

A-level
HISTORY
7042/1G

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

Mark scheme

June 2020

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, 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.

Section A

- 0 1** Using your understanding of the historical context, assess how convincing the arguments in these three extracts are in relation to the British economy in the years 1873 to 1896.

[30 marks]*Target: A03*

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.

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

- the main argument is that the traditional story of a dramatic decline in British agriculture in these years is misleading. Several agricultural sectors experienced growth and overall agricultural output increased by 10%
- the traditional interpretation focused on the decline in wheat prices and the decrease in incomes and rents on arable land
- in fact, dairy, meat and egg production all grew, stimulated by the demand created by the supply of fresh produce by the railways to town and cities
- agricultural improvements benefited the wider economy through an increase in the real wages of agricultural labourers and reducing the price of food which stimulated consumer demand.

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

- farmers in the Midlands, Scotland and northern England who already practised mixed farming were far less affected by the ‘depression’ than the predominantly arable areas of the south and east
- milk could not be imported and, therefore, British dairy farmers benefited from the growth of the railway network and the growing demand for fresh milk from town and cities
- although the number of agricultural labourers was in steep decline, those who remained enjoyed higher real wages as productivity increased, new methods were less labour-intensive and prices were falling
- in opposition to the extract, it could be argued that British meat producers were also feeling the pain of the depression since refrigerated meat from South America, Australia and New Zealand was being imported into Britain in increasingly large quantities
- there was a significant depression in wheat producing areas of the south and east, which suffered greatly in the face of competition from Germany and the USA. In addition, many countries had placed tariffs on imported wheat but Britain did not.

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

- the main argument is that there was a genuine economic depression in these years in British industry, which experienced falling prices and profits, as well as rising unemployment
- contemporaries used the phrase ‘the Great Depression’ to refer to this period, and established a royal commission to investigate it
- rising unemployment was not a myth as some historians have suggested. There was a march of unemployed workers in London which led to some violence
- the word ‘unemployment’ came into common usage in the 1880s as a result of the depression in industry, suggesting that significant problems in the economy were widely recognised at the time.

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

- British industrial growth was slowing significantly in this period in the face of growing competition from Germany and the USA. British machinery and production methods were out-of-date compared to these competitors, contributing to the drop in profits
- as profits decreased, employers had to lay off workers. This increased the level of unemployment in this period which peaked at 10% in 1886
- the development of industry in other countries reduced the size of Britain's export market, which was a development noted by the royal commission. Britain's share of world trade was in decline
- in opposition to the extract, it could be argued that the level of unemployment through this period was largely around 5%, with occasional higher peaks, which was not unduly high or a serious cause for concern, especially in the context of a growing population
- the royal commission itself noted that there was an increase in the production of many commodities and that there were encouraging signs for the future. Indeed, as prices were falling real wages were increasing, leading to stronger demand for consumer goods.

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

- the main argument is that the quality of technical and scientific education in Britain was improving and British engineers made a number of significant innovations in this period, which put Britain amongst the leading nations for science-based industries
- technical and university colleges provided a good education for technological pioneers in all industries, including the ones in which Britain was supposedly lagging
- in electrical engineering, Britain made some important pioneering breakthroughs
- in metallurgy and steel-making, Britain was also at the forefront of developments.

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

- there are several examples of British engineers and industrialists developing ground-breaking new techniques and technologies in this period in addition to the examples mentioned in the extract. These could include: William Lever's mass-production of soap, Courtaulds' developments of new chemicals and Vickers-Armstrong in armaments
- improvements to education provision occurred regularly through this period. A Board of Education was established; responsibility for technical education was given to local authorities and government grants were given to universities for the first time
- in opposition to the extract, it could be argued that educational provision in Germany was markedly better than in Britain and that most historians identify this as a factor in Britain's relatively low growth in newer industries when compared to Germany
- although British pioneers developed new techniques, such as the Gilchrist-Thomas method in steel manufacture, British industry was slow to invest in these new techniques. The Gilchrist-Thomas technique was embraced far more readily in Germany and the USA than in Britain, and those two competitors overtook Britain in steel production in this period
- British businessmen of this period are often criticised for failing to invest in new technologies. Britain remained overly reliant on the staple industries and many second/third generation industrialists lacked the entrepreneurial spirit of their predecessors or their international competitors.

Section B

- 0 2** To what extent did social reform legislation, in the years 1906 to 1929, improve the lives of the working classes?

[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 social reform legislation, in the years 1906 to 1929, improved the lives of the working classes might include:

- the introduction of the state pension in 1908 (which was then extended in 1919 and 1925) helped to alleviate some of the poverty experienced by the aged working class and also improved support for widows and orphans
- provision to help the unemployed was improved throughout the period, including labour exchanges, unemployment insurance and the dole
- the 1919 (Addison) Housing Act established the principle that central government should take responsibility for housing provision. This was followed up by the 1924 (Wheatley) Housing Act. By 1929, nearly one million new council houses had been built which had indoor toilets, running water and electricity
- those in work were helped by the National (Health) Insurance Act of 1911. Contributions entitled the insured worker to free medical care and assistance when off work. Other reforms aimed to improve working conditions
- working-class children were helped by the provision of free school meals and school medical checks. The 'Children's Charter' (1908) significantly improved the rights of children. The Fisher Act (1918) extended education provision to 14.

Arguments challenging the view that social reform legislation, in the years 1906 to 1929, improved the lives of the working classes might include:

- the initial state pension of 1908 was only 5s per week and only available to the over 70s. Severe poverty was still a reality for many elderly people in 1929, who continued to rely on the old Poor Law
- the initial National (Health) Insurance Act (1911) excluded the majority of workers and only paid benefits for a limited period. Unemployment remained a significant problem throughout the 1920s as the government had no policy to encourage full employment. Many of the unemployed continued to rely on the old Poor Law system which existed until 1929
- little was done to improve housing before the First World War and the war exacerbated the shortage of housing provision. The 1919 Act failed to meet its targets for house building due to soaring costs. The council houses built by 1929 were out of the reach of the poorest in society due to the level of rent charged
- education provision for the children of the working classes remained limited and social mobility was weak. Most working-class children left school at 14 or before to work in low paid jobs. Children (and mothers) were not covered by the health insurance available to their working fathers
- students may argue that other factors had a greater effect on the lives of the working classes, e.g. the average growth in real wages in the period, technological progress, such as the wider availability of electricity or improvements in leisure such as cinemas.

Overall, students may conclude that the period 1906 to 1929 was a significant one for laying the foundations of the modern welfare state. Many important principles about central government responsibility for welfare provision were established in this period. However, the reality for many in the working classes was that, by 1929, there remained serious problems associated with poverty. These were caused especially by low wages, unemployment and poor housing. Although some measures had been introduced to address these areas, much remained to be achieved. The level of welfare provision, and the number of people lifted out of poverty as a result, still required significant expansion, as evidenced by the scale of the later reforms introduced after 1945.

Alternatively, some students may focus their argument on the relative strength of factors contributing to an improvement in the lives of the working classes, balancing the importance of legislation against other factors.

0 3 'In the years 1918 to 1940, the successes of the Labour Party outweighed its failures.'

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 in the years 1918 to 1940, the successes of the Labour Party outweighed its failures might include:

- Labour increased their number of seats from 57 in 1918, to 191 in 1923. As a result, they replaced the Liberals as the official opposition to the Conservatives and were able to form a government for the first time in 1924
- MacDonald earned praise during the first Labour government for his conduct of foreign policy. He chaired the London Conference which agreed the Dawes Plan and became the first (and only) British PM to speak at the League of Nations
- MacDonald's cautious and moderate approach won more voters as the 1920s proceeded. In 1929, Labour became the largest party for the first time, forming their second government. MacDonald's refusal to openly support the General Strike and his determination to distance Labour from communism had won over many moderate voters
- during the first and second Labour governments significant housing acts (Wheatley's in 1924, and Greenwood's in 1930) were passed which, by the end of the 1930s, had contributed to a huge expansion of social housing provision across the country
- Attlee's leadership restored the standing of the party from 1935 and, with his change of policy towards appeasement, began to act as an effective opposition once more. Attlee and Labour played a key role in the resignation of Chamberlain in 1940 and the subsequent creation of Churchill's coalition in which Attlee was deputy PM.

Arguments challenging the view that in the years 1918 to 1940, the successes of the Labour Party outweighed its failures might include:

- the first Labour government of 1924 was short-lived and achieved little. There was no discernible improvement in industrial relations, unemployment remained high and MacDonald lost the support of the Liberals over his policy towards the USSR and the Campbell Case
- Labour may have returned to government in 1929, but this was still a minority government and was soon beset by the fallout from the Wall Street Crash and the subsequent depression. As a result, little was achieved in domestic policy
- Labour's response to the economic depression was wholly unsuccessful. The Cabinet, and the party as a whole, could not agree on the best approach to the situation. After a period of 'drift', the Cabinet was split over the recommendations of the May Committee and resigned from government
- MacDonald's leadership of the party was controversial from the start. He adopted a cautious approach, which drew criticism from within the party for abandoning socialism. His decision to join the National government in 1931 split the party and contributed to their 1931 election disaster
- Labour were obliterated in the 1931 election, winning only 52 seats. The programme put forward under Lansbury's leadership was criticised as being far too left-wing and radical. This result meant Labour had little prospect of returning to power for the rest of the decade.

In reaching a final judgement, students may argue that the events of 1931 clearly constituted a disaster for the Labour Party which significantly set back the progress they had made in the 1920s. However, looking at developments up to 1929 and after 1935, it can be argued that Labour were successful in this period. MacDonald led the party into government twice and, by 1929, had convinced many moderate voters that Labour was a genuine party of government. Attlee continued this progress after the 1935 election and in 1940 Labour returned to government as part of Churchill's coalition which marked another success for a Labour leader deemed to have the national interest at heart.

- 0 4** 'Catholic/Protestant tensions in Ulster, in the early 1960s, were caused by the actions of the Unionist governments of Northern Ireland from the 1930s onwards.'

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.

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- 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 Catholic/Protestant tensions in Ulster, in the early 1960s, were caused by the actions of the Unionist governments of Northern Ireland from the 1930s onwards might include:

- successive Unionist governments gerrymandered constituency boundaries in Northern Ireland to ensure the Protestant majority in the Stormont government was maintained. At a local level, the government restricted the ability of Catholics to vote for local councils through property qualifications. The disenfranchisement of Catholics fuelled resentment
- the proportion of Protestants employed in the civil service and the RUC was consistently over 90% throughout the period, deepening Catholic resentment at their lack of representation in civic society
- Acts such as the Special Powers Act, the Public Order Act (1951) and the Flags and Emblems Act (1954) were used to discriminate against Catholics, including in September 1964 when the RUC was instructed to take down an Irish tricolour flying in Belfast
- the Unionist governments of Northern Ireland gave contracts and subsidies to Protestant enterprises and very rarely to those owned by Catholics. Catholics made up a disproportionately large percentage of those in the poorest sections of Northern Irish society
- Terence O’Neil, leader of the Ulster Unionists from 1963, created some optimism amongst Catholics that he might bring about some improvements to their standard of living and civic rights. However, by September 1964 no real progress had been made and frustrations were growing.

Arguments challenging the view that the Catholic/Protestant tensions in Ulster, in the early 1960s, were caused by the actions of the Unionist governments of Northern Ireland from the 1930s onwards might include:

- Ian Paisley had been stoking sectarian tension since the creation of his Free Presbyterian movement in 1951. In September 1964, he threatened to march his supporters through Divis Street in Belfast to remove an Irish tricolour flag which was flying over the Republican Party office
- between 1956 and 1962, the IRA conducted a campaign of bombings along the Irish border. This stoked sectarian tensions within Northern Ireland, which led to the formation of extremist loyalist groups and strengthened support for Ian Paisley’s radical unionism. In response, nationalist protests became more strident
- the lack of interest shown by successive British governments in the deepening divisions within Northern Irish society contributed to the ability of the Unionist governments in Stormont to continue pursuing blatantly discriminatory policies against Catholics
- the Campaign for Social Justice was formed in January 1964 to give voice to Catholic grievances. Although the CSJ itself was a non-violent organisation, the greater publicity achieved for the cause of Catholic rights inspired some of the more radical elements to consider confrontational defiance such as the deliberate flying of the Irish tricolour in September.

In reaching a final judgement, students may argue that discrimination against Catholics by successive Unionist governments in Northern Ireland fuelled resentment over a long period which eventually burst forth in September 1964. This resentment was deepened by the actions of Ian Paisley and the IRA in the 1950s, which served to drive a significant amount of both unionist and nationalist opinion to more extreme positions. Paisley’s role in the specific events of September 1964 was significant and therefore the escalation of sectarian tension was a combination of longer-term resentment and shorter-term sparks.