

AS
HISTORY
7041/1G

Challenge and transformation: Britain, c1851–1964

Component 1G Victorian and Edwardian Britain, c1851–1914

Mark scheme

June 2022

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** With reference to these extracts and your understanding of the historical context, which of these two extracts provides the more convincing interpretation of the significance of socialism in the emergence of the Labour Party?

[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 socialism played a significant role in the emergence of the Labour Party
- the SDF built up strong support amongst the working class
- the influence of the Fabians' literature and propaganda was significant in promoting socialist ideals.

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

- both Keir Hardie and Ramsay MacDonald – central figures in the creation of the LRC in 1900 – were members of the Fabians. The Fabians had been promoting socialist ideals since their formation in 1884
- the SDF was a founding member of the LRC in 1900 and had been espousing a Marxist socialist platform for two decades
- in opposition to the extract, it could be argued that the key development in the creation of the LRC in 1900 was the growing influence of the new mass unions from the late 1880s onwards. Keir Hardie had had limited success in persuading the TUC to support the ILP until the new mass unions became more influential within the TUC in the late 1890s.

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

- the main argument of the extract is that socialism was not that significant in the emergence of the Labour Party
- Socialism was mainly a middle-class ideological movement and did not have much significance to the working class in the late nineteenth century, eg in the formation of the ILP
- Socialist organisations were weak in 1900 and the trade unions played a much more significant role in the formation of the LRC in 1900.

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

- the unions which decided to participate in the formation of the LRC in 1900 provided the vast majority of the funding and the grassroots membership of the new party
- the Fabian Society and SDF were largely middle-class organisations more concerned with ideology than the practicalities of working-class life. The SDF resigned from the LRC in 1901 complaining that the programme of the new party was not socialist enough
- in opposition to the extract, it could be argued that there were clear links between the socialist organisations and the wider labour movement, for example Keir Hardie was both a Fabian and the founder of the ILP.

In arriving at a judgement as to which extract provides the more convincing interpretation, students might conclude that the emergence of the Labour Party in this period was the result of a convergence of socialist ideology with the more pragmatic concerns of the trade unions. The new mass unions, which had been growing in significance from the late 1880s, were more open to socialist ideology than the

more cautious craft unions which had previously dominated the TUC. Therefore, the conference of 1900 brought together groups representing different aspects of the labour movement who were able to coalesce around a moderate socialist platform.

Section B

0 2 'In the years 1870 to 1886, British governments solved the land problem in Ireland.'

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 in the years 1870 to 1886, British governments solved the land problem in Ireland might include:

- Gladstone's 1870 Irish Land Act struck a balance between the demands of the tenant farmers and the Anglo-Irish landowners. The principle of 'fair rent' was established and Irish tenant farmers had greater protection from eviction
- Gladstone's 1881 Irish Land Act addressed some of the weaknesses of the 1870 act. Land courts were set up to define 'fair rent', which would then be fixed for 15 years. Rent could not be increased if a tenant improved his land. Government loan schemes made it possible for Irish tenants to buy their land
- as a result of the Kilmainham Treaty, the 1882 Arrears Act settled all current rent arrears for Irish tenant farmers
- the 1885 Land Purchase Act, and subsequent acts, extended the right to buy and provided additional financial assistance for tenant farmers to fund purchases.

Arguments challenging the view that in the years 1870 to 1886, British governments solved the land problem in Ireland might include:

- Gladstone's Land Act (1870) failed to satisfy the demands of the Irish tenant farmers as no definition of 'fair rent' was provided; nor did it assuage the concerns of the Anglo-Irish landlords over their property rights. Unrest in rural areas increased and Gladstone was forced to pass a coercion act
- the violent opposition of the Land League, and the prevalence of boycotting, in the late 1870s, suggests that British policy had done little to improve the condition of Ireland. A further coercion act was introduced in 1881
- Gladstone's Land Act (1881), as in 1870, failed to define a 'fair rent' and did nothing to help those tenant farmers already in arrears. Violent protests continued, eg the Phoenix Park murders
- the 'plan of campaign', organised by Irish nationalists from 1886 against landowners accused of rack-renting and unfair evictions, suggests that the condition of Irish tenant farmers had not improved significantly. The strength of support for Parnell's campaign for Home Rule further supports this view.

Overall, students may conclude that successive British governments took the issue of landholding in Ireland seriously once Gladstone had first addressed the subject in 1870. However, they were consistently limited by the need to balance the interests of Irish tenant farmers with the property rights of the Anglo-Irish landowning class. As a result, although legislative progress was made, the impact that this had on the ground in Ireland was too limited to solve the land problem. Therefore, one could conclude that, whilst improved, the land problem remained and legislation failed to satisfy the needs or demands of Irish tenants.

0 3 'In the years 1890 to 1914, social welfare legislation significantly improved the lives of the working classes.'

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 in the years 1890 to 1914, social welfare legislation significantly improved the lives of the working classes might include:

- the Conservatives, under Salisbury's leadership, enacted a range of social policies designed to improve the lives of the working classes. New acts were passed to deal with housing (1890) and public health (1891) and, as a result, overcrowding was reduced, dangerous diseases fell and the death rate declined
- in the years up to 1905, Conservative governments introduced further acts aimed at improving the lives of women and children, eg education acts (1892 and 1902), and the Factory and Workshops Act (1891). The Workman's Compensation Act (1897) was a significant piece of legislation establishing, for the first time, central government responsibility for the welfare of injured workers
- from 1906, the Liberal governments introduced a range of welfare policies which had a significant impact on the lives of the working classes. Acts that benefited children included the first free school meals, school medical inspections and the 'Children's Charter'. The elderly benefited from the introduction of the first old-age pensions
- workers were helped by Liberal legislation, including the Trade Boards Act, Shop Act and especially the introduction of National Insurance in 1911.

Arguments challenging the view that in the years 1890 to 1914, social welfare legislation significantly improved the lives of the working classes might include:

- the Conservatives dominated the period 1886 to 1905 and remained instinctively a party of laissez-faire attitudes and low taxation. A lot of the social legislation passed was permissive (eg housing acts), or was largely involved in reorganising and consolidating earlier acts (eg in local government, education, public health)
- the reports of Booth and Rowntree indicate that poverty was still a major issue for a significant proportion of the population at the turn of the century. This was reinforced by the poor health of volunteers to serve in the Boer War. The need for a new political party – Labour – to represent the interests of working people also suggests that progress was limited before 1906
- it could be argued that the Liberal government from 1906 were also constrained by concerns over levels of taxation and spending. The extent of the new pensions and national insurance schemes was restricted through limits on how many people were entitled to claim, and the size of the support payments involved.

Overall, students may conclude that the period after 1906 is traditionally regarded as one of significant progress in social welfare provision, finally overcoming the pervasive laissez-faire attitudes of the late Victorian and early Edwardian years. Therefore, it is easy to reach the judgement that there were significant improvements in this period, but only after 1906. However, it is also possible to view the period from 1890 to 1905 more positively as Conservative governments under Lord Salisbury were open to moderate social welfare reform and progress was made. Therefore, some students may conclude that legislation significantly improved the lives of the working classes throughout the period. Alternatively, some students may focus on the limitations to progress throughout the period and argue that, even after 1906, government action was constrained by limited funding and concerns over tax rises, therefore resulting in less than significant improvements being achieved by 1914.