



A-level HISTORY 7042/1G

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

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

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. Always 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, i.e. 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.

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

Section A

- 01** Using your understanding of the historical context, assess how convincing the arguments in these three extracts are in relation to social change in Britain in the years 1945 to 1964. **[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.

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

- the main argument is that there was no change in class divisions despite the rise in average incomes and overall economic growth
- to portray society after 1945 as increasingly ‘middle-class’ is misleading
- economic growth bypassed some regions, industries and urban areas which inhibited social mobility

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

- despite the impression of growing affluence cultivated by Macmillan, amongst others, there was a significant section of society which did not benefit from the growth of consumerism, e.g. 1.8 million lived in inner-city slums and the new high-rise estates had few amenities, e.g. garages for cars. Labour emphasised these social divisions in the 1959 election
- strike action was on the increase, especially from 1956 onwards, which could be interpreted as a sign that workers in the traditional unionised industries did not feel that they were benefiting from the new ‘age of affluence’
- a north-south divide persisted, as many newer industries were located in the South and Midlands, whereas the staple industries of the traditional industrial heartlands suffered from a relative lack of investment and modernisation
- the new grammar school system ended up entrenching the social hierarchy as much as, or more than, breaking it down. Hence Labour’s switch to supporting comprehensive education in the 1960s
- in opposition to the argument, it could be suggested that the Conservatives’ run of election victories was the result of a nation largely content with the effects of increasing affluence and consumerism, and that surveys at the time indicated record numbers of people identified themselves as middle-class.

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

- the main argument is that young people in this period were increasingly affluent and that the growing youth culture was forward-looking and optimistic
- young people prospered more than any other group and benefited significantly from the growth of the jobs market
- there was a marked drive to develop markets and products to satisfy the newly affluent youth of Britain
- young people were praised for their positive and optimistic outlook.

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

- economic growth meant a growth in employment opportunities. Young people, who now stayed in education until at least the age of 15 were well-placed to take advantage of the new job opportunities

- youth markets centred around fashion, music, film, cosmetics as well as bikes, scooters and motorbikes, all grew hugely in this period providing clear evidence of growing affluence and consumerism amongst Britain's youth
- in opposition to the argument, the example of the Teddy Boys could be used to suggest that reaction to young people in this period was not always positive. Concerns about young people hanging around on street corners and being involved in small-scale violence were common
- larger scale organised rioting occurred between the Mods and the Rockers in the early 1960s, which did not lead to the optimistic and positive interpretation of young people given in the extract.

Extract C: In their identification of Sanderson's argument, students may refer to the following:

- the main argument is that women did not benefit from the social changes which occurred in this period
- most married women felt that they had to give up work after the war because nurseries were closed and there was a social pressure from the government and the health service for mothers to stay at home
- housewives in the new suburban estates often felt isolated
- domestic technology did not lead to reduced hours spent on housework, instead it led to increased expectations about the standards to be achieved and many women felt guilty about falling short of these exacting standards.

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

- the government did close wartime nurseries and made it fairly clear that mothers were not expected to combine childcare with work. The number of married women in the workforce fell dramatically after 1945
- there were no moves towards equal pay for women in the workforce. Unions were still male-dominated and reluctant to champion the interests of working women. Many jobs were perceived as 'women's jobs', such as receptionists, typists and clerical work. These were invariably worse paid than similar male jobs in the new expanding industries
- adverts in magazines, on radio and on TV continued to portray the ideal woman as a housewife and mother, making everything ready for when her husband came home from a hard day at work. Surveys revealed that whilst content in the 1940s, in the 1950s housewives reported feeling isolated and bored.
- in opposition to the extract, it could be argued that domestic technology did play a significant role in reducing the physical and mental burden of constant housework. In addition, the availability of contraception (the 'pill' from 1961 for married women) and family planning was increasing
- it could also be argued that progress was made towards greater rights for women at work, e.g. the marriage bar was lifted in teaching, the civil service and the Bank of England by 1949. Equal pay was introduced in the Civil Service, teaching and the NHS by the end of the 1950s.

Section B

- 02** To what extent was political reform, in the years 1865 to 1885, driven by liberal ideology? **[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 political reform, in the years 1865 to 1885, was driven by liberal ideology might include:

- Palmerston's death in 1865 removed a major obstacle to political reform within the Liberal Party and enabled the ideology of the next generation of Liberals, led by Gladstone, to come to the fore – an ideology which included a clear commitment to further political reform, as shown in the 1866 Reform Bill
- John Bright and the Radicals within the Liberal Party had a strong ideological commitment to political reform. They toured the country encouraging working men to press for their democratic rights. They influenced both the Reform League and the Reform Union
- the writings of liberal political philosophers, such as JS Mill, contributed to raising awareness of the issue of political reform both inside and outside of Parliament
- Joseph Chamberlain and other Radicals within the Liberal Party pushed for further political reform in Gladstone's 1880–85 ministry in line with their ideological beliefs. This resulted in a further extension of the franchise and the redistribution of seats.

Arguments challenging the view that political reform, in the years 1865 to 1885, was driven by liberal ideology might include:

- the conclusion of the American Civil War and the unification of Italy both inspired greater interest and support for the idea of political reform in Britain. These both contributed to the formation of the Reform League in 1865
- the Reform League was largely a working-class organisation with strong links to the trade unions, rather than being specifically influenced by the Liberal Party and liberal ideology. The Reform Bill of 1867 followed increased levels of violence and protest by the Reform League
- Disraeli and Derby have often been said to have introduced and passed the Second Reform Act in 1867 as a political calculation to 'dish the Liberals' and win over newly enfranchised working class voters
- the improved levels of education amongst the skilled working classes made the prospect of an extension of the franchise more palatable to many Liberals and Conservatives in Parliament. The growth of Friendly Societies and self-help organisations created the impression of a responsible section of the working-classes who could be trusted with the vote
- population growth and industrialisation had resulted in serious under-representation of the expanding industrial towns and cities. The need for redistribution of seats was obvious to politicians from all parties.

Answers may refer to some or all of the following political reforms including the Liberal 1866 Reform Bill, 1867 Reform Act, 1872 Secret Ballot, Third Reform Act 1884, Corrupt and Illegal Practices Act 1883 and Redistribution of Seats Act 1885. In reaching an overall judgement, students might argue that, following the death of Palmerston in 1865, a significant section of the Liberal Party favoured further political reform and, therefore, this can be deemed a central tenet of liberal ideology. However, support for political reform was not uniform within the Party, as can be seen in the defeat of the 1866 Reform Bill and Gladstone's opposition to Chamberlain's demands for universal male suffrage in the 1880s. Therefore, defining liberal ideology in the context of political reform in this period is difficult. Furthermore, the Second Reform Act was passed by Disraeli's minority administration rather than a Liberal government, showing that liberal ideology was not necessarily the main driving force behind political reform in this period. Indeed, it may be that the effects of urbanisation and industrialisation leading to the emergence

of an educated, skilled working class made further political reform appear as a necessity or inevitability to many politicians of the day, hence Disraeli's decision to introduce the 1867 Act.

03 'The policy of free trade was of benefit to the British economy in the years 1886 to 1914.'

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.

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 policy of free trade was of benefit to the British economy in the years 1886 to 1914 might include:

- due to the lack of protective tariffs and the increasing amount of imports, the price of imports was falling in this period. As wages remained roughly static in the same period, real wages were increasing with consequent benefits for consumer and service industries in Britain
- British industry was able to import raw materials more cheaply due to free trade, which enabled the development of new products such as iron/steel ships powered by steam, armaments and foreign dyes, which were used extensively in the British textiles industry. The shipping, armaments and textiles industries all enjoyed significant growth in this period
- in the glare of tough foreign competition due to free trade, British farmers were forced to diversify, which strengthened agricultural productivity and sustainability. Mixed farming became more common, dairy and poultry farming both expanded, and market gardening became a significant success. Livestock farmers benefited from lower imported food prices
- countries such as Argentina and Uruguay were happy to take British manufactured goods in return for their primary produce such as meat. Thus, free trade, allowing extensive imports from these countries, had a reciprocal benefit for British manufacturing industries
- the failure of the Fair Trade League (arguing for protective tariffs) to gain much traction in the 1880s, and the Liberals' 1906 landslide election victory, following a campaign primarily focused on the benefits of free trade, would suggest that contemporaries did not feel that free trade was unduly damaging to the British economy.

Arguments challenging the view that the policy of free trade was of benefit to the British economy in the years 1886 to 1914 might include:

- during the period 1873–96, labelled by contemporaries as the 'Great Depression', British industry began to suffer from foreign competition, notably from America and Europe. Prices and profits fell in the traditional staple industries which the British economy relied upon
- British agriculture was also suffering the effects of foreign competition. Many other countries had imposed tariffs on imports of foreign produce but British farmers did not benefit from the same protection. Over 50% of Britain's food was imported by 1900
- the 1885–86 Royal Commission, set up by Lord Salisbury to investigate the 'Depression', highlighted the problem of tariffs imposed by other countries on British exports and recommended retaliatory taxes of 10-15% on foreign goods except those from the Empire
- the protective tariffs introduced by many countries, in contrast to Britain's continued commitment to free trade, contributed to Britain's share of world industrial production and exports falling significantly. The trade imbalance between tangible imports and exports was only masked by the strength of Britain's 'invisible earnings'
- Joseph Chamberlain's campaign for imperial preference and arguing for the introduction of protective tariffs could be seen as the result of the damage done by successive governments' commitment to free trade from 1886.

In reaching a final judgement, students may argue that the traditional interpretation of the period is that free trade exposed both British agriculture and industry to the full force of foreign competition at the same time as other countries were introducing protective tariffs. Therefore, it is easy to make the argument that Britain's balance of trade was changing for the worse. However, a closer look at specific areas of the economy can lead to an alternative conclusion. The level of real wages increased significantly in this period due to cheap imports, which had knock-on benefits for British consumers and

service industries which grew markedly. Other industries, such as shipping, armaments and textiles also benefited from cheaper imported raw materials. The ongoing commitment to free trade by successive governments, and the outcome of the 1906 election, could also suggest that the consequences of free trade were more positive than many have accepted.

- 04** ‘The condition of Ireland, in both the South and Ulster, was much improved following the Anglo-Irish Treaty of 1921.’

Assess the validity of this view in the context of the years 1916 to 1939.

[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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- 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 condition of Ireland, in both the South and Ulster, was much improved following the Anglo-Irish Treaty of 1921 might include:

- prior to the treaty, Ireland had experienced the Easter Rising in 1916 and the Anglo-Irish War from 1919 to 1921, which were caused by Irish republican resistance to British rule. There was also tension over the status of Ulster, which caused conflict between Protestant unionists and Catholic nationalists
- following the victory for the pro-treaty forces in the Irish Civil War (1922–23), the issues of British rule and unionism in Ulster did not cause significant tension and conflict in Ireland up to 1939
- the issue of the demarcation of the border between Ulster and the Irish Free State was left deliberately vague in the treaty by Lloyd George in order to avoid conflict. By the time the Boundary Commission was due to report in 1924, a lot of the heat had gone out of the issue and the six counties remained part of the UK without further conflict
- self-government within the Irish Free State strengthened, and tension with Britain over the government of Ireland faded away, especially following the Statute of Westminster (1931). Ultimately, De Valera's declaration of southern Ireland's independence in 1937 went largely unchallenged by Britain
- by 1939, a new Anglo-Irish trade agreement had been negotiated and the three 'Treaty Ports', which had been retained by the UK as part of the 1921 Treaty, were returned to Eire.

Arguments challenging the view that the condition of Ireland, in both the South and Ulster, was much improved following the Anglo-Irish Treaty of 1921 might include:

- the immediate consequence of the Anglo-Irish Treaty was to cause a civil war in Ireland for the next two years
- following the civil war, the anti-treaty Sinn Feiners refused to sit in the Dáil. Southern Ireland, therefore, remained divided between pro- and anti-treaty groups, at least until De Valera decided to enter the Dáil in 1927 at the head of a new party, Fianna Fail, although outbreaks of violence between opposing groups continued into the 1930s
- tension between Protestants and Catholics in the six counties of Ulster remained strong. The Protestant majority manipulated constituency and local government boundaries in order to ensure strong Protestant majorities, which caused resentment amongst the minority Catholic population
- discrimination against Catholics in Northern Ireland also extended to housing, education and the actions of the RUC. Sectarian violence was common and Catholic protestors often clashed with the RUC, most notably during the Belfast riots of 1935, when several people were killed
- relations between southern Ireland and Britain remained tense, especially after De Valera's election in 1932 as head of Fianna Fail, following which he abolished all debts of Irish farmers to British landowners. In retaliation, Britain imposed a trade embargo and a 20% tax on agricultural imports from southern Ireland, which seriously damaged the economy of the Irish Free State.

In reaching a final judgement, students may argue that, whilst it was impossible to satisfy both sides of the unionist-nationalist divide, the Anglo-Irish Treaty achieved a significant improvement in the overall stability of Ireland up to 1939, not least in reducing the levels of violence and conflict which had blighted the years 1916–21. Significant problems remained, not least in Northern Ireland where tension between Catholics and Protestants was deep-seated; however, the peaceful achievement of independence for Eire by 1939 was a symbol of the progress that had been made since the tumultuous years of the Anglo-Irish War.