



A-level HISTORY 7042/1G

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

Mark scheme

June 2025

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.

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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Supporting Marking Guidance

A separate Supporting Marking Guidance document has been created for use in this series and any future series.

It has been written by the senior examining team. It applies to all A-level History options. The purpose of the guidance is to clarify key aspects of the mark scheme and further ensure consistency of approach across all options. The guidance does not reflect a change in the standard applied, but clarification and amplification of the standard. We hope that the guidance document will aid you in your understanding of how the standard should be applied and deepen your understanding of how the key aspects of the mark scheme work. The Supporting Marking Guidance should always be used in conjunction with the mark scheme, and any relevant examiner standardising and teacher training material.

Examiners can find the Supporting Marking Guidance on the associate extranet.

Teachers can find the Supporting Marking Guidance alongside the current mark scheme on Centre Services on results day. It will also be published with any future assessment materials on the public website.

Level of response marking instructions

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

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

Step 1 Determine a level

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

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

Step 2 Determine a mark

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

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

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

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

Section A

- 0 1** Using your understanding of the historical context, assess how convincing the arguments in these three extracts are in relation to changes in Ireland in the years 1886 to 1912.

[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 interpretations/arguments/views.

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

- the main argument is that Irish society was being improved by Conservative policy, especially under Arthur Balfour and Wyndham. It seemed, for a short while, as if some of the divisions between unionism and nationalism could be overcome through consent
- Balfour pursued a coherent and successful policy. He was one of the most successful Chief Secretaries for Ireland
- Balfour aimed to improve social conditions and the issue of land-ownership
- Wyndham's Land Act brought an end to the Land War.

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

- Balfour introduced a Land Act in 1887 which improved the terms of Gladstone's Act of 1881. In 1891, he set aside £33 million to guarantee loans for tenants to buy land. The number of peasant proprietors in Ireland began to steadily increase
- Balfour introduced a programme of public works and created the Congested District Boards, which aimed to stimulate industrial development in western areas
- Wyndham's Land Act of 1903 improved the terms of land purchase for both tenants and landlords, which was supported by £86 million from the government. By 1914, two-thirds of Irish farmers owned their own land
- in opposition to the extract, it could be argued that Balfour's reputation was far from as positive as the extract makes out. He was considered 'Bloody Balfour' by many in Ireland due to the 1887 Crimes Act and the violent suppression of protests
- the impression given in the extract that there was even the hint of a possibility that some peaceful resolution between unionists and nationalists could be achieved is debateable. Radical Irish nationalism, in the form of Sinn Féin and the Gaelic League, was rapidly gaining ground and, in 1905, the Ulster Unionist Council was formed to defend more firmly Protestant interests.

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

- the main argument is that the loss of Irish cultural identity is what most concerned many Irish nationalists, who began to organise themselves in the 1880s and 1890s. It was cultural nationalism which was the key factor in reawakening wider Irish nationalism in these years
- the Irish language and social customs had largely disappeared from everyday use due to the British presence in Ireland
- cultural nationalism continued to inspire the nationalist cause following the downfall of Parnell, which had caused a split in the Irish Nationalist Party undermining its ability to lead the cause of nationalism
- the Gaelic League was important at leading cultural nationalism in Ireland and inspiring those who would go on to become the leaders of the independence movement in the future.

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

- the Gaelic League was established in 1893 with the purpose of promoting the speaking of Gaelic, as well as Gaelic literature. This made a notable contribution to Irish nationalist resistance to British rule in these years
- the Gaelic Athletic Association was founded in the 1880s in order to promote Irish sports, such as hurling and Gaelic football, as opposed to British pursuits such as cricket and soccer. This further contributed to the strengthening Irish nationalist identity of these years
- the Irish Parliamentary Party split after 1891 into supporters and opponents of Parnell, following his downfall. This did create a political vacuum in Irish nationalism, which was partly filled by the cultural organisations
- in opposition to the extracts' emphasis, it could also be argued that the revival of Irish nationalism was also due to political concerns. By 1900, the IPP had been reunited by John Redmond and Sinn Féin was founded in 1905 to represent the desire for full independence
- it could be argued that the most important development of this period was the two elections of 1910 which made Asquith's government reliant on the votes of the IPP, thus bringing Home Rule back to the centre of Westminster politics.
- It could be argued that this did not create a political vacuum in Irish nationalism owing to the 1893 Home Rule Bill

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

- the main argument is that in the late 19th century, unionist opposition in Ulster was strengthened by economic factors such as the industrial dominance of Ulster and Belfast. This influenced the development of a new, more separatist form of unionism
- Ulster, and Belfast in particular, dominated Irish industry
- the new Ulster Unionist Council was mainly supported by Belfast industrial workers
- Belfast was becoming the focal point for Protestant unionist agitation.

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

- Belfast was one of the major ports of the British Empire and had grown in size and wealth significantly. There were deep worries amongst unionists that Home Rule would harm the economy of Ulster, which would have to support the ailing economy in southern Ireland
- unionism was becoming more focused on the fate of Ulster. In 1886, Randolph Churchill visited Belfast and exhorted the unionists there with the slogan 'Ulster will fight; Ulster will be right'
- the formation of the Ulster Unionist Council drew together all unionist constituency branches and representatives of the Orange Order to be ready to take action to preserve the Union. From 1912, it was led by Sir Edward Carson whose priority was the defence of Ulster Protestant interests
- in opposition to the extract's emphasis, it could be argued that economic factors were not the main reason for the strengthening of Ulster unionism. The political clash between supporters of Home Rule and unionists, as played out in Westminster between the Liberals and Conservatives, intensified divisions in Ireland
- the extract's emphasis upon economic factors overlooks the sectarian divisions between Catholics and Protestants as a key element of the strengthening unionism in Ulster. Unionist riots in Belfast were predominantly anti-Catholic, and the strengthening Ulster unionism had a clear Protestant identity.

Section B

- 0 2** 'The strengthening of the Conservative Party, in the years 1867 to 1895, was due to Disraeli and his legacy.'

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 strengthening of the Conservative Party, in the years 1867 to 1895, was due to Disraeli and his legacy might include:

- Disraeli masterminded the passage of the Second Reform Act in 1867, which was largely designed to protect the future electoral fortunes of the Conservatives by showing themselves capable of reform and by controlling the redistribution of seats
- Disraeli made a series of speeches in 1872 to outline a new direction in Conservative policy which was to support social reform legislation. These speeches were widely reported in the press and contributed to the Conservative election victory of 1874
- the new commitment of the Conservative Party to social reform, inspired by Disraeli from 1872, was consolidated by the range of social reforms introduced by Disraeli's government in between 1874 and 1876
- Disraeli encouraged the reorganisation of the Conservative Central Office by Sir John Gorst which led to a larger network of local party associations and more elections being contested by Conservative candidates
- Disraeli's legacy was continued through the Primrose League, formed in his honour after his death in 1881, which aimed to enhance support for the Conservatives amongst working-class men. By 1891, the Primrose League had 1 million members.

Arguments challenging the view that the strengthening of the Conservative Party, in the years 1867 to 1895, was due to Disraeli and his legacy might include:

- splits within the Liberal Party contributed to the strengthening of the Conservatives. There was tension between Chamberlain and Gladstone over the extent of social reform, followed by the much more damaging split over Home Rule from 1886
- Disraeli's commitment to social reform can be considered rather superficial and tenuous. In 1874 he had very few ideas for social reform legislation and his government relied on existing reports. Once these were used up, no new ideas were put forward. Disraeli barely mentioned his government's record on social reform in the 1880 election campaign
- Lord Salisbury could be considered more significant to the strengthening of the party. He skilfully cultivated the links between the Conservatives and Liberal Unionists from 1886 onwards, eventually forming a coalition government with them in 1895
- Lord Salisbury appointed Richard Middleton as the principal political agent of the party in 1884. Middleton was instrumental in co-ordinating the Conservatives' electoral campaigns across the country, which were successful in 1886 and 1895
- the Conservatives benefited in this period from the strengthening of support for imperialism amongst the electorate. The Liberals lacked any consensus on the issue of empire, whereas the Conservatives were closely aligned with the goals of imperialism.

In reaching an overall judgement, students might argue that Disraeli is often hailed as the leader who transformed the Conservatives in the second half of the 19th century. Indeed, Disraeli himself remarked that he had had to 're-educate' the party. On closer inspection, however, it can appear that this traditional interpretation of Disraeli's importance is exaggerated and that several other key figures made significant contributions to the strengthening of the party, as well as the Conservatives benefiting from weaknesses of the Liberals. However, Disraeli laid the foundation for many of these developments and, although not the only factor, the impact of his leadership can easily be argued as the most important one.

- 0 3** 'British governments dealt effectively with the economic challenges they faced in the years 1919 to 1939.'

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 British governments dealt effectively with the economic challenges they faced in the years 1919 to 1939 might include:

- the immediate priority in 1919 was for industrial reconstruction. Much was achieved in a short space of time, including the replacement of lost shipping
- through artful tactics, Lloyd George managed to avoid a miners' strike in 1919 and a general strike in 1921. He also used more direct action to suppress strike action in South Wales, Liverpool and Glasgow
- Baldwin's government dealt effectively with the General Strike of 1926. The TUC was forced to back down within a couple of weeks and, apart from the coal mines, the economy was running as normal again soon after
- more favourable interpretations of the policies of the National governments from 1931 argue that the abandonment of the Gold Standard, the reductions of interest rates (1932) and of income tax (1934) contributed to the economic recovery in the mid-late 1930s
- the need to divert economic resources towards rearmament in the mid-late 1930s can be seen as a challenge which the National government dealt with effectively, and a policy which also contributed to the economic recovery.

Arguments challenging the view that British governments dealt effectively with the economic challenges they faced in the years 1919 to 1939 might include:

- from 1921 until 1929, unemployment remained at above 1 million. This was considered a major issue at the time which no government of the 1920s could resolve
- Churchill's decision to return Britain to the Gold Standard in 1925 had a significantly negative impact on the economy as the pound was overvalued and British exports became uncompetitive. This exacerbated existing pressures and contributed to the causes of the General Strike in 1926
- the response of the second Labour government to the impact of the financial crash and unemployment crisis of 1930–31 was inadequate. Following a period of 'drift', the government could not agree on a policy of retrenchment and was forced to resign
- the economic policies of the National government from 1931, especially the austerity cuts of Snowden's Emergency Budget, have been criticised for suppressing demand and prolonging the depression
- little was done to stimulate economic recovery in the 'special areas' where unemployment was highest. The Special Areas Act was limited in scope and the suffering of those in Britain's traditional industrial heartlands was far greater than in the south and east.

In reaching a final judgement, students may argue that the governments of this period are often criticised for inaction or poor decision-making in response to a series of significant economic challenges. It is certainly the case that there was little innovative thinking and all governments were constrained by a commitment to economic orthodoxy. However, commitment to orthodoxy was the prevailing attitude of the electorate who demonstrated a clear desire to avoid anything that smacked of radical socialism, for example in the 1924 and 1931 elections. The ideas of Keynes and Mosley were also considered too radical at the time and, therefore, it may be unfair to criticise the democratically elected governments for acting in accordance with public opinion. With the benefit of hindsight, there is certainly more that could have been done, however, viewed in the context of the period perhaps the governments were more effective than they have often been given credit for.

0 4 To what extent were the aims of the Beveridge Report achieved in the years 1942 to 1964?

[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**
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- 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 aims of the Beveridge Report were achieved in the years 1942 to 1964 might include:

- the Butler Education Act (1944) made secondary education freely available to all children and raised the school leaving age to 15. In the 1950s and 1960s there was a significant increase in the number of new schools and universities built
- the National Insurance Act (1946) created a system of social security encompassing maternity grants, unemployment benefit, accident and sickness insurance, pensions and funeral grants which achieved the 'safety net' envisaged by Beveridge
- Beveridge highlighted 'Squalor' as one of his 'five giants'. Significant levels of house building were achieved by both Labour and Conservative governments from 1945. The New Towns Act also laid the foundation for further easing of inner-city overcrowding
- a commitment to full employment to address 'idleness' was a central aspect of the Beveridge Report. Unemployment remained low for the majority of this period as successive governments remained committed to the principle of full employment and were desperate to avoid a repeat of the 1930s
- the creation of the National Health Service in 1948 directly addressed Beveridge's suggestion of how to tackle 'Disease'. Despite initial opposition, the Conservatives soon swung round to support the NHS and increased funding consistently up to 1964.

Arguments challenging the view that the aims of the Beveridge Report were achieved in the years 1942 to 1964 might include:

- the impact of the Butler Education Act was not as positive as intended. Few technical schools were built and the secondary moderns were considered much inferior to the grammar schools by the majority of the public. Entry to the grammar schools became increasingly dominated by children from middle-class families thereby restricting the social mobility envisaged by Butler
- the need for the National Assistance Act (1948) passed by the Labour government was an admission that the National Insurance Act was not as universal as hoped as it only covered those who had made 3 years' worth of weekly payments. National Assistance itself was criticised for not index-linking the benefits paid
- some of the housing policies pursued in this period were criticised. There was still a shortage of housing in 1951 after 6 years of Labour government. The Conservatives built more housing, however, the quality of some of this was questioned and the creation of high-rise developments led to new social problems emerging
- unemployment began to rise sharply in the early 1960s as the economy entered a period of 'stagflation'. By 1964, there were over 800 000 registered unemployed which was the highest sustained level of unemployment since before the war
- the cost of the NHS soon proved to be significantly higher than expected. Prescription charges were introduced in the early 1950s and further increased in 1961. Therefore, universal access to free healthcare was not fully achieved. Private healthcare continued to co-exist with the NHS.

In reaching a final judgement, students may argue that in the period following the publication of the Beveridge Report, Britain experienced the most significant expansion of welfare provision in its history. The stunning election victory of the Labour Party in 1945 delivered a clear message from the electorate that the aims of the Beveridge Report were at the top of the public's list of priorities. Consequently, both main parties pursued a series of policies designed to deliver on Beveridge's vision. The welfare state, which had been created by 1964, brought significant improvements in the standard of living of millions of Britons. Not all of the policies were implemented fully and some had serious issues with costs, however,

so much had been achieved that it would be fair to conclude that Beveridge's vision had largely been delivered.