
A-level
HISTORY
7042/1G

Component 1G Challenge and transformation: Britain, c1851-1964

Mark scheme

June 2021

Version: 1.0 Final



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 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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Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly Level 3 with a small amount of Level 4 material it would be placed in Level 3 but be awarded a mark near the top of the level because of the Level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

Section A

- 0 1** Using your understanding of the historical context, assess how convincing the arguments in these three extracts are in relation to social reform legislation in Britain in the years 1870 to 1900.

[30 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

- L5:** Shows a very good understanding of the interpretations put forward in all three extracts and combines this with a strong awareness of the historical context to analyse and evaluate the interpretations given in the extracts. Evaluation of the arguments will be well-supported and convincing. The response demonstrates a very good understanding of context. **25-30**
- L4:** Shows a good understanding of the interpretations given in all three extracts and combines this with knowledge of the historical context to analyse and evaluate the interpretations given in the extracts. The evaluation of the arguments will be mostly well-supported, and convincing, but may have minor limitations of depth and breadth. The response demonstrates a good understanding of context. **19-24**
- L3:** Provides some supported comment on the interpretations given in all three extracts and comments on the strength of these arguments in relation to their historical context. There is some analysis and evaluation but there may be an imbalance in the degree and depth of comments offered on the strength of the arguments. The response demonstrates an understanding of context. **13-18**
- L2:** Provides some accurate comment on the interpretations given in at least two of the extracts, with reference to the historical context. The answer may contain some analysis, but there is little, if any, evaluation. Some of the comments on the strength of the arguments may contain some generalisation, inaccuracy or irrelevance. The response demonstrates some understanding of context. **7-12**
- L1:** **Either** shows an accurate understanding of the interpretation given in one extract only **or** addresses two/three extracts, but in a generalist way, showing limited accurate understanding of the arguments they contain, although there may be some general awareness of the historical context. Any comments on the strength of the arguments are likely to be generalist and contain some inaccuracy and/or irrelevance. The response demonstrates limited understanding of context. **1-6**
- 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.

Students must assess the extent to which the interpretations are convincing by drawing on contextual knowledge to corroborate and challenge the interpretation/arguments/views.

In their identification of the argument in Extract A, students may refer to the following:

- the main argument of Extract A is that although self-help and laissez-faire appeared to be important principles in this period, the government was increasingly forced to abandon such an approach in the face of social issues arising from industrialisation
- the ideas of self-help and laissez-faire were popularised by the influential book by Samuel Smiles and were widely influential
- the year 1870 marked a transition between a period of limited government intervention and a period of greater centrally-directed social reform legislation
- the increasing awareness of social problems after 1870 necessitated increasing levels of government intervention.

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

- industrialisation had created a class of impoverished, malnourished and unhealthy workers. Governments came to recognise that self-help was not enough for this class. Campaigners, such as Lord Shaftesbury and Octavia Hill, did much to raise awareness of these issues
- social reform legislation was becoming increasingly frequent from 1870 onwards under both Liberal and Conservative governments in order to deal with the effects of industrialisation, eg Factory Acts, Public Health Acts, Housing Acts, therefore suggesting the end of laissez-faire
- self-help and laissez-faire were influential ideas in this period. Smiles' book was second only to the Bible in sales in the decades after 1859, and free trade was a consistent policy of Liberal and Conservative governments throughout this period
- in opposition to the extract, it could be argued that self-help and laissez-faire remained important principles despite the increased social reform legislation, eg several acts were permissive not compulsory
- in further challenge to the extract, it could be argued that the focus on social reform legislation dwindled after 1876 and was less of a priority for governments of both parties in the last two decades of the century. Significant social problems continued, as evidenced by Booth and Rowntree.

In their identification of the argument in Extract B, students may refer to the following:

- the main argument of Extract B is that the increase in social reform legislation after 1870 was driven by political concerns and motivations
- the extension of the franchise caused both main political parties to focus on the needs of wider sections of society through social reform policy
- arguments for and against reform in the 1870s were primarily political in nature
- Conservative politicians saw social reform legislation as a political tactic to undermine the appeal of socialism to the masses.

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

- many historians argue, particularly in relation to Disraeli's new brand of 'One Nation Conservatism', that social reform policy was a politically motivated calculation primarily aimed at securing election victories following the extension of the franchise, most obviously in 1874
- Gladstone and Disraeli are often depicted as engaging in a personal political battle, seeking to gain advantage over the other in any way possible, regardless of the specific context and content of policy issues
- the Conservatives dominated the years 1885 to 1905. Despite a natural preference for self-help and laissez-faire, Lord Salisbury was mindful of the need to win the support of the newly enfranchised voters in towns and countryside. A number of moderate social reforms were introduced in this period
- Disraeli famously remarked 'the palace is not safe if the cottage is not happy', revealing the fear of revolutionary ideologies and of socialism was a very real one in the minds of many politicians at the time, as also evidenced by Balfour's assertion in the extract
- in opposition to the argument in the extract, it could be argued that social reform was not just the preserve of central government in its formulation or execution. Social reform legislation was promoted by many charitable campaigners throughout the period and local government became increasingly significant, partly motivated by civic pride.

In their identification of the argument in Extract C, students may refer to the following:

- the main argument of Extract C is that this period was one of 'collectivism' which involved state action heavily influenced by calls for moderate social reform from the trade unions
- trade unions began to pursue collective bargaining and demands for positive social reform as the main ways through which to improve the lives of their members
- the trade union movement rejected Marxist ideology and accepted the capitalist system, seeking to protect members' rights within the capitalist organisation of the economy.

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

- trade unions were given legal recognition for the first time in 1871, and then the Conspiracy and Protection of Property Act in 1875 enabled them to strike and picket. These acts represented a significant increase in the rights of trade unions and their ability to take action
- the late 1880s saw a change in the nature of unionism as the new mass unions shifted the movement in a more radical confrontational direction. Collective bargaining and strike action were, however, legal and democratically acceptable methods, which achieved results
- the moderate increase in social reform legislation after 1890 could be seen as a response by the Conservative government to the successful campaigns of the new unions in the late 1880s
- the formation of the Labour Representation Committee in 1900 is further evidence of the desire by trade unions to promote the interests of their members through democratic means
- in opposition to the argument in the extract, it could be argued that crediting trade unions with heavily influencing social reform policy may be an exaggeration. Unions were primarily interested in improving their members' pay and conditions rather than promoting a wide range of social reform policies.

Section B

- 0 2** To what extent was the Liberal Party weakened by internal divisions in the years 1886 to 1914?

[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 very good understanding of the full demands of the question. They will be well-organised and effectively delivered. The supporting information will be well-selected, specific and precise. It will show a very good understanding of key features, issues and concepts. The answer will be fully analytical with a balanced argument and well-substantiated judgement. **21-25**
- L4:** Answers will display a good understanding of the demands of the question. It 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 relating to the question. The answer will be well-balanced with some judgement, which may, however, be only partially substantiated. **16-20**
- L3:** 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, but may, however, be unspecific or lack precision of detail. The answer will be effectively organised and show adequate communication skills. There will be a good deal of comment in relation to the question and the answer will display some balance, but a number of statements may be inadequately supported and generalist. **11-15**
- L2:** The answer is 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 Liberal Party was weakened by internal divisions in the years 1886 to 1914 might include:

- the party split in 1886 over Gladstone's conversion to Home Rule, losing the block of Liberal Unionists. The loss of the Liberal Unionists undermined the Liberal Party in the elections of 1895 and 1902
- Gladstone remained a divisive figure until his retirement in 1894; some criticised his obsession with Home Rule, whereas others retained an unwavering loyalty to the 'grand old man'. Little was achieved between 1892 and 1895 contributing to the 1895 election defeat
- there were divisions between 'traditional' laissez-faire liberals and the emerging group of 'New Liberals'. New liberalism gained strength through the 1890s and 1900s, but was still met with some scepticism within the party, even after 1906
- Lord Rosebery led a group of 'Liberal Imperialists' in the 1880s, but they were opposed by others who were sceptical of further imperial expansion. Tensions deepened over the issue of the Boer War, which impacted the Liberals' performance in the 'khaki election' of 1900
- the Party was not united over the issue of women's suffrage. These splits gave the impression of disunity from 1906 to 1914, and caused the governments some significant unease in handling the increasingly militant Suffragette threat.

Arguments challenging the view that the Liberal Party was weakened by internal divisions in the years 1886 to 1914 might include:

- the Liberals were consistently united over the issue of free trade, which was the main factor behind their landslide election success in 1906
- following Gladstone's conversion to Home Rule in 1886, the Liberal Party consistently supported this policy, enjoying the continuous support of the Irish Nationalist Party, which was particularly significant in the two elections of 1910
- the Liberals remained united in their opposition to entrenched privilege, as seen in their challenge to the House of Lords in 1910/11, which contributed to their two election victories in 1910, and in their support for non-conformist opposition to the 1902 Education Act which contributed to their 1906 victory
- students may argue that internal divisions were not the main cause of Liberal weakness in this period, instead highlighting factors such as Conservative strengths. The Conservatives were ably led by Lord Salisbury in this period, capitalising on support for empire and a new brand of 'villa conservatism'
- students may also highlight the rise of the Labour Party as a reason behind Liberal weakness. The Liberal Party was losing the backing of trade unions in this period as the working classes turned increasingly towards a more proletarian-based political party.

Overall, students may conclude that up to 1906 the Liberals were divided on many issues, including 'traditional' vs 'new' liberalism, imperialism and the legacy of Gladstone's leadership. There was greater unity after 1906, aided by the demise of the Conservatives, however, significant divisions still remained. Therefore, it could be concluded that internal divisions did weaken the party throughout this period.

Alternatively, students may conclude that unity around the issues of free trade, Home Rule and challenging entrenched privilege, provided sufficient unity for the Liberal Party in this period, enabling them to win successive elections in 1906 and 1910. Therefore, other factors such as the strength of the Conservatives, to 1905, and the rise of Labour, from 1900, provide a more convincing explanation of why the Liberals were weakened in this period.

- 0 3** How far was the creation of the Welfare State, by 1951, a response to the social problems of the 1930s?

[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 very good understanding of the full demands of the question. They will be well-organised and effectively delivered. The supporting information will be well-selected, specific and precise. It will show a very good understanding of key features, issues and concepts. The answer will be fully analytical with a balanced argument and well-substantiated judgement. **21-25**
- L4:** Answers will display a good understanding of the demands of the question. It 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 relating to the question. The answer will be well-balanced with some judgement, which may, however, be only partially substantiated. **16-20**
- L3:** 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, but may, however, be unspecific or lack precision of detail. The answer will be effectively organised and show adequate communication skills. There will be a good deal of comment in relation to the question and the answer will display some balance, but a number of statements may be inadequately supported and generalist. **11-15**
- L2:** The answer is 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 creation of the Welfare State, by 1951, was a response to the social problems of the 1930s might include:

- Attlee's government's policies to create the Welfare State aimed to implement the Beveridge Report fully. The Report itself aimed to avoid a return to the social problems of the 1930s in post-war Britain by identifying the five 'giants' to be slain
- as a response to the mass unemployment of the 1930s, Keynes developed his influential economic ideas about government intervention in the economy to ensure full employment. Attlee's government were committed to maintaining full employment after 1945
- the national insurance scheme broke down under the stress of the depression of the 1930s, with many becoming uninsured and benefits being restricted. Beveridge's proposed system of social insurance was implemented by the post-war government to address this
- poverty was significant in the depressed areas of the 1930s. Beveridge's vision of a minimum standard of social security aimed to avoid this scenario in the future and, from 1945, a number of acts were passed to deliver this vision, eg Family Allowance, National Insurance and National Assistance
- medical care was an uneven and irregular patchwork in the 1930s leaving many unable to access medical care. The introduction of the NHS in 1948, providing healthcare for all, free at the point of delivery, addressed this issue.

Arguments challenging the view that the creation of the Welfare State, by 1951, was a response to the social problems of the 1930s might include:

- the impact of the Second World War was a significant influence on the creation of the Welfare State. Were it not for the war, Beveridge would not have been asked to write his report to provide a vision of a healthier, fairer post-war Britain
- the destruction of, and damage to, large amounts of housing during the war created the need for the post-war government to make housing a priority. In the 1930s, fairly significant progress had been made in the clearance of slums and building of new council houses
- the creation of the Welfare State could be seen as the culmination of long-term Labour Party goals inspired by its 1918 Constitution and the ideology of democratic socialism
- alternately, the creation of the Welfare State after 1945 could be seen as the culmination of long-term trends in British government and society which began in the 19th century and which gained impetus through the Liberal social reforms of 1906 to 1914 (which Beveridge himself contributed to).

Overall, students may conclude that the social problems witnessed during the depression of the 1930s caused a great deal of reflection amongst the political classes, which culminated in a strong desire after 1945 to create a Welfare State in which no citizen would have to suffer the same degree of poverty and deprivation. However, it is also hard to envisage a Labour landslide on the scale of 1945, nor such a comprehensive plan for reform as that created by Beveridge, without the impact of the Second World War. In addition, Beveridge's ideas were not revolutionary, but rather they built upon the foundations of welfare provision which had been laid before 1914. Therefore, the creation of the Welfare State after 1945 could well be regarded as the result of an unprecedented coming together of several long-, medium- and short-term factors.

0 4 'British governments managed the economy effectively in the years 1945 to 1964.'

Assess the validity of 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.

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- 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 British governments managed the economy effectively in the years 1945 to 1964 might include:

- the 1946 loan from the USA, negotiated by Keynes, saved the economy from collapse. In 1948, Bevin was successful in securing for Britain the largest share of Marshall Plan money. Therefore, the post-war government used its relationship with the US to boost the economy effectively
- the export drive co-ordinated by the post-war Labour governments was successful in improving the balance of payments significantly. The government was able to persuade the unions to accept wage restraint, and the devaluation of the currency helped the competitiveness of exports
- the nationalisation policies implemented by the post-war Labour governments had some positive effects, eg expansion of gas and electricity supply, of civil aviation and of telecommunications. Industrial relations were more positive in the nationalised industries
- the 1951–55 Conservative government was effective in controlling public spending and bringing all rationing to an end by 1954, and was able to offer generous tax cuts in 1955. It could, therefore, lay claim to effective economic management in the 1955 election
- the period from 1951 onwards has often been portrayed as the ‘age of affluence’ for which successive Conservative governments claimed credit, leading to Macmillan’s famous line that the British people had ‘never had it so good’.

Arguments challenging the view that British governments managed the economy effectively in the years 1945 to 1964 might include:

- it has been argued that the extensive spending on the Welfare State from 1945 onwards, and the cost of nationalisation, came at the expense of government investment in the modernisation of industry, which may have been of longer-term benefit
- the loan from the USA negotiated by Keynes in 1946, forced sterling to become fully convertible with the dollar. This led to a run on the pound and forced the government to devalue the currency in 1948. The pound came under further pressure in 1957
- the newly nationalised coal and rail industries required significant government subsidies, which added to the cost of an already expensive policy. The emphasis on full employment also reduced efficiency and productivity in the nationalised industries
- the use of ‘stop-go’ policies by successive Conservative governments after 1951 can be said to have done more harm than good as they made long-term planning for investment by businesses very difficult as tax and interest rates kept shifting
- by the early 1960s, the Conservative government was struggling to keep inflation under control. Furthermore, the balance of payments was also worsening considerably as imports outstripped exports, and unemployment was on the rise. As a result, the government was forced to ask the IMF for a loan.

Overall, students may conclude that the British economy in this period was at the mercy of several factors outside of the governments’ control, for example the legacy of the war and the subsequent international economic recovery in the 1950s. As a result, it could be argued that the post-war Labour governments did quite well in the difficult circumstances of the years 1945–51, whereas the subsequent Conservative governments, in a more favourable international economic climate, did not control inflation and demand for imports very effectively leading to the problems of the early 1960s.

Alternatively, students may conclude that throughout this period, governments of both colours remained committed both to full employment and to high levels of public spending on the welfare state, defence and nationalised industries. As a result, the economy experienced recurring problems with the balance of payments, the weakness of the pound and inflation, suggesting that the post-war governments were overly-ambitious in their economic management.