



AS HISTORY 7041/1G

Challenge and transformation: Britain, c1851–1964

Component 1G Victorian and Edwardian Britain, c1851–1914

Mark scheme

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Version: 1.0 Final



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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.

No student should be disadvantaged on the basis of their gender identity and/or how they refer to the gender identity of others in their exam responses.

A consistent use of 'they/them' as a singular and pronouns beyond 'she/her' or 'he/him' will be credited in exam responses in line with existing mark scheme criteria.

Further copies of this mark scheme are available from [aqa.org.uk](https://www.aqa.org.uk)

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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** With reference to these extracts and your understanding of the historical context, which of these two extracts provides the more convincing interpretation of social reform in the years 1868 to 1880?

[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

- 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.

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 the extract is that the state was becoming more active and interventionist in these years, passing a range of significant social reforms
- reforms covered areas such as health, working conditions, pollution, poor relief and education
- the reforms had limitations but represented an important shift towards state intervention and away from voluntary or private action.

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

- there was a large amount of significant social reform legislation in these years covering a range of different areas including education acts (1870 and 1876), public health acts (1872 and 1875), factory and employment acts (1874 and 1875)
- several acts were limited in scope, eg some were permissive not compulsory such as the 1875 Artisans' Dwelling Act. The education acts stopped short of making attendance compulsory
- in opposition to the interpretation, it could be argued that both Gladstone and Disraeli were limited in their commitment to social reform legislation. Gladstone remained committed to retrenchment and a small state, and Disraeli introduced few new ideas after the flurry of legislation in 1874–76. Social reform did not play a significant role in the 1880 election.

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

- the main argument of the extract is that social reform legislation was limited and largely ineffectual in these years. Unions, the cooperative movement and friendly societies were more important than government in improving people's lives
- Gladstone concentrated on political, legal and religious reform rather the social; and Disraeli's legislation had little impact
- the most important factors for the working class – wages and employment – were largely beyond the control of government.

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

- Gladstone's priorities between 1868 and 1874 were mainly political, legal and religious. For example, the administrative reforms to the army and civil service; the enfranchisement of women to vote in local elections, and the Married Women's Property Act; trade union legislation
- the first Trades Union Congress was held in 1868, and unions had legal rights after 1871. This enabled them to promote workers' interests much more effectively. Self-help remained an influential idea and the increase in friendly societies and the cooperative movement can be viewed within this context
- in opposition to the interpretation, it could be argued that the extent of social reform legislation in these years is often regarded as significant and that the laissez-faire attitude was being effectively

challenged through acts such as the compulsory 1875 Public Health Act or 1876 Merchant Seamans' Act.

In arriving at a judgement as to which extract provides the more convincing interpretation, students might conclude that the governments of Gladstone and Disraeli in these years are often considered very significant reforming ministries, which would suggest that Extract A is the more convincing. Alternatively, there were clearly limits to the extent of the legislation passed and neither leader focused on social reform as a key issue in the 1880 election, suggesting that the role of the state remained limited, as suggested by Extract B.

Section B

- 0 2** 'Britain's economic growth, in the years 1851 to 1873, was due to free trade and laissez-faire policies.'

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 Britain's economic growth, in the years 1851 to 1873, was due to free trade and laissez-faire policies might include:

- Gladstone's tariff reforms of the 1850s and 1860s removed costs and barriers to trade, thereby encouraging overseas trading and stimulating British industry
- the relatively low levels of taxation in this period enabled business and industry to make large profits which were often reinvested in expansion and growth
- governments throughout this period were influenced by the doctrine of 'self-help' and therefore favoured low government spending (retrenchment) and limited intervention in the economy. There was little regulation of industry, or social reform legislation, until the early 1870s, which enabled businesses to pursue and reinvest profits largely unhindered by government action
- free trade policies enabled British industry to exploit the advantages offered by Britain's position as the world's dominant colonial power. Cheap raw materials were sourced from the empire, and manufactured goods from Britain sold profitably back to the colonies.

Arguments challenging the view that Britain's economic growth, in the years 1851 to 1873, was due to free trade and laissez-faire policies might include:

- technological innovation was an important factor behind the economic growth of this period. Advances in shipbuilding stimulated export growth, and the development of the railway network facilitated greater efficiency in domestic production
- population growth was an important factor. The expansion of the domestic market stimulated economic growth and provided a strong supply of cheap labour
- Britain enjoyed some natural advantages such as the plentiful supply of raw materials, most notably coal and iron ore
- Britain was in an advantageous position compared to her competitors due to being the first nation to experience an industrial revolution. The advantages that this 'head-start' created were still being felt in this period.

Overall, students may conclude that free trade and laissez-faire policies were a very deliberate decision made by the governments of this period, notably by Gladstone as chancellor, aiming to move away from the more protectionist instincts of previous decades. The impact was to stimulate spectacular economic growth between 1851 and 1873. However, alternatively, it could be argued that Britain was already the leading industrial and economic power in the world by 1851, therefore free trade policies only added to the scale of Britain's success in these years, rather than being the primary cause. Britain enjoyed significant historical and geographical advantages over all of her competitors before and during this period, which could be considered more significant factors in explaining the rapid economic growth.

- 0 3** 'The Liberals dominated the years 1905 to 1914 due to the mistakes and weaknesses of the Conservatives.'

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 Liberals dominated the years 1905 to 1914 due to the mistakes and weaknesses of the Conservatives might include:

- in the years leading up to the 1906 election, the Conservatives had lost a significant amount of support due to unpopular policies, for example the loss of non-conformists and working-class voters due to the 1902 Education Act, 1904 Licensing Act and the failure to reverse the Taff Vale judgement
- Balfour's decision to resign at the end of December 1905, enabling the Liberals to call an immediate election, was a tactical blunder. During the election campaign the Conservatives were divided over their policy on tariff reform, contributing to the landslide Liberal victory
- Balfour's controversial tactic to use the Conservative majority in the Lords to block Liberal legislation and oppose the 1909 budget, ultimately resulted in two Conservative election defeats in 1910
- Balfour's tactics during the Peers vs People Crisis (1910) led to the passing of the 1911 Parliament Act which ended the ability of the Lords to veto legislation passed by the Commons. This removed a key element of Conservative strength within the political system.

Arguments challenging the view that the Liberals dominated the years 1905 to 1914 due to the mistakes and weaknesses of the Conservatives might include:

- the Liberals had a number of effective leaders in this period. Campbell-Bannerman fought an effective election campaign in 1906. Asquith and Lloyd George built on this strong foundation after 1908
- the ideology of New Liberalism emerged in these years and seemed to be more in tune with the views of the majority of voters. Legislation introducing free school meals, pensions and national insurance was popular
- the Liberals had the support of other parties within parliament. Labour supported their policies of social reform, and the support of the Irish Nationalists was crucial in the two elections of 1910 in keeping the Liberals in power
- the influence of the King during the Peers vs People Crisis was significant in forcing the Conservatives to back down and accept the passing of the Parliament Act.

Overall, students may conclude that the mistakes and weaknesses of the Conservatives contributed significantly to the dominance of the Liberals in these years. Balfour failed to adopt an effective policy on tariff reform, enabled the Liberals to call an election at a time when the Conservatives were at a low ebb and then lost out to Asquith in the tactical battles of 1909–11. However, alternatively, it could be argued that the Liberals were more in tune with the changing attitudes of the period. Interest in social and political reform was growing and the Liberal leaders, such as Asquith, Lloyd George and Churchill, influenced by 'New Liberalism', were more aligned with the priorities of the electorate.