

AS

History

Paper 1G Challenge and Transformation: Britain, c1851–1914
Additional Specimen Mark scheme

Version: 1.0

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.

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AS History Paper 1 Specimen Mark Scheme

1G Challenge and Transformation: Britain, c1851–1914

Section A

- | | | | |
|----------|----------|--|-------------------|
| 0 | 1 | With reference to these extracts and your understanding of the historical context, which of these two extracts provides the more convincing interpretation for the emergence of new unionism in the years 1851–1889? | [25 marks] |
|----------|----------|--|-------------------|

Target: AO3

Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.

Generic Mark Scheme

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|------------|---|--------------|
| L5: | Answers will display a good understanding of the interpretations given in the extracts. They will evaluate the extracts thoroughly in order to provide a well-substantiated judgement on which offers the more convincing interpretation. The response demonstrates a very good understanding of context. | 21-25 |
| L4: | Answers will display a good understanding of the interpretations given in the extracts. There will be sufficient comment to provide a supported conclusion as to which offers the more convincing interpretation. However, not all comments will be well-substantiated, and judgements may be limited. The response demonstrates a good understanding of context. | 16-20 |
| L3: | The answer will show a reasonable understanding of the interpretations given in the extracts. Comments as to which offers the more convincing interpretation will be partial and/or thinly supported. The response demonstrates an understanding of context. | 11-15 |
| L2: | The answer will show some partial understanding of the interpretations given in the extracts. There will be some undeveloped comment in relation to the question. The response demonstrates some understanding of context. | 6-10 |
| L1: | The answer will show a little understanding of the interpretations given in the extracts. There will be only unsupported, vague or generalist comment in relation to the question. The response demonstrates limited understanding of context. | 1-5 |
| | Nothing worthy of credit. | 0 |

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.

In responding to this question, students may choose to respond to each extract in turn, or to adopt a more comparative approach to individual arguments. Either approach could be equally valid, and what follows is indicative of the evaluation which may be relevant.

Students must assess the extent to which the interpretations are convincing by drawing on contextual knowledge to corroborate or challenge.

Extract A: In their identification of Royle’s argument, students may refer to the following:

- Royle argues that ‘socialist ideas’ were a prominent factor in the emergence of new unionism
- he emphasises the emergence of ‘a new generation of Labour leaders’ inspired by the socialist vision of groups such as the Fabian Society and the Social Democratic Foundation
- Royle distinguishes the new general unions from the existing model unions by arguing that they were more ‘inclusive’, aimed at the ‘unskilled’, and he implies that their members were more prepared to go on strike.

In their assessment of the extent to which the arguments are convincing, students may refer to the following:

- students could corroborate Royle’s arguments by developing discussion about the role of the SDF (1881) and the Fabian Society (1884) in promoting socialist ideas
- they could back up Royle’s implication that ‘new’ unions were more radical by reference to prominent new union leaders such as Tom Mann and Will Thorne; Mann in particular advocated industrial direct action as a means of overthrowing capitalism
- students might also support Royle’s views on model unions by emphasising their desire to present themselves as the ‘responsible’ face of unionism
- however, Royle’s views can be challenged: it was not just ‘new’ unionists who had political aims; ‘old’ unionists agitated for parliamentary reform in 1867 and the TUC was prominent in campaigning for legal protection for unions, such as the 1871 Trade Union Act
- leaders of model unions also stood as Lib-Lab MPs; there were 12 in 1885
- Royle could also be challenged by students pointing out that the model unions did not entirely shy away from industrial action; for example, the engineers won a 9 hour day for their members in the north-east through strike action.

Extract B: In their identification of Saville’s argument, students may refer to the following:

- Saville argues that ‘economic depression’ led to the emergence of new unionism
- he puts forward the view that unskilled workers were in a weaker bargaining position than skilled workers, and that this was an important motivation for new union organisations

- Saville also argues that employers in the industries where unskilled labour predominated were more uncompromising than in the craft industries where model unions were established; new unions, therefore, needed to be more uncompromising and more prepared to use militant tactics.

In their assessment of the extent to which the arguments are convincing, students may refer to the following:

- in support of Saville, students could refer to trends in union membership, which had fallen from over 1 million in 1874 to around 750,000 in 1888 as a result of intermittent economic depression; new kinds of unions were needed to reverse this trend
- students might also argue that most strikes occurred largely out of economic and not political grievances, such as preventing the use of 'scab' labour or shortening the working day, which supports Saville's argument and undermines Royle's
- new unions emerged in the late 1880s when the late-Victorian economic slowdown was at its worst, suggesting a correlation between economic hardship and new unionism
- Saville's focus on economic causation can be challenged: organised labour had begun to develop a political voice from the mid-century onwards, which contributed to a growing working class political consciousness; this suggests that unions were not solely concerned with purely economic grievances
- students can put a further dent in Saville's 'economic causation' argument by pointing out that, in the absence of parliamentary representation, unions agitated for government action to improve a whole range of labour issues, such as safety, legal protection and laws reducing restrictions on picketing
- union militancy was not restricted to the new unions; model unions had also resorted to strike action when needed; moreover, unions for the unskilled were not new: railway workers, agricultural workers and women had formed unions, albeit of limited duration, by the early 1870s.

Both extracts suggest that change accelerated in the 1880s. Extract A offers a relatively convincing argument that a new left-wing working class political consciousness was beginning to flourish. This perhaps is a stronger argument than 'hard times'. However, students could reach a conclusion that there was as much continuity as change, and that trades unions of all kinds had established themselves as permanent features in industrial relations prior to the 1880s. Nevertheless, 1889 seems a watershed and it is possible to identify a more political working class voice, which would grow stronger in the early years of the twentieth century.

Section B

0 2 'The British economy was in a much worse condition in 1900 than it had been in 1870.'

Explain why you agree or disagree with this view.

[25 marks]

Target: AO1

Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

Generic Mark Scheme

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|------------|--|--------------|
| L5: | Answers will display a good understanding of the demands of the question. They will be well-organised and effectively communicated. There will be a range of clear and specific supporting information showing a good understanding of key features and issues, together with some conceptual awareness. The answer will be analytical in style with a range of direct comment leading to substantiated judgement. | 21-25 |
| L4: | Answers will show an understanding of the question and will supply a range of largely accurate information which will show an awareness of some of the key issues and features. The answer will be effectively organised and show adequate communication skills. There will be analytical comment in relation to the question and the answer will display some balance. However, there may be some generalisation and judgements will be limited and only partially substantiated. | 16-20 |
| L3: | The answer will show some understanding of the full demands of the question and the answer will be adequately organised. There will be appropriate information showing an understanding of some key features and/or issues but the answer may be limited in scope and/or contain inaccuracy and irrelevance. There will be some comment in relation to the question. | 11-15 |
| L2: | The answer will be descriptive or partial, showing some awareness of the question but a failure to grasp its full demands. There will be some attempt to convey material in an organised way although communication skills may be limited. There will be some appropriate information showing understanding of some key features and/or issues, but the answer may be very limited in scope and/or contain inaccuracy and irrelevance. There will be some, but limited, comment in relation to the question and statements will, for the most part, be unsupported and generalist. | 6-10 |
| L1: | The question has not been properly understood and the response shows limited organisational and communication skills. The information conveyed is irrelevant or extremely limited. There may be some unsupported, vague or generalist comment. | 1-5 |
| | Nothing worthy of credit. | 0 |

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.

Arguments supporting the view that Britain's economy was in a much worse condition, might include:

- Britain had been ranked the world's largest trading nation in 1870 but had been superseded by both the United States and Germany by 1900
- the USA, Germany and others developed manufacturing industries behind tariff barriers, which eroded Britain's market share in many key industries
- by 1900, some of Britain's traditional customers, such as in the Indian sub-continent, were beginning to produce the goods they had once bought from Britain
- economic decline was particularly evident in the agricultural sector: the price of British wheat virtually halved between 1867 and 1898; refrigeration brought competition from as far away as New Zealand
- Britain's industrial structure was too narrowly based on a few traditional, staple industries, such as coal, iron, textiles and shipbuilding
- there was a relatively low rate of investment in British industry in the last quarter of the century
- in the early 1880s Britain produced one-quarter of the world's manufacturing output; by 1900 this had dropped to less than one-fifth.

Arguments challenging the view that Britain's economy was in a much worse condition, might include:

- Britain's volume of trade and industrial production, in real terms, actually increased
- domestic investment was at least maintained
- comparisons with the United States and Germany are misleading: they were at different stages of industrial development
- in 1900 Britain still retained its lead in terms of production per capita
- London was still the financial capital of the world
- the service sector continued to expand, particularly insurance and financial services
- Britain retained a wide lead in many industrial sectors in 1900: cotton textiles, heavy machine tools, ship building and steam engines.

By 1900, Britain had unquestionably seen its industrial and commercial lead overtaken by its main rivals, the United States and Germany. It is logical, therefore, that students could conclude that the premise of the question is correct. However, a more nuanced explanation could be that Britain's economy was slowing down, not stagnating. Though Britain's paramount position was indeed eroded, its economy continued to advance, albeit hampered by a slowing down of technological innovation, a smaller internal market and increasing obsolescence of industrial plant. Britain's economy was in a worse condition comparative to its main rivals, but the great crisis of the British economy had yet to be reached.

0 3 'The weakness of the Liberal Party led to the Conservative Parties dominance of politics in the years 1885–1905.'

Explain why you agree or disagree with this view.

[25 marks]

Target: AO1

Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

Generic Mark Scheme

- L5:** Answers will display a good understanding of the demands of the question. They will be well-organised and effectively communicated. There will be a range of clear and specific supporting information showing a good understanding of key features and issues, together with some conceptual awareness. The answer will be analytical in style with a range of direct comment leading to substantiated judgement. **21-25**
- L4:** Answers will show an understanding of the question and will supply a range of largely accurate information which will show an awareness of some of the key issues and features. The answer will be effectively organised and show adequate communication skills. There will be analytical comment in relation to the question and the answer will display some balance. However, there may be some generalisation and judgements will be limited and only partially substantiated. **16-20**
- L3:** The answer will show some understanding of the full demands of the question and the answer will be adequately organised. There will be appropriate information showing an understanding of some key features and/or issues but the answer may be limited in scope and/or contain inaccuracy and irrelevance. There will be some comment in relation to the question. **11-15**
- L2:** The answer will be descriptive or partial, showing some awareness of the question but a failure to grasp its full demands. There will be some attempt to convey material in an organised way although communication skills may be limited. There will be some appropriate information showing understanding of some key features and/or issues, but the answer may be very limited in scope and/or contain inaccuracy and irrelevance. There will be some, but limited, comment in relation to the question and statements will, for the most part, be unsupported and generalist. **6-10**
- L1:** The question has not been properly understood and the response shows limited organisational and communication skills. The information conveyed is irrelevant or extremely limited. There may be some unsupported, vague or generalist comment. **1-5**
- Nothing worthy of credit. **0**

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.

Arguments supporting the view that the weakness of the Liberal Party led to the Conservative dominance of politics in the years 1885–1905, might include:

- split: the party tore itself apart over Home Rule; led to the loss of Joseph Chamberlain, its most charismatic Radical leader; 60-80 'Liberal Unionists' left with Chamberlain, most of whom defected to the Conservatives in the 1890s
- crisis of leadership: problem of finding a successor to Gladstone; both Rosebery and Harcourt proved inept; remaining Radicals discontented with Whig leadership being foisted on them
- crisis of identity: problem at grassroots and policy level: what did the party stand for; what was to be its future role in politics?
- crisis of funding and organisation: the Conservatives retained 114 seats unopposed in 1895; 138 in 1900; not a recipe for electoral success.

Arguments challenging the view that the weakness of the Liberal Party led to the Conservative dominance of politics in the years 1885–1905, might include:

- Lord Salisbury: realistic, pragmatic and inclusive leadership; great contrast to Liberal ineptitude
- policies: the Conservatives passed a substantial amount of reforming legislation in the 1880s and 1890s; a focus on imperialism provided a popular identity for the party
- organisation: a competent party machine
- electoral system: this benefited the Conservatives more than the Liberals: up to 1 million of those enfranchised by the 1884 Parliamentary Reform Act were unable to vote because of the 12 month residential qualification; most of these are unlikely to have been Conservative voters
- electoral system: the 1885 Redistribution Act, creating single-member constituencies tended to favour the Conservatives
- the formation of the Labour Party: squeezed the Liberal Party in terms of bidding for working class votes.

It is perfectly possible for students to argue the primacy of either Liberal weakness or Conservative strength. A more balanced argument, however, might not attribute primary significance, but argue instead that a combination of factors contributed to the Conservative ascendancy. Particularly conceptual students might show their understanding of 'breadth' by reference to the pendulum swing of politics between 1868 and 1905, with both Liberals and Conservatives experiencing sustained periods in office before losing pre-eminence over a key single issue: Home Rule in 1885; tariff reform in 1905.