/- per week, unemployed only 7/6. A top-up only.
- Insurance principle, not right – Health and National Insurance were contributory schemes.
- Major areas were not covered, e.g. slums were not cleared
- The Liberals were less concerned with a desire to create a welfare state as with the threat of the Labour Party (pensions, insurance, minimum wages, 8½ Hour Act...), national efficiency (education reforms), threats to stability from the unemployed (insurance). Asquith believed

in reducing taxes to lighten the burden on people instead of creating a welfare state, whilst Lloyd George was moved by the German example.

Judgement may include arguing that it was undoubtedly not a modern welfare state, either in intention, design or practice, rather a social services state, offering preservation rather than a rowing boat to safety.