



**General Certificate of Education  
June 2011**

**AS History 1041**

**HIS2H**

**Unit 2H**

**Britain, 1902–1918:**

**The Impact of New Liberalism**

**Final**

***Mark Scheme***

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this Mark Scheme are available to download from the AQA Website: [www.aqa.org.uk](http://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)**

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

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

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

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

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

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

Criteria for deciding marks within a level:

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

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June 2011

**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 co-operation between the Liberals and Labour. (12 marks)

*Target: AO2(a)*

**Levels Mark Scheme**

	Nothing written worthy of credit.	<b>0</b>
<b>L1:</b>	Answers will <b>either</b> briefly paraphrase/describe the content of the two sources <b>or</b> identify simple comparison(s) between the sources. Skills of written communication will be weak.	<b>1-2</b>
<b>L2:</b>	Responses will compare the views expressed in the two sources and identify some differences and/or similarities. There may be some limited own knowledge. Answers will be coherent but weakly expressed.	<b>3-6</b>
<b>L3:</b>	Responses will compare the views expressed in the two sources, identifying differences <b>and</b> similarities and using own knowledge to explain and evaluate these. Answers will, for the most part, be clearly expressed.	<b>7-9</b>
<b>L4:</b>	Responses will make a developed comparison between the views expressed in the two sources and will apply own knowledge to evaluate and to demonstrate a good contextual understanding. Answers will, for the most part, show good skills of written communication.	<b>10-12</b>

**Indicative content**

**Note: This content is not prescriptive and candidates are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the levels scheme.**

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

- Source B acknowledges that co-operation between the Liberals and Labour did take place. It refers to the secret 1903 pact. Source A simply does not consider any level of co-operation as politically possible
- Source B then goes on to suggest that co-operation will not compromise the movement's independence. The LRC declared its independence in 1903. Source A argues that the only way to be independent is not to co-operate with the Liberals

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- Source B presents the idea that the Liberals are not a group that simply represents the privileged and capitalist interests. The Liberals are also competing for the working class vote, along with the Labour movement. Source A sees the Liberals as a party representing the interests of 'the landlord or the capitalist'. Implicit in this is a different perception of the two parties and therefore a difference of views in terms of cooperation.

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

- although the liberals did try to present themselves as friends of the working class voter there were few opportunities for the working class to participate effectively in Liberal politics
- the Labour movement saw a political opportunity in cooperation
- the LRC had, by 1903, moved to a position which established a broad sympathy towards socialism but also accommodated ideas that found favour with the Liberals
- politics were becoming increasingly class based.

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

- Source A implicitly suggests that electoral success is possible through co-operation. Hardie refers to the elections of twenty Labour members because of compromise and co-operation with the Liberals. Source B also refers to the 'continuing importance' of co-operation
- Source A suggests an implicit similarity with Source B when it refers to the idea that the Liberals are also interested in social reforms. Although not necessarily of a 'drastic character'. Although Hardie presents this common ground as something to avoid he still establishes the idea that both the Liberals and the Labour movement are interested in some degree of reform.

In making a judgement about the degree of difference, candidates may conclude that the cooperation did exist and it was a useful political strategy for the Labour movement. Hardie's influence was not so powerful as to prevent it. The pact became operational in political terms in 1906 and Labour was able to exercise some influence on Liberal social and welfare reforms, although some of Hardie's concerns did become apparent as these reforms did not become radical enough for some Labour MPs.

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

How important was the Labour Party's alliance with the Liberals in strengthening the political power of the Labour Party by 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 candidates are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.**

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

Candidates should use the sources as evidence in their answer.

Relevant material from the sources would include:

- **Source A:** this source does refer to a rise in the number of Labour MPs but emphasises the constraints in developing more radical policies that would follow from this. Clearly this is suggesting that the alliance had a damaging and negative impact despite allowing more Labour MPs into Parliament
- **Source B:** this identifies the reality that Labour and the Liberals were competing in a more class electoral population. Labour could only gain through an electoral pact with the Liberals
- **Source C:** the strengthening of the Labour movement came more through its ability to attract trade union support than through its alliance with the Liberals. The pace of social reform had slowed and there was the certainty that Labour could exploit this decline for its own advantage. It could present itself as the true champion of radical social reform.

From candidates' own knowledge:

Factors suggesting the alliance was important for the political power of the Labour Party might include:

- the Unionists were in decline but their defeat could have been compromised by Liberals and Labour in conflicts which could open the way for a Unionist victory by default
- Labour MPs did have some influence but it was limited
- the Liberals were the dominant legislative force until 1910 and being attached to them strengthened the Labour movement.

Factors suggesting the alliance with the Liberals was of little importance in strengthening the political power of the Labour Party might include:

- the Liberal reform programme was controlled and dictated by a Liberal agenda which allowed little compromise with Labour radicalism
- the pact did nothing to prevent divisions within the Labour movement which served to weaken its political power rather than strengthen it
- Labour's performance in the 1910 general elections illustrates the political strength of the Labour Party seven years into the pact with the Liberals.

Good answers are likely to/may conclude that the alliance with the Liberals made not significant positive difference to the political fortunes of the Labour movement. If anything the pact merely served to undermine the Party. Other factors, particularly the rise of working class political awareness and the industrial discontent after 1910 were potentially more important in the rise of the Labour Party.



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**Question 2**

**03** Explain why the 1911 Parliament Act was passed. (12 marks)

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

**Levels Mark Scheme**

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

**Indicative content**

**Note: This content is not prescriptive and candidates are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.**

Answers should include a range of reasons as to why the Parliament Act was introduced in 1911.

Candidates might include some of the following factors:

- the Liberals wanted to confront the House of Lords and undermine the power of the Conservative Party in the process. It was a deliberate strategy by Asquith and Lloyd George
- the measure was a way of reviving the political fortunes of the Liberal Party, particularly at a time when they were under some challenge from the newly emerging Labour Party and the prospects of political problems coming from Irish nationalism
- it was almost an unprecedented act for the Lords to reject a Finance Bill. Drastic constitutional change was needed to overcome this in the future.

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

- there had been long-standing doubt about the right of the unelected House of Lords to override decisions made by the elected House of Commons. This debate became particularly significant as the size of the electorate increased due to the extension of the franchise
- earlier Liberal legislation had been rejected successfully by the Lords, e.g. a Licensing Bill in 1908. The Liberals wanted to avoid this in the future.

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

- the 1909 Budget represented the financial package that was to fund the social reforms the Liberals had introduced. The principal opponents of the Budget, with its system of direct taxation against the wealthy, were in the House of Lords. Only by bringing the House of Lords under control could future governments ensure direct control of national financial and tax policy
- the Liberals wanted their reform programme to stay on track and not be undermined by a Conservative dominated House of Lords. This necessitated creating legislation that would ensure institutionalised opposition could not succeed.

To reach higher levels, candidates will need to show the inter-relationship of the reasons given. For example, they might link the Liberal Party's determination to protect its social reform programme with its desire to establish a new constitutional framework which was to underpin democratically based legislation.

## Question 2

- 04** 'The social reforms introduced in the years 1906 to 1911 were an outstanding success for 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 candidates are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.**

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

Evidence which agree(s) might include:

- the reforms represented the practical implementation of a new direction in Liberalism – ‘New Liberalism’. The reforms could be said to represent a personal triumph for those who promoted new Liberalism i.e. Churchill and Lloyd George
- the foundations for reinforcing the role of the state were laid through the reforms
- the reforms were focused, for the most part, on reinforcing national efficiency and addressing the quest for national efficiency. They were a triumph in that they were the first significant steps towards achieving this outcome. The outbreak of the First World War saw a nation able to recruit a reasonably healthy army, compared to the position in 1899.

Evidence which disagree(s) might include:

- many of the reforms failed to go far enough, e.g. old age pensions were financially inadequate; some of the measures were voluntary, e.g. those relating to children. The reforms were not radical enough to establish any significantly changed position for many elderly, children and workers
- the 1910 election results did not lead to a repetition of the electoral landslide the Liberals had enjoyed before the reforms were implemented
- they failed to enable the Liberals to establish a commanding lead in the race for working class votes and thereby address the challenge from the Labour Party. They failed to prevent the Liberals from becoming political hostages to the Irish Nationalists after 1910.

Good answers may conclude that the success of the reforms was more apparent than real. Overall the reforms began a process of state intervention and the beginnings of the welfare state. To this extent they represented a fundamental break with Gladstonian Liberalism. However, in terms of political triumph the reforms were of only limited value.

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**Question 3**

**05** Explain why the third Home Rule Bill was introduced 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 candidates are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.**

Answers should include a range of reasons as to why the third Home Rule Bill was introduced in 1912.

Candidates might include some of the following factors:

- the Liberals were under pressure due to their political dependency on the Irish Nationalists after the 1910 general elections
- the passage of the Parliament Act in 1911 meant that a further Home Rule Bill was now a politically realistic move
- the alternative demand of a united and independent Ireland was politically unacceptable to the Liberals. To some extent home rule was an acceptable compromise.

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

- there was a long standing commitment to Home Rule amongst many Liberals

- the Irish Nationalists had maintained an on-going political campaign to promote Home Rule.

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

- the Liberals had completed their social reform programmes and now had parliamentary time available to devote to a Home Rule Bill.

To reach higher levels, candidates will need to show the inter-relationship of the reasons given. For example, they might consider the political implications for the Liberals if they did not grant Home Rule and suggest that this was the primary motive. In taking this approach, candidates may then examine lesser motives.

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**Question 3**

- 06** 'Asquith was entirely responsible for the opposition of the Ulster Unionists to the Home Rule Bill 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 candidates are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.**

Candidates should be able to make a judgement by balancing points which agree with the view that Asquith was responsible for the Unionist opposition to the third Home Rule Bill.

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

- Asquith failed to consider a separate status for Ulster, despite it being rather obvious what the reaction to the Home Rule Bill would have been in Ulster
- the Liberals followed a 'wait and see' policy i.e. they had no immediate plans in place and Asquith, as the leader was responsible for this inaction
- government action triggered the so-called 'Curragh mutiny'. This only furthered the determination of both the Ulster Unionists and the Irish nationalists
- Asquith was slow to act (see above). He also failed to attempt to negotiate a compromise as soon as the crisis began to develop. His inaction and indecision enabled the crisis to develop.

Points/factors/evidence which disagree(s) 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, encouraged by the Conservatives, were fundamentally opposed to Irish Home Rule – at least a united Irish Home Rule. They would have opposed any Home Rule measure
- the crisis deepened, not because of Asquith, because the nationalists responded in kind to Ulster Unionist mobilisation
- Carson and Craig co-ordinated and encouraged growing resistance, e.g. The Covenant and paramilitary groups
- the Conservatives intensified Ulster opposition, e.g. Bonar Law.

Good answers may conclude that, despite Asquith's weak leadership and apparent lack of drive, the real cause of the opposition was the efforts of individual personalities, especially Carson.

### **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)