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# AS History

7041/1G-Challenge and transformation: Britain, c1851–1964

Component 1G Victorian and Edwardian Britain, c1851–1914

Mark scheme

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Version/Stage: 1.0 Final

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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](http://aqa.org.uk)

## 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.

**Challenge and transformation: Britain, c1851–1964****Component 1G Victorian and Edwardian Britain, c1851–1914****Section A**

- 01** With reference to these extracts and your understanding of the historical context, which of these two extracts provides the more convincing interpretation of the development of New Liberalism? **[25 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:** Answers will display a good understanding of the interpretations given in the extracts. They will evaluate the extracts thoroughly in order to provide a well-substantiated judgement on which offers the more convincing interpretation. The response demonstrates a very good understanding of context. **21-25**
- L4:** Answers will display a good understanding of the interpretations given in the extracts. There will be sufficient comment to provide a supported conclusion as to which offers the more convincing interpretation. However, not all comments will be well-substantiated, and judgements may be limited. The response demonstrates a good understanding of context. **16-20**
- L3:** The answer will show a reasonable understanding of the interpretations given in the extracts. Comments as to which offers the more convincing interpretation will be partial and/or thinly supported. The response demonstrates an understanding of context. **11-15**
- L2:** The answer will show some partial understanding of the interpretations given in the extracts. There will be some undeveloped comment in relation to the question. The response demonstrates some understanding of context. **6-10**
- L1:** The answer will show a little understanding of the interpretations given in the extracts. There will be only unsupported, vague or generalist comment in relation to the question. The response demonstrates limited understanding of context. **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.**

In responding to this question, students may choose to respond to each extract in turn, or to adopt a more comparative approach to individual arguments. Either approach could be equally valid, and what follows is indicative of the evaluation which may be relevant.

Students must assess the extent to which the interpretations are convincing by drawing on contextual knowledge to corroborate or challenge.

**Extract A: In their identification of Morgan's argument, students may refer to the following:**

- the main argument is that New Liberalism was an ideology developed from the 1890s onwards, which was then implemented by politicians, such as Lloyd George and Churchill, when they came into power after 1906
- the Boer War strengthened support for New Liberalism as it revealed the poor physical health of many working class men
- Lloyd George was influenced by reformers such as Seebohm Rowntree whose ideas convinced him to support Churchill in the introduction of a social reform programme.

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

- the reports of Booth and Rowntree, and the developing ideology of the Rainbow Circle, certainly influenced the debate within the Liberal party around the turn of the century and created a desire amongst 'New Liberals' for more government intervention and social reform
- there was a rising concern about 'national efficiency' around 1900, which was given increased impetus not only by the problems of recruitment to the Boer War, but also through the rising threat of Germany to Britain's economic dominance
- in opposition to the argument, it could be pointed out that the Liberal election campaign of 1906 did not place much emphasis on social reform and it was only after the relative success of the newly-entitled Labour Party in 1906 that the minds of the Liberal leadership focused on the need for more social reform.

**Extract B: In their identification of Adelman's argument, students may refer to the following:**

- the main argument is that New Liberalism, and the Liberal social reforms, were primarily a response to the rising threat of the Labour Party
- the Liberal programme of social reform legislation put the Labour Party in a difficult position, as they could not oppose the reforms ideologically, but in supporting them were admitting to their reliance on the Liberals and lack of a separate identity
- the defeat of trade union opposition to the National Insurance Bill was a political victory for Lloyd George which came at the expense of Labour.

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

- the LRC had been formed in 1900 to represent the interests of the working-classes more effectively in Parliament. The Liberals had immediately been conscious of this potential threat to their traditional bloc of support from working-class voters
- the Lib-Lab Pact of 1903, the Trades Disputes Act (1906) and the payment of MPs (1911), in addition to their social reform legislation, were all responses by the Liberals to the potential growth of working class support for Labour and aimed to protect the interests of the Liberal Party
- in opposition to the argument, it could be pointed out that the ideas of New Liberalism had been evolving for some time, e.g. through the writings of Hobson, Hobhouse and Samuel in the 1890s, and that the social reform legislation of the Liberal governments from 1906 to 1914 could be seen as the practical implementation of these ideas. Further, it is plausible to suggest that given the few seats held by Labour prior to WWI, they could not have been considered as a significant threat.

In arriving at a judgement as to which extract provides the more convincing interpretation, students might argue that Extract B could be the more convincing as the Liberal government did not put forward a programme of social reform in its 1906 election manifesto and often acted after 1906 in response to the rising threat of the Labour Party and their demands for reform. However, alternatively, it could be argued that a section of the Liberal Party itself had developed an ideological commitment to social reform prior to 1906 and that when they were in government this ideology came to the fore. It is possible therefore, to combine the ideas in both extracts by arguing that the political challenge of the Labour Party, especially from 1906, brought to the fore a strand of thinking within the Liberal Party which had been developing since the 1890s.

**Section B**

**02** 'The British economy was in decline in the years 1873 to 1896.'

Explain why you agree or disagree with 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 good understanding of the demands of the question. They 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 leading to substantiated judgement. **21-25**
- L4:** 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. The answer will be effectively organised and show adequate communication skills. There will be analytical comment in relation to the question and the answer will display some balance. However, there may be some generalisation and judgements will be limited and only partially substantiated. **16-20**
- L3:** The answer will show some understanding of the full demands of the question and the answer will be adequately organised. There will be appropriate information showing an understanding of some key features and/or issues but the answer may be limited in scope and/or contain inaccuracy and irrelevance. There will be some comment in relation to the question. **11-15**
- L2:** The answer will be 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 the British economy was in decline in the years 1873 to 1896 might include:**

- the significant improvements in productivity of the previous 20 years meant that supply began to exceed demand. As a result, prices fell and profit margins were squeezed. In these circumstances, workers were laid off more frequently and unemployment increased
- Britain's share of world manufacture began to fall as America and Germany both experienced significant growth in industrial production. Both America and Germany were able to utilise new technology more easily than the more established British industries, which were reluctant to invest in new technology
- British agriculture experienced a marked depression due to the effect of poor weather and of competition from overseas, especially wheat from America. Prices and profits for British arable farmers fell markedly
- the policy of free trade, in contrast with the introduction of protective tariffs by Germany and other nations, put British producers at a disadvantage compared to their competitors.

**Arguments challenging the view that the British economy was in decline in the years 1873 to 1896 might include:**

- industrial production continued to grow, it was just at a slower rate than in the previous 20 years. In this period, Britain continued to be the world's leading shipbuilding nation and the staple industries remained profitable
- real wages grew as falling prices increased the spending power of British consumers. Livestock farmers also benefited from the fall in food prices and many experienced increased profits
- London remained the commercial centre of the world and 'invisible earnings' from insurance, shipping and banking etc. continued to rise and more than off-set the effects of competition in the industrial sector from Germany and America
- service industries expanded significantly creating more jobs, especially for women, in hotels, domestic service, communications, finance, public administration and recreation.

Overall, students may argue that contemporaries certainly felt that the British economy was experiencing significant problems in this period, hence the creation of Royal Commissions in the 1880s to investigate the causes of the 'Depression'. However, this negative impression may have had more to do with the contrast with the preceding mid-Victorian boom. In absolute terms, the British economy continued to grow in this period and therefore cannot be said to have experienced a 'depression'. In relative terms, Britain was losing its previous dominance in comparison to its international competitors but it is perhaps unrealistic to expect this dominance to have continued as other countries 'caught up'. Therefore, Britain was not in decline but was experiencing a period of greater economic uncertainty and reduced dominance in comparison with the previous two decades.



**03** 'The Conservatives weakened the condition of Ireland in the years 1886 to 1914.'

Explain why you agree or disagree with 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 good understanding of the demands of the question. They 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 leading to substantiated judgement. **21-25**
- L4:** 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. The answer will be effectively organised and show adequate communication skills. There will be analytical comment in relation to the question and the answer will display some balance. However, there may be some generalisation and judgements will be limited and only partially substantiated. **16-20**
- L3:** The answer will show some understanding of the full demands of the question and the answer will be adequately organised. There will be appropriate information showing an understanding of some key features and/or issues but the answer may be limited in scope and/or contain inaccuracy and irrelevance. There will be some comment in relation to the question. **11-15**
- L2:** The answer will be 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 the Conservatives weakened the condition of Ireland in the years 1886 to 1914 might include:**

- the attitude of Salisbury and Churchill to the first Home Rule Bill in 1886 enflamed tensions between unionists and nationalists
- Salisbury's governments from 1886 to 1902 antagonised nationalists in various ways, such as rejecting Parnell's proposals to ease the impact of agricultural depression in 1886, the Coercion Acts, the Crimes Act, and Balfour's use of violent repression leading to his reputation as 'Bloody Balfour'
- the rejection of the second Home Rule Bill by the Conservative-dominated House of Lords prevented a solution to the ongoing issue and perpetuated divisions between unionists and nationalists
- Bonar Law's outspoken support for the Ulster Unionists after 1912, contributed to the escalating tensions in Ireland and added to the likelihood of civil war breaking out.

**Arguments challenging the view that the Conservatives weakened the condition of Ireland in the years 1886 to 1914 might include:**

- Salisbury's government introduced a Land Act in 1887 to address the main grievance of Irish tenants regarding land ownership and rents
- it could be argued that Balfour's firm stance from 1887 to 1890 reduced levels of violence and disorder in Ireland, for example in 1890 he was able to relax the Crimes Act
- in the 1890s, Balfour also introduced a public works scheme to reduce unemployment alongside further financial assistance for the land purchase scheme. Conditions in rural Ireland were improving
- Wyndham's Land Act in 1903 involved £86 million from the Conservative government to further enable tenants to buy land at prices satisfactory to the landlords. By 1914, two thirds of Irish farmers owned their own land.

Overall, students may conclude that the Conservative Party remained obstinate opponents of Home Rule throughout this period, which perpetuated the political tensions between unionists and nationalists. In addition, Bonar Law's stance after 1912 significantly contributed to the descent of Ireland towards civil war. However, in the 1890s and early 20th century, the economic condition of Ireland was improving, and tensions between unionists and nationalists were reduced, as the Conservative government's policy of 'killing Home Rule with kindness' reaped some rewards and brought tangible benefits to Irish farmers.