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# A-LEVEL History

7042/1G

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

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June 2018

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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.

**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 reasons for the dominance of the Conservatives in the interwar years. **[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 Mowat’s argument, students may refer to the following:**

- the main argument is that Baldwin’s leadership and personal qualities were a significant advantage to the Conservatives in the interwar years
- Baldwin’s character reflected the character of the country as a whole during this period
- Baldwin was a moderate common sense politician whom people trusted
- Baldwin was the ablest politician of the day, especially at a time of crisis.

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

- after the turbulent years under Lloyd George, and fears about the impact of radical left-wing ideology across Europe, the British people responded favourably to a calm, moderate leader who seemed able to usher in a period of stability
- Baldwin was moderate in much of his approach, for example he rejected anti-trade union legislation in 1925, introduced moderate social reform, and cultivated positive relations with political opponents, most notably with MacDonald
- Baldwin used the radio, and other forms of propaganda, skilfully to communicate his vision of a country united by patriotism, faith and traditional values
- Baldwin’s leadership during the General Strike, during the economic crisis of 1931, and in the Abdication Crisis could easily be used to support the judgement that he was the ‘master of events’ during a crisis
- in opposition to the argument, it could be pointed out that Baldwin lost two elections largely due to his own misjudgements – over protection in 1923 and sticking to ‘Safety First’ in 1929.

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

- the main argument is that politics was becoming more class-based in the interwar period and, in this context, the Conservatives were able to benefit from the support of former Liberals who joined them in order to resist the advance of socialism and the Labour Party
- in the 1920s, the traditional working-class base of the Liberals switched to Labour, which made the Liberal Party redundant, meaning less political challenge to the Conservatives.
- as a result, many right-wing and traditionalist Liberals switched to the Conservatives to resist socialism
- the National governments of the 1930s represented the triumph of Conservatism having absorbed the vast majority of Liberal MPs.

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

- election results and voting patterns seem to support the argument that politics was becoming more class-based, for example the impact of the Zinoviev Letter and the 1924 election was to significantly polarise opinion – both the Conservatives and Labour gained votes at the expense of the Liberals
- in 1924, and again in 1931, the Conservatives won significant majorities which can easily be portrayed as the result of anti-socialist sentiment bolstered by the support of former Liberals
- the National governments certainly appear to represent the triumph of Conservatism, for example in terms of the number of MPs, the Conservative dominance of the Cabinet and in the nature of the policies introduced, such as retrenchment and protection
- in opposition to the extract, it could be argued that the Labour victory of 1924 did not make the Liberals redundant. In 1929, the Liberals won nearly a quarter of votes cast and it was perhaps more the first-past-the-post system which undermined them and ensured the Conservative dominance
- furthermore, it could be argued that the National governments did not represent the triumph of Conservatism but instead reflected the unique circumstances of the economic crisis of 1931 which caused the collapse of the Labour government and the creation of genuinely 'National' coalition.

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

- the main argument is that the dominance of the Conservatives was largely due to the weaknesses of the Labour party and Labour governments in this period
- in 1924, the Zinoviev Letter, weaknesses of MacDonald and 'wild utterances' by Labour politicians caused the Labour defeat and conclusive Conservative victory in the election
- in 1931, the Labour government failed to deal with the economic crisis which swept the Conservatives back into power and discredited socialism and the Labour Party
- by 1935, Labour was still stigmatised by the impression that they were unfit to govern.

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

- MacDonald did not handle the Campbell Case well and in the subsequent 'Red Scare', exacerbated by the Zinoviev Letter, Labour lost 40 seats in the 1924 election
- Labour certainly failed to produce a coherent response to the 1931 economic crisis. Having initially followed a policy of 'drift', MacDonald then failed to gain the support of his Cabinet for cuts to unemployment benefit in order to achieve retrenchment and attract loans
- in the 1931 election campaign, Labour was portrayed by the Conservatives as having 'run away' from the 1931 economic crisis. Labour's very left-wing manifesto was far too radical for many voters. Thus, it is easy to argue that socialism was 'discredited'
- although they recovered 100 seats under Attlee's leadership in 1935, Labour were still over 100 seats below their 1929 level, which could be an indication that they were still regarded as unfit to govern by many voters
- in opposition to the argument, it is important to point out that Labour became the largest party in Parliament for the first time in 1929, in what was regarded at the time as a triumph for MacDonald.

**Section B**

- 02** To what extent was Britain's economic growth in the years 1851 to 1873 due to technological progress? **[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 Britain's economic growth in the years 1851 to 1873 was due to technological progress might include:**

- technological developments in coal mining, iron/steel production, engineering and in the textiles industry led to a rapid increase in production across these staple industries. Britain produced 40% of the total traded manufactured goods in the world
- new technology, such as drainage pipes, steam-powered ploughs and threshing machines and artificial fertilisers, boosted Britain's agricultural production to create a 'golden age' for British agriculture
- the development of the railway network provided a significant boost to economic growth in both the industrial and agricultural sectors by reducing the cost of transporting raw materials and finished products, and increasing the mobility of the workforce
- the growth of the railways led to the improved transportation of goods, communications, stimulated the new tourism industry and also led to greater developments in precision engineering
- the development of iron-hulled steam ships increased the demand for iron and coal, as well as facilitating the growth of British exports around the world.

**Arguments challenging the view that Britain's economic growth in the years 1851 to 1873 was due to technological progress might include:**

- the British Empire was vital to Britain's economic growth providing cheap raw materials and foodstuffs, as well as buying one third of all Britain's exports
- a belief in a laissez-faire approach and free trade policies from the government also helped to stimulate economic growth. Low taxation encouraged businessmen and industrialists to reinvest profits into further expansion
- population growth contributed to economic growth through both increasing the supply of cheap labour and through creating a larger domestic market for agricultural and industrial products
- Britain's main economic rivals – America and Prussia – were side-tracked by war in this period, whereas Britain enjoyed a period of peace and stability which facilitated greater international trade
- favourable weather was a significant factor in the agricultural boom of these years, producing harvests well above average for several years in a row.

Overall, students may conclude that technological progress, which was more advanced in Britain than in any of its rivals in this period as demonstrated at the Great Exhibition, was central to the economic growth of the time. Production in every sector of the economy was made more efficient by new technology, which stimulated the domestic market as well as giving Britain a significant advantage over international competitors. However, technological progress did not exist in isolation. Investment in new technology was encouraged and enabled by government policy which gave confidence and freedom to entrepreneurs. Furthermore, industry was helped by the role of the British Empire, both in providing cheap raw materials and an extensive market for exports.



- 03** How effective were trade unions in promoting the interests of the working classes in the years 1888 to 1914? **[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**
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- 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 trade unions were effective in promoting the interests of the working classes in the years 1888 to 1914 might include:**

- the action of ‘new unions’ in 1888 and 1889 scored a number of successes against employers, including the Bryant & May matchgirls, the Gas Workers in their dispute with the Southern Metropolitan Gas Company and the dockers in London
- the trade unions played a central role in the creation and funding of the new Labour Representation Committee in 1900, which provided the first political representation for the labour movement
- the Labour Party was able to influence some of the reforms introduced by the Liberals after 1906, which were also partly a response to the growing labour movement. Examples include, the School Meals Act (1906), the Trades Disputes Act (1906), the payment of MPs in 1911
- employers made increasing use of arbitration to settle disputes in order to avoid the confrontation and damage caused by strike action. This was encouraged by the government after the 1896 Conciliation Act. Wages rose steadily through the period
- between 1910 and 1914, trade union membership rose to 4 million and an increased number of strikes were called across the country, often securing better pay and conditions for union members, such as the Minimum Wage Act for Mining in 1912.

**Arguments challenging the view that trade unions were effective in promoting the interests of the working classes in the years 1888 to 1914 might include:**

- in the 1890s, employers successfully resisted union attempts to create ‘closed shops’ in several industries. Furthermore, lock-outs and non-union labour were used effectively by many employers to defeat strikes, for example the defeat of the Amalgamated Engineering Union in 1897
- the Taff Vale Case of 1900 awarded sizeable damages against the Amalgamated Society of Railway Servants. Until the Trades Disputes Act of 1906 reversed the Taff Vale decision, unions were reluctant to strike and risk the award of damages against them
- the Osborne Judgement of 1909 prevented the automatic funding of the Labour Party by trade unions (until its reversal in 1913), which stopped the unions from providing the degree of financial support to the party they would have liked
- the radical attitude of syndicalists damaged the more moderate campaigning of the majority of unions and of the Labour Party as it associated union action with more revolutionary political purposes, which did not have the support of the majority of the British people. It also caused splits and disagreements within the labour movement
- not all of the working class was represented by unions. Those in the ‘sweated trades’ did not have union representation. The reports of Booth and Rowntree, and the need for the Liberal social reforms of 1906–14, suggest that the Trade Unions were not entirely effective in promoting the interests of the working class.

Overall, students may conclude that trade unions were generally effective over the course of this period at representing and promoting the interests of the working classes as, for example, wages improved steadily. There were some limitations on the effectiveness of union action, such as the Taff Vale and Osborne judgements, but these tended to have a short-term effect. The stronger theme throughout these years appears to be the greater political representation of working class interests through the Labour Party and the overall effectiveness of strike action in improving pay and conditions for many

workers. Alternatively, students may suggest that the wave of strike action in the years 1910–14 is an indication that the interests of the working classes had not been effectively promoted in the preceding years.

- 04** 'In the years 1945 to 1964, the Conservatives had strong, effective leaders; whereas Labour's leaders were weak and ineffective.'

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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- Nothing worthy of credit. **0**

**Indicative content**

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**Arguments supporting the view that in the years 1945 to 1964, the Conservatives had strong, effective leaders; whereas Labour's leaders were weak and ineffective might include:**

- Churchill remained a highly respected and unifying figure between 1945 and 1955, winning a crucial election victory in 1951
- Eden was a near unanimous choice as leader in 1955 and led the party to an increased majority in the election
- Macmillan proved to be an effective leader from 1957, overcoming the setback of Suez, and further increasing the party's majority in 1959
- Attlee struggled at times with the powerful personalities in his governments from 1945 to 1951, including facing an attempt to remove him led by Cripps. Attlee faded significantly after 1951 and the 1955 election campaign was ineffective and the result disappointing
- Gaitskell who had to deal with many internal divisions, including his rivalry with Bevan, the 'Keep Left' campaign, arguments over Britain's nuclear deterrent and the debate over the removal of Clause IV, all of which weakened his leadership. He made significant mistakes in the 1959 election campaign as the Conservatives increased their majority.

**Arguments challenging the view that in the years 1945 to 1964 the Conservatives had strong, effective leaders; whereas Labour's leaders were weak and ineffective might include:**

- the 1945 election campaign revealed weaknesses in Churchill's leadership. His infamous 'Gestapo speech' was a miscalculation and his tepid response to the Beveridge Report weakened the Conservative campaign
- the Suez Crisis was a disastrous miscalculation by Eden and led to a significant drop in support for the Conservatives and much internal dissent
- in the early 1960s, Macmillan's leadership began to be questioned. De Gaulle's rejection of the EEC application was a significant blow to his personal prestige and the Profumo Affair merely added to the impression that the PM was losing his touch. The subsequent selection of Douglas Home led to resignations from the Cabinet
- in winning the 1945 election; in managing the difficult personalities of his governments from 1945 to 1951; and in achieving the significant social and welfare reforms of the period, it is possible to argue that Attlee demonstrated strong leadership
- towards the end of the period, Wilson reunited the left and right wing factions of the Labour Party and was able to find issues on which there could be consensus, such as opposing Britain's proposed membership of the EEC. This contributed to the 1964 election victory.

Overall, students may conclude that at the beginning and the end of the period, Labour's leaders – Attlee and Wilson – demonstrated effective leadership in comparison to their Conservative opponents as evidenced by the election victories of 1945 and 1964, in addition to the significant welfare reforms implemented by Attlee's governments. However, in between – in the years 1951 to 1959 in particular (barring the Suez debacle) – the Conservative leaders were more effective, contributing to their three successive election victories with increasing majorities. At the same time, Labour were divided and the leaders unable to mount a serious challenge to the Conservatives' ascendancy.