

AS
HISTORY
7041/1G

Challenge and transformation: Britain, c1851–1964

Component 1G Victorian and Edwardian Britain, c1851–1914

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** With reference to these extracts and your understanding of the historical context, which of these two extracts provides the more convincing interpretation of the standard of living of the working classes in the years c1851 to 1870?

[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.

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 standard of living for the working classes remained poor and even deteriorated in these years
- rapid urbanisation meant that the working classes lived in overcrowded, slum housing where the rise in rents exceeded real wage growth
- death rates remained high as the working classes continued to live in insanitary conditions.

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

- most new legislation regarding public health and housing in this period was permissive and not compulsory, e.g. the 1848 Public Health Act. Many councils were put off improving living conditions due to the high costs involved
- the belief in laissez-faire remained dominant in this period. The impact of new building projects on the poor and the level of rent were not considered to be matters of concern for Parliament and national legislation. There was still no social security for the unemployed, ill or elderly, who remained reliant on the Poor Law
- in opposition to the extract, it could be argued that public health and the condition of the working classes was improving. The work of Edwin Chadwick, the creation of the Board of Health and the development of new sewers, such as Bazalgette's in London, all contributed to some improvements in public health awareness and conditions.

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

- the main argument is that this period is one of growing prosperity and an improving standard of living for the working classes
- the living standards of the working classes improved due to increased purchasing power through an increase in real wages and the impact of new sanitary laws
- historical perspective has been distorted by the focus on slum living, this was not true for the majority of the working classes.

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

- this period is generally regarded by historians as a period of economic boom, which led to high levels of employment and rising real wages which benefited the working classes
- Factory Acts reduced the hours of many workers and established the practice of a half-day on Saturdays. This created more time for workers to spend their wages, which were rising, thus improving their standard of living
- in opposition to the extract, it could be argued that 10% seems a low figure to give for the number living in slum conditions. When Charles Booth conducted his survey of London in the 1880s, he found 30% of people living in poverty. It seems unlikely that this figure would only be 10% in the 1860s.

In arriving at a judgement as to which extract provides the more convincing interpretation, students might conclude that generalisations about the standard of living of the working classes in this period are difficult to make as there was a great range of experience from the better-paid skilled workers to those at the bottom of the socio-economic ladder. Extract A focuses more on the latter group and argues that this was still a significant proportion of society, whereas Extract B plays down the numbers living in slum conditions. Ultimately, it can be seen to come down to an argument over the proportion of the working classes who lived in poverty. The figure of 10% suggested by Extract B seems low in the light of the evidence from the time and after, and therefore, perhaps the argument of Extract A is more convincing.

Section B

0 2 'There was a Great Depression in the British economy 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 supporting the view that there was a Great Depression in the British economy in the years 1873 to 1896 might include:

- supply of manufactured goods began to outstrip demand and, as a result, prices fell reducing profit margins. This contributed to rising unemployment and low levels of investment. The government set up a Royal Commission into the Depression of Trade and Industry
- rates of growth in the staple industries slowed. Firms were slow to embrace new technology and Britain's industrial machinery was increasingly out-of-date
- Britain faced much more intense international competition and imports of manufactured goods began to outstrip exports. Britain's share of world manufacture began to shrink and Britain lagged behind Germany and the USA in the development of newer industries and in technical education
- wet summers, poor harvests and imports of cheap grain from America started a depression in British agriculture. Prices fell and many farmers struggled to survive. The government remained committed to the policy of free trade even though other countries introduced tariffs.

Arguments challenging the view that there was a Great Depression in the British economy in the years 1873 to 1896 might include:

- new technologies were developed in the staple industries; production was becoming more efficient and continued to grow. Exports of coal, machinery and shipping grew steadily. The British shipping industry was still the largest in the world
- real wages grew as prices were falling faster than wages. This contributed to an improvement in the standard of living of many in the working classes and a growth in consumer businesses
- Britain developed newer industries such as in electrical engineering, motor vehicles, bicycles, artificial silk and soap. The rise in real wages created strong domestic demand for many of these new products
- Britain's balance of payments remained in surplus throughout the period due to the impact of invisible exports such as banking, insurance, shipping and returns on foreign investments.

In reaching an overall judgement, students might argue that the view of contemporaries was that Britain did indeed experience a 'Great Depression' in this period, hence the creation of the Royal Commissions to investigate industry and agriculture. However, with the benefit of hindsight it is possible to conclude that rates of economic growth in this period were merely slowing down rather than going into reverse. This was the consequence of Britain's early industrial revolution and the appearance on the international scene of major competitors in the form of Germany and the USA. Britain was perhaps a little slow to embrace new methods and technologies, but there were many strengths within the British economy which continued through these years.

0 3 'The failure to achieve Home Rule for Ireland, in the years 1886 to 1914, was due to opposition from the Conservative Party.'

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 supporting the view that the failure to achieve Home Rule for Ireland, in the years 1886 to 1914, was due to opposition from the Conservative Party might include:

- Salisbury and Churchill vigorously opposed Gladstone's first Home Rule Bill in 1886. The Conservatives argued that it would weaken the British Empire and would betray the interests of the Ulster Protestants
- the second Home Rule Bill of 1893 passed through the Commons only to be vetoed by the Conservative dominated House of Lords
- the Conservative dominated House of Lords delayed the third Home Rule Bill in 1912 until 1914, by which time the outbreak of the First World War caused the implementation of Home Rule to be postponed
- between 1912 and 1914, Conservative politicians, most notably the leader Bonar Law, expressed their full support for Ulster Unionist resistance to Home Rule, even indicating that they would support armed resistance by the Unionists.

Arguments challenging the view that the failure to achieve Home Rule for Ireland, in the years 1886 to 1914, was due to opposition from the Conservative Party might include:

- Gladstone would have been able to pass the first Home Rule Bill through the Commons despite Conservative opposition if he had had the full support of the Liberals. However, Hartington and Chamberlain led the breakaway of the Liberal Unionists which was sufficient to defeat the bill
- Ulster Protestants were resistant to Home Rule throughout the period. The Ulster Unionist Council was formed in 1905, and from 1912 it was led by Edward Carson, a fierce opponent of Home Rule. Between 1912 and 1914 the Ulster Unionists armed themselves and signed the 'Covenant' to resist Home Rule
- there were splits and disagreements within the Irish Nationalist Movement. The INP was weakened after 1891 due to the downfall of Parnell and the subsequent split. By 1914, many nationalists, e.g. Sinn Fein, were aiming for full independence rather than just Home Rule
- Conservative opposition in the House of Lords was no longer a barrier to Home Rule following the Parliament Act (1911). It was only the outbreak of the First World War which delayed the implementation of the third Home Rule Bill in 1914.

In reaching an overall judgement, students may argue that the Conservatives were staunch opponents of Home Rule throughout the period and used their dominance of the House of Lords, in particular, to resist steps towards Home Rule. They also encouraged Ulster Unionists to prepare themselves to resist any attempt to impose Home Rule on the whole of Ireland and were therefore central to thwarting any progress. However, even if the Liberals had been able to overcome Conservative resistance at Westminster, the prospect of a successful implementation of Home Rule in Ireland was improbable. An alternative outcome could easily have been the outbreak of civil war in Ireland between the Ulster Unionists and Irish nationalists.