
A-LEVEL

History

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

7042
June 2017

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

June 2017

A-level

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 the decline of the Liberal Party in the years 1906 to 1929. **[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 Wilson’s argument, students may refer to the following:

- Wilson’s overall argument is that the impact of the First World War is the main cause of the decline of the Liberals
- in Wilson’s interpretation, this was largely due to the incompatibility of liberal ideology with the demands of conducting the war effort successfully
- many Liberal supporters criticised their leaders for abandoning liberal principles during the war
- the Liberals struggled to attract new supporters after the war due to the damage done by the internal criticisms and divisions revealed during the war.

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

- in support of Wilson’s interpretation, students may point out that before the war the Liberals were in power from 1906 winning three consecutive elections; whereas, after the war, the Liberals never formed a government on their own again
- the introduction of conscription and DORA, amongst other legislation, during the war caused a great deal of soul-searching amongst Liberals and caused splits within the party
- the war also caused the split between Asquith and Lloyd George, which could be seen to be as much to do with ideology as personality. This split continued to weaken the party after the war
- in opposition to Wilson’s interpretation, students may point out that after the war the Liberals still continued to win millions of votes but were badly affected by the first-past-the-post system, e.g. in the 1929 election
- as a Liberal and Prime Minister, Lloyd George was celebrated as the ‘man who won the war’ and conceivably could have led a Liberal revival after 1918 if the damaging split with Asquith could have been overcome.

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

- Searle’s main argument is that the Liberals were victims of their own success, having implemented most of the reforms they aimed to in the pre-war years, which left liberalism with little more to achieve in the 1920s
- as a result, in the 1920s, the Liberals did not offer any new radical changes but became a more defensive party
- Liberal beliefs and values were now widely accepted even by the Labour and Conservative parties that there was no need for a separate Liberal party.

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

- by 1921, the Liberals had certainly achieved many of their reforming aims, e.g. social welfare, extension of the franchise, rights of nonconformists, Home Rule in Ireland
- in the elections of 1922–24, Asquith certainly did not offer many new ideas for radical change
- the Conservatives and Labour both adopted several ‘liberal’ policies in the 1920s, e.g. commitment to moderate social reform, extension of the franchise, conciliatory international relations
- in opposition to Searle’s interpretation, students could argue that the Labour and Conservative parties at the time would not have seen themselves as ‘liberal’
- in the 1929 election Lloyd George campaigned with the most radical programme of any of the main three parties, using Keynes’ economic ideas to argue ‘We can conquer unemployment’.

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

- Pugh argues that the split between Lloyd George and Asquith, especially in the years 1918 to 1924, was the main reason for the Liberals’ decline
- the 1923 election provided the Liberals with an opportunity to put their divisions behind them but Asquith failed to offer constructive leadership and Lloyd George held on to his money waiting for Asquith’s retirement
- after 1924, Asquith continued to prevent the rejuvenation of the party by standing aside to enable Lloyd George to take the reins
- by the later 1920s too many Liberal supporters had joined the Labour Party to allow Lloyd George to revive the party’s fortunes.

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

- 1923 was an opportunity for the Liberals to reassert themselves as they had (at least superficially) reunited in defence of free trade and the new Labour government was dependent on their support
- the divisions within the party between the Asquith and Lloyd George factions continued until 1926 and the Liberals did lose significant supporters to Labour, for example Addison. In the 1929 election, Labour won 288 seats to the Liberals’ 59
- however, 1923 could be regarded as a false dawn for the Liberals as they benefitted from the strength of support in the country for free trade, but once the Conservatives had returned to free trade in 1924 the Liberals’ electoral fortunes continued their downward trajectory
- the Liberals’ problems could be depicted as more long-term than Pugh suggests. With the rise of Labour as a left-wing party of reform more in touch with the working-class, it could be argued that the Lloyd George-Asquith split merely hastened a decline that was already well under way.

Section B

- 02** ‘The growth in support for Irish Home Rule in the years 1867 to 1890 was the personal achievement of Charles Parnell.’

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 growth in support for Irish Home Rule in the years 1867 to 1890 was the personal achievement of Charles Parnell might include:

- Parnell was leader of the Irish Nationalist Party from 1880 and was also president of the Irish Land League from 1879, and used his influence in both organisations to arrange peaceful and violent protest for Home Rule
- Parnell's imprisonment in 1881 boosted his popularity. He was released from prison in 1882 due to the 'Kilmainham Treaty' which enabled him to take advantage of his increased stature to campaign actively for Home Rule
- Parnell's influence is apparent from Gladstone's decision to compromise with him in 1882. It was only through Parnell that the violence of the Land League could be reduced
- Parnell began to oppose Gladstone's government in the Commons in 1885 which significantly contributed to the Prime Minister's resignation and subsequent decision to support Home Rule
- Parnell's influence to 1890 is evident from the weakness and division within the Irish nationalist movement which followed his downfall and subsequent death in 1890/91.

Arguments challenging the view that the increased support for Irish Home Rule in the years 1867 to 1890 was the personal achievement of Charles Parnell might include:

- an attempted uprising in Ireland, and terrorist attacks in England, by the Fenian Brotherhood in 1867 raised the profile of the issues of Irish republicanism and Home Rule
- Isaac Butt created the Home Rule Association in 1870 securing support from the Catholic Church as well as Fenians. By 1874, 59 out of 105 Irish MPs were Home Rulers
- the limitations of Gladstone's Land Act and the economic downturn after 1870 contributed to greater hostility towards English landlords and more support for Home Rule, e.g. the formation of the Land League. This intensified due to the failure of the potato crop in 1879
- the 1872 Ballot Act enabled Irish voters to vote freely for nationalist MPs without fear of eviction by their unionist landlords, which led to a significant number of nationalists being elected in 1874
- Gladstone decided in 1885 to support Irish Home Rule which could have been the logical culmination of his thinking on Ireland since 1868 rather than the influence of Parnell.

Overall, students may conclude that growth in support for Home Rule could have been the result of long-term factors regarding relations between Britain and Ireland, which came to a head after 1870 due to certain economic and political changes, which heightened tension between the Irish people and the English landowning and governing class. This caused a volatile and unstable situation which Parnell exploited but did not create. Alternatively, students may conclude that the role of Parnell was central to the increasing support for Home Rule. He provided dynamic leadership through both the Irish Nationalist Party and the Land League which mobilised and galvanised Irish opinion behind the idea of Home Rule. By 1885 he was in a hugely influential position in Parliament which could easily be seen as the key reason for Gladstone's conversion to Home Rule.

- 03** How effective were the social reforms of the years 1874 to 1905 in improving the condition 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 suggesting that social reforms of the years 1874 to 1905 were effective in improving the standard of living of the working classes might include:

- a series of Public Health Acts, most notably in 1875 which made several measures compulsory, improved conditions in areas such as water supply, sanitation and the quality of food and drugs
- a number of education acts significantly improved attendance at elementary school by making it compulsory and providing financial assistance with fees. Provision of secondary schooling was widened through the 1902 Education Act
- the Artisans' Dwellings Act (1875) gave councils the power to clear slums and the 1890 Housing of the Working Classes Act stimulated more council house-building
- working conditions were improved in various trades and industries through a number of Factory Acts. For example, working hours were limited in 1874; and greater protection from, and compensation for, accidents at work were introduced in 1880 and 1897 respectively
- greater recognition of the rights of unions, especially from 1875, enabled unions to campaign successfully for higher wages and improved conditions through this period.

Arguments suggesting that social reform was not effective in improving the standard of living of the working classes might include:

- a number of acts, most notably the Artisans' Dwellings Act (1875) were permissive and not compulsory and therefore could be ignored by councils often concerned by cost
- despite the Public Health Acts, the reports of Booth (1889) and Rowntree (1901) revealed that living conditions remained poor for a significant proportion of the working classes. Furthermore, the number of people living below the poverty line revealed in these reports was a significant concern
- the number of volunteers for the Boer War rejected due to ill-health and physical incapacity was a shock to the government and revealed the ongoing problems with poverty
- the fact that the Liberal Governments after 1906 felt the need to introduce a raft of new social reforms indicates that the achievements of the preceding 30 years had been limited
- reforms were limited in nature and did not form part of a coherent strategy to address social issues because the leading figures of the day, notably Gladstone and Salisbury, and Disraeli too after 1876, did not prioritise social reform.

Overall, students may conclude that, although there are examples of significant progress such as in public health and education, the overall the impact of social reform was limited. It was not a priority of the leading politicians of this period and the evidence of the early 20th century through the work of Rowntree and the recruitment problems for the Boer War reveal that the standard of living for a significant proportion of the working class remained low.

04 ‘The years 1945 to 1964 were a period of consensus over financial and economic policy.’

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 years 1945 to 1964 were a period of consensus over financial and economic policy might include:

- the Conservatives' 'Industrial Charter' of 1947 accepted the mixed economy established by Labour after 1945. The Conservatives retained the majority of Labour's nationalised industries after 1951
- the Conservatives were keen to maintain good relations with trade unions through this period, e.g. involving them in Whitehall committees concerning economic planning and granting generous wage settlements within the nationalised industries
- the Conservatives were comfortable with a Keynesian approach to the economy after 1951, such as a commitment to maintaining full employment. Furthermore, they increased the proportion of government spending on the welfare state between 1951 and 1955
- from 1951 to 1955, the term 'Butskellism' was coined to suggest there was little difference between the economic and financial policies of Butler and Gaitskell
- there was broad agreement that interest rates and/or taxes should be used to control inflation and to stimulate/restrain consumer demand when necessary.

Arguments challenging the view that the years 1945 to 1964 were a period of consensus over financial and economic policy:

- the Conservatives bitterly opposed the nationalisation of iron and steel in 1949/50 and denationalised it soon after returning to power
- the Conservatives fought the 1950 and 1951 elections on a platform of freeing the economy from socialist controls. In 1954, the Conservatives delivered on their commitment to end rationing. In 1955, the Conservatives continued to portray Labour as the party of austerity and themselves as the party of economic freedom and growth
- in 1959, the Conservatives claimed credit for the growing consumer affluence of the 1950s, whereas the Labour campaign pointed out continuing inequalities between the 'haves' and the 'have-nots'
- in the early 1960s, Labour portrayed the Conservatives as out-of-touch with the needs of a modern economy and claimed to be the party to deliver progress in the 'white heat' of technological revolution.

Overall, students may conclude that, following the initial battles between 1945 and 1951 over nationalisation and the cost of establishing the welfare state, there was a broad consensus between the two main parties over financial and economic policy. This was based on an acceptance of the mixed economy and Keynesian principles. However, understandably, the consensus did tend to break down at election time and by the end of the period greater divisions were apparent about the best way forward for the economy following a period of 'stagflation'.