



**General Certificate of Education  
January 2013**

**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.

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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)**

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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 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

January 2013

**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 introduction of old age pensions. (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 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 A emphasises the ideas of state aid and state interventionism. This is particularly clear in the final sentence of the source. This is fundamentally different from the view developed in Source B. This, again, is apparent in the final sentence of that source
- the view of state aid expressed in Source A is indicative of a more radical approach to poverty and need in all its forms, and particularly in terms of the needy elderly. The focus is on reform and change and old age pensions are fundamental in that process of

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change. Source B, however, is based on the view that continuity rather than change is all important. This source presents a basically conservative view of reform while Source A is founded on the view that reform is progress

- Source A suggests that old age pensions and other reforms will be beneficial. Source B suggests the opposite. It suggests that the reform will be damaging because it will undermine the culture of self-help and create a dependency culture.

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

- the idea of New Liberalism and the drive to develop state involvement in problems which serve to weaken the nation and undermine national efficiency. The opposition resented this quest for national efficiency if it demanded financial support from the better off. They saw it as an inequality and the first steps towards greater state control
- the Boer War and the weaknesses it uncovered. The origins of New Liberalism may be explored in order to explain the emphasis on state intervention, its purpose and its limitations. This connects to Lloyd George's admission that the introduction of pensions is an experiment.

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

- both sources accept that there will be a financial cost. Source B states explicitly that this will come through taxation. Source A, with its focus on state aid, makes it clear that the state will pay. A primary source of state income comes through taxation
- Source A refers to the experimental nature of the enterprise. This suggests that the idea has not been refined and may have flaws. Source B also refers to the unrefined state of the plan and illustrates this by reference to the wasteful nature of the distribution of payments.

In making a judgement about the degree of difference, students may conclude that there is a profoundly differing position adopted. This difference is based on the conflict between New Liberalism and the traditional Victorian commitment to self help. Students may also make reference to the wider context of the debate in terms of the impact of the Boer War, the problems of poverty, and Britain's position as a world power, particularly in terms of its economic status.

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

How successful were the Liberal welfare reforms in improving the lives of the poor in the years 1906 to 1914? (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.

Relevant material from the sources would include:

- **Source A:** the reforms had limitations. The source suggests that the measures were a first step rather than a definitive solution. 'We do not say that the Bill deals with all the problems of undeserved poverty'.
- **Source B:** the reforms had a negative impact on society, by taking away the 'independent character of its people' and redistributing wealth in only 'small portions'.
- **Source C:** this reinforces some of the points made in the other sources. It repeats the clear lack of developed planning and the divisive hostility to state control. It also raises the point that there was a need for 'more state action in defence of the poor'. This suggests that the Liberal welfare reforms had not gone far enough.

From students' own knowledge:

Factors suggesting the lives of the poor were improved by the Liberal welfare reforms might include:

- the success of specific reforms aimed at poorer children, including; the 14 million free school meals being provided each year, the two thirds of LEAs providing some free medical treatment, the extension of the free place scheme in 1907, which meant that brighter working class children were able to gain places at grammar schools
- the state pension improved the lives of elderly poor by providing them with a weekly sum that was collected without shame from the Post Office
- the success of specific reforms aimed at poorer workers. For example, working conditions and in some cases wages were improved through measures for miners (1908) and those in the sweated trades (e.g. tailoring, lace-spinning, and box making) (1909). The introduction of Labour Exchanges (1908) brought employers and potential employees together and National Insurance (1911) provided a sum payable in the event of unemployment or sickness
- reference to Lloyd George's success in increasing taxation of the wealthy in the 1909 'People's Budget', which partly aimed to provide fundraising through a fairer system of taxes to pay for social reforms, especially pensions. This sparked a constitutional crisis, which led to the capping of power for the unelected House of Lords and reinforced the dominance of democracy, thus paving the way for further reform.

Factors suggesting the reforms had only a limited impact on the lives of the poor might include:

- they had major limitations. The reforms linked to children were not compulsory, the elderly received very little, the unemployed were given limited support and employment did not rise significantly
- the Liberals only established a 'lifebelt' and not a full welfare state. There were significant areas of the lives of the poor that were not improved, for example, housing
- the Liberals did not tackle all of the causes of poverty that were identified by Booth and Rowntree, for example, casual workers and those with large families.

Good answers are likely to show an awareness that some have seen the Liberal reforms as the beginning of the welfare state in Britain, but that the reforms were limited and a full welfare state



was not in place in 1914. Stronger responses may identify greater success by the Liberals in some spheres than in others.

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**Question 2**

- 03** Explain why the Labour Representation Committee (LRC) formed a political pact with the Liberals in 1903. (12 marks)

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

**Levels Mark Scheme**

- Nothing written worthy of credit. **0**
- L1:** Answers will contain either some descriptive material which is only loosely linked to the focus of the question or some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. The response will be limited in development and skills of written communication will be weak. **1-2**
- L2:** Answers will demonstrate some knowledge and understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they will provide some explanations backed by evidence that is limited in range and/or depth. Answers will be coherent but weakly expressed and/or poorly structured. **3-6**
- L3:** Answers will demonstrate good understanding of the demands of the question providing relevant explanations backed by appropriately selected information, although this may not be full or comprehensive. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **7-9**
- L4:** Answers will be well-focused, identifying a range of specific explanations, backed by precise evidence and demonstrating good understanding of the connections and links between events/issues. Answers will, for the most part, be well-written and organised. **10-12**

**Indicative content**

**Note: This content is not prescriptive and 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 newly emerging Labour Party formed a political pact with the Liberals in 1903.

Students might include some of the following factors:

- it ensured a degree of political growth for Labour because it was based on ensuring the Party would be able to stand in anti-Conservative constituencies and there would be no opposition from the Liberals
- the Trade Unions were not fully behind the Party. The LRC needed some guarantee of political support over and above the Trade Unions and the pact provided this
- the Conservative Party was becoming increasingly unpopular during the years 1902 to 1906. This inevitably benefitted the emerging Labour movement. In order to further exploit this development the LRC formed the pact with the Liberals
- there were some joint concerns between the LRC and the Liberals, including opposition to the 1902 Education Act and the policy of tariff reform

- the LRC was relatively new and it needed additional political support to strengthen its chances of influencing decision making nationally
- the Taff Vale judgement reinforced the LRC's support from some trade unions. This not only suggested considerable financial support but also electoral support from many union members. The financial strength of the LRC made it an attractive partner in the eyes of the Liberals. The LRC exploited this financial strength
- despite the divisions within the LRC, especially over the pact with the Liberals, the movement remained relatively united. The infighting did not fundamentally weaken the movement and the majority were willing to embark on a pact with the Liberals.

To reach higher levels, students will need to show the inter-relationship of the reasons given. For example, they might suggest that the Lib-Lab pact reinforced the power of the LRC at a time when its electoral support was developing but was by no means secure. It was a piece of political pragmatism and a necessary expedient.

## Question 2

- 04** 'The issue of tariff reform was responsible for the decline in the strength of the Conservative Party in the years 1902 to 1906.'  
Explain why you agree or disagree with this view. (24 marks)

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

## Levels Mark Scheme

- Nothing written worthy of credit. **0**
- L1:** Answers may **either** contain some descriptive material which is only loosely linked to the focus of the question **or** they may address only a limited part of the period of the question. Alternatively, there may be some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **1-6**
- L2:** Answers will show some understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they may contain some explicit comment with relevant but limited support. They will display limited understanding of differing historical interpretations. Answers will be coherent but weakly expressed and/or poorly structured. **7-11**
- L3:** Answers will show a developed understanding of the demands of the question. They will provide some assessment, backed by relevant and appropriately selected evidence, but they will lack depth and/or balance. There will be some understanding of varying historical interpretations. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **12-16**
- L4:** Answers will show explicit understanding of the demands of the question. They will develop a balanced argument backed by a good range of appropriately selected evidence and a good understanding of historical interpretations. Answers will, for the most part, show organisation and good skills of written communication. **17-21**
- L5:** Answers will be well-focused and closely argued. The arguments will be supported by precisely selected evidence leading to a relevant conclusion/judgement, incorporating well-developed understanding of historical interpretations and debate. Answers will, for the most part, be carefully organised and fluently written, using appropriate vocabulary. **22-24**

## Indicative content

**Note: This content is not prescriptive and 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.

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Evidence which agrees might include:

- tariff reform challenged free trade and that meant a possible end to the low cost food and raw material imports free trade provided. This impacted on the lower classes and industry. It also further alienated the trade unions
- Chamberlain's May 1903 speech profoundly divided the Conservative Party. This was particularly damaging in the context of Balfour's weak leadership
- significant resignations from the Government further weakened the Conservative Party and they were directly linked to the tariff reform issue. These included Chamberlain himself and the leading Liberal Unionist and Free Trader, the Duke of Devonshire (formerly Lord Hartington)
- the Liberal Party were united against tariff reform, after being divided for many years. They also exploited the unpopular policy of tariff reform in their Liberal 'large loaf' propaganda campaign.

Evidence which disagrees might include:

- Balfour was a relatively weak leader. He appeared aloof and distant from the people and his own party
- the Lib-Lab Pact was electorally damaging to the Conservatives. It had also reinforced the political opposition with trade union support
- unpopular legislation weakened the Conservatives. This included the 1902 Education Act
- the legacy of the Boer War continued to have an impact on Conservative fortunes from 1902. One such particularly politically damaging factor was the Chinese slavery affair
- the effects of the Taff Vale judgement, and Balfour's failure to reverse the decision, distanced the industrial working class from the Conservative Party.

Good answers may conclude that the tariff reform factor was simply a further nail in the Conservative coffin. The consequences of the Boer War had profoundly damaged the Conservatives. The strength of the Conservatives by 1906 was undermined by a range of factors which collectively damaged the party's political strengths. Others may conclude that the single greatest factor was indeed tariff reform because it acted as a catalyst that activated all the other damaging factors.

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**Question 3**

- 05** Explain why there was support in Ulster for the Solemn League and Covenant in 1912.  
(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 so many people in Ulster signed the Covenant in 1912.

Students might include some of the following factors:

- the 1912 Home Rule Bill created an Irish Parliament. Despite the numerous limitations on the power of this Parliament its existence was enough to drive unionists to commit to the Covenant
- the text of the Covenant reinforced the economic consequences of Home Rule. Many Ulstermen saw Home Rule as the beginning of a new economic order which would result in Ulster providing economic support for the ailing south of Ireland. The Covenant was effectively a commitment not to accept this
- Carson was a powerful and charismatic leader and drew many followers by his absolutely uncompromising stance against Home Rule

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- many Ulstermen believed that the Covenant would act as a powerful form of pressure on the Liberal government and they knew they had political support amongst many Conservatives in Britain, and some Liberals
  - Home Rule was seen by Ulster Protestants as 'Rome Rule'
  - it was a long standing Unionist movement and its members and supporters had developed a political voice and organisation since the threat of Home Rule had emerged in the 1880s
  - in 1905 the Ulster Unionist Council had been formed. This was a powerful influence on many ordinary Protestant Ulster pro-Unionist people.
  - the passage of the 1911 Parliament Act meant that the 1912 Home Rule Bill would eventually become law. The pro-Unionist House of Lords would be unable to prevent or delay it any longer. This was a simple reality known and understood by all Ulster Unionists
  - the Liberal government was politically dependent on the support of the Irish Nationalists as a result of the 1910 General Election. In return for their support the Liberals would address the issue of Home Rule.

To reach higher levels, students will need to show the inter-relationship of the reasons given. For example, they might connect the potential show of force with the propaganda impact of the Covenant. They might develop the political pressure element of the Covenant and link this to a relatively weak Liberal government and argue that the Covenant was a show of force which the Liberals could not ignore.

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**Question 3**

- 06** 'Asquith failed to respond effectively to developments in Ireland in the years 1912 to 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 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 Asquith failed to respond effectively against those that identify other factors which could challenge this view.



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Points/factors/evidence which agrees might include:

- Asquith followed a 'wait and see' policy. He could have dealt with the situation from the outset by considering partition. He failed to consider a separate status for Ulster, despite it being rather obvious what the reaction to the Home Rule Bill would have been there
- Asquith did not indicate that he would consider the exclusion of Ulster from Home Rule until 1914. By this time the Nationalist Volunteers had been established
- Asquith did not take immediate action to ban private armies and the importation of arms. This led to both the Ulster Volunteers and the Nationalist Volunteers gaining arms and training their troops
- the intention of the government to send troops to Ulster triggered the so-called 'Curragh mutiny'. This only furthered the determination of both the Ulster Unionists and the Irish nationalists.

Points/factors/evidence which disagrees might include:

- the Liberals had little choice, politically, to do anything other than introduce the Home Rule Bill. They were under real political pressure from the Irish Nationalists
- the Ulster Unionists were fundamentally opposed to a united Irish Home Rule. They would have opposed any Home Rule measure
- developments in Ireland were the result of party political rivalry, rather than the failures of Asquith. Following the Parliament Act and two election defeats during the constitutional crisis, Bonar-Law made the situation worse, by actively encouraging armed rebellion by the Ulster Volunteers against Home Rule
- the crisis deepened, not because of Asquith, but because the nationalists responded in kind to the mobilisation of the Ulster Unionists
- Carson and Craig co-ordinated and encouraged growing resistance, e.g. The Covenant and paramilitary groups
- the outbreak of war was seen as an opportunity by more militant nationalists. Many nationalists were prepared to support a more revolutionary approach promoted by groups such as Sinn Féin, than the approach promoted by Redmond
- there was a growing demand for full independence rather than for what was increasingly viewed as limited self-government.

Good answers may conclude that the critical factor was not Asquith's weak leadership and apparent hesitancy, but that developments escalated because of unionist intransigence, individual personalities, such as Carson and the onset of the First World War.

### 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](http://www.aqa.org.uk/umsconversion)