

A-level HISTORY

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

Tuesday 21 May 2019 Afternoon Time allowed: 2 hours 30 minutes

Materials

For this paper you must have:

- an AQA 16-page answer book.

Instructions

- Use black ink or black ball-point pen.
- Write the information required on the front of your answer book. The **Paper Reference** is 7042/1G.
- Answer **three** questions.
In **Section A** answer Question 01.
In **Section B** answer **two** questions.

Information

- The marks for questions are shown in brackets.
- The maximum mark for this paper is 80.
- You will be marked on your ability to:
 - use good English
 - organise information clearly
 - use specialist vocabulary where appropriate.

Advice

- You are advised to spend about:
 - 60 minutes on Question 01
 - 45 minutes on each of the other questions answered.

Section AAnswer Question 01.

Extract A

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Adapted from C J Bartlett, *History of Post-War Britain 1945–74*, 1977

Extract B

The equation of ‘youth’ with ‘affluence’ became a prevalent theme throughout the post-war era. Youth, more than any other social group, materially prospered after 1945.

Young people’s real earnings rose by 50% (roughly double that of adults), and it has been estimated that youth consumer spending increased by as much as 100%.

During the 1950s and early 1960s, many working youngsters successfully exploited the exceptionally buoyant job market. In this context, it is hardly surprising that the post-war drive to find new markets and products spawned a youth market far surpassing what had gone before. Throughout the 1950s and 1960s ‘youth’ was associated with uninhibited pleasure in a new age of forward-looking prosperity. The general mood was caught in 1960 by the *Brighton and Hove Herald* under the headline, ‘It’s Great to be Young These Days!’ The young were hailed as a refreshing foretaste of good times waiting around the corner for everyone.

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Adapted from B Ogorsby, *Continuity and Change in British Youth Culture, 1929–59*, in *What Difference Did The War Make?*, 1993

Extract C

As the war ended, the closure of wartime day nurseries, despite the protests of many women, left most of them with little option but to give up work. The government made it clear that it believed that women should remain in the home. There was also a strong belief that intensive mothering was the key to physical and mental fitness. In consequence, health visitors, welfare clinics and baby manuals demanded exacting standards of mothers. Therefore, mothers of pre-school children encountered both emotional and practical barriers to their combining motherhood with paid work. Not that life was so wonderful for the majority of women in the home. Media reports were common of isolated housewives in new towns and housing estates. Increased access to domestic technology contributed to a major change in the lives of women; however, the outcome was more often rising standards of household care rather than reduced hours of housework. Rising standards created another source of conflict and guilt for women.

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Adapted from M Sanderson, *Towards Equal Opportunities – Women in Britain since 1945*, 1991

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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]**Turn over for Section B**

Section B

Answer **two** questions.

- 0 2** To what extent was political reform, in the years 1865 to 1885, driven by liberal ideology? **[25 marks]**
- 0 3** '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]**
- 0 4** '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]**

END OF QUESTIONS

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