

**AS**  
**HISTORY**  
**7041/1G**

Challenge and transformation: Britain, c1851–1964

Component 1G Victorian and Edwardian Britain, c1851–1914

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Mark scheme

June 2019

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 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)

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System Name	Description
?	Questionable or unclear comment or fact
^	Omission – of evidence or comment
Cross	Inaccurate fact
H Line	Incorrect or dubious comment or information
IR	Irrelevant material
SEEN_BIG	Use to mark blank pages or plans
Tick	Creditworthy comment or fact
On page comment	Use text box if necessary to exemplify other annotations and add further comment. <b>Always</b> provide a text box comment at the end of each answer.

## 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.

**Challenge and transformation: Britain, c1851–1964**

**Component 1G Victorian and Edwardian Britain, c1851–1914**

**Section A**

- 01** With reference to these extracts and your understanding of the historical context, which of these two extracts provides the more convincing interpretation of the standard of living of the working class in the years c1890 to 1914? **[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.**

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 Hobsbawm's argument, students may refer to the following:**

- the main argument is that the standard of living for the working class remained very poor throughout this period
- surveys, and the medical examination of recruits for the First World War, revealed an unhealthy working class who were 'stunted' by the demands of industrialised work
- the working class were barely able to subsist and in old age had to rely on the Poor Law, which left them malnourished and poorly housed.

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

- the surveys of Booth and Rowntree identified around 30% of the population living below the 'poverty line'. Such an impression seemed to be confirmed by the poor state of volunteers for the Boer War, and again by the medical inspections for the First World War
- work for many in the working class remained unhealthy and dangerous. The number of coal miners doubled in this period and many women worked in the 'sweated' trades where conditions were appalling
- in opposition to the argument, it could be suggested that the picture was not as bleak as portrayed, for example Old Age Pensions were introduced in 1908 which helped many older people avoid relying on the workhouse and the Poor Law. Other improvements to welfare provision also helped to lift a significant number out of poverty and improve their health.

**Extract B: In their identification of Cunningham's argument, students may refer to the following:**

- the main argument is that real wages were rising and the working class could afford a wider range of goods and services as a result
- consumerism, as evidenced by the growth of chain stores and leisure provision, was growing in this period to the benefit of the working class
- local government also took action to improve living conditions, such as the provision of piped water and water closets to the majority of households.

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

- falling prices, during the 'Great Depression' and after, led to an increase in real wages. At the same time, a wider variety of food became available to the working classes due to improved transport and technology, e.g. the importation of meat from New Zealand, Australia and Argentina. The standard of living of the working class therefore improved

- legislation forced councils to provide clean water and effective sewerage in towns and cities. In the 1890s and after, local government reform and subsequent investment in public health provision began to have a marked effect
- in opposition to the argument, it could be suggested that the extract presents a rather optimistic view of the standard of living for the working class. The introduction of the Liberal welfare reforms from 1906–14 was motivated by an increasing awareness that large numbers within the working class continued to live below the poverty line and work in unacceptable conditions.

In arriving at a judgement as to which extract provides the more convincing interpretation, students might argue that neither extract is entirely convincing with Extract A being unduly negative and Extract B being rather optimistic. The difficulty at arriving at an overall judgement about the standard of living of the 'working class' is that this term incorporates people with very different incomes, lifestyles and employment. For many in the working class, this was a period of improving living standards due to the increase in real wages, greater welfare provision by local and central government, and greater access to consumer and leisure opportunities. However, there remained a significant proportion of the working class who continued to live below the poverty line and for whom the improvements were largely out of reach.

**Section B**

**02** 'The emergence of liberalism in the years 1851 to 1874 was due to support for free trade.'

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 suggesting that the emergence of liberalism in the years 1851 to 1874 was due to support for free trade might include:**

- free trade was a common principle held dear by the main groups (Whigs, Liberals, Peelites and Radicals) which came together to form the Liberal Party in 1859, and was therefore the cornerstone of the emerging ideology of liberalism
- the Peelites had split from the Tories over the repeal of the Corn Laws and were therefore primarily identified by their commitment to free trade. This included Gladstone, one of the dominant figures in developing liberal ideology
- the Radicals were partly driven by a desire to remove government restrictions, including protective tariffs, and therefore strongly supported the principle of free trade
- parliamentary reform was not supported by Palmerston and a large number of Whigs. Therefore, this was not the driving force behind the emergence of liberalism, at least until 1865. The Whigs, however, could align with a belief in free trade.

**Arguments challenging the view that the emergence of liberalism in the years 1851 to 1874 was due to support for free trade might include:**

- a significant factor in the emergence of liberalism was religious toleration. This provided the liberals with a clear dividing line from the Tories who emphasised the primacy of the established church. Many liberals were Dissenters and Non-conformists, and even Anglicans, such as Gladstone, emphasised the need for toleration of other denominations
- a further element to the emerging ideology of liberalism was opposition to unfair privileges and out-dated practices which tended to favour the traditional aristocracy. Although the Radicals felt more strongly about this than the Whigs, there was common ground which united all groups
- liberalism also embraced a belief in maintaining peaceful relations with other countries, which would help to enhance trade and prosperity
- it could be argued that liberalism emerged due to the beliefs and influence of Gladstone. Although free trade was one of these principles, he shaped the emerging ideology of liberalism in line with a number of principles, including several of the above.

In reaching an overall judgement, students might argue that free trade was clearly an important principle which underpinned the emergence of a liberal ideology in this period. However, it was not the only organising principle and others, such as religious toleration, a peaceful foreign policy, and the removal of unfair privileges were equally important. All of these aspects were consistent features of Gladstone's leadership of the party from 1866 to 1893 and should therefore, perhaps, be given equal weight in explaining the emergence of liberalism.

- 03** 'Increasing land agitation in Ireland, in the years 1868 to 1881, was caused by the policies of British governments.'

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 suggesting that increasing land agitation in Ireland, in the years 1868 to 1881, was caused by the policies of British governments might include:**

- Gladstone's attempt to 'pacify' Ireland after 1868 began with the Disestablishment of the Anglican Church in Ireland (1869). This was seen by most Irish Catholics as 'too little too late' and merely served to increase resentment of the British government and the desire of many in Ireland to take direct action to remedy the more pressing issue of land rights
- the limitations of the 1870 Land Act created more problems than it solved. The legislation failed to define what was meant by a 'fair rent' and it did not effectively prevent landlords from raising rents and then evicting tenants for failure to pay
- Parnell regarded the 1881 Land Act as a concession by Gladstone's government which had been forced out of them by the agitation and violence of the previous years. As a result, Parnell and the Land League increased the level of agitation in 1881, leading to the introduction of a new Coercion Act, which itself caused further resentment.

**Arguments challenging the view that increasing land agitation in Ireland, in the years 1868 to 1881, was caused by the policies of British governments might include:**

- land agitation could be said to have been inspired by resentment towards the nature of land-holding in Ireland and the issue of exploitative absentee landlords
- the nature of land-holding itself also caused problems of under-production and a lack of innovation. Insecurity of tenure, the constant prospect of rent increases and the practice of sub-letting, all meant that agricultural productivity remained low
- increased foreign competition, especially from America, drove down prices. This harmed the ability of tenants to pay rent and therefore increased the number of evictions
- the later 1870s experienced a number of exceptionally wet summers which destroyed harvests and reduced farmers' profits considerably. It could be no coincidence that the Land League was formed in 1879.

In reaching an overall judgement, students may argue that resentment against the British was not categorised by Irish tenant farmers into 'resentment against the British government' and 'resentment against British landlords'. To the Irish farmers, British dominance and exploitation of Ireland was the problem, which involved both the government and landlords. For example, the limited nature of the relief offered to the Irish population by the British government in these years was partly due to the opposition of landlords within Parliament. There were external exacerbating factors, not least foreign competition and poor weather. However, land agitation was focused very much against the nature of British control and dominance which encompassed both government policy and the actions of the landowning class.