

A-level  
**HISTORY**  
**7042/1G**

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

---

Mark scheme

June 2024

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.

Further copies of this mark scheme are available from [aqa.org.uk](http://aqa.org.uk)

#### **Copyright information**

AQA retains the copyright on all its publications. However, registered schools/colleges for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to schools/colleges to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Copyright © 2024 AQA and its licensors. All rights reserved.

## 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, ie 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** Using your understanding of the historical context, assess how convincing the arguments in these three extracts are in relation to British economic policy in the years 1945 to 1964.

**[30 marks]**

*Target: A03*

*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 interpretations/arguments/views.

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

- the main argument of Extract A is that there was a consensus between Labour and the Conservatives in relation to economic policy in this period, based around a mixed economy and Keynesian principles
- the post-war consensus was a halfway house between socialism and capitalism, located in the new centre ground of British politics
- Cripps, Butler and Macmillan were all committed to using fiscal policy through the Budget to manage demand and maintain full employment
- economic policy in this period was successful as unemployment remained low.

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

- once Labour had created the mixed economy through its nationalisation programme, the Conservatives did very little to alter this after 1951
- all politicians of this period remembered the mass unemployment of the 1930s and were determined, in line with Keynes' principles, to maintain full employment as a priority
- governments throughout the period used taxation and interest rates to manage demand and inflation, providing a stimulus or break where appropriate
- in opposition to the interpretation, it could be argued that there was less consensus than it suggests. The Conservatives criticised socialist planning and control in their election campaigns through the 1950s. The Conservatives denationalised iron and steel and road haulage
- in opposition to the interpretation, it could be argued that the consensus was not that successful. By the early 1960s, inflation was rising, the balance of payments worsening and Britain's economic performance was well below the level of the EEC nations.

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

- the main argument of Extract B is that Labour's economic policies were clear-sighted and effective, whereas Conservative policies were opportunistic and ultimately damaging
- Labour's nationalisation policy and socialist planning enabled the government to boost exports, limit inflation and maintain full employment
- Conservative governments from 1951 were more concerned with public opinion and boosting consumer spending, however, this had the impact of increasing inflation and worsening the balance of payments
- Conservative governments adopted a 'stop/go' pattern of economic management which ultimately harmed Britain's economic performance in relation to other western countries.

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

- Labour was able to stimulate significant export-driven growth after 1947 through its management of the economy. Domestic demand and inflation were suppressed through wage restraint and continued rationing as production was prioritised towards exports
- the Conservatives clearly used fiscal policy to promote consumer-led growth in advance of elections. This happened before the elections in 1955, 1959 and 1964. Taxes and interest rates were lowered to boost spending
- the pre-election ‘giveaways’ by successive Conservative chancellors contributed to rising levels of inflation and a significant increase in imports, necessitating ‘stop’ policies in the years after the elections. This ‘stop/go’ pattern harmed long-term business investment and planning
- in opposition to the interpretation, it could be argued that Labour’s export driven growth and restriction of inflation came at the cost of people’s standards of living as wages stagnated and rationing continued. People voted Conservative in the 1950s to move away from this ‘socialist austerity’, indicating that Labour’s success was not as complete as suggested
- in opposition to the interpretation, it could be argued that Britain’s relatively low levels of growth compared to her international competitors were more the result of longer-term decline and a lack of modernisation in industry, which neither Labour nor Conservative governments addressed effectively in this period.

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

- the main argument of Extract C is that government economic policy did not take into account the need for the modernisation of both transport and industry
- Britain’s economic performance was undermined by government spending on the welfare state and defence throughout this period
- the creation of the welfare state was a ‘fantasy’ which distracted the British people and governments from what should have been their true priorities
- Britain spent far more on defence than her European competitors which held back growth and damaged the balance of payments.

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

- Labour’s nationalisation programme (largely continued unchanged by subsequent Conservative governments) can be criticised as little more than an administrative manoeuvre. Investment in new technology was limited
- the cost of the NHS, the welfare state and council house building was enormous throughout this period. The Conservatives maintained similar levels of public spending to Labour and there was limited investment in modernisation of transport or industry
- Britain’s defence commitments were extensive throughout the period. The maintenance of the Empire and the development of a nuclear deterrent were huge drains on government spending and directed industrial production away from consumer manufacturing
- in opposition to the interpretation, it could be argued that the result of the 1945 election gave a clear mandate for the creation of the welfare state and the maintenance of full employment, therefore government economic policy was directed at the people’s priorities
- in opposition to the interpretation, it could be argued that the British people enjoyed a period of unprecedented affluence in these years and that economic growth was impressive in relation to historical levels. Conservative governments were repeatedly re-elected on the basis of this perceived success.

**Section B**

**0 2** 'In the years 1851 to 1873, the quality of life of the working classes improved significantly.'

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 in the years 1851 to 1873, the quality of life of the working classes improved significantly might include:**

- there was a significant increase in the level of average real wages across this period, as wages rose much faster than prices, meaning the majority of the working classes had more disposable income. There was a reduction in the percentage of people claiming poor relief in these years
- central and local government began to take the issue of public health seriously in this period, eg many councils used the powers given to them by the 1848 Public Health Act to improve sanitation and water supply. In London, Bazalgette's sewer system was completed
- the growth of 'model unions' in this period benefited the more skilled in the working classes. Friendly Societies and Cooperative Societies helped many in the working classes with support when ill or unemployed
- the 1850 Factory Act significantly limited hours for many workers and established the principle of a half-day on a Saturday. Bank holidays were introduced and the 1871 Act stipulated four statutory bank holidays a year in addition to Easter and Christmas
- the development of the railway network led to the creation of a domestic tourist industry, which gave many in the working classes access to excursions to the seaside or countryside for the first time. Railways also improved the supply of affordable fresh food to the cities.
- Students may make reference to the expansion of the franchise for the working classes although they may add that the benefits were not universal.

**Arguments challenging the view that in the years 1851 to 1873, the quality of life of the working classes improved significantly might include:**

- a significant proportion of the working classes remained trapped in insecure employment and slum housing, unable to improve their lives by building up savings, and often having to rely on poor relief or the workhouse
- legislation aimed at improving public health and housing was limited in this period as much of it was permissive rather than compulsory. Many councils were put off acting by the high costs involved. The laissez-faire attitude was still strong
- those who lived and worked in the more remote and isolated agricultural areas did not benefit from the wider economic growth of the period. They continued to use inefficient, outdated methods of farming and suffered from ongoing insecurity of land tenure
- those working in the 'sweated trades' – mainly women and children – continued to be exploited, working in shocking conditions for very low pay. There was no regulation of the sweated trades during this period
- industries and those who worked in them could be subjected to major trauma – eg the cotton famine of the early 1860s caused significant unemployment in that sector for a period of time; there was little by way of state support/protection in such situations.

Overall, students may conclude that the spectacular economic growth of this period was bound to have a positive impact on the quality of life for the working classes to some degree. The wider availability of affordable manufactured goods and fresh food, coupled with rising wages, meant that the majority of the working classes enjoyed a higher standard of living. In addition, technological advances, especially the railways, and government legislation further improved the opportunities available to working people. However, the benefits were not universal or consistent for all. Unemployment was a constant fear for many and, should that occur, there was little in the way of support beyond the stigma of poor relief or the

workhouse. For a significant minority on the margins of the economy, life remained insecure, unhealthy and poor.

**0 3** To what extent was the emergence of the Labour Party by 1906 due to the influence of trade unionism?

**[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 emergence of the Labour Party by 1906 was due to the influence of trade unionism might include:**

- the development of new mass unions in the 1880s began to change the nature of unionism and the TUC as a whole. Strike action became more widespread and the influence of socialist ideology on the union movement strengthened. This influenced the TUC to decide to support the creation of the LRC in 1900
- Keir Hardie was a union organiser and delegate as well as the founder of the ILP. He consistently argued for closer cooperation between the political representatives of the working classes and the unions. Ultimately, he was successful in achieving this in 1900 with the formation of the LRC
- the TUC voted in 1899 to hold a conference of labour groups with a view to creating a political party to represent the working classes. This led directly to the formation of the LRC in 1900, which ultimately evolved into the Labour Party in 1906
- the Taff Vale judgement of 1901, and the subsequent refusal of the Conservative government to overturn it, convinced the craft unions to join the LRC. The craft unions brought with them considerable funding, organisational skills and leadership
- from 1900 to 1906, the unions provided the vast majority of funding and grassroots membership of the LRC/Labour Party. The political programme of the LRC in these years was moderate, based more on the practical concerns of the unions rather than socialist ideology.

**Arguments challenging the view that the emergence of the Labour Party by 1906 was due to the influence of trade unionism might include:**

- the emergence of the Labour Party was heavily influenced by the Fabians, who were a largely middle-class group of intellectuals attracted to socialist ideology and keen to support the creation of a distinctive socialist political party to promote the interests of the proletariat
- the SDF were one of the founding groups of the LRC in 1900. They were a group of radical Marxist thinkers who argued for the need for a dedicated, socialist political party
- the perceived failure of the Liberal Party to effectively promote the interests of the working classes in the 1880s and 1890s contributed to the rise in demands for a political party more focused on the specific needs of working people
- the formation of the Independent Labour Party by Keir Hardie was a response to the perceived failure of the Liberals to defend the interests of the working classes. Through the 1890s, the TUC refused to endorse the ILP. The ILP joined the LRC in 1900 as a separate group from the unions
- the Liberals helped the emergence of the Labour Party from 1903 through the Lib-Lab Pact. This had a significant impact on the outcome of the 1906 election when Labour won 29 seats – many in constituencies where the Liberals did not field a rival candidate.

Overall, students may conclude that the trade unions were central to the emergence of the Labour Party by 1906. The TUC called the conference which led to the creation of the LRC in 1900 and then provided the majority of funding, organisation and membership of the new political party. The TUC also heavily influenced the programme of the new party, in line with its more moderate, practical concerns. However, alternatively, it could be argued that the unions only moved in this direction due to the failures of the Liberal Party to represent the interests of the working classes, and the contemporaneous rise in the influence of socialist ideology, which the unions were very sceptical of at first.

**0 4** 'Throughout the years 1912 to 1939, British governments damaged the stability of Ireland.'

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 throughout the years 1912 to 1939, British governments damaged the stability of Ireland might include:**

- the passing of the Home Rule Bill in the Commons in 1912 led to the creation of the UVF and the signing of the 'Covenant' by unionists in Ulster. In response, nationalists formed the IVF and the prospect of civil war in Ireland was a real possibility
- the British response to the Easter Rising was heavy-handed and counter-productive. The executions of the leaders of the Rising turned more moderate nationalists towards Sinn Féin and republicanism. This response, coupled with British attempts to impose conscription in Ireland in 1918, meant that confrontation between the British government and Irish nationalists was now inevitable
- the tactics of the 'Black and Tans' in Ireland during the Anglo-Irish War were heavily criticised and generated more support for Sinn Féin and the IRA
- the Anglo-Irish Treaty (1921) sparked a civil war in Ireland between pro- and anti-treaty factions of the nationalist movement
- British support for Craig's unionist government in Ulster from 1921 emboldened the efforts of the Unionist Party to govern Northern Ireland in the interests of the Protestant majority. This led to significant sectarian tension with the Catholic minority, eg the 1935 Belfast riots.

**Arguments challenging the view that throughout the years 1912 to 1939, British governments damaged the stability of Ireland might include:**

- Lloyd George negotiated effectively with Griffith and Collins in 1921 to bring an end to the Anglo-Irish War. The partition of Ireland proved, in the long-term, to be a relatively stable solution to the conflicting priorities of Irish nationalism and Ulster unionism
- the Statute of Westminster (1931) changed the relationship between the UK and its dominions. This gave De Valera the opportunity to cut most of the ties of the Irish Free State with Britain. This was an important step towards the independence of Éire, which was consolidated when the British government abolished the position of Governor General in 1936, further appeasing Irish nationalist opinion
- in 1937, De Valera announced Éire's independence from Britain. Although Chamberlain's attempts at negotiation and reconciliation were rejected by De Valera, the British government accepted the de facto situation on the ground – a further step towards stabilising a partitioned Ireland
- in 1938, the British government returned the three Treaty Ports to Éire as a gesture of goodwill. This was negotiated with the involvement of Craig's unionist government in Ulster, thereby improving relations between both north and south, and between the south and Britain.
- some students may seek to achieve balance through highlighting factors other than the British government which destabilised Ireland in these years. These could include the intransigence of both Unionists and Nationalists at certain points.

Overall, students may conclude that British governments undermined the stability of Ireland in this period as its initial attempts to balance the demands of Irish nationalists and Ulster unionists failed. Following the partition of Ireland in 1921, tensions within Ulster and between the north and south remained high and these were ultimately unresolved by 1939. However, alternatively, it could be argued that Ireland had been unstable for many decades and that the situation after the Irish Civil War was increasingly stable as both nationalists and unionists came to terms with partition. Although, legally, the status of Éire was unresolved by 1939, the de facto situation on the ground was that Britain had come to terms with the ultimate independence of southern Ireland and this had been successfully balanced with the desire of the Protestant majority in the north.