

# AS-LEVEL HISTORY

Unit HIS2H: Britain, 1902–1918: The Impact of New Liberalism  
Mark scheme

---

1041  
June 2015

---

Version 1: Final Mark Scheme

---

---

Mark schemes are prepared by the Lead Assessment Writer 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 associates 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 associate understands and applies it in the same correct way. As preparation for standardisation each associate 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, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

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

Further copies of this Mark Scheme are available from [aqa.org.uk](http://aqa.org.uk)

---

## Generic Introduction for AS

The AS History specification is based on the assessment objectives laid down in QCA's GCE History subject criteria and published in the AQA specification booklet. These cover the skills, knowledge and understanding which are expected of A Level students. Most questions address more than one objective since historical skills, which include knowledge and understanding, are usually deployed together. Consequently, the marking scheme which follows is a 'levels of response' scheme and assesses students' historical skills in the context of their knowledge and understanding of History.

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

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

---

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

---

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

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

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

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

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

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

Criteria for deciding marks within a level:

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

June 2015

**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 the views in **Source B** differ from those in **Source A** in relation to Home Rule for Ireland. **[12 marks]**

*Target: AO2(a)*

**Levels Mark Scheme**

Nothing written worthy of credit. **0**

**L1:** Answers will **either** briefly paraphrase/describe the content of the two sources **or** identify simple comparison(s) between the sources. Skills of written communication will be weak. **1-2**

**L2:** Responses will compare the views expressed in the two sources and identify some differences and/or similarities. There may be some limited own knowledge. Answers will be coherent but weakly expressed. **3-6**

**L3:** Responses will compare the views expressed in the two sources, identifying differences **and** similarities and using own knowledge to explain and evaluate these. Answers will, for the most part, be clearly expressed. **7-9**

**L4:** Responses will make a developed comparison between the views expressed in the two sources and will apply own knowledge to evaluate and to demonstrate a good contextual understanding. Answers will, for the most part, show good skills of written communication. **10-12**

**Indicative content**

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

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

- Source A suggests that British rule in Ireland has been an overwhelmingly negative experience, characterised by famines, depopulation and insurrections. The suggestion is clearly that Ireland would be much better off under Home Rule. Source B rejects this and argues that any genuine cause of grievance has now been removed
- Source A focuses on the argument that self-government is always the best form of government, in other words that Home Rule is in the best interests of those in Ireland.

---

However, Source B highlights the potential disadvantages of Home Rule, arguing that financially and administratively the scheme is unjustified

- the inference from Source B, missing completely from Source A, is that those campaigning for Home Rule have ulterior motives which are based on patriotism and do not reflect the views of all, especially those in Ulster. The source suggests that the grievances outlined by Home Rule campaigners are merely an excuse.

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

- the complicated attitudes that prevailed in Ireland towards Home Rule. Many of the calls for Home Rule were based upon long-standing hatred of the British rule in Ireland. Balfour is correct in asserting that many of the grievances have been removed, for example through Wyndham's Land Act, 1903
- the position of Ulster, where many people were opposed to Home Rule, thinking that it would be economically disadvantageous and would mean 'Rome Rule'. This contrasts with the opinion of many people living in more rural areas, who did not rely so heavily on close trade links with Britain.

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

- both sources do accept that, in the past, British government in Ireland has been unpopular and has led to much suffering. Both sources accept that the legacy from such rule means that many Irish people are attracted to the idea of being in charge of their own domestic affairs
- both sources highlight the importance of patriotism and the desire for Irish opinions to be heard in the appeals for Home Rule. This might be reflected in the growth of Gaelic sports clubs and the enthusiasm for the Gaelic language or the founding of Sinn Féin.

In making a judgement about the degree of difference, students may conclude that the sources differ a fair amount. This is probably because of the provenance of the sources. Source A reflects the views of a committed Irish Nationalist, Redmond. He would be keen to emphasise all of the arguments in favour of Home Rule, partly to gain support within Ireland, but also to try and put pressure on the British government who were not offering Home Rule as a viable option in 1907. Source B, by contrast, is from a speech by the Conservative Arthur Balfour. As such, he is taking the Conservative Party line and is totally opposed to Home Rule. He is therefore downplaying the justification for it and suggesting that it will be a disaster.

**Question 1**

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

How far was Asquith's government responsible for the Ulster Crisis in the years 1912 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

Students should use the sources as evidence in their answer.

Relevant material from the sources would include:

- **Source A**  
This discusses the principle of Home Rule being based partly on poor government by the British, but also on the principle of self-government, as in Australia or Canada. This is something that Redmond is unprepared to compromise about. This leads him to a certain level of intransigence by 1912 and a consistent refusal to compromise.
- **Source B**  
This source shows, that even in 1913, the Conservatives are totally opposed to Home Rule in Ireland. Balfour describes the Third Home Rule Bill as being ‘financially, administratively and constitutionally indefensible’. He also raises the issue of Ulster and the belief that Home Rule wouldn’t benefit the whole of Ireland. This level of opposition certainly helped to deepen the crisis in the years from 1912.
- **Source C**  
This source primarily blames the Liberal government for the crisis. They are blamed for not recognising that Ulster would be an issue at an early stage and Asquith, in particular, is criticised for his ‘wait and see’ approach. However, the source does raise some other possibilities for apportioning blame. The provocative actions of the Conservatives are mentioned, as are the attitudes of Carson’s Ulster Unionists.

From students’ own knowledge:

Factors suggesting that Asquith’s government were responsible for the Ulster Crisis might include:

- past precedent and reactions within Ulster to Home Rule proposals made it highly likely that there would be significant, probably violent, opposition to any legislation. The government made no provision for this in the original framing of the Bill
- whilst Asquith did attempt to negotiate for the partition of Ulster, this was at a later stage and came once both sides had started to form volunteer groups. At this stage both sides were quite entrenched and committed to their view
- the government failed on subsequent occasions to take any action against Ulster’s leaders who were clearly preparing for an armed conflict using the UVF
- Asquith seems to have preferred to approach the Crisis constitutionally, but this was possibly a mistake given the escalation of the crisis
- the ‘Mutiny’ at the Curragh was caused by the Liberal government’s incompetence and only helped to deepen the crisis.



---

Factors suggesting that the Liberals were not responsible might include:

- John Redmond used the powerful position that the Irish Nationalists were in after the 1910 elections in his favour. That they held the balance of power in the Commons, meant that Redmond could apply a lot of pressure on the Liberals to act quickly in the framing of the Third Home Rule Bill. Rushing the legislation might explain why fuller consideration was not given to Ulster. Redmond remained resistant to the proposal of partitioning Ulster throughout the negotiations of 1913
- the Ulster Unionists helped to escalate the crisis by forming the Ulster Volunteer Force, signing the Solemn League and Covenant and landing guns at Larne. Their rhetoric was that they would resist by 'all means necessary'. Carson remained adamant that any partition of Ulster must involve all nine counties; this made a compromise virtually impossible
- the Conservatives, possibly out of revenge for the Parliament Act, were very vocal in their support for Ulster. Bonar Law declared that "I can imagine no length of resistance to which Ulster can go in which I should not be prepared to support them".

Good answers are likely to/may conclude that the approach taken by Asquith's government was to blame for the escalation of the crisis. Whilst Home Rule was always going to be a deeply divisive issue, compromise became more unlikely once both sides had trained forces and weapons at their disposal. The government did attempt negotiations, but these came too late and should probably have been held before the announcement of the Third Home Rule Bill. Some students might conclude that one of the other parties was to blame, with an explanation of their judgement. The best answers will make a clear decision one way or the other.

**Question 2**

**03** Explain why the Liberals introduced social reforms after 1906. **[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 Liberals introduced social reforms after 1906.

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

- there was clearly a need for them. Reports like those from Booth and Rowntree highlighted the extent, and causes, of poverty across Britain
- there was a concern for 'National Efficiency'. 40% of volunteers for the Boer War were rejected on the grounds of ill-health. As it took 3 years to defeat the Boers, there was a real concern about the security of Britain's empire
- New Liberal ideas had emerged in the 19th Century. There was a growing belief amongst leading figures, such as Lloyd George and Churchill, that it was the government's responsibility to take state action to improve people's lives. They were moving away from a more traditional approach of 'laissez-faire' government

---

and some of the following short-term/immediate factors

- the 1903 'Lib-Lab' pact meant that Labour gained a foothold in parliament in 1906. The Liberal leadership was acutely aware that they needed to produce policies that would appeal to the working classes who made up the bulk of the electorate
- as a result of Chamberlain's Tariff Reform campaigns, it became obvious that there were many within the Conservative Party who supported the principle of social reform. The Liberals needed to act quickly and deliver their own programme whilst they held a convincing majority in the Commons
- individual politicians, like Lloyd George, also recognised that social reforms would be very popular and might help to advance their own careers.

To reach higher levels, students will need to show the inter-relationship of the reasons given. For example, they might divide the reasons into long and short term factors as shown above. They might also prioritise their reasons. They could argue that the root cause of the reforms was genuine compassion and belief that the government should do something to help the 30% of people living in abject poverty; however the reason why the Liberals introduced such a wide range of reforms in such a short space of time indicates that political expediency was a more important motivator.

**Question 2**

- 04** 'The Lib-Lab Pact played little part in the Liberals' victory in the 1906 General Election'.  
Explain why you agree or disagree with this view. **[24 marks]**

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

**Levels Mark Scheme**

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

**Indicative content**

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

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

---

Evidence which agrees that the Lib-Lab pact played little part might include:

- the importance of the Tariff Reform debate and how this split the Conservatives three ways. This meant that, in some constituencies, the vote was split between two Conservative candidates. Balfour's leadership was called into question as a result and the Liberals benefitted by providing a united front through their 'Big Loaf' campaign
- the 1902 Education Act angered non-conformists as Church schools would receive funding from the rates. They became dedicated to ousting the Conservatives in the next election. The issue also helped to unite a previously divided Liberal party
- the working class vote was extremely important as they made up the majority of the electorate. Over the last few years the Conservatives had lost much of their working class appeal. Specific examples might include the Taff Vale decision, Chinese Slavery and their failure to introduce welfare reforms
- the Liberals had suffered many years of division over issues like Home Rule and attitudes to the Boer War. They were much more united by 1905, under the leadership of Henry Campbell-Bannerman. Traditional Liberal supporters, like the Nonconformists, were encouraged to vote after unpopular Conservative policies, for example the 1902 Education Act and the 1904 Licensing Act.

Evidence which disagrees and suggests that the Lib-lab pact was quite influential might include:

- the Lib-Lab Pact allowed for manipulation of the First Past the Post voting system in Britain. The election was carefully planned; in return for 30 seats where Liberals would not oppose LRC candidates, the Liberals would be able to stand unopposed elsewhere. LRC candidates were placed in areas with strong grassroots support. This helped to maximise impact and win a huge majority of seats for the Progressive Alliance
- analysis of the percentages of votes cast shows that, in many areas, Liberal candidates won by very narrow margins. The alliance with the LRC helped to tip the balance in their favour
- the Liberals had access to the LRC election fund of £100,000. In recent elections the Liberals had struggled financially to campaign effectively against the Conservatives, this was not the case in 1906
- the Trade Union movement was particularly angry with the Conservatives in 1906. By their association with the LRC, the Liberals seem to have picked up a lot of this support.

Good answers are likely to/may conclude that the pact with the LRC probably helps to explain the scale of the Liberal victory in 1906. However, the Conservatives had dominated British politics for the last two decades and their own failings must take some of the blame. Ultimately what split the Conservatives and helped to unite the Liberals was Tariff Reform, and so this was probably the most important root cause of the Liberal victory.

**Question 3**

**05** Explain why Britain declared war on Germany in August 1914. **[12 marks]**

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

**Levels Mark Scheme**

Nothing written worthy of credit. **0**

**L1:** Answers will contain either some descriptive material which is only loosely linked to the focus of the question or some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. The response will be limited in development and skills of written communication will be weak. **1-2**

**L2:** Answers will demonstrate some knowledge and understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they will provide some explanations backed by evidence that is limited in range and/or depth. Answers will be coherent but weakly expressed and/or poorly structured. **3-6**

**L3:** Answers will demonstrate good understanding of the demands of the question providing relevant explanations backed by appropriately selected information, although this may not be full or comprehensive. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **7-9**

**L4:** Answers will be well-focused, identifying a range of specific explanations, backed by precise evidence and demonstrating good understanding of the connections and links between events/issues. Answers will, for the most part, be well-written and organised. **10-12**

**Indicative content**

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

Answers should include a range of reasons as to why Britain declared war on Germany in August 1914.

Students might include some of the following factors:

- to protect the neutrality of Belgium, under the terms of the Treaty of London. This was the official reason
- Grey and other Liberals felt a commitment to help France, even though the Entente was not a binding alliance, the recent naval agreement of 1912 would leave France vulnerable if Britain did not get involved
- concern for the British Empire. If Germany was successful then it would perhaps threaten Britain and her interests next
- public support in favour of the war, as well as support from the Opposition in the Commons, allowed the Liberals to make a declaration in August without fear of immediate unpopularity from the public.

To reach higher levels, students will need to show the inter-relationship of the reasons given. For example, they might argue that the main reason was about a concern for Britain itself, but that this might not have been popular with the public and some members of the Liberal Party and so the Treaty with Belgium was used as the official reason. Only some of the cabinet knew about the secret agreements with France, and so this motivated them, but could not be used to persuade the wider party membership.

**Question 3**

- 06** 'It was the First World War that brought about the decline of the Liberal Party by the end of 1918.'  
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 and disagree with the view that the Liberal decline by the end of 1918 was caused by the First World War.



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

- the Liberal Party was split in two when Asquith was replaced by Lloyd George as Prime Minister in 1916. This meant that the Liberal vote was split in the 1918 election. Independent Liberals did very badly and only won 28 seats. Even Asquith lost his seat
- the actions of the government during the war had alienated some Liberal supporters. Measures such as conscription were not viewed as particularly 'liberal'
- from 1918 the Labour Party became the main threat to the Conservatives. This was partly because wartime helped them to gain credibility- men like Henderson served in the cabinet and policies of nationalisation proved to be very effective
- The 1918 Representation of the People Act changed the franchise and allowed all males over 21 to vote, as well as some women. Labour benefitted from this tripling of the electorate and gained almost  $\frac{1}{4}$  of all votes cast.
- the move to a coalition government in 1915 broke up the Progressive Alliance of Liberals, Labour and Irish Nationalists which had helped the Liberals to get in power 1906–1910.

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

- the Liberal Party was facing serious problems before the First World War; the suffragette militancy, near civil war in Ireland and a wave of industrial unrest. It is not clear that they would have been able to survive these issues if war had not broken out in 1914
- the Labour Party was growing in strength before 1914 and it can be seen that many working class men were beginning to align themselves more with the Labour Party rather than the Liberals. Local Liberal parties tended to be quite middle class and, as such, they had limited working class appeal
- the trade unions were affiliating to Labour in increasing numbers and this helped the party financially, especially after the Osborne Judgement was overturned. Many within the working class were dissatisfied with the Liberal welfare reforms; National Insurance was especially controversial
- the Liberal Party lost their huge majority in the Commons during the elections of 1910 and were now reliant upon the Irish Nationalists. This meant that they might struggle to enact legislation, especially considering the Conservative approach from 1911, which was deliberately obstructive.

Good answers are likely to/may conclude that the Liberal Party did have serious problems by 1914, but that there were still signs of strength and the position of Labour should not be overstated. The First World War was disastrous for the Liberals, especially once the party divided in 1916. Some students might bring in relevant historiography, such as the Dangerfield Thesis. This should not be expected, but should be rewarded if used well.

### 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)